University of Ilinois at Urbana-Champaign

Reaffirmation of Accreditation

Assurance Argument

2/12/2020

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Introduction

The University of Illinois at Urbana-Champaign (Illinois) has come a very long way from its 1867 founding. That first class saw 77 students and one faculty member come together to lay the foundations for a new, different, and revolutionary educational experience. This was a major leap forward for the state and for the entire world in the democratization of higher education. It challenged the existing idea that access to knowledge and learning should be governed by where students came from or by what their parents did for a living. Clearly, a great deal has changed. Illinois' curriculum no longer includes building fences and its students don't wear uniforms, but those first students would certainly recognize the same foundational principles of access and a commitment to creating experiences that let them define their own lives and careers that have been hallmarks at Illinois from the first day it opened its doors.

Those guiding pedagogical and philosophical principles are evident in this 2019 HLC assurance argument. More critically, the universitywide programs, processes, and policies that have been established support those goals and deliver outstanding student outcomes with an institutionwide consistency.

Illinois is the higher educational choice for more than 50,000 students that cross the entire spectrum of national, racial, ideological, and socio-economic diversity. But they all share one commonality – they trust this university to provide them with a transformational educational experience that will, in turn, be a major determinant in the lives and careers they will lead when they leave. This university is fully aware of this responsibility and the HLC accreditation review process offers an additional opportunity to reflect on Illinois' successes, to address weaknesses, and to plan for how Illinois will change and adapt to meet the rapidly changing educational demands of a 21st century global society. Illinois considers this review to reaffirm its accreditation as a public and transparent acknowledgement of accountability to those the university serves.

At this moment in time, the university is carrying tremendous positive momentum even as it recovers from the two-year state budget crisis in 2016-17 that ranked among the worst in the nation. State funding has returned along with the first annual increase in years. The first capital budget in more than a decade is catalyzing strategic new construction while addressing critical deferred maintenance needs. Internally, a new budgeting model was developed that allows greater transparency and incentivizes academic units to create new and adjust existing programs in ways that respond to the demands of the students who invest their tuition dollars here.

The university is in the early stages of a $50 million strategic faculty hiring initiative that will grow its capacity for teaching, research, and engagement in ways outlined in the new five-year strategic plan, The Next 150. The university is equally committed to retaining its current faculty with planned significant additional investments to increase compensation levels to make it competitive with its national peers.

At Illinois, undergraduate applications and enrollments continue to grow, even as other institutions have seen growing weakness in these areas. This fall, Illinois welcomed the largest freshman class in its history. It was also a class that was the most diverse and the most

academically prepared on record. Administrators are enormously proud to say that 25% of these students are the first generation in their families to attend college. And thanks to the Illinois Commitment scholarship program that guarantees four years of free tuition to any admitted resident of the state of Illinois with a family income of $61,000 or less, the university matches accessibility with affordability on a massive scale.

And once they get here, students find their experiences position them for future success. Illinois' graduation and retention rates continue to rank among the upper tier among its public peers. Extensive post-graduation surveys indicate that an Illinois degree translates to rapid opportunities. Data for the university's 2018 graduates reported that 91% of undergraduate respondents had a first destination (job, graduate school spot, or permanent volunteer position) within six months of graduation. Those who began jobs reported an average starting salary significantly above the national average.

It is increasingly clear that in the world today, a lack of educational access and attainment dramatically narrows an individual's pathway to economic stability and full and healthy societal participation. These lost opportunities have impact across a lifespan, and more distressingly, often persist across generations. Public, land-grant universities like Illinois have established themselves as the most effective and consistent agents to raising personal trajectories on a massive scale. It is no exaggeration to say that some of the discoveries and innovations that come from Illinois touch the lives of virtually every person on this planet. This long record of excellence and achievement has led the state of Illinois, the nation, and the world to set very high expectations for the University of Illinois at Urbana-Champaign.

Assurance Argument

University of Illinois at Urbana-Champaign - IL

Review date: 3/30/2020

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1.A.1

The University of Illinois at Urbana-Champaign (Illinois) is one of three universities within the University of Illinois System, which also includes the University of Illinois at Chicago and the University of Illinois at Springfield. Within the limits fixed by the constitution of the state of Illinois, the University of Illinois Board of Trustees exercises final authority over the System and its three universities. The board also approves the General Rules (p. 37) that govern the organization of the System and its universities and declare that the universities are expected to develop missions (p. 4) responsive to their particular orientation and setting.

Illinois' mission statement:

> *The University of Illinois at Urbana-Champaign is charged by our state to enhance the lives of citizens in Illinois, across the nation, and around the world through our leadership in learning, discovery, engagement, and economic development.*

This mission statement was developed to reflect the collaborative culture of the institution and was last reviewed by the Council of Deans (p. 7) in January 2017. They recommended that the university "maintain the vision, mission, and broad goals of the last strategic plan." The board affirmed this mission at its January 2019 meeting.

The university aspires to its vision statement:

> *We will be the pre-eminent public research university with a land-grant mission and global impact.*

The university defines pre-eminence as:

- We will be the best at what we do; this is a matter of excellence in achievement.

- We will have impact locally, nationally, and globally through transformational learning experiences and groundbreaking scholarship.
- We will be recognized by our peers as leaders. We will be visible to the nation and world – this is the leadership expected from a world-class university with a land-grant mission.

Illinois' actions are guided by the values and goals outlined in its strategic plan (see 1A3).

1.A.2

Illinois' academic programs, student support services, and enrollment profile are consistent with its stated mission.

Academic Programs

As a land-grant institution, Illinois' original mission, as set forth in the Morrill Act (1862), was "without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts … to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life." In keeping with its land-grant mission, Illinois' academic programs and courses include agriculture, science, engineering, military science, as well as social science, humanities, business, and health programs.

The university requires that all undergraduate students take General Education courses to gain and use broad knowledge beyond the specialized knowledge they acquire in their major. These General Education requirements cover the kinds of knowledge all students should have: humanities and the arts, social and behavioral sciences, natural sciences and technology, quantitative reasoning, composition/writing, and cultural studies. See 3B1 for more information.

The following nine undergraduate-serving colleges and schools offer over 150 programs of study leading to baccalaureate degrees:

- College of Agricultural, Consumer and Environmental Sciences
- College of Applied Health Sciences
- Gies College of Business
- College of Education
- Grainger College of Engineering
- College of Fine and Applied Arts
- College of Liberal Arts and Sciences
- College of Media
- School of Social Work

Post-baccalaureate students study in more than 100 fields through the Graduate College in concert with departments housed in the colleges listed above, as well as the School of Information Sciences and the School of Labor and Employment Relations. Professional programs, as defined by IPEDS, are offered through the College of Law, the Carle Illinois College of Medicine, and the College of Veterinary Medicine. Many programs at Illinois have specialized accreditation. A number of undergraduate and graduate programs, as well as the university, have earned national and international rankings, demonstrating programmatic quality.

Illinois is committed to continuous improvement of learning and programs. This is accomplished through program review (see 4A1) and learning outcomes assessment (see 4B1).

Student Support Services

Illinois provides a comprehensive range of programs, services, and resources to support its students in accordance with its mission. Some examples:

- Student academic affairs units within the colleges provide support for degree requirements and advising. Graduate students are additionally supported through the Graduate College. Illinois International facilitates study-abroad experiences and assists international students. Enrollment Management supports students in their academic endeavors through undergraduate admissions, enrollment, financial aid, student records, course scheduling, and degree certification.
- Student Affairs provides services that support students' mental, physical, and social well-being. The Office of Volunteer Programs (p. 2 and 7), part of the Illini Union, connects students with opportunities to donate their time to causes at the university, in the local community, and beyond. The Office of Inclusion and Intercultural Relations delivers culturally responsive, supportive, and developmental services. Additional diversity-related offerings and efforts are described in 1C1 and 1C2.
- The Career Center provides career coaching, interest exploration, mock interviews, resume review, and job search tips. Individual colleges offer career services also.
- The Office of Undergraduate Research encourages students to collaborate with faculty on research projects and garners financial support for these projects.

See 3D and 3E1 for a detailed discussion of student support services.

Enrollment

The university's fall 2019 enrollment composition reflects Illinois' mission to enhance the lives of citizens in the state of Illinois, across the nation, and around the world:

Undergraduates

- Total enrollment: 33,850
- In-state: 73.42% (five-year average: 99.2/102 counties represented)
- Domestic out-of-state: 9.44% (five-year average: 48 states represented)
- International: 16.03% (five-year average: 80.6 countries represented)

  (Unknown: 1.11%)

Graduate and professional students

- Total enrollment: graduate 16,319 | professional 1,027
- In-state: 25.84% (five-year average: 89/102 counties represented)
- Domestic out-of-state: 27.53% (five-year average: 49.8 states represented)
- International: 36.69% (five-year average: 103.4 countries represented)

  (Unknown: 9.94%)

The fall 2019 enrollment composition also demonstrates that an Illinois education is available to students from a broad set of demographic categories, according to the land-grant mission.

Gender (total student population)

- Male: 54%
- Female: 46%

Underrepresented minorities (URM): U.S. citizens or permanent residents who are African American, Latinx, American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, or "multi-race," if one group is in the preceding list.

- Freshman class (p. 3): approximately 23%
- Undergraduates (p. 10): 21%
- Graduate and professional (p. 10): 11%

First-generation students

- Freshman class (p. 11): 25%

Low-sending counties in Illinois

- The number of students from rural downstate areas increased 37%, with 87 out of 102 counties represented in the 2018 freshman class.

By awarding a large number of degrees each year (p. 12), Illinois is enhancing the lives of its stated constituents. Illinois awarded 13,410 degrees in 2018-19, including 8,341 bachelor's degrees, 3,993 master's degrees, 6 advanced certificates, and 1,070 doctoral and professional degrees.

1.A.3

To guide the institution, the mission and vision are included in the 2013-16 (p. 5) and 2018-23 ("The Next 150") (p. 4) strategic plans. The fundamental goals (p. 7) and initiatives in the new strategic plan persisted from the previous strategic plan and support the institution's mission. Both plans' overarching goals include these topics:

- Scholarship, discovery, and innovation
- Learning experiences
- Societal impact
- Resources and strategic investment

Metrics were created to measure progress toward each of the goals established in the 2013-16 strategic plan. Regular updates were submitted by the colleges and recorded by the Division of Management Information (DMI) to provide clear and transparent information about the university's progress. Many of the universitywide metrics from the 2013-16 strategic plan continue to be collected. Metrics for the 2018-23 strategic plan will be finalized during spring 2020 and recorded on the DMI website.

Budget alignment with the mission is discussed in 5C1.

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1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1.B.1

The university's mission and vision are articulated publicly and linked from various webpages (e.g., About Illinois).

Opportunities for public discussion of the mission and vision were provided during the rollout of the 2018-23 strategic plan (town hall (p. 9) | launch), while the chancellor referred to the mission in his 2017 State of the University address.

1.B.2

As mentioned in 1A1, the university's mission was last reviewed in 2017 by the Council of Deans and affirmed by the Board of Trustees in 2019.

Illinois' mission and The Next 150 strategic plan directly address the university's intent to provide leadership in scholarship, discovery, and innovation; transformative learning experiences; societal impact; and resources and strategic investment.

More than 150 centers, laboratories, and research efforts, including nine large-scale interdisciplinary research institutes, continue the Illinois tradition of discovery to address society's most pressing problems. The university's research enterprise received $359 million in federally funded grants in FY 2017 and $116 million in support from corporate contracts and philanthropic gifts in FY 2018.

More than 3,000 faculty members (see 3C) deliver more than 5,000 courses in more than 150 fields of study to more than 49,000 students annually. The quality of these educational programs is discussed in 4A.

Illinois was recognized in both 2008 and 2015 as a Carnegie Foundation Community-Engaged University. Illinois provides multiple public engagement opportunities through its colleges, museums, performing arts center, and public media (see 1D1 and 1D3). Additionally, the university's flagship outreach effort of Illinois Extension offers programs in every county in the state to maximize impact. Extension is described further in 1D1.

The university provided $8.9 billion in income to the state's economy in 2017, approximately equal to 1.1% of the total gross state product, according to an independent economic impact study.

Furthermore, the Research Park at Illinois has more than 120 companies employing 2,100 people in high-technology careers, including 800 student interns. Total operations in the Research Park annually contribute $7.5 million in tax revenues to the state of Illinois and $1.4 million in tax revenue to Champaign County. In 2011, it was installed into the Academy of Outstanding Research Parks as a Top 20 university innovation community.

The university recognizes the need to be a good steward of resources and to grow resources in order to provide a quality operation in all areas of its mission. For that reason, the 2013-16 strategic plan set out to examine methods for resource conservation, to be more transparent in budget decisions, to add self-supporting degree programs, and to increase fundraising efforts. The 2018-23 strategic plan continues in the same vein as the previous strategic plan, but it also emphasizes the importance of the university's human resources.

1.B.3

The broad scope of Illinois' activities is defined in the mission as leading in learning, discovery, engagement, and economic development. The vision characterizes the nature of these activities as one of pre-eminence, with global impact.

The mission clearly identifies the breadth of the institution's constituents as "citizens in Illinois, across the nation, and around the world," with the strategic plan introduction further specifying the following constituents: faculty, students, alumni, and the local, state, national, and global communities.

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1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1.C.1

Illinois addresses its role in a multicultural society in many ways by supporting the diversity of worldviews, histories, and cultural knowledge across a range of social groups including race, ethnicity, gender identity, sexual orientation, abilities, economic class, political views, religion, and their intersections.

From 2009 to 2017, [Inclusive Illinois: One Campus, Many Voices](#) was the university's initiative to cultivate a community at Illinois where everyone is welcomed, celebrated, and respected. Many [college initiatives](#) (p. 14), [events](#) (p. 4), and [Campus Conversations](#) (p. 7) were held to foster this goal.

In 2012, the Senate of the Urbana-Champaign Campus (Senate) adopted a [diversity values statement](#) to define the university's commitment to the principle that a diverse community adds to and enhances the educational environment (directly quoted in-part below):

- We demonstrate our values and appreciation of the perspectives and contributions of the wide spectrum of people reflected in our community;
- We support curricular, interdisciplinary, and co-curricular learning environments that expose students to multiple perspectives including the histories and contributions of groups across social and economic identities; and
- We provide opportunities for students, faculty, staff, and administrators to establish meaningful relationships across differences and we actively encourage the campus community to participate in programming and events to create, develop and sustain those relationships.

Illinois ensures it stays current and effective in its role in a multicultural society. In 2017, the new chancellor initiated an [external review of diversity](#), which resulted in a [transitional year](#) to begin implementing recommended changes. The review team recognized a [proliferation of programs and initiatives](#) regarding diverse students and employees, which resulted in a recommendation to centralize these efforts. Some of the major recommendations from this review included the appointment of a Vice Chancellor for Diversity, Equity and Inclusion to develop and lead a central structure to provide organization and clarity to diversity, inclusion, and equity work at the campus and college/unit levels. The following entities were combined under the new Office of Diversity, Equity and Inclusion, instated July 1, 2018: the Office for Access and Equity and the Title IX and Disability Coordinator Office. Two new units were created to carry out part of the diversity framework aligning with the campus strategic plan and to connect with community businesses to promote diversity: the Office of Academic Inclusive Excellence and the Office for Business

Community Economic Development. The new vice chancellor joined the university in August 2019.

The university enhances and promotes diversity as a fundamental value through the strategic plan process and principles. Every Strategic Task Force was asked to consider diversity, and several of the goals highlighted in the current strategic plan involve diversity:

- **Goal 1A1:** Increase the number of faculty members with an intentional focus on enhancing diversity and retention, building disciplinary strength and significance, advancing interdisciplinary discovery and innovation, and elevating the importance of translational research
- **Goal 2A:** Ensure that [an Illinois] education is available to all who qualify academically by implementing financial aid programs to increase accessibility, and by growing our merit-based scholarship programs to attract an outstanding and diverse student body
- **Goal 2C7:** Integrate and emphasize global perspectives within our learning environment, and benefit from the international diversity of our students, faculty, and staff
- **Goal 2D:** Identify a path forward to respect diverse groups, develop educational strategies to increase knowledge about different cultures, and create a campus that celebrates our diverse university and community
- **Goal 2E5:** Develop global awareness and cultural competency through a combination of curricular, student-life activities, and international experiences that build and foster collegewide and universitywide strategic partnerships
- **Goal 4D2:** Recognize that diversity is essential to our excellence, and interweave diversity through planning and operations

In 2019, the College of Liberal Arts and Sciences created the Illinois Global Institute to provide leadership and an administrative home for seven previously established Title VI grant-funded international area centers, which sponsor region-specific outreach and educational programs for students and scholars (examples: Center for African Studies | Center for East Asian and Pacific Studies).

Also supporting the university's multicultural vision are the eight cultural and resource centers, which provide programs, support, and cultural education to members of the university community:

- Bruce D. Nesbitt African American Cultural Center
- Asian American Cultural Center
- Diversity and Social Justice Education
- International Education
- La Casa Cultural Latina
- LGBT Resource Center
- Native American House
- Women's Resources Center

Institutional support for and awareness of diversity issues is also demonstrated by the leadership of campuswide committees that assemble individuals with expertise to identify and respond to the needs of the campus community:

- Committee on Access and Accommodations (CCAA)
- Committee on Race, Ethnicity, and Intersectionality (formerly Committee on Race and Ethnicity (CORE))
- Committee on Sexual Orientation, Gender Identity, and Expression (SOGIE)

(formerly Lesbian, Gay, Bisexual, Transgender and Queer Concerns (LGBTQ))
- Diversity Realized at Illinois by Visioning Excellence (DRIVE)
- Enhancing Diversity, Guiding Excellence Council (EDGE)
- Gender Equity Council (GEC)
- Senate Committee on Equal Opportunity and Inclusion
- Technology Accessibility Review Committee (TARC)

1.C.2

As a land-grant university with a local, national, and global mission, Illinois reflects attention to diversity in its processes and activities in the examples given below.

Campuswide events

A critical conversation series was commissioned by the chancellor in 2017-18 and 2018-19 to promote a civil, safe environment and publicly address controversial issues with all affected parties included. Four conversations were held on Native imagery, engaging in discussion over 600 students, staff, faculty, alumni, and community members. Policy changes instituted as a result of the feedback received during these conversations include instating the Land Acknowledgment Statement policy.

Examples of long-standing annual events include the Celebration of Diversity awards breakfast (p. 10) and the multiday Dr. Martin Luther King Jr. Celebrations (2016 | 2019).

Students

Students have long had rich academic opportunities to explore diversity through coursework, minors, and degrees. See 3B4 for additional information.

Outside the classroom, students are engaged in 265 cultural/ethnic interest registered student organizations (RSOs) with an additional 178 diversity/inclusion-related RSOs. University Housing initiatives also provide community support for diverse populations. Examples include:

- Gender-inclusive housing options
- Beckwith Residential Community: support for students with severe physical disabilities
- WIMSE: living-learning community for Women in Math, Science, and Engineering

Services and accommodations for individuals with disabilities have been part of the university since shortly after World War II, culminating in what is now Disability Resources and Educational Services (DRES). The DRES mission is to:

> ensure that qualified individuals with disabilities are afforded an equal opportunity to participate in and benefit from the programs, services, and activities of Illinois through the identification and enactment of reasonable modifications to institutional policies and procedures, the provision of effective auxiliary aids and services, the establishment of innovative educational services, and the pursuit of interdisciplinary disability research.

There has been an increase in student utilization of DRES services, from a total of 1,698 in 2015 to 2,600 in 2019. Cognitive/psychological services were the most utilized services.

Financial commitments and support exist to encourage a diverse undergraduate student body, aiming to boost the recruitment and retention of women (especially in STEM fields), first-generation college

students, in-state students from low-sending counties, people with disabilities, students from low-income families, and racial and ethnic minorities underrepresented in higher education. See 1A2 for the enrollment profile. Total spending includes financial aid, student support, recruitment, and retention; federally required training, accommodations, and investigations; Title IX and Americans with Disabilities Act (ADA) compliance activities; and other diversity education and advocacy. Centrally awarded financial aid, which is targeted to these undergraduate populations, totaled $94.3 million in FY 2019. Included in these funds are the President's Award Program (PAP), which provides $5,000 scholarships per year to highly capable students who are members of one of several historically underrepresented groups at Illinois. A companion PAP Honors Scholarship program was launched in 2012 to award $10,000 per year to the highest achieving PAP-eligible students. About one-in-three newly enrolled Illinois residents benefit from the new Illinois Commitment program, which provides grant aid covering tuition and fees for residents with a family income of $61,000 or less. Other specific examples of student support initiatives are included in 3D2 and 4C3.

The university strives to increase the diversity of the graduate student population in a number of ways. The Next 150 strategic plan outlined an increase in funding for graduate fellowships to URM students. The Graduate College called for diversity advocates to be added to all admissions committees. The Graduate College also received a $1 million award from the Alfred P. Sloan Foundation, disbursed 2015-18, providing $40,000 scholarships in support of academic and professional development activities, with the goal of increasing the numbers of URM graduate students in STEM fields (and renewed in 2019-22). As a result of Sloan funding and the university's matching funds providing $10,000 scholarships, 53 new URM Ph.D. students were recruited to the Grainger College of Engineering, as well as to mathematical and physical sciences in the College of Liberal Arts and Sciences at Illinois by 2018. The Grainger College of Engineering directly recruits women through national conventions including the Society for Women Engineers and hosts a two-day, all-expenses paid Multicultural Engineering Recruitment for Graduate Education (MERGE) recruiting event.

Faculty/staff

Illinois is committed to building and maintaining an excellent and diverse faculty and staff. One program to recruit and support outstanding faculty who will enrich the diverse learning environment is the Targets of Opportunity Program (TOP), created in 1993 to recruit women in STEM fields as well as other underrepresented faculty across campus.

Illinois Human Resources (IHR) strives to increase the applicant pool's diversity for staff and civil service positions. One such effort is the Intern Program, which allows candidates lacking one or more of the minimum qualifications for civil service positions to begin as a paid intern and follow a professional development plan. These interns may be hired at the end of the program. IHR reports that the Intern Program has helped units meet their Affirmative Action goals.

Hiring procedures recommended by the Diversity Realized at Illinois by Visioning Excellence (DRIVE) faculty committee were instated in 2015 to accelerate efforts to recruit faculty members from traditionally underrepresented populations:

- A Diversity Advocate is required on all faculty and academic professional search committees. Advocates help ensure that the search is free of bias and are responsible for monitoring search practices and promoting efforts to recruit additional underrepresented candidates, among other duties.
- All search committee members are required to take an online implicit bias awareness course.

Some professional education opportunities are geared toward supporting diversity and helping staff to increase their knowledge of diversity and social justice to foster lasting climate improvement. Examples include:

- **Emerging Women Leaders program:** relaunched in 2013 as a multiweek leadership development program for approximately 26 early- to mid-career academic professional or civil service women aspiring to become organizational leaders
- **Five Days for Change:** a weeklong training program for faculty and staff to learn to identify and combat microaggressions and influence campus change
- **Ally trainings:** including disability, LGBT, undocumented student, and veteran ally workshops, among others
- **DRIVE workshops:** delivered by faculty for faculty in each college to encourage buy-in for diversity best practices and women in STEM
- **I-Journey workshops:** exploring topics of differing belief systems, immigration, disability, and gender, among others (also offered to students)

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1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1.D.1

Illinois' mission as a land-grant institution to "enhance the lives of citizens in Illinois, across the nation, and around the world" clearly establishes its sense of public service. To reflect this mission, Illinois' 2013-16 and 2018-23 strategic plans include societal impact as one of the university's four main goals.

Illinois was designated in both 2008 and 2015 as a Carnegie Foundation Community-Engaged University – a classification that recognizes Illinois' high level of effectiveness in community engagement. Illinois demonstrates its public obligation through its breadth of engagement, ranging from curricular and cocurricular activities to engaged scholarship, outreach, and extension.

For nearly a decade, Illinois tracked and documented engagement activities at the unit and campus level through the web-based Public Engagement Portal (PE Portal). In June 2018, the PE Portal documented 1,015 activities – 383 programs related to public service, 409 events around the state, and 223 resources shared globally.

Students have curricular and cocurricular opportunities to engage with the community. Best practices for service-learning courses are provided by the Center for Innovation in Teaching and Learning. Many service-learning courses are offered at Illinois. Examples include:

- SPAN 232, "Spanish in the Community," allows students to build their language skills while contributing to areas of need in local Spanish-speaking communities.
- ENG 315, "Learning in Community (LINC)," and ENG 398, "Engineering for Social Justice," (2003-18) paired students with local, regional, and international nonprofits to work on real-world projects such as building bridges, improving water systems, and developing curricula for schools.
- Social Work Community Learning Lab partners with the community to provide students with experiential learning that helps them connect coursework to real life. Eighty-one percent of community partners were able to complete a project that otherwise would not have been completed.

The Office of Volunteer Programs promotes service by encouraging students to volunteer for the

university and local communities and maintaining [lists of volunteer opportunities](#). Students are engaged in over 200 service-focused Registered Student Organizations. Nearly half of seniors responding to the [2016 National Survey of Student Engagement](#) indicated they spent one or more hours per week on average doing community service or volunteer work.

The university's research is often conducted in areas that directly serve the public. See 3B5 for more details about research activities.

Illinois [Extension](#), established in 1914 under the Smith-Lever Act, is currently reimagining and organizing itself in ways that align more closely with the university's academic, service, and research strengths. Employing a systems approach and statewide common goods operation, [Extension](#) has expanded its vision beyond serving farming communities to include all communities – rural, suburban, and urban – to better fulfill its mission of "bringing research-based evidence to the people for informing decision-making, exchanging knowledge and information across multiple sectors of society, opening portals to educational pathways, and creating economic and civic opportunities for communities in socially responsible ways." Annually, more than 1.5 million residents from all 102 counties in the state attend Extension-provided educational programs in the following areas:

- Energy and environmental stewardship
- Food safety and security
- Economic development and workforce preparedness
- Family health, financial security, and wellness
- Youth development

The [Research Park](#), mentioned in 1B2, is expanding both in scope and mission to become a center for the university's statewide economic development and engagement efforts. Notably, EnterpriseWorks, an award-winning incubator serving science- and research-based startups that commercialize technology, offers pipeline programming and resources for aspiring entrepreneurs.

To progress as a 21st century land-grant university, Illinois is dramatically redefining how it engages with its society and communities. As [stated by the chancellor](#), Illinois is moving from being a university with engagement programs to being a "publicly engaged" university, with an active and visible presence throughout the state and the world. University leaders are accomplishing this via a coordinated approach that emphasizes partnership building.

1.D.2

Illinois is a public academic and research institution. As a nonprofit state entity, Illinois has no investors or parent organization; its educational responsibilities take primacy. State-appropriated funds flow from the state to the University of Illinois System, which provides vital services and support to all three of its universities: the University of Illinois at Urbana-Champaign, the University of Illinois at Chicago, and the University of Illinois at Springfield. Approximately 12% of funding is retained by the System; the remainder is divided among its three universities.

The University of Illinois at Urbana-Champaign demonstrated its commitment to delivering on its educational mission in the face of daunting budgetary adversities. During the recent two-year state of Illinois [budget impasse](#), from July 2015 to August 2017, there was no disruption in students' academic progress. Curriculum delivery continued despite the lack of state support.

The [University of Illinois Foundation](#) (UIF) is an independent not-for-profit membership corporation

registered with the state of Illinois, tasked with procuring private support on the university's behalf. Given that it is a completely separate legal entity, there is no competition for resources between UIF and the university.

1.D.3

A foundational principle to the university's higher education-community partnership is to work *with* the community and not *on* the community. Thus, as an anchor of public engagement and development, Illinois continually seeks to understand the needs of the local community, state, country, and world; recognize the distinctive capabilities and personality of the institution; and develop systems, programs, and processes to effectively address that intersection.

Academic units at Illinois engage with external constituencies in numerous ways. Examples include:

- **College of Education:** serves as a valuable resource to the Chicago Public School System and runs the [Center for Education in Small Urban Communities](#), the Early Childhood and Parenting Collaborative, Illinois Early Learning Project, Illinois New Teacher Collaborative, the Education Justice Project, and the Office for Mathematics, Science, and Technology Education
- **School of Social Work:** offers service opportunities through its [Community Learning Lab](#) and Avicenna (providing free social work services to the uninsured and underinsured)
- **Department of Speech and Hearing Science:** houses the [Audiology Clinic](#) and the Speech-Language Pathology Clinic, which provide comprehensive services to community members from certified, licensed audiologists and speech-language pathologists
- **[Illinois Geometry Lab](#)** (p.11): hosts K-12 classes for interactive learning activities, offers an annual weeklong Summer Illinois Math camp for high school students, and organizes Saturday workshops
- **Department of Kinesiology and Community Health:** provides assessment and strategy plans in the [Illini Fall Prevention Clinic](#)
- **Grainger College of Engineering:** offers free lecture series for community members at the [Saturday Engineering for Everyone](#) and [Saturday Physics for Everyone](#) events
- **Illinois Program for Research in the Humanities:** sponsors the [Odyssey Project](#) in Champaign-Urbana, a 32-week college credit-granting humanities program for income-eligible adults with limited or no access to higher education, allowing students to build their knowledge base and develop critical thinking skills essential to higher education, workforce opportunities, and lifelong-learning citizenship
- **College of Veterinary Medicine:** supports [homeless animals and shelters](#) through services provided by students and faculty

Illinois enriches the Champaign-Urbana community and serves the public good through arts and cultural centers, and public broadcasting.

- [Krannert Center for the Performing Arts](#) is dedicated to the advancement of education, research, and public engagement through the performing arts, serving as a classroom, a laboratory, and public-performance space for the departments of music, theatre, and dance. The center also hosts national and international touring artists.
- [Krannert Art Museum and Kinkead Pavilion](#) is the second largest general fine art museum in the state with a permanent collection of more than 10,000 pieces.
- [Spurlock Museum of World Cultures](#) offers programs and events for the community at large, using both its permanent and temporary exhibits to encourage discussions of the diversity of

cultures.
- Japan House sponsors [events](#) and [classes](#) to increase Japanese cultural and aesthetic awareness.
- [Illinois Public Media](#), the university's not-for-profit public media service for over 90 years, has provided television, radio, and online programming that includes news, entertainment, education, and community outreach to most of the state of Illinois and a significant portion of western Indiana.

Local public engagement is a significant resource that contributes to quality of life, well-being, and work-life balance.

- **Principal's Scholars Program:** one of the largest single-institution pre-college programs in the U.S.
- **Cradle to Career in the Champaign-Urbana Community** (CUC2C): develops the pipeline to college
- **Willard Airport:** helps connect the surrounding community to the nation and the world and is a key driver of the central Illinois economy, generating approximately 1% of the total gross regional product of Champaign County – providing nearly 560 local jobs with an annual labor income of $24.6 million
- **Osher Lifelong Learning Institute at Illinois** (OLLI): funded by the Bernard Osher Foundation, the Office of the Vice Chancellor for Academic Affairs and Provost (Provost's Office), and donations from OLLI members and community partners; offers 35-40 courses per semester to nearly 1,300 adult learner members
- **Champaign County Community Coalition:** prioritizes police-community relations, community engagement, youth development, community violence, mutual advocacy, and evaluation/communication
- **YMCA New American Welcome Center:** provides support to immigrant communities in Champaign County

In addition, the chancellor has established an Economic Development Advisory Group. Overseen by the university's Office of Corporate Relations, this body comprises university officials and local business leaders working together to develop an agenda to promote economic vibrancy for the Champaign-Urbana community and the broader region. Other private-sector relationships through the Research Park (see 1B2) provide students internship and research opportunities while leveraging university research innovations.

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1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

From its founding in 1867 to today, the University of Illinois at Urbana-Champaign leans into its land-grant mission of serving the state, nation, and world through education, research, engagement, and economic development. The mission is reaffirmed during regularly occurring strategic planning processes, where it also serves as the basis for goal setting and new initiatives. All academic programs and support services align with the mission. The university takes seriously a commitment to diversity in its many forms from the enrollment and hiring of diverse students, faculty, and staff to programming, education, and training. In celebrating its sesquicentennial, the university community examined the question of what it means to be a land-grant university in the 21st century, and it is re-envisioning being a university with engagement programs to being a "publicly engaged" university, with an active and visible presence throughout the state and the world.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

The University of Illinois System maintains an Ethics and Compliance Office, which supports all three of the System's universities in maintaining an environment based on ethical conduct and compliance with applicable laws, rules, and guidance. This office is the designated liaison to receive and, as necessary, coordinate and/or refer the investigation of fraud, waste, abuse, mismanagement, misconduct, or other violations of applicable laws, rules, or guidelines. Additionally, the office conducts an annual online-based ethics training for all employees, with financial penalties to those who do not complete it. Nearly 100% of employees (p. 4) at the University of Illinois at Urbana-Champaign (Illinois) completed the 2017 ethics training.

Financial policies

The university ensures integrity of its financial operations by implementing stringent policies and procedures that govern the entire University of Illinois System through its Office of Business and Financial Services (OBFS). Employees are required to follow policies and procedures, as found in the Procurement Conflicts of Interest policy, to ensure that conflicts of interests in transactions are avoided. Specific policies such as those related to purchasing of goods and services provide additional guidance for employees at Illinois.

System-level programs and services including UI Verify, the Office of University Audits (charter | annual report), and the Office of Treasury Operations ensure compliance and provide additional layers of protection. They do so through independent and objective services that evaluate, manage, and/or coordinate various processes including risk management, data security, internal control, banking and insurance, debt issuance, and governance processes.

In addition, reports and financial disclosures are provided for university-affiliated entities such as the University of Illinois Foundation (UIF), the official fundraising and private gift-receipting agency for the University of Illinois System:

- UIF 2018 financial audit
- UIF 2017 financial audit
- UIF tax exempt status form
- UIF IRS 990 form
- UIF IRS 990-T form

- UIF IRS W-9 form

Finally, through the Division of Intercollegiate Athletics (DIA) Compliance Office (Institutional Control | Donation and Autograph policy | Donor and Fan Guide), Illinois demonstrates its strong commitment to maintaining institutional control of its athletics programs (including its finances) through sound policies and procedures that ensure compliance with NCAA regulations, Big Ten Conference legislation, and internal institutional rules. The university audits and evaluates DIA's compliance program to ensure that adequate internal controls are in place, reporting the audit findings to the Audit, Budget, Finance, and Facilities sub-committee of the Board of Trustees (notification | audit excerpt).

Academic policies

The university's policies and processes illustrate Illinois' commitment to academic integrity and to fair and ethical behavior. To the extent applicable, policies and procedures that govern the conduct of faculty, staff, and students are aligned to clearly delineate expectations, roles, and responsibilities of each entity. The Student Code contains a Statement on Consenting Sexual Relationships, which prohibits unfair institutional or educational decisions for individuals in such a relationship. Faculty and staff policies are described in the personnel section below.

Academic integrity is discussed in 2E3, while research integrity and oversight is discussed in 2E1.

The university established a fair and equitable application-review process, including a firewall instated in 2009 that prohibits third-party impact on the admissions process. If someone other than an applicant or the applicant's parent/guardian, spouse, or high school counselor attempts to discuss or inquire about an application, that person's interaction is added to the admissions log and the incident is reviewed by the Ethics Office. To foster transparency, students denied admission can be informed by admissions representatives which areas of their application lacked competitiveness.

Personnel policies

Personnel conduct and behavior are guided by policies from Illinois Human Resources and the Office of the Vice Chancellor for Academic Affairs and Provost (Provost's Office), which are based on policies developed at the University of Illinois System level.

In 2015, the Board of Trustees approved a new background check policy to help ensure a safe environment for all members of the university community. In 2016, the board approved a revised policy with campus implementation guidelines for individuals who have accepted an offer of an academic professional, tenure/tenure track faculty, specialized faculty, civil service, or temporary position and are new to the university. Additionally, a criminal background check is required for current employees in positions that are deemed security sensitive or subject to the Protection of Minors Policy.

Serious and thoughtful measures have been put in place to ensure that, in tandem with the background check policy, the campus environment and culture rests on a strong foundation of academic freedom. As such, several policies and procedures have been updated or developed:

- Provost's Communication #3, regarding academic staff appointments
- Provost's Communication #25, regarding employment of nontenure faculty (called "specialized faculty" at Illinois)

- Provost's Communication #27, regarding shared governance

Specific university roles including members of the Board of Trustees are required to annually complete the Statement of Economic Interests form based on the criteria identified in the state of Illinois Governmental Ethics Act, including a supplemental form for all required filers in compliance with the state's Illinois Executive Order 15-09, issued in January 2015.

Moreover, to guard against bias or impaired objectivity on the part of university leadership, the University of Illinois System adopted the Policy on Organizational Conflicts of Interest in July 2018. The Vice Chancellor for Research oversees implementation of the System's Policy on Conflicts of Commitment and Interest, which was updated in July 2018 and is compliant with federal regulations and state law (p. 11). An online disclosure system supports the disclosure of external activities and financial interests by faculty and academic staff. Additional policies and procedures are in place to ensure that conflict management plans exist for:

- Employees' external activities that might present a conflict of interest during sponsored research or intellectual property activities
- Conflicts of interest in supervisory relationships or relatives

In addition, the Office for Access and Equity and the university's Title IX Office have also developed policies and procedures that protect students, staff, and faculty in instances of discrimination, harassment, and misconduct. Illinois has also established procedures to comply with and exceed the federally mandated Clery Act in providing students, faculty, and staff with information about public safety issues on campus.

Auxiliary functions policies

Services (i.e., housing, dining, health) and programs (e.g., Fraternity and Sorority Affairs) directly impacting students are coordinated through Student Affairs. In addition to the financial and operational oversight by the University of Illinois System as described on the OBFS site, various councils, committees, and boards (e.g., Student Affairs committees) provide another level of oversight to ensure integrity and appropriate conduct of various student-centered groups and services on campus.

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

The university's main website is where the public can find links to information about programs, requirements, faculty and staff, costs and financial aid, accreditation, news, and more.

Additionally, the university actively complies with the state's Freedom of Information Act (FOIA) and Open Meetings Act. FOIA enables any member of the public to receive, upon request, any public record maintained by the university. The Office of University Relations responds to FOIA requests for all three universities in the University of Illinois System.

Programs

Program information such as scholarships, degree options, and research areas is available on individual college/department websites. Degree requirements are articulated in the Academic Catalog and are detailed below.

Prospective undergraduates can explore academic major summaries on the myIllini Portal, available from the Admissions website. On campus, many prospective and incoming students learn more about the university's programs at Campus Visit Days and orientations. An in-country orientation program prepares Chinese and Korean students for their arrival on campus while still in their home countries. Arranging university-sponsored charter buses from O'Hare International Airport to campus has simplified arrival and provided these students with a safe welcome to the university.

Additional units assist with providing program information and support:

- New Student Programs
- Office of Minority Student Affairs
- Office of Inclusion and Intercultural Relations
- Parent and Family Programs
- International Student and Scholar Services

Requirements

Undergraduate admissions requirements are publicly available on the Office of Undergraduate Admissions' website. The Graduate College publishes minimum requirements for graduate admissions on its website (domestic | international sample – requirements vary by country of origin). Departments with additional admission requirements for their graduate programs publish those on their individual websites (samples: Art History | Chemistry).

Degree requirements are publicly posted in the Academic Catalog (sample: Journalism). Once students matriculate, they have access to their degree audit, which shows requirements and indicates progress toward degree completion based on coursework taken.

Course requirements, such as prerequisites, are publicly available on the Course Explorer.

Faculty and staff

A complete list of all faculty (tenured, tenure-track, specialized) organized by college and specialty is found on the websites of their respective departments as well as on the DMI Department Directory. Scholarly profiles for faculty are available by searching the Illinois Experts database.

The Senate also provides the Faculty Policy Guide regarding tenure, probation, grievance, and conflicts of interest and commitments, among other topics. It was developed by the Senate Committee on General University Policy.

Staff can be found on the publicly searchable campus directory.

Costs

As required by the federal government, the Financial Aid office provides a Net Price Calculator and Financial Aid Estimator, where family financial information is collected to provide a student-specific estimate. The Office of Undergraduate Admissions publicizes tuition information, while the Financial Aid office also provides information on what is included in the cost and estimated costs across colleges (undergraduate in-state | graduate non-resident domestic). Constituents can also directly view tuition and fee decisions (p. 63-83) made by the Board of Trustees, whose meeting minutes are public.

Students can view their account billing information in the same portal where they register.

Control

Illinois is clearly identified as a public, land-grant institution on the university website's About page.

Accreditation

Institutional accreditation status and special accreditation status (p. 3) are shared publicly on websites.

Sources

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2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

2.C.1

As the governing body of the University of Illinois System, the Board of Trustees is charged by the state of Illinois statutes (section 7) to oversee all university matters, including financial stewardship and policy development, except those for which it has delegated authority to the System president, other officers, or agencies. The board consists of 13 members (the governor, three students, and nine governor-appointed members); 11 members have official votes. The board officers are: chair, secretary, comptroller, and university counsel. The board chair appoints one trustee to chair each of the standing committees, which in addition to the executive committee include:

- **Academic and Student Affairs committee:** considers academic program changes, monitors and stimulates improvement in the academic quality and student environment of the university
- **Audit, Budget, Finance, and Facilities committee:** oversees the work of external and internal auditors, reviews proposed financing activities as recommended by the chief financial officer, and reviews major building and renovation projects
- **Governance, Personnel, and Ethics committee:** oversees the structure and functioning of the board, attends to matters involving its members, and ensures proper leadership including definition of and compliance with proper standards of ethical conduct for the board and university personnel
- **University Healthcare System committee** (for the University of Illinois at Chicago)

The board approves the university's General Rules describing its administrative organization and resource allocation, while the board's bylaws describe board meeting rules.

The board meets every other month to deliberate. Actions of the board are focused on preserving and enhancing the institution. Specific recent actions taken by the board include:

- Expanding the university's research park (p. 83) as part of the master plan
- Creating the Carle Illinois College of Medicine (p. 51)
- Establishing the Siebel Center for Design (p. 65)
- Establishing a permanent home for a humanities institute (p. 48)

- Updating a policy on conflicts of interest in the procurement process (p. 29)
- Creating (p. 5) and expanding a solar farm to supplement university energy production

2.C.2

The board is a key component of shared governance at Illinois, and it operates within a governance ecosystem that includes the voices of every constituent group, including faculty, staff, students, alumni, legislators, local governments, and citizens of the state of Illinois.

Items to be considered by the board originate through the shared governance process. Issues and ideas can be raised by the faculty, departments, colleges, administration, or board under the parameters of the university statutes. Items for consideration affecting only the University of Illinois at Urbana-Champaign are governed by the Senate Constitution and are first considered by one or more of the Senate Committees. The Senate serves in an advisory role to the chancellor, who determines whether to forward any proposed legislation from the Senate to the president for consideration by the board.

All board meetings are held in public, as required by state statutes, with at least 48 hours of advance notice to the public, except when the board is in executive session.

2.C.3

The board governs autonomously, but the Illinois Ethics Act describes the limitations for board membership and requires that the board be subject to checks on outside influence. The Ethics Office ensures that all board members:

- Submit conflict of interest reports
- Submit statements of economic interest and supplemental forms
- Comply with the University Code of Conduct
- Comply with the State of Illinois Code of Personal Conduct

Additionally, the board's Governance, Personnel, and Ethics Committee oversees its structure and functioning to ensure compliance with proper standards of ethical conduct for the board and university personnel.

Board members and the university are protected from donor input and control regarding private gifts, which are managed by the University of Illinois Foundation (described in 2A). Donor agreements delineate the university's authority and independence from a donor's wishes. In accordance with policy, endowment fund allocation for the entire University of Illinois System reflects academic priorities.

2.C.4

The board's statutes (p. 7) require it to formulate university policies but leave the execution of those policies to its administrative agents, acting under its general supervision. Administrative duties are delegated to the president of the University of Illinois System, who further delegates to the chancellor, who is responsible for the day-to-day management and leadership of the University of Illinois at Urbana-Champaign.

At Illinois, faculty oversee academic matters. The Senate exercises legislative functions regarding educational policy and has approximately 20 standing committees that address and propose

legislation on issues including educational policy, admissions, academic freedom and tenure, and equal opportunity and inclusion. Shared governance is discussed in 5B2.

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2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

Illinois is committed to freedom of expression and the pursuit of truth in teaching and learning.

The university's policy of academic freedom (p. 45) is contained in the board statutes.

Academic freedom is a matter of ongoing interest. In July 2017, the University of Illinois System convened more than 100 people – including trustees, students, faculty, staff, administration, and System officers – for a day of discussion on three issues, one of which was free speech on campus. The resulting document, the University of Illinois System Guiding Principles, cites "an unyielding allegiance to freedom of speech."

The Senate bylaws provide for a standing Committee on Academic Freedom and Tenure (CAFT) (2018-19 annual report | 2017-18 annual report), whose investigative duties include possible infringement of academic freedom and allegations of violations of the role of faculty in governance as specified in the university statutes and unit bylaws. As appropriate, CAFT conducts hearings, submits recommendations, and reports to the Senate and chancellor. CAFT also recommends adjustments to the academic freedom policy and makes advisory statements as needed.

In 2015, the American Association of University Professors (AAUP) censured Illinois for a violation of due process and academic freedom for a personnel decision. The Provost's Office established the Hiring Policies and Procedures Review Committee to examine university practices. Changes based on the committee's recommendations were implemented. Following a visit from AAUP representatives in April 2017, the censure was removed, noting that academic freedom at Illinois was "robust."

The preamble of the Student Code (p. 15) recognizes that students have a right to be "free from institutional censorship." Shared values at Illinois include "the freedom to learn, free and open expression within limits that do not interfere with the rights of others, free and disinterested inquiry, intellectual honesty, sustained and independent search for truth," among others.

Illinois provides opportunities and facilities for the expression of ideas and peaceful assembly, while retaining the right to ensure safety, as noted in the policies for the use of campus facilities.

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2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

2.E.1

Research oversight and training

The Office of the Vice Chancellor for Research (OVCR) oversees the safe, ethical, and productive conduct of research at Illinois and maintains research integrity by:

- Ensuring compliance with research-related local, state, and federal regulations
- Promoting the ethical and responsible conduct of research
- Providing support and training to faculty, staff, and students engaged in research

In May 2018, Illinois reaffirmed its commitment to research integrity in the General Principles on the Ethical Conduct of Research and Scholarship, which include the responsible acquisition, discovery, and application of knowledge within many different disciplines. These guidelines reaffirmed previously existing guidance and policies.

Illinois is also guided by the University of Illinois System's Policy and Procedures on Integrity in Research and Publication, which was adopted in 2009 and is compliant with federal regulations. Colleges and units develop training in responsible research conduct that is specific to their disciplines. Illinois' Research Integrity Officer (RIO) fosters research integrity across the university by contributing to the educational efforts of departments, colleges, and schools related to the responsible conduct of research. The RIO is also responsible for supporting the fair adjudication of research misconduct allegations.

The OVCR delivers customized and commercial training (e.g., the CITI program from the Collaborative Institutional Training Initiative) in the responsible conduct of research. OVCR's training portal registers training requirements for faculty, staff, and students, and tracks completion and periodic renewal of training. Additionally, the portal provides a mechanism to identify students and postdoctorals who are funded by federal sponsors.

Established in 2014, the Research Data Service provides expertise and tools to assist investigators to manage their research data.

The university has also taken action to raise awareness about foreign influence on its research by providing ongoing communication to campus.

Research safety

Illinois takes research safety seriously, following regulations and research protection accreditation standards:

- **Office for the Protection of Research Subjects** (OPRS)**:** fully accredited by the Association for the Accreditation of Human Research Protection Programs (AAHRPP) and performs administrative functions of the Institutional Review Board (IRB)
- **Animal Care and Use Program:** promotes the health and well-being of animals used in research and teaching and accredited by the Association for Assessment and Accreditation of Laboratory Animal Care International
- **Institutional Animal Care and Use Committee and Institutional Biosafety Committee:** responsible for reviewing and approving all research involving animals, recombinant/synthetic RNA/DNA, and infectious agents
- **Division of Research Safety:** supports the safe conduct of research and compliance with applicable regulations, including those for radioactive materials and hazardous waste disposal

Research finances

Sponsored Programs Administration (SPA) supports applications for externally funded grants and contracts. SPA coordinates SPaRC'Ed, a comprehensive certificate program for Illinois departmental business staff. The Office of Business and Financial Services (OBFS) provides additional training for using the university's financial and human resources systems to support Illinois' research and scholarship.

Principal investigators are responsible for financial management of sponsored projects and for certifying that funds have been spent appropriately. College and unit executive officers provide financial oversight of sponsored projects, and their administrative staff assist in the development of proposal budgets and management of business transactions.

2.E.2

Ethical use of information resources at Illinois is critical for students who are learning how to conduct research within their disciplines. To support students, Illinois offers multiple forms of guidance in the ethical use of information resources.

- Colleges offer an undergraduate University 101 course whose topics include academic integrity.
- The University Library provides resources about plagiarism and copyright.
- The Center for Writing Studies provides workshops and consultations that address ethical citation practices.
- Student researchers receive training in research compliance safety, human subjects, and conflicts of interest that addresses data acquisition, confidentiality, security, and use.

Graduate students work closely with their advisors, conduct research under their supervision, and learn about the discipline-specific processes related to academic integrity as they submit journal articles or conference presentation proposals for peer review.

2.E.3

Students

Guidelines for students' academic integrity, including the prohibition of plagiarism, are outlined in the Student Code, which places primary responsibility for addressing violations on the course instructor. All instructors are expected to provide a syllabus to their students clearly stating academic integrity expectations.

Illinois has implemented processes to handle instances of academic dishonesty. These processes are detailed in the Student Code. The Faculty Academic Integrity Reporting system (FAIR) is used by most colleges for registering and reporting academic integrity violations and ensures consistency with the Code. In addition, Illinois' Student Disciplinary Procedures state that students are subject to disciplinary action for academically dishonest behavior. The document describes the processes required to lodge a complaint, the hearing and review procedures, and the sanctions for violating specific policies, up to and including dismissal or withholding or revoking a degree if there is clear and convincing evidence that the student did not meet all of the degree requirements. The Office for Student Conflict Resolution administers cases of multiple academic integrity violations or those where suspension or dismissal are recommended.

Faculty

For faculty research, the University of Illinois System's 2009 Policy and Procedures on Integrity in Research and Publication describes disciplinary and grievance procedures and possible sanctions for research misconduct.

Allegations of research misconduct are examined according to the 2009 policy. The chancellor is the final adjudicator of all allegations of research misconduct at Illinois, subject only to an appeal to the president of the System on procedural grounds.

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2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Illinois has well-established offices to ensure compliance with laws and policies regarding ethical conduct of its staff and board members in financial, academic, personnel, and auxiliary matters. There are also clear expectations for student behavior and academic integrity. The university's Board of Trustees is guided by state law, university rules, and its own bylaws to function transparently, with integrity, and in the best interests of the institution, while delegating day-to-day management to administrators and academic matters to faculty. Illinois presents its programs, costs, and activities transparently. It takes seriously its commitment to freedom of expression as shown in ongoing discussion, committee recommendations, and policy revisions. As a university with a Highest Research Activity Carnegie classification, Illinois carefully maintains its research integrity and safety through education, training, and ethical oversight.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A.1

The University of Illinois at Urbana-Champaign (Illinois) offers more than 150 undergraduate programs; graduate and professional programs are offered in over 100 fields of study. A complete list of fully approved courses and program requirements is available in the online Academic Catalog. Catalog entries are designed to help students navigate the requirements for each degree on campus. As dictated by the University Statutes (p. 14), the colleges and their faculty "have jurisdiction in all educational matters falling within the scope of their programs, including the determination of its curricula…"

Courses

The Course Inventory Management (CIM) system facilitates the review of proposals for new courses and revisions to existing courses. Upon submission, the CIM routes the request through the necessary workflow for review and approvals by the department, college, Graduate College (as needed), and university. Policy and procedure documents are available for all campus users.

Examples of proposed new courses recently approved through the appropriate governance:

- Gender and Women's Studies 282
- Crop Sciences 541

The course numbering system is defined in the Student Code to differentiate the primary audience for courses as well as expectations for use in undergraduate, graduate, and professional degree programs. Courses numbered 000-099 do not carry academic credit, courses numbered 100-399 are available for undergraduate credit, and courses numbered 400-499 are available for both undergraduate and graduate credit. Courses numbered 500-599 are intended for graduate and professional school students and courses numbered 600-799 are available for certain professional school courses with

restricted enrollments.

Courses satisfying General Education requirements must be certified and subsequently recertified on a 10-year cycle by the General Education Board, see 3B2.

Programs

Similar to the course review process, the CIM Programs system facilitates the review and approval of all degree programs. Initiated by the faculty, proposals for new and revised programs are reviewed by the department and the college before review at the campus level. As necessary, the Council on Teacher Education reviews programs involving teacher certification, and the Graduate College approves all graduate-level programs.

Following review by the Office of the Vice Chancellor for Academic Affairs and Provost (Provost's Office), the Senate Committee on Educational Policy (p. 22) examines and recommends to the Senate of the Urbana-Champaign Campus (Senate) actions related to educational policy matters, as dictated by the Senate's bylaws.

Examples of proposed new or revised programs recently submitted to the Senate are:

- B.S. in Metropolitan and Environmental Systems proposal
- B.A.L.A.S in History, History Teaching concentration revision
- Joint B.S. and in M.S. Recreation, Sport, and Tourism proposal

The type of proposal informs the review process beyond the Senate with proposals for new degrees and substantial revisions to existing degrees requiring approval by the Board of Trustees. New degree programs at all levels are approved by the state of Illinois Board of Higher Education (IBHE) and are subject to criteria for approval as established by the state's Administrative Code 1050.

In compliance with the state's Administrative Code, the university has minimum expectations for each degree level offered on campus. Bachelor's degrees require at least 120 hours, with at least 40 at the upper-division level. Master's degrees require at least 30 semester credit hours of post-baccalaureate coursework and doctorate programs have specific requirements for professional practice programs as well as research and scholarship-focused programs. The Graduate College Handbook lists the additional requirements and expectations for graduate degrees. Master's degrees require at least 32 hours and at least 12 hours of coursework at the 500 level, with at least eight of these in the major field. Research doctoral programs require at least 96 hours past the bachelor's degree (or 64 past the master's degree).

The state's Administrative Code mandates a regular review of existing units of instruction including a third-year progress report and an eight-year program review process (p. 20). The reviews include: a statement of program goals and intended learning outcomes, end or near end of program assessment of student learning, including course-by-course assessments; multiple performance measures; feedback and improvement mechanisms; and findings and recommendations for improvement. This review is conducted in coordination with the university's Academic Program Review process as outlined in 4A1, and status reports are collected by the IBHE. In addition, all programs engage in assessment where student learning outcomes are mapped to the curriculum, see 4B2. During this curriculum mapping, some programs identify areas where they need to adjust the curriculum to better meet the learning outcomes, such as Journalism-News Editorial (p. 4). Other programs have made changes based on assessment results that keep the program current, see 4B3. Plus,

the IBHE's Academic Program Efficiency and Effectiveness Report (APEER) requires the institution to review degree programs with low enrollments or low degree production on a biennial basis.

3.A.2

Every undergraduate and graduate program has stated learning outcomes appropriate for its field and degree level. The Provost's Council for Learning Outcomes Assessment promotes and guides assessment, including collecting learning outcomes and providing feedback on the submitted outcomes to assure that they follow good practice. Over the last few years, there has been an effort to include the learning outcomes in the Academic Catalog. Besides the degree-level outcomes, campuswide Illinois Student Learning Outcomes describe what all undergraduate students should learn. See 4B1.

The Graduate College awards doctoral degrees, master's degrees, Certificates of Advanced Study, and Artist's Diplomas. As determined by its statutory function, the policies and procedures established by the Graduate College Executive Committee safeguard the standards of graduate work. Graduate College committees review specific criteria required in the approval process for master's degrees, doctoral degrees, and certificates.

Graduate programs can be differentiated from undergraduate programs by having advanced expectations for skill acquisition and in-depth knowledge. Graduate-level work builds on what students learn in undergraduate programs. Doctoral programs include extensive research and a contribution of original research to the field of study. Examples of the articulation and differentiation of learning goals:

- Animal Sciences
- Landscape Architecture

3.A.3

The university holds a high standard for all academic programs. Regardless of the length of the academic term, the physical location of course delivery, or the method of delivery, all academic programs are held accountable to the same university policies, practices, and standards, including instructional time per credit hour, faculty responsibility for teaching and learning, and program expectations for learning outcomes assessment. The course and program approval processes and the policies outlined in 3A1 apply to all courses and programs across learning environments. In addition to quality standards, programs are consistent across modes of delivery as demonstrated by the Center for Innovation in Teaching and Learning's (CITL) Online Course Quality Standards and Course Structure Planning Guide.

Degree programs offered in differing formats (traditional on-campus and fully online) maintain consistent learning goals:

- B.S.L.A.S. in Earth, Society, and Environmental Sustainability
- M.S. in Library and Information Science
- M.S. in Recreation, Sport, and Tourism

The university has offered courses off-site since 1933 and off-site degree programs since 1973, with many of those programs transitioning to online delivery in recent years. Distance education started in 1995 with the launch of the NetMath courses in mathematics. The first campus online degree was

introduced in 1996 by what is now the School of Information Sciences. Currently, the university has 40 online degree programs, 48 online certificate programs, and over 600 online course sections.

In 2016, the university launched two master's degrees – Master of Business Administration (iMBA) and Master of Computer Science in Data Science (MCS-DS) – using the Coursera platform as one of the learning management systems. The lecture content and basic assessments from many of these courses are also available to anyone via MOOCs (Massive Open Online Courses). For credit-bearing courses, students must be admitted, register, and complete additional course content. These students are also provided opportunities to leverage university resources and interact with Illinois instructors to the same level as residential students. These programs were reviewed and approved by HLC in 2017. Since 2016, the university has added programs such as the Master of Science in Accountancy (iMSA) and the Instructional Design MasterTrack Certificate.

At this time, the university operates three additional locations within the state of Illinois: the Illini Center in Chicago, Illinois Center for Rehabilitation and Education – Roosevelt Foundation, and Oakton Community College. Both the Illini Center and the Oakton Community College sites were successfully reviewed by HLC in spring 2018.

The university does not participate in any dual credit offerings.

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3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

3.B.1 and 3.B.2

The General Education program at Illinois reflects both the university's land-grant mission (to provide a liberal education including practical and classical studies) and the university's own mission as stated in 1A1.

In 1989, the Senate adopted a series of recommendations for the enhancement of undergraduate education that initiated the current framework for General Education. The recommendations outlined the categories of study and established the General Education Board (GEB) to oversee implementation. The following statement reflects the core philosophy of the recommendations:

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

As a basis for the implementation process, the GEB created the 1991 Guidelines for General Education Courses, which remains the central reference for General Education. Most recently, revisions to the General Education curriculum incorporated the 2016 Senate-approved proposal to require all students to take a course in U.S. Minority Cultures and a course in Non-Western Cultures. Previously, students chose between the two.

Courses approved to satisfy the requirements are reviewed by the GEB. Led by a faculty chair and composed primarily of faculty, the GEB's membership represents the undergraduate-serving colleges. Annual reports that include committee activities and processes are found on the Provost's Office website.

All students completing a bachelor's degree at Illinois must fulfill General Education requirements by completing a total of 40 credits in the specific categories listed below. An additional requirement pertaining to a language other than English adds to these total hours and varies by college. The hours required are comparable to the General Education requirements of institutional peers of Illinois and are proportionate to the total hours required for undergraduate degree programs (120-130, depending upon the college). The 13 General Education content categories are:

- Composition I
- Advanced Composition
- Western/Comparative Cultures
- Non-Western Cultures
- U.S. Minority Cultures
- Historical and Philosophical Perspectives
- Literature and the Arts
- Life Sciences
- Physical Sciences
- Quantitative Reasoning I
- Quantitative Reasoning II
- Social Sciences
- Behavioral Sciences

The purpose of General Education at Illinois is to allow students to:

> . . . gain and use broad knowledge beyond the specialized learning they will do in a major field of study. These [General Education] requirements cover the kinds of knowledge all students should have: [see categories listed above]. General Education courses at Illinois are mindful of our students' diverse backgrounds, needs, and interests, and are an essential component of the transformative learning that prepares our graduates to become alumni who make a significant societal impact. These courses build students' abilities to think critically, solve problems, generate new ideas and create knowledge, make connections between academic disciplines, respect and understand differences, and develop as citizens and leaders.

The Provost's Office began hosting General Education Assemblies to engage the faculty teaching General Education courses in the discussion of General Education requirements, learning outcomes, and pedagogy. In 2019, the General Education Assemblies focused on student learning outcomes by articulating the intended learning outcomes for each of the General Education categories. Working groups reviewed the ideas from the assemblies for each of the 13 categories and developed learning outcomes that were then vetted more widely on campus. Based on the requirements for these courses and the undergraduate campus learning outcomes (see 4B1), the General Education outcomes now clearly articulate what students should know and be able to do as a result of completing the curriculum. The drafts of these outcomes (behavioral sciences | literature and the arts) are available on the Provost's Office website and are progressing through governance in AY 2019-20.

Illinois strives to develop creative ways to deliver General Education courses in ways that are engaging and relevant to students. One example is Illinois' Quality Initiative, Grand Challenge

Learning, that focused on innovative, interdisciplinary General Education curricula and demonstrates Illinois' commitment to innovation in General Education courses that teach necessary skills, attitudes, and competencies students need to succeed.

3.B.3

As mentioned in 3B1 and 3B2, all students pursuing a bachelor's degree must satisfy the university's General Education requirements. Through completion of these requirements, all students engage in multiple modes of inquiry by collecting and analyzing data (General Education Guidelines section 1.3, p. 1) and developing skills to communicate data (sections 1.2 and 1.4, p. 1-2). Moreover, students demonstrate an understanding of humanities, arts, social/behavioral sciences, and cultural studies to better learn diverse and global perspectives in varied environments (sections 5.1, 6.1, and 7.1, p. 8-10).

Selected results from the 2016 National Survey of Student Engagement (NSSE) illustrate the extent to which students are engaged with analysis and critical thinking, communication skills, modes of inquiry, and skills to prepare them for a changing world:

- 86% of seniors agreed that Illinois helped them develop skills for thinking critically and analytically, a response that was more positive than that of peer institutions.
- 74% of seniors agreed that Illinois helped them develop skills for analyzing numerical and statistical information. Most seniors reported that their course work emphasized quite a bit or very much: applying facts, theories, or methods to practical problems or new situations (80%); analyzing an idea, experience, or line of reasoning in depth (74%); and forming new ideas or new understanding from various pieces of information (67%).
- 70% of seniors often or very often learned something that changed their understanding of an issue or concept; the Illinois response was more positive than peers'.
- The majority of seniors reported that in their academic work they often or very often combined ideas from different courses in assignments (69%), connected ideas from courses to prior experiences and knowledge (79%), or examined strengths and weaknesses of their own views (60%).
- 67% of seniors agreed that Illinois helped them develop skills for solving complex real-world problems, a response that was more positive than that of peer institutions.

Results from the 2018 Chancellor's Senior Survey complement the NSSE and highlight student engagement in intellectual reasoning and knowledge, creative inquiry, and discovery while at Illinois:

- 80% of students improved in their ability to think logically and critically very or extremely well.
- 74% of students improved in their ability to deeply understand their chosen field of study very or extremely well.
- 72% of students improved in their ability to solve problems using evidence very or extremely well.
- 70% of students improved in their ability to analyze data, creative works, literature, or information to investigate problems very or extremely well.
- 68% of students improved in their ability to identify credible sources of information very or extremely well.

Each graduate degree program at Illinois requires mastery of critical subject matter. All graduate

programs engage students in data collection and analysis, communicating information, and mastering modes of inquiry. Master's programs consist of a pattern of courses that may be capped (p. 2) by a comprehensive exam, a thesis or project report, or a creative project. The traditional Doctor of Philosophy is a rigorous research degree, completed via dissertation. According to the Graduate College Handbook, "a thesis or dissertation is an original, significant contribution to the scholarly literature of an academic discipline" and requires multiple modes of inquiry by collecting and analyzing data and then communicating those data through writing and verbal mediums. In place of or supplementing the research component, professional doctoral programs usually contain more coursework or professional experience in the form of doctoral projects or practica.

3.B.4

Illinois endeavors to offer an education that makes comprehensible the social, cultural, racial, and gender diversity of the U.S. and the world. Providing such an education is possible only within an environment in which the members of the community are free to pursue their passions and dreams, express their beliefs and opinions, and engage others of like and unlike minds. To promote and nurture such an environment, the University of Illinois System has defined basic guiding principles supporting:

- Freedom of speech on campus
- Globalization and immigrant rights
- Widespread civic engagement
- Excellence with integrity
- Healthy relationships
- Financial and environmental sustainability

The university recently conducted a comprehensive review of its efforts to promote and support the diversity of the students, staff, and faculty as noted in 1C1 and 1C2. The review pointed to the wide array of programs at the campus (e.g., Office of Inclusion and Intercultural Relations, Ronald E. McNair Scholars Program) and college (e.g., Liberal Arts and Science's Access and Achievement Program, Business Diversity Exchange) levels designed to support student diversity and education. As a direct result of the review, the university's inaugural Vice Chancellor for Diversity, Equity and Inclusion joined the campus in August 2019 to lead a program to integrate diversity support initiatives and services across campus.

The university's commitment to diversity is evident in courses and curricula in a range of relevant interdisciplinary programs: African American Studies, American Indian Studies, Asian American Studies, Gender and Women's Studies, Global Studies, and Latino/Latina Studies. Each of these academic units provides electives, General Education courses available to all students on campus, and/or a major. Additional educational enhancements regarding diversity include:

- The U.S. minority cultures General Education requirement (see 3B2)
- A wide variety of language and culture courses and majors
- I-Connect Diversity and Inclusion Workshop, an in-person training required for first-year students
- Diversity module included as part of the freshman University 101 courses, providing first-year students with a common understanding of diversity terminology and introducing them to diversity concepts and resources (formerly DiversityEDU30)

Student Affairs sponsors a not-for-credit series of workshops and programs in Diversity and Social

Justice Education. Student Affairs also sponsors a number of multicultural houses and programs as detailed in 1C1.

In both the 2016-17 and 2017-18 academic years, about 2,100 undergraduate students participated in a study-abroad program. All study-abroad students take a Global Perspectives course designed to prepare them by examining the purpose and value of the study-abroad experience, addressing issues of culture shock, helping students articulate their experience for future personal and professional goals, enhancing intercultural communication and global understanding, and assisting with reentry planning. At the college level, units offer year-, semester-, and summer-long study-abroad programs. The colleges also offer short-term study-abroad programs linked to academic year courses.

Finally, the university hosted almost 5,300 international undergraduate students and over 5,800 graduate and professional students in 2018-19, providing all students a chance to interact with others across cultural divides.

3.B.5

Central to Illinois' mission is an ongoing contribution to scholarship, creative work, and the discovery of knowledge. The university conferred 821 doctoral degrees in the 2018-19 academic year, and its faculty and students applied for 673 patents over the past three years (2017-19).

Illinois maintains a highly successful program of research and discovery. Faculty members are active researchers responsible for total research expenditures of $642 million in FY 2017, including $136 million in National Science Foundation awards, more than any other university, six out of the past seven years. Facilitating this work, the "Institute Ecosystem," a network of nine campuswide interdisciplinary research institutes at Illinois transcends college, school, and department boundaries to identify and harness cross-campus strengths to tackle grand global and societal challenges.

The primary vehicle for the substantiation and dissemination of new knowledge is through research publication. Illinois faculty and students contribute substantially to global discovery in all areas of research, publishing books, technical reports, articles, book chapters, and conference proceedings. The university's Illinois Experts Database houses publication data identifying more than 100,000 publications by university faculty and students. This database also includes records of other forms of faculty research output such as creative work, performances, and exhibitions. Each year, the College of Fine and Applied Arts hosts a symposia series and exhibits faculty and student work.

Students, under the mentorship of faculty, engage in research in units across the campus. The annual Undergraduate Research Week and its signature event, the Undergraduate Research Symposium, showcase and further encourage engagement with research. In addition, departments and colleges offer targeted programs, such as the Ethnography of the University Initiative and various approaches to capstone research projects including theses and independent studies. The 2017-18 survey of graduating seniors revealed that about 41% of respondents reported participating in research while at the university. Similarly, the Image of Research Competition is a multidisciplinary competition celebrating the diversity and breadth of both undergraduate and graduate student research.

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3.C.1

Illinois has sufficient, high-quality faculty to provide its students with a world-class education. In AY 2019-20, Illinois employed 1,920 tenure-track faculty and 1,141 specialized faculty holding nontenure positions. In 2019-20, Illinois had 33,850 enrolled undergraduate students and 17,346 enrolled graduate and professional students. The student-faculty ratio of 20:1 is near that of peer institutions, and 38.1% of classes had fewer than 20 students. As dictated by the University Statutes (p. 14), the colleges and their faculty "have jurisdiction in all educational matters falling within the scope of their programs, including the determination of its curricula…"

The University Statutes define the policies on appointments, ranks, and promotions of the academic staff. The Provost's Communications provide guidance for policy implementation. Faculty appointment titles include:

- **Tenured and tenure-track faculty:** assistant, associate, or full professor
- **Specialized, nontenure track faculty:** (teaching, research, clinical, visiting, or adjunct) assistant, associate, or full professor; instructor; senior instructor; lecturer; and senior lecturer

Members of the graduate faculty are defined by the Graduate Faculty Membership policy as faculty who have tenure-track appointments at the university. Executive officers may also nominate term members to the graduate faculty who need not be tenure-track faculty.

3.C.2

Hiring guidelines (tenure-track faculty | specialized faculty) for all faculty and instructional staff are

well-defined and ensure compliance with HLC and other accreditors' requirements. A policy regarding the required credentials for instructional staff has been developed at the campus level, which may be augmented at the college and departmental levels depending on specific program needs. Individual colleges and departments are creating policies to ensure these guidelines are being followed. A general policy about the credentials for teaching assistants is set by the Graduate College and may be augmented at the college and departmental levels to ensure that all teaching assistants are well-qualified and trained. Further qualifications for teaching assistants, including English proficiency, are stipulated in the Graduate Employees' Organization's contract (article V) with the university. Additional English proficiency requirements are specified for nonnative English-speaking teaching assistants.

The university does not offer dual-credit or consortial programs as defined by HLC. There are two contractual programs with Christie Clinic and Carle Foundation Hospital for the Carle Illinois College of Medicine (CIMED). All CIMED faculty – whether tenure track, clinical, clinical tenure track, or teaching – are hired using well-established policies and procedures.

3.C.3

Policies and procedures are in place for evaluating instructional staff. Tenure-track faculty review procedures are described in Provost's Communication #21. Review procedures for specialized faculty, including annual evaluation, are discussed in Provost's Communication #25. Instructional staff are reviewed at the department level, with additional reviews conducted in the third year of an assistant professor's time on the tenure track. Evaluation criteria are determined at the departmental level to be consistent with the needs of specific disciplines. In addition to departmental reviews, college- and university-level evaluations are conducted when an instructional staff member is considered for promotion (tenure-track | specialized) and/or tenure. Appropriate policies are developed and documented in departmental and college bylaws and statutes. These include specific procedures and expectations for the evaluation of research, teaching, and service. Promotion and tenure reviews include input from external evaluators. The above-mentioned evaluation and promotion policies for specialized faculty are negotiated with the Non-Tenure Faculty Coalition.

Teaching assessments (p. 12) are important components of University Promotion and Tenure decisions. Guidance is provided to all levels (candidate, department, college, and university) throughout the Promotion and Tenure process ensuring tenured/promoted instructors are adept in their teaching roles.

Similarly, universitywide policies and procedures are defined for the evaluation of all academic professional staff critical to the delivery of student services. Evaluation policies (article VI) for teaching assistants are stipulated in the Graduate Employees' Organization's contract.

Students provide feedback and evaluation of instructional staff through the Instructor and Course Evaluation System administered by the Center for Innovation in Teaching and Learning. This process is periodically evaluated to assess its effectiveness and is the topic of a committee chaired by a Provost's Fellow beginning in 2019.

3.C.4

Illinois hires and supports the development of faculty who excel in their disciplines. In some fields, a direct measure of being current is faculty success in securing extramural grants. For six of the past seven years, Illinois has been awarded more funding from the National Science Foundation than any

other university in the nation. Illinois has a long history of supporting achievement in the social sciences and humanities. Some examples include: the Bureau of Education Research celebrating its centennial in 2019, the newly created Center for Social and Behavioral Science, and Illinois receiving over $25.7 million in awards from the Mellon Foundation from 2009-19, including three grants totaling over $7 million for Humanities Without Walls. This level of research translates into an excellent educational experience as Illinois students learn from the leaders in their respective fields. Many Illinois faculty members are eminent researchers who have been recognized nationally and internationally, including membership in prestigious national academies such as the National Academy of Sciences, the American Academy of Arts and Sciences, and the National Academy of Engineering. The faculty also includes Fulbright Scholars, Guggenheim Fellows, American Council of Learned Societies (ACLS) fellowship recipients, and MacArthur Fellows, among other distinguished award-winners.

The Illinois New Faculty Orientation provides all new faculty hires access to university resources, programs, guidance, and faculty support. Individual colleges offer their own programs for new faculty to integrate them into the specific culture of a college and help develop their teaching skills (e.g., Collins Scholars). Additional programs are offered through the Provost's Office to help faculty members learn about and navigate their entire academic career, from assistant professors, to associate professors, to programs aimed at a select group of full professors.

The university maintains a hub of innovation and hands-on support to enhance faculty teaching and professional development. The Center for Innovation in Teaching and Learning (CITL) provides programming and activities sharing new developments in the scholarship of teaching and learning to strengthen faculty teaching skills and strategies. CITL provides monthly teaching and learning newsletters. CITL also provides teaching consultations through which instructors can receive individualized evaluation and feedback on how they can enhance their effectiveness in the classroom. Additionally, CITL works with select faculty to sponsor an annual all-day faculty retreat, which has been attended by an average of 200 per year (p. 7); total attendance for the years 2014-18 was 977 people.

Additional resources are available to instructors, including a two-day faculty summer institute and a one-day online educators summit. Faculty members are supported in taking sabbaticals, where they construct an individualized program, ensuring they are current in their disciplines. In 2018-19, 112 faculty members took sabbaticals. Furthermore, funds are provided for professional development education (faculty development grants | Provost's Initiative on Teaching Advancement). Colleges provide additional support to faculty to further innovate and improve the education provided to students at Illinois. Examples of college initiatives include the Grainger College of Engineering's Academy for Excellence in Engineering Education, which provides funding to faculty through a Strategic Instructional Innovation Program, and the Teaching Enhancement Grants program in the College of ACES.

Additional resources are available for graduate teaching assistants. The College Teaching Effectiveness Network (CTEN) is a graduate student-run organization open to graduate students from all departments and stages of their graduate career. Pre-semester training is also given to teaching assistants by the Graduate Academy, which includes microteaching sessions for TAs to practice their teaching skills and a grading and office hours symposium for those who have nonclassroom responsibilities.

3.C.5

The university provides many opportunities for students to interact with faculty, staff, and other academic support personnel and services. The primary means of communicating accessibility of instructors for student inquiry is the syllabus. CITL provides advice for creating syllabi that includes articulating the preferred ways of contacting the instructor. In addition, all faculty and staff contact information is available via a searchable online directory.

Depending on instructor preference and course delivery mechanism, office hours can be held in campus offices as well as through virtual/online means including course management systems and telepresence software. Inquiries can also be made to instructional staff via campus-provided email, learning management system direct-messaging capabilities, other online discussion boards, and by phone.

3.C.6

Staff members providing student support services, including advising and co-curricular activities, are appropriately qualified and trained. Many student support positions fall under the classification of academic professional. These positions require at least a bachelor's degree in a field required by the position, but frequently require an advanced degree and experience uniquely relevant to the job. Each position has a job description that outlines the duties, expectations, and qualifications for the position.

All staff complete training aligned with their job responsibilities such as Title IX, Clery Act, FERPA, and ethics training. Many Student Affairs units (Counseling Center | McKinley Health Center) also provide specialized training on emerging higher education issues affecting students. Student Affairs staff are guided by the professional competency standards set forth by the American College Personnel Association and National Association of Student Personnel Administrators. Staff utilize quality standards from the Council for the Advancement of Standards in Higher Education to guide the development of programs and services.

Student Affairs sponsors a variety of professional development programs to help staff members develop their professional skills and serve students more effectively, such as: Diversity Ally training, Undocumented Student Ally training, the Dennis H. May Conference on Diversity Issues, assessment conferences, and workshops. These programs allow staff to connect to others at the university providing similar services and to foster use of best practices.

All tutoring centers conduct staff training designed to meet the needs of the student population they serve and academic disciplines they support. For example, tutors in the Office of Minority Student Affairs (OMSA) undergo 10 training modules and attend regular tutor meetings, whereas other centers require tutors to complete an academic course. The Illinois Learning Support Professionals is a network of staff from various campus tutoring centers (Writers Workshop, Chemistry Learning Center, Academic Resources in Engineering, OMSA, etc.) who meet regularly to share information and collaborate on initiatives. Some tutoring staff belong to various professional development associations such as The Association for the Coaching and Tutoring Profession and the National College Learning Center Association.

Financial Aid staff participate in training opportunities provided by the Department of Education, the National Association of Student Financial Aid Administrators (NASFAA), the Midwest Association of Student Financial Aid Administrators (MASFAA), and the Illinois Association of Student Financial Aid Administrators (ILASFAA). Staff participate in webinars hosted by each of these associations as well as their annual conferences.

Academic advisors receive training and onboarding through their academic college. For the Grainger College of Engineering, new undergraduate advisors must complete a mandatory New Student Registration Advisor training and are shadowed by experienced peers. New and returning advisors attend an annual retreat, participate in monthly information-sharing meetings, and have access to an internal advising handbook that outlines policies and standard operating practices. Similar practices exist in other colleges. Division of General Studies advisor training is guided by NACADA's Academic Advising Core Competencies Model and new staff members are onboarded using a checklist aligned with these competencies. LAS advisors attend annual summer registration training, complete an internal online training program, and participate in regular professional development meetings and workshops.

Various integrating structures exist to connect academic advisors across colleges to provide a well-informed advising environment. The Provost's Office maintains a group email list to share course selection and academic policy information among the colleges. The Council of Undergraduate Deans reviews advising policies and the assistant and associate deans meet regularly to share best practices. The Illinois Academic Advising Committee (IlliAAC) was formed to promote and develop quality academic advising on campus and is dedicated to supporting professional growth for academic advising (IlliAAC Conference Program 2018 | Newsletter October 2018 | Newsletter February 2018).

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

3.D.1

The university provides a wide variety of support services to meet the needs of its diverse student populations and foster holistic student learning and development outside the classroom. In addition to the academic success services outlined in 3D2, students have access to a variety of services to enhance wellness, promote student engagement and success, build cultural competency, and increase financial skills.

Wellness

Illinois provides resources to support the many dimensions of student wellness. The Student Assistance Center (SAC) (p. 16) serves as the first point of contact for students regarding a broad range of issues including those related to physical/mental health, course attendance issues, and questions about campus services. In FY 2018, SAC supported 9,930 students and collaborated with the provost to launch a campuswide Community of Care Liaison program to better support students in crisis. SAC also oversees the Emergency Dean Program to provide immediate crisis response and the Behavioral Intervention Team to proactively prevent violence.

The Counseling Center addresses the psychological needs of students through comprehensive services including clinical assessments, outreach/prevention efforts, psychoeducational programming, and training. In FY 2019, clinicians saw a total of 13,831 individual appointments and 4,815 group appointments. Outcome data indicate that 99.1% of participants who received services agreed that their counseling session addressed their specific needs; 97.7% of participants agreed that their counselor was sensitive to their culture, values, and background. To address the rising demand for mental health services, in 2018-19 the center embedded counselors in academic colleges, increased suicide prevention efforts, and added evening hours for clinical services.

All students are able to access Campus Recreation services to achieve and sustain their health and wellness through open recreation, intramurals, aquatics, adventure recreation, group fitness, club

sports, and personal training. During 2018-19, 42,158 individuals utilized campus recreation facilities (p. 17), 6,449 participated in intramurals (p. 14), and 882 students were active in club sports (p. 10). Wellness education initiatives include cooking classes, stress reduction workshops, and a regularly offered sexual health fair.

McKinley Health Center provides ambulatory healthcare and health education to students through primary care services, acute care, mental health services, health education, pharmacy, laboratory/radiology, and immunizations. In FY 2019, McKinley saw 93,184 visits (p. 3) and reached 48,085 students (p. 8) through health education programs. In FY 2019, McKinley achieved an overall satisfaction score of 88% and was re-accredited by the Accreditation Association for Ambulatory Healthcare in FY 2018.

Student engagement and success

Student Affairs provides students opportunities to engage in the campus community and develop social and interpersonal skills. Illinois requires all freshmen students to live on campus in University Housing or Private Certified Housing. With 73.3% of freshmen students living in University Housing, the university has the opportunity to reach students through the Illinois Residential Experience (IRE). IRE is an intentionally designed residential learning experience that teaches skills in five learning domains: engaged citizenship; interpersonal competence; social justice exploration; academic success; and campus, community, and cultural connections. As part of IRE, residents participate in four intentional conversations led by residential life staff. Each conversation has a lesson plan and learning is assessed using a rubric. Initial evaluation data indicate the program has been successful in supporting student learning and development. Seventy-six percent of respondents indicated they learned more about social identities that were different from their own by living in the residence halls.

The Illini Union is the center for student activities and programming. Registered Student Organizations (p. 2), which are housed in the Illini Union, numbered 1,803 in AY 2018-19 and hosted over 22,000 meetings and events. Each year, the student-run Illini Union Board hosts approximately 180 social and educational events for the campus community. Approximately 23% of undergraduates are members of one of 90 fraternity/sorority chapters on campus. Fraternity and Sorority Affairs provides advising, support, and skill development to their community.

The Career Center actively collaborates with a network of career services offices embedded across campus to deliver innovative career-development programs, services, and resources. Together, these efforts help students identify professional goals, make well-informed career decisions, pursue meaningful experiential learning, transition to post-graduation success, and develop lifelong career-management skills. The Career Center connects students to graduate school, professional school, and the workforce through campuswide, coordinated efforts including:

- **Handshake**: an online, campuswide recruiting platform used by more than 23,000 students and 8,500 employers annually
- **Hire Illini:** a resource for helping employers recruit top talent at Illinois
- **Career Readiness Initiative:** educational programming and resources to help students understand the skills employers want and communicate their experience to employers (sample flyer 1 | sample flyer 2)

The Illinois Leadership Center (ILC) supports student leadership development though learning and experiential opportunities. Guided by the Illinois Model of Leadership, the ILC provides various

formats of leadership education such as i-programs (six-hour weekend seminars), a multisemester leadership certificate, an academic minor, workshops, consulting, online resources, and a leadership library. In FY 2017, 9,315 students participated in formal leadership education, including 500 students active in the leadership certificate program. To complete the certificate, students must demonstrate their learning through a capstone e-portfolio.

Cultural competency

The university supports students from underrepresented populations through eight cultural and resource centers under the Office of Inclusion and Intercultural Relations (OIIR). Collectively, the units support the academic success and identity development of historically underrepresented and marginalized students, as well as provide campus and community outreach and social justice education. All incoming students are required to participate in the I-Connect Diversity and Inclusion Workshop and First Year Campus Acquaintance Rape Education (FYCARE). OIIR units offer regular educational workshops for all students to enhance their cultural competency.

Financial skills

The Student Money Management Center (SMMC) empowers students to make positive behavioral changes associated with their finances by providing financial education through workshops, webinars, a digital badge program, and individualized appointments. Additionally, University of Illinois Extension oversees the Financial Wellness for College Students program that leverages peer educators interested in financial planning to provide financial education through individual consultations, workshops, events, and other outreach methods. SMMC and University of Illinois Extension coordinate efforts addressing financial wellness with partners across the university, including a single website to address a wide range of financial questions.

Examples of support services for special populations

Graduate and pre-professional students

Graduate students have access to additional support services through the Graduate College including a welcome guide to assist with students' transition to campus. The Graduate College also houses staff that specialize in student success, supporting and advising students navigating life as a graduate student as well as helping to identify options for students and departments managing difficult situations. The Graduate College is actively engaged in identifying and addressing any gaps in support services for graduate students in the fully online degree programs. Started in FY 2017, the Sloan University Center of Exemplary Mentoring (UCEM) supports underrepresented minority doctoral students in engineering and in physical and mathematical sciences. The program provides activities designed to support students toward doctorate completion, such as professional development opportunities, mentoring, research opportunities, workshops, and seminars.

International students

The university is home to a large and growing population of international students. In fall 2018, Illinois had 10,577 international students from 116 countries (p. 6). The Office of International Student and Scholar Services (ISSS) supports international students through advising, regulatory compliance, status processing, and educational programming. A variety of programming is available to help international students adjust to the academic, cultural, and social life of Illinois including:

- The International Student Orientation for undergraduate and graduate students welcomes international students, assists acclimation to campus life and culture, and provides opportunities for students to meet other international and domestic students. The program, coordinated by ISSS and New Student Programs, offers daily educational sessions on visa processing, campus safety, Dean of Students services, financial education, and academic expectations.
- ISSS35 is an all-encompassing project addressing four distinct areas: American culture, community connections, cross-cultural connections, and New International Student Experience (NISE). While each of these categories have social aspects to them, all the events include cultural exchange and educational themes for the purpose of enriching the international student and scholar experience at Illinois.
- Intercultural Dialogue Series provides an opportunity for international and domestic students to engage in meaningful dialogue.
- The GLOBE program provides opportunities for domestic and international students to network, develop leadership skills, and assist all students in developing global awareness and cultural competency.
- The Career Certificate for International Students (CC-I) is a nine-week program offered by The Career Center aimed at enhancing international students' career readiness skills and preparing them to be competitive job/internship candidates.

Students with disabilities

Disability Resources and Educational Services (DRES) leads the university's efforts to ensure that individuals with disabilities are afforded an equal opportunity to participate in and benefit from the university's programs, services, and activities. DRES offers a variety of programs and services to support student learning including free academic coaching, access to assistive technology, note-taking services, testing accommodations, and text conversion services. In 2010, DRES and University Housing opened Beckwith Residential Support Services at Nugent Hall for students with physical disabilities who require assistance in the performance of daily activities. Residents participate in educational opportunities to enhance their skills in independent living and work collaboratively with staff to oversee personal assistants. DRES also offers a Transitional Disability Management Program (TDMP), in which students receive an individualized program designed to assist their transition to college and achieve the highest level of independence.

Student athletes

The Irwin Academic Services Center provides academic support for over 600 student athletes a year through academic counseling services, tutoring, computer labs, and workshops. In order to meet the comprehensive needs of student athletes, Illinois Athletics has adopted the NCAA Life Skills Program which focuses on five areas of student development: academic excellence, athletic excellence, personal development, service to campus and surrounding communities, and career development.

Veterans

The university's 530 veterans and military-connected students are supported by Veteran Student Support Services (VSSS) and the Chez Veterans Center. VSSS is a comprehensive location to assist veterans' transition to campus life that includes advising on financial aid, a veteran mentoring program, and social events to facilitate integration into the campus community. Opened in fall 2015, the Chez Veterans Center provides residential and nonresidential support services to empower

military-connected students. Chez supports student veterans through a myriad of services such as testing and accommodations, VA benefit advising, a first-year course, career workshops, peer and professional mentoring, and family services.

Student satisfaction with support services

In general, undergraduates express high levels of satisfaction with support services. In a 2016 NSSE survey, 76% of first-year students agreed that Illinois emphasized providing support to help them succeed academically, 70% agreed that Illinois emphasized learning-support services, and 72% agreed that Illinois emphasized providing support for their overall well-being. Seniors responded with 67%, 57% and 67%, respectively.

Results from the Chancellor's Senior Survey show that more than 62% of students who registered for disability support services at Illinois were satisfied or very satisfied with the disability-support services they received. Sixty-two percent of graduating students rated faculty "very supportive" or "extremely supportive" to students. Overall, 84% of graduating students were satisfied or very satisfied with the academic experience at Illinois.

3.D.2

Illinois provides learning support and preparatory instruction to address students' needs from admittance to graduation. All entering students are required to complete the online ALEKS PPL mathematics placement exam to assess their prerequisite knowledge for math course placement. Placement in rhetoric courses is determined by the student's highest ACT English or SAT Evidence-Based Reading and Writing score. Prior to attending summer registration, students are directed to complete placement exams as required by their intended area of study. Advisors guide entering students during summer orientation to courses and programs for which they are prepared. See 3D3 for details about the summer advising program.

The Center for Innovation in Teaching and Learning offers additional placement testing in a variety of disciplines such as chemistry, physics, biology, ESL for nonnative English-speakers, and foreign languages to satisfy requirements for various courses of study. In accordance with the state's compiled statutes, the university awards Advanced Placement credit for students with scores of 3-5 and International Baccalaureate credit for students with IB exam scores of 4-7.

Students are encouraged to participate in summer orientation, bridge, and first-year student programs to assist with their transition to college life and to promote academic success. Transfer students are also served through a range of required and optional orientation services and introductory courses.

- Readying Illinois Students for Excellence (RISE) is a free program for first-year students to gain leadership skills and locate valuable resources for help, advice, and fun at Illinois. Participants have peer mentors and participate in a mock lecture. The program is for students who are first-generation, Pell-eligible, or from an underrepresented racial group.
- Inbound is a three-day experience for incoming students to learn about their college and become acquainted with campus resources. Participants complete summer registration, have college meetings, receive peer mentoring, and participate in a mock lecture.
- Guiding Resilient Transfer Students (GRIT) is a one-day program for incoming transfer students to assist in their transition to Illinois. Illini Transfer Ambassadors provide personalized support for incoming transfer students such as networking and educational activities.

- Illinois Scholars Program (ISP) is a three-week summer program that offers a special introduction to the campus for a small group of incoming first-year students. The overall purpose of the program is to provide opportunity and access for economically disadvantaged and other underserved students who possess potential to succeed in college. The program is designed to provide extra preparation in math, college writing, research, and study skills.
- Academic Mentoring, Programs, and Services (AMPS) (p. 16) offers proactive mentoring services to first-year students from underrepresented backgrounds including racial minorities and first-generation students. The Grainger College of Engineering offers an interdisciplinary first-year experience program for all engineering students.

In addition to programs for new students, several services are available to support student learning and success throughout the college experience.

- The Office of Minority Student Affairs (OMSA) oversees the Academic Services Center (ASC), which offers students free tutoring services, review sessions, structured study groups, and study skills workshops.
- The Writers Workshop is a free campus service that provides writing assistance to students from all disciplines and at all stages of the writing process.
- The Center for Academic Resources in Engineering (CARE) provides tutoring for mathematics, chemistry, and physics courses.
- The Morrill Engineering Program (MEP) empowers African American, Hispanic, and Native American engineering students by providing academic assistance, mentoring first-year students, and supporting undergraduate research and study abroad.
- Illinois Promise is a scholarship and support program for new students with financial need. Participants receive academic monitoring, mentoring, community building, and leadership development.
- The College of LAS Access and Achievement Program provides retention services to LAS majors who are identified as at-risk upon entry. The program is designed to provide a supportive learning environment, promote self-advocacy, and promote students' academic success.
- The Gies College of Business provides peer tutoring for select classes in economics, finance, mathematics, accountancy, and computer science.
- A variety of campus departments and student organizations provide subject-specific tutoring.

3.D.3

Illinois students are provided academic advising through their respective colleges and departments. All new freshmen and transfer students have their first advising appointment during a mandatory one-day new student summer registration program. During registration, students meet with their academic advisor and register for classes. International students participate in registration activities using online technologies to meet with advisors while in their home country.

The Division of General Studies (DGS) is the admitting unit for students who are undeclared (approximately 23% of the incoming class). DGS provides holistic advising to support the major exploration process of first-year and sophomore students. Students receive an Advising Handbook that outlines the developmental process, learning outcomes, and expectations. DGS students meet with their advisor each semester to explore their personal and academic interests that align with their career and life goals. Additional support is provided for students on academic probation including more frequent advising appointments and enrollment in DGS' Program for Academic Support and Success (PASS).

Advisors across campus utilize the Undergraduate Records System and Graduate Records System, which are internally developed portals that interface with the Banner Enterprise Resource Planning system to manage appointments and retain notes on student progress. The record follows students who transfer to a different college on campus. All undergraduate students and some graduate students have access to the Degree Audit Report System (DARS), where they can view their program and degree requirements (sample degree audits: Interdisciplinary Health Science | Media and Cinema Studies). In order to identify academic concerns early, instructors are asked to provide mid-term grades (p. 79) for all freshman students.

The advising process varies by college and department and may include college-level advisors, faculty advisors, and peer advisors. For example, the College of LAS and Gies College of Business both have departmental advisors and college-level advisors to assess student academic progress toward degree completion. All colleges with undergraduate students offer a University 101 Orientation class to supplement the advising process. Additionally, some departments such as Psychology encourage students to enroll in an hourlong eight-week course with their academic advisor to gain a better understanding of program requirements and prepare students for coursework. LAS offers peer and staff advising for study abroad, undergraduate research, and career planning through the Life and Career Design Lab. Courses such as LAS 199: Design Your Illinois and Design Your Life and Career use design-thinking methods to help students make the most of their time at Illinois and explore post-graduation options.

In 2015, Illinois participated in the NSSE Advising Module to learn more about its students' perception of advising universitywide. On average, students indicated that they met with their advisor twice a year and felt that advisors were most helpful when providing information about special opportunities (e.g., study abroad, internships). The advising experience of Illinois first-year students was comparable to students from other participating institutions, but Illinois senior-level students rated their advisors higher than students at other institutions.

3.D.4

Illinois provides the infrastructure and resources necessary to support effective teaching and learning, as guided by The Impact of Space (master plan) and The Next 150 (strategic plan). Both plans reflect systematic processes involving a broad range of campus stakeholders and call for ongoing monitoring and assessment. The provost's Illinois Space Advisory Committee advises on instructional space utilization and develops capital priorities; leads planning efforts to ensure that units have the facilities to support their mission-critical activities; and ensures that spaces are maintained and evaluated. Facilities and Services provides operational support for instructional spaces along with Technology Services and the Center for Innovation in Teaching and Learning.

Instructional infrastructure and resources at Illinois include those available to all campus members as well as customized facilities and resources appropriate to the needs of particular departments and programs of study. The university provides more than a million square feet of space directly supporting teaching, learning, and research. Instructional spaces include traditional classrooms, laboratories, practice and performance studios and venues, tutorial and assistance centers, museums, and libraries. To support courses and teaching methods emphasizing collaborative learning activities and a heavy reliance on digital media and audio-visual technologies, iFLEX (Illinois Flexible Learning Experience) classrooms feature reconfigurable furniture, multiple writing surfaces, and enhanced technologies. Laboratories are regularly refreshed and updated to keep pace with current curricular needs.

The Campus Master Plan prioritizes facilities for renovation and reinvestment that will enhance the quality of the undergraduate experience, improve classroom utilization, and supply new technology to support active learning. The development of Interdisciplinary Classroom Facilities is intended to provide replacement space during renovation and to address projected shortfalls in class laboratory space. Additional infill sites for academic, research, and support uses are identified in the long-term plan for when future programs and funding are identified. The Campus Master Plan also reflects the desire to create a new model of the research library that actively fosters engagement, interdisciplinarity, and access to historical collections. Planning processes for remodeling two of the library's 13 facilities are aligned with the Library's updated 2019-23 Strategic Framework and informed by feedback from undergraduate students, graduate students, and faculty.

The University Library offers robust and varied teaching and learning spaces. The Undergraduate Library is an anchor for students in all areas of study and offers the Media Commons as well as extensive loanable technology and traditional library resources and services. The Grainger Engineering Library and Information Center, located on the north side of campus, contains the CARE program and IDEA Lab, which includes collaborative space and a large-scale visualization wall. The Scholarly Commons and the Rare Book and Manuscript Library in the Main Library serve as focal points for digital scholarship and exemplify the phenomenal unique research materials in the library's collections, respectively.

A recently completed Undergraduate Student Survey documents student use of library resources and facilities. It found that 96% of respondents said the library is useful in supporting learning and studying activities; 90% believed the library was helpful in developing research skills; 62% of students were visiting the library weekly; and 67% of students are going to the library for longer than an hour per visit. The study also looked at students' satisfaction with the library on a variety of factors. These survey data are one way that the library ensures that students have the library resources they need; others are listed in the library's student learning outcomes assessment plan.

Krannert Art Museum and Spurlock Museum both have collections that form the basis for exhibits, curricular integration, and community-engaged programming. Krannert Center for the Performing Arts provides opportunities for further engagement with the arts. Further examples of more targeted instructional spaces include the Margolis Market Information Lab, agricultural field offices, music practice rooms, Engineering Workstation Laboratories, architectural design studios, the Fab Lab makerspace (which is run by the university but also accessible to the general public), and discipline-specific learning spaces such as the expansive instructional laboratories in Engineering and the 3D fabrication lab in Art and Design.

In addition to physical infrastructure, the university offers an extensive virtual infrastructure for teaching and learning. The virtual infrastructure includes resources available to all campus members as well as resources that are specific to the needs of particular departments and programs. Blackboard Collaborate and Blackboard Learn (which powers Illinois' Compass 2g) comprise the general campus learning management system infrastructure, which is complemented by Moodle, Digication, and other online tools as needed in specific settings. The university's Webstore provides convenient access for distributing software applications to all members of the campus community. See 5A1 for additional information about the campus technological infrastructure.

Going forward, a new Campus Instructional Facility will have 20+ innovative classrooms, some with unique designs including a classroom-in-the-round. It will be the first to fully utilize geothermal power. Also, the Siebel Center for Design (about | annual report) will foster understanding of human-centered design and design thinking.

3.D.5

Illinois students receive guidance in the effective use of research and information resources through curriculum-integrated and co-curricular programs across the university. The Statement of Learning Goals for the University Library's extensive information literacy program provides the intellectual framework for the development of more than 1,500 information literacy sessions each year. Integrated information literacy instruction in rhetoric and communication ensures that undergraduate students have a foundation in research skills upon which to build in future courses.

In addition to sessions specific to course assignments, the Savvy Researcher series provides training in advanced and specialized topics for any member of the campus community, and the LibGuides portal provides guidance through more than 1,200 research guides. These guides are heavily used. For example, in 2017-18, Writing a Research Proposal was viewed almost 80,000 times. The guides for first-year coursework assignments in rhetoric and communication were accessed almost 45,000 and 32,000 times, respectively. The University Library also offers Ask Us, providing one-on-one assistance with research either in-person or via chat, email, text, or phone.

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3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3.E.1

Co-curricular programs at Illinois provide students a rich foundation for learning and engagement across campus experiences. The majority (73.3%) of new freshmen students choose to live in University Housing, with the remaining students residing in Private Certified Housing. Eleven Living-Learning Communities provide opportunities for students to engage in courses and specialized programs around common themes such as business, health professions, innovation, global and cultural intersections, leadership, sustainability, and major and career exploration. Campus Recreation offers a variety of health and wellness programs and services (see 3D1). The Office of Registered Student Organizations (RSOs) provides tools and support for more than 1,600 organizations to help students explore interests and gain leadership experiences. According to the Chancellor's Senior Survey, 83% of students participate in RSOs and 74% termed RSOs a "most valuable" campus-related learning activity.

Supported by Student Affairs, students have many opportunities to explore their personal, academic, and professional identities and to make meaningful connections to the world around them. Online assessment tools designed specifically to engage the Illinois community (e.g., Exploring Pathways in Career Success developed by The Career Center and the Illinois Leadership Inventory developed by the Illinois Leadership Center) help students understand their strengths and areas for growth. Students are connected to campus resources tailored to meet their needs and interests.

Students encounter a myriad of opportunities to think critically about applications of classroom learning to their personal and interpersonal lives. In doing so, they develop skills to enhance personal health and wellness as well as tools for lifelong success. Example programs include:

- **Campus Recreation's Orange and Blue Zone:** eight-week program helping students explore wellness services at Illinois with peer support
- **McKinley Health Center and Campus Recreation's Get Fresh!:** six-week program designed to improve the food security of students
- **Illinois Leadership Center's i-Programs:** daylong workshops focused on specific aspects of leadership practice
- **Office of Minority Student Affairs' Academic Mentoring Programs and Services (AMPS):** academic support specialists and graduate mentors meet one-on-one with Illinois' most academically vulnerable first-time freshmen (2,563 meetings in the 2017-18 academic year)

The student affairs community also empowers students to become successful citizens of a global community through diversity education, civic engagement, and intercultural experiences. For example, in the 2017-18 academic year, driven by student initiatives, the Office of Volunteer Programs collected 4,105 pounds of food and 412 Thanksgiving baskets distributed to those in need in the community. In 2019, the fraternity and sorority community at Illinois raised $423,920 for philanthropies and contributed 55,989 hours of community service. Many educational opportunities were offered to students through structured programming, as well. Examples include:

- **University Housing's Multicultural Advocates program:** promotes the advancement of multiculturalism and social justice via dedicated staff in every residence hall who serve as educators, allies, student advocates, peer advisors, and role models
- **The Counseling Center and INNER VOICES Social Issues Theatre:** creates, produces, and performs original plays for the Illinois community with accompanying education materials that address social justice themes
- **The Career Center's Global Career Opportunity Series:** showcases job markets outside of the U.S., connecting students with country-specific job market information and professionals
- **The Office of Inclusion and Intercultural Relations' credit-bearing courses:** facilitates 11 credit-bearing courses to over 600 students annually, connecting classroom and co-curricular experiences (example courses: Exploring Cultural Diversity (EPSY 202), Latinx Resilience and Wellness (LLS 396), and Facilitating Intergroup Dialogue (PSYC 496 ID3))

As demonstrated by Illini Success, Illinois' annual first-destination graduate outcomes report, 89% of bachelor's degree graduates report participating in experiential learning during their studies. These activities include internships (68%), undergraduate research projects (32%), study abroad (24%), and service learning or volunteering (20%). Offices such as The Career Center, Illinois Abroad and Global Exchange, and the Office of Volunteer Programs provide key services for connecting students to opportunities. As indicated on the Chancellor's Senior Survey, many students select these experiences as "most valuable" university-sponsored learning activities, with 65% identifying internships and practicum experiences, 65% identifying international experiences, and 20% identifying volunteering or community service as particularly worthwhile.

Additional support is demonstrated in 2016 NSSE results, which indicate that 89% of Illinois seniors (compared with 86% at peer institutions) report engaging in one or more high-impact practices that support learning (e.g., learning communities, service-learning, research with faculty, internships, study abroad, culminating senior experiences). In an average week, Illinois seniors report spending 8.3 hours (compared with 5.1 hours at peer institutions) participating in co-curricular activities. Sixty-one percent indicate holding a formal leadership role in a student organization or group (compared with 39% at peer institutions). Regarding how the institution has contributed to knowledge, skill, and professional development:

- Illinois seniors more often report the institution contributed "quite a bit or very much" to their acquiring job- or work-related knowledge and skills – 70% at Illinois compared with 65% at peer institutions.
- Illinois seniors more often report the institution contributed "quite a bit or very much" to their solving complex real-world problems – 67% compared with 62% at peer institutions.

Through co-curricular experiences, students are encouraged to strategically connect the learning that occurs both inside and outside the classroom. They deepen knowledge within their fields of study, explore personal identities and wellness, and meaningfully connect to and impact the social, civic,

cultural, and global communities in which they live. Ultimately, co-curricular programs are designed to help students understand how to employ knowledge and to build and sustain productive relationships for creating positive change. Illustrations of the impact of co-curricular experiences are seen in the reflections of Illinois' recent graduates, as shared through the Illini Success initiative.

3.E.2

The 2017 launch of the University of Illinois System's With Illinois capital campaign afforded an opportunity for Illinois to showcase a wide array of contributions to the student educational experience. While not exclusive to the student experience, the With Illinois website highlights a number of stories of student impact as well as the university's impact on students.

- **Q&A with Rachael Bolek, MDIA '19:** Rachael Bolek found her home on the Daily Illini copy desk. Next stop: an internship at The Washington Post.
- **Q&A with Victoria Reidenbach, ACES '22:** Scholarship recipient Victoria Reidenbach found her calling early when she wrote a high school paper about man-made pollution on the beaches of Hawaii. Now she is devoting her time at Illinois to understand and research ways to tackle these preventable environmental issues.
- **Practicing Diplomacy, Larry Harris, LAS '15:** Larry Harris is bringing a little bit of Chicago to Cameroon, his first post in the Foreign Service.
- **My Other Computer is Your Computer, Parisa Tabriz, ENGR BS '04 and MS '06:** Parisa Tabriz studied computer security as an undergraduate and graduate student at Illinois. Now she runs browser engineering for Google Chrome, the most used internet browser in the world.
- **iSchool Support Propels Paralympian to Success, Amanda McGrory, IS MS '18:** Paralympian Amanda McGrory presented the iSchool with the Order of Ikkos, a medal given to Olympic and Paralympic medalists to pass to organizations or people who have supported them on their journey.
- **Q&A with Violetta Montanez, AHS '18:** Violetta Montanez found her passion on a study-abroad trip to Australia. Now she plans to take the inspiration back to her beloved Chicago neighborhood of Pilsen, connecting residents with the health care services they need.

On September 16, 2019, the university launched the Student Success Initiative aimed to improve upon the undergraduate experience and to increase access, promote timely degree completion and prepare students to make positive contributions to the state, nation, and world. With areas of focus on academic support, co-curricular activities, first-year experiences, and foundational courses, the initiative will consider opportunities to improve and expand efforts to help students achieve a degree at Illinois.

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3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

Illinois' academic breadth allows students to pursue high-quality academic programs at the undergraduate, graduate, and professional level. The commitment to maintain a highly qualified professoriate and professional staff is evidenced by campus-wide policies. Procedures and practices have been designed to ensure students have access to quality instruction, regardless of modality; support services; and learning experiences, both inside and outside the classroom. For undergraduate students, General Education is intended to help students understand and appreciate diverse areas of scholarship, to develop and enhance a wide range of intellectual abilities, and to strengthen students' abilities to form and communicate ideas effectively and responsibly.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

4.A.1

The University of Illinois at Urbana-Champaign (Illinois) takes academic quality seriously and strives to provide high-quality educational programs, learning environments, and support systems. The university evaluates the effectiveness of learning and uses assessment information to improve its programs and services. The Office of the Vice Chancellor for Academic Affairs and Provost (Provost's Office) oversees this work by maintaining the schedule for reviews, the report templates, the policies relating to the review, and the funding (p. 2) for the process.

Every academic unit engages in rigorous program review on an eight-year cycle. A data-driven self-study covers all aspects of the department, including its strategy (vision, mission, strengths, and challenges); academic/student experience (undergraduate and graduate program enrollment, learning outcomes, and student success); research (productivity and impact); and human, physical, and financial resources. A group of external reviewers from peer and aspirational peer institutions read

the self-assessment, visit campus, and provide a report with at least five recommendations for improvement. The department must respond to the recommendations with a report that shares the course of action to address the five recommendations. Every year after the review, the department must provide an update on its progress toward completing the recommended actions and improvements. These annual progress reports are reviewed by the deans, the Provost's Office, and the Program Review Council, a group of senior faculty who provide governance and oversight for the process. The Program Review Council submits a report covering the overarching themes from across the annual updates to the Provost's Office as a suggestion for topics for the Academic Leadership Series, a training program for executive officers.

In addition, every degree program must submit a program review to the state's Illinois Board of Higher Education (IBHE) on an eight-year cycle that follows the university's program review schedule. New programs must complete a review three years after the program begins enrolling students. IBHE has a template (p. 4) for these reviews, and every degree program must respond to the following: major changes in the program since the last review; major findings and recommendations from campus reviews; actions taken since the last review, including instructional resources and practices, and curricular changes; and actions to be taken. The program reports are reviewed by the college offices, the Provost's Office, and the University of Illinois System Office before being sent to the state board. IBHE also asks for a biennial Academic Program Efficiency and Effectiveness Report (APEER) on programs that meet criteria as low-degree producing that includes justification for why these programs continue to be offered.

4.A.2

Illinois has established policies for evaluating all the credit it transcripts. First, various governing groups within the department, college, and university review the quality of all courses offered by the university (see 3A1). Illinois does not award credit for experiential learning and other forms of prior learning. Students may receive test-based credit through Advanced Placement and International Baccalaureate exams, as well as on-campus proficiency exams. In accordance with state law, beginning in fall 2016, Illinois accepts qualifying exam scores of 3 or higher on Advanced Placement exams and 5, 6, or 7 from International Baccalaureate for course credit, depending upon the specific exam. These qualifying scores (AP | IB), by each subject area or area exam, are overseen by the Center for Innovation in Teaching and Learning and published by the Office of Undergraduate Admissions. In addition, credit for military coursework is evaluated using the American Council on Education recommendations found on Joint Services Transcripts. Faculty articulate military coursework and approve transferability and equivalency. Students who served in the United States Armed Forces for six months or more of continuous active duty receive a total of four semester hours of lower-division military credit upon receipt of a DD214 form indicating honorable discharge from active military duty or transfer to a reserve component.

4.A.3

The university follows the Policy on Acceptance of Transfer Credit for Undergraduate Admissions outlined on the Vice President for Academic Affairs website, Illinois Student Code, section 1-303, and the Transfer of Credit policy found in the Graduate College Handbook for graduate-level credit. The colleges, departments, and faculty determine how credits transferred are applied to a program's requirements. Colleges maintain summary statements regarding the acceptance of transfer credit.

Illinois has a detailed transfer credit-review process that requires faculty or faculty-designee review. Transfer specialists at the campus level (Office of Undergraduate Admissions) partner with trained

departmental representatives (usually heads of undergraduate studies, lead academic advisors, or associate heads of departments) to work within an internal workflow system to articulate transfer credit. This system allows student-submitted syllabi and course descriptions to be evaluated for transfer credit and equivalency. Once a transfer course has been articulated, the articulation is published in the Transferology system and is publicly visible. Students are encouraged to contact their college's office to verify how the transfer coursework will be accepted and used toward graduation requirements in that college. Once granted, academic credit earned at another accredited university or college and accepted by the University of Illinois at Urbana-Champaign is recorded in semester hours. Coursework will be listed on the transcript with the institution's name, total credit hours, GPA hours, quality points, and total GPA. Individual classes and grades are not listed.

4.A.4

Illinois maintains and exercises authority over prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs.

Prerequisites, rigor, and expectations for courses

As explained in 3A1, the university has a rigorous review process for all courses and programs that involves multiple levels of governance. These review processes consider the prerequisites for courses, rigor of courses, and access to learning resources. In particular, proposals for new programs include a check sheet that assures all proposals speak to resource implications, including: the impact on faculty resources such as changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.; the impact on course enrollment in other units; the impact on the University Library; and the impact on technology and space. The Academic Catalog clearly documents prerequisites for each course, such as those in Aerospace Engineering, Geology, and Dance. All units review their Courses of Instruction annually, and they are asked to look at prerequisites to ensure they remain accurate and appropriate. As listed in 3A1, the level of expectations for courses aligns to the course numbering system as listed in the General Information section of the Academic Catalog and as defined by the Senate Committee on Educational Policy (2001 | 2005) and the Student Code. All instructors are expected to provide a syllabus to students clearly stating expectations for student learning outcomes.

Access to learning resources

Students have access to extensive library and technology resources. The University Library, a campuswide network of libraries serving programs of learning and research in many disciplines, is the largest public university research library in the United States. The University Library holds more than 14 million volumes and 24 million other items and materials in all formats, languages, and subjects, including 9 million microforms, 120,000 serials, 148,000 audio recordings, over 930,000 audiovisual materials, over 280,000 electronic books, 12,000 films, millions of pages of manuscript materials, and 650,000 maps. These collections form the bulk of I-Share, the statewide library online catalog. Technology Services provides 12,000 wireless access points across 379 campus locations, making it one of the largest Wi-Fi networks in higher education. Students also have access to computer labs, printers, and unlimited cloud-based storage, as well as learning management systems such as Compass and Moodle. More information is shared on technology in 5A1.

Given the growth of the online student population, the university ensures that learning resources through the University Library and Technology Services are available to students, and some specific resources are for online learners, such as the support offered by Illinois Online. The Online Learning

Operations Advisory Committee (OLOAC) engages colleges with one another and the university around issues and needs related to the operation of online courses and programs.

Faculty qualifications

As covered in 3C2, department Executive Officers review faculty qualifications for all instructors hired to teach courses offered by the department, following the Provost's Office's and Illinois Human Resources' requirements. The Faculty Credential Policy creates a universitywide standard and sets common expectations for the appointment of all instructors of record teaching courses for academic credit. The university does not participate in any dual-credit programs with high schools.

4.A.5

More than 50 units and programs within the institution maintain specialized accreditation from government and private entities, including professional organizations and licensing boards. A complete list of those units and programs is updated annually by the Provost's Office and the Division of Management Information (DMI). This information is publicly available on the DMI website. Each unit is in charge of its own processes in applying for and maintaining specialized accreditation. The university assists, however, in collecting universitywide surveys and providing training in best practices of assessment to support assessment work in individual units.

4.A.6

Illinois collected information on graduating students through its Chancellor's Senior Survey until the Illini Success initiative was established based on guidelines from the National Association of Colleges and Employers (NACE). Starting in August 2014, Illini Success has gathered data primarily through a survey on the postgraduation pursuits of bachelor's degree recipients.

Some key findings from the 2017-18 graduating class:

- 58% of graduates have secured employment or a volunteer position.
- 34% of graduates plan to continue their education.
- 68% of graduates secured a first destination within the state of Illinois.
- 47 U.S. states and 31 foreign countries were represented as first-destination locations.

The secured first-destination rates consistently outpace national averages, as reported by the NACE (both for total national sample and within Carnegie classification). Data from this survey are shared in annual reports and three-year trend reports on a dedicated Illini Success website. Faculty and staff also have access to an "admin portal" through this website where they can run aggregated data queries to inform program review and improvement initiatives. Prospective and current students can access tailored outcomes information via the myIllini Majors Portal offered through Admissions, which illustrates how majors are connected to courses, student organizations, and graduate outcomes.

Colleges and departments also gather these data on students, and these units are primarily responsible for collecting data on graduate programs. In December 2017, the initiative was expanded to include all on-campus master's degree graduates. The Graduate College also participates in the national Survey of Earned Doctorates, which conducts exit surveys for doctoral recipients and provides information about students' educational history and postgraduation plans. Dashboards have been created to share data from the doctoral program exit surveys with university faculty and staff.

The Career Center annually analyzes data provided by the American Medical College Application

Service (AMCAS) and the American Association of Colleges of Osteopathic Medicine (AACOMAS) regarding graduates' applications, acceptances, and matriculations to MD and DO programs, respectively. Illinois is consistently within the top 20 feeder institutions to medical programs in the U.S. The information analyzed in these reports helps strengthen Illinois' pre-health advising to students and recent alumni and provides feedback to academic programs.

The university has a strong service orientation. As one of 54 higher education institutions with a dedicated Peace Corps Strategic Campus Recruiter, Illinois offers individual appointments and workshops for students interested in the Peace Corps. In 2018, 33 undergraduate alumni (35th in the country among large schools) and five graduate alumni entered the Peace Corps. Since the agency was created in 1961, a total of 2,082 Illinois graduates have served.

Illinois has offices to support students' application process for nationally and internationally competitive awards. In the past 10 years, 20 Illinois students have been named Boren Scholars, 118 Fulbright Scholars, 21 Goldwater Scholars, five Marshall Scholars, two Truman Scholars, one Rhodes Scholar, and 289 NSF Graduate Research Fellows.

Academic departments and units track pass rates of licensure or other qualifying examinations that demonstrate student success. The administration prepares information annually to send to the Illinois Board of Higher Education on pass rates for teachers as well as bar exam pass rates. Example data on licensure pass rates are provided from the following programs: 2014-18 Fundamentals of Engineering (FE) and Principles and Practices of Engineering (PE) Exam pass rates; 2017 National Teacher Preparation assessment pass rates; and 2008-18 North American Veterinary Licensing Examination (NAVLE) pass rates.

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4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

4.B.1

The university is committed to assessment of curricular and co-curricular student programs to ensure continuous improvement of learning and development. Regular and thoughtful practice of articulating and assessing student learning outcomes allows for the university to ensure that its graduates are receiving the world-class education that it promotes. Illinois continuously reviews, affirms, and improves its curricula and student services offerings based on feedback obtained through assessment.

Clearly stated goals for student learning

In 2014, the Provost's Office charged a Committee on Student Learning Outcomes to create a set of Illinois Student Learning Outcomes that would be achievable by every student earning a baccalaureate degree. The committee reviewed learning outcomes from internal and external resources, such as those being used by the degree programs and by benchmarked peers. In addition, it reviewed the Association of American Colleges and Universities (AAC&U) LEAP Program – Liberal Education, America's Promise – and resources from the National Institute for Learning Outcomes Assessment. The committee created learning outcomes that are "an expression of the education that a world-class university with a land-grant mission should provide." The Illinois Learning Outcomes were vetted widely across campus for nearly three years, endorsed by the Senate of the Urbana-Champaign Campus (Senate) and its Committee on Educational Policy in 2017, and are publicly posted on the assessment website.

The campuswide student outcomes are publicly posted on the provost's webpage. This passage provides the framework for campuswide undergraduate learning outcomes:

> As a pre-eminent public land-grant university, the University of Illinois at Urbana-Champaign serves society and transforms lives, producing leaders who value excellence, innovation, inclusivity, stewardship, and accountability. Through a uniquely Illinois experience that takes place both inside and outside the classroom, our graduates are broadly educated yet have expertise in specific fields of study. They are intellectually curious, having the ability to think critically and imaginatively. They exhibit a consciousness of global connectedness and

interdependencies, possess a critical appreciation of social and cultural communities, and participate knowledgeably and responsibly in civic life. Ultimately, our graduates understand how to employ knowledge in order to generate new ideas, discoveries, and solutions, and are adept in building and sustaining productive relationships in order to create positive change.

Students will gain the following during their Illinois education:

- **Intellectual Reasoning and Knowledge**: Illinois students will acquire broad and deep knowledge across academic disciplines and fields.
- **Creative Inquiry and Discovery**: Illinois students will apply knowledge to promote inquiry, discover solutions, and generate new ideas and creative works.
- **Effective Leadership and Community Engagement**: Illinois students will build and sustain productive relationships to respond to civic and social challenges at local, national, and global levels, creating positive change in their communities.
- **Social Awareness and Cultural Understanding**: Illinois students will develop a critical and reflective orientation toward such social and cultural differences as race, indigeneity, gender, class, sexuality, language, and disability.
- **Global Consciousness**: Illinois students will discover how complex, interdependent global systems – natural, environmental, social, cultural, economic, and political – affect and are affected by the local identities and ethical choices of individuals and institutions.

As part of the rollout of the new campuswide learning outcomes, all departments were asked to map their undergraduate program-level outcomes (see 4B2) to the campus outcomes as part of the Undergraduate Assessment Update, which collects learning outcomes assessment information from all academic programs. It was found that 100% of undergraduate programs have aligned one or more of their programmatic learning outcomes with Intellectual Reasoning and Knowledge, 88% with Creative Inquiry and Discovery; 70% with Effective Leadership and Community Engagement; 82% with Social Awareness and Cultural Understanding; and 79% with Global Consciousness. Student Affairs programs map their learning outcomes to the campus outcomes as well (see 4B2). Over the last few years, there has been an effort to include the learning outcomes in the Academic Catalog. The university held multiple Assemblies on General Education in 2018-19 as a way to develop learning outcomes for every General Education category, see 3B2. Graduate programs, like undergraduate programs, have indicated learning outcomes for every degree program. In addition, Student Affairs units have mapped the learning outcomes of its units to the campuswide outcomes.

Effective processes

The university first created a comprehensive assessment plan in 1995-96, which was updated in 2008-09. Over the past 10 years, the university built on the 2008-09 work and developed a sustainable and meaningful process for assessment. A first step was to build campus resources. The Assessment Working Group comprising both academic affairs and student affairs professionals began in fall 2014 and met monthly through spring 2017. Products of this working group included the Illinois principles for assessment, the assessment resources website hosted by the Provost's Office, and a series of regular assessment workshops held throughout the academic year. The university continues to provide assessment workshops, and in the 2018-19 academic year, the Provost's Office started a Community of Practice on Assessment, where faculty and staff could meet monthly to discuss assessment work in the units, articles and research studies on assessment, and current challenges with assessment.

The provost's Council for Learning Outcomes Assessment (C-LOA), created in spring 2016,

promotes and guides assessment activities on campus. This group is chaired by a dean and includes faculty representatives from every college, undergraduate and graduate student representatives, and representatives from the University Library, Student Affairs, the Center for Innovation in Teaching and Learning, the Senate, General Education Board, and Graduate College. This group oversees the policy and the reporting expectations for university assessment practices. C-LOA reviews all assessment reports annually and provides feedback to the units and to the Provost's Office. As a result of the reviews, C-LOA suggests workshops and necessary resources, and it acknowledges select programs for their exemplary assessment work.

Started in 2012, the Student Affairs Assessment conference occurs biennially. This conference provides participants strategies that are easy to understand and implement in the assessment, evaluation, and reporting of their work. The conference helps practitioners at all levels learn how to conduct assessment and use assessment results to improve practice. In 2018, 84 participants from approximately 25 student affairs and academic affairs units on campus participated in the conference, and 85% of participant respondents stated that they accessed new tools, resources, or ideas that can be implemented in their work. Student Affairs holds workshops regularly to help programs with assessment planning and generation of actionable items.

4.B.2

Assessment of learning outcomes within academic programs and co-curricular units occurs annually as described on the provost's Assessment website. As mentioned in 4B1, C-LOA oversees assessment activities and reviews the assessment work from over 350 undergraduate, graduate, and professional programs. One of the first roles of C-LOA was to redefine what was collected on campus, to ensure a similar template of information across every degree program on campus and to provide feedback to the units based on their work. The new template asked each program, undergraduate and graduate, to do the following:

- Describe how assessment is administered in the department/program by listing the assessment lead and how the assessment information is communicated to the faculty in the department
- List the intended student learning outcomes for the degree program
- Map the curriculum onto the student learning outcomes
- Explain what assessment activity had most recently taken place
- Identify the questions the department wants to ask about the student outcomes and what assessment activities would be undertaken to address those questions

Each report was reviewed by two C-LOA members, who provided feedback to the unit. The following year, the unit explained the progress on assessment using an update form. C-LOA then reviewed the progress.

C-LOA findings include:

- About half of the programs are involved in preparation activities for assessment work, such as creating rubrics, surveys, and exams.
- Over half (64%) of the programs are using direct evidence to assess student learning.
- About half of the programs (55%) are using indirect evidence to assess student learning.
- A majority of programs' assessment activities are focused on skill development and knowledge acquisition.
- Revising and redesigning the curriculum or specific courses within the curriculum are the most frequent improvements being made as a result of assessment (see 4B3).

- The most wanted resources are workshops and examples of programs doing similar work.

In partnership with C-LOA, and under guidance of the Student Affairs Assessment Committee, all Student Affairs departments and units have developed learning outcomes and assessment plans that parallel those established by undergraduate and graduate degree programs. Learning outcomes assessment plans are peer-reviewed by members of the Student Affairs Assessment Committee, with opportunities for both individual feedback and group professional development.

As a way to assess the Illinois learning outcomes, the Chancellor's Senior Survey underwent a redesign in 2015 to align with these learning outcomes. This survey began being administered in December 2016. A Tableau dashboard was created in summer 2017 to share survey data with faculty and staff and to make the data easy to use. A summary report of findings is available on the DMI website. Furthermore, reports are available about each learning outcome. The university regularly administers the National Survey for Student Engagement, and data from this survey are also shared in a Tableau dashboard for faculty and staff use. Starting in spring 2019, the Graduate College began using the Graduate Student Experience in the Research Universities. Prior to that survey, the Graduate College administered homegrown surveys as part of the Assessment of the Illinois Doctoral Experience.

4.B.3

The university uses assessment information to improve student learning at a variety of levels. As noted in 4B1, individual university programs at the undergraduate and graduate levels provide reports including relevant data on student learning outcomes assessment to C-LOA. C-LOA's feedback includes recommendations designed to help improve student learning within each program individually. C-LOA asks programs to identify whether students are learning what programs want them to learn, to explain how programs know students are achieving the program outcomes, and to describe what information the program will collect to better understand student learning.

In accordance with learning outcomes assessment plans (see 4B2), use of assessment information to improve student learning occurs annually across degree programs and co-curricular units. Reflection reports and learning outcomes assessment plan updates are submitted to the Provost's Office (for degree programs) and the Office of the Vice Chancellor for Student Affairs (for student affairs departments and units) annually to share progress.

Academic programs

Both undergraduate and graduate programs use assessment data to improve the student learning experience through curricular changes, modifying existing courses, adding new courses, and improved monitoring of student progress. Some specific examples are shared below.

Curricular changes

Assessment data led to a number of curricular revisions. At the undergraduate level, the Department of Sociology assessed data from final exams and papers from various courses, which led to a revision of the sequence of two course offerings in an effort to strengthen students' methodological reasoning. In the Department of Communication, focus group interviews revealed a discrepancy between student placements and students' understanding of how their studies have prepared them for these placements. As a result, the department decided to explore new course materials aimed at strengthening students' ability to clearly describe the expertise they bring to organizations and to

demonstrate the nature of this expertise.

At the graduate level, the Master of Accounting Science program (MAS) used assessment data as a basis for restructuring the MAS program into two separate tracks, which allowed the department to more closely match courses to the knowledge, skills, and abilities that students need when starting their careers. Based on student evaluations and assessment data from their field office, the School of Social Work recognized a need for advanced social work practitioners in specialized practice settings, which led to modifications in their clinical specialization offerings for the MSW program.

Modifying existing courses

Assessment data were used to justify the modification of existing courses. At the undergraduate level, the Department of Kinesiology and Community Health used assessment results to modify existing courses in an effort to improve knowledge acquisition and application. The Department of Economics utilized direct and indirect evidence to assess student learning outcomes, which led to a new project requirement in an introductory course to strengthen students' quantitative ability and provide opportunities to apply techniques outside the classroom.

At the graduate level, the Department of Curriculum and Instruction modified the literacy courses for the elementary education program to include integrated assignments and activities and to align with the requirements of the Teacher Performance Assessment (edTPA). More emphasis was placed on reflective instruction and assessment in the methods course sequence to provide multiple opportunities for candidates to use the body of assessment data as a differentiation tool for diverse learners.

Adding new courses

Assessment data were also used to justify the addition of new courses. At the undergraduate level, results of the assessment process for the industrial design program in the School of Art + Design led to the addition of a skills workshop to advance both traditional hand and digital skills. Similarly, in an effort to help faculty assess students' progress in the Department of Latina/Latino Studies, a capstone course (LLS 490) was created to develop research skills through discussions, writing exercises, and workshops.

At the graduate level, the agricultural education MS program created multiple courses to better suit the needs of its students. The department learned from exit interviews that students wanted more cultural competence training. In response, the department created a new course, Teaching and Learning in Diverse Audiences. From evaluations of teaching assistants, the department learned that students needed deeper conceptual understanding and transferable application of leadership theories and practices. In response, the department created a course, Leading Contemporary Organizations, and added a graduate section of Advanced Leadership Theory. In response to the Instructor and Course Evaluation System (ICES) surveys, the department created hybrid versions of online courses that allowed on-campus graduate students to participate in these courses together in a physical classroom to build a strong on-campus learning community.

The Department of Special Education added a course to the doctoral program based on annual reviews of its doctoral students and a finding that students lacked basic knowledge in key areas. The new course provides students more depth regarding the historical foundations and legal basis for special education.

The Department of Slavic Languages and Literature examined evidence from fellowship applications, mock interviews, and other formal and informal observations that revealed graduate students were writing poor grant proposals and lacked systematic training in aspects of professional behavior and performance outside of teaching and research. In an effort to better prepare students for the job market, the department created a professionalization course for the program that introduced students to the realities of the profession, regular professional tasks, and nonresearch writing. After recognizing that MA students were underperforming on comprehensive exams, the department developed a series of survey courses on Russian literature and research approaches to better prepare students for the exams.

Improved monitoring of student progress

A number of programs used assessment data to improve monitoring of student progress. At the undergraduate level, faculty within the Department of Classics evaluated portfolios from graduating seniors across all programs to determine students' progress on the program's learning objectives. Reflecting on the usefulness of the portfolios, the faculty revised the assessment plan to include portfolios from juniors to assess their progress. In the School of Integrative Biology, several course syllabi now include critical thinking as a specific student learning outcome after results from its senior exit survey revealed significant increases in students' critical thinking skills as a result of the program. Similarly, upon evaluation of departmental interviews and data from the ICES survey, the Department of Religion decided that all departmental syllabi for undergraduate courses will now include learning outcomes that are aligned with the department's learning outcomes. At the graduate level, the review of assessment information by faculty in the Department of Dance led to the design of comprehensive student evaluative tools to provide information at key points throughout the student's trajectory in the program.

Student Affairs

Illinois Leadership Center

Data from the Multi-Institutional Study of Leadership (MSL) 2015 indicated that Illinois students reported lower overall leadership capacity than students at peer institutions. However, Illinois students who attend the Illinois Leadership Center's (ILC) (plan | reflection) i-programs reported higher leadership capacity than their peers. This led to questions about where the i-programs may be making an impact. Data from the MSL also indicated a decline in students' levels of commitment. Based on this finding, workshops were created to address personal goal setting, time management, and strategic planning.

In 2015-16 the i-program evaluation process was updated to focus on program-level student learning outcomes. Overall, students indicated they were achieving program learning outcomes at high rates (80-90% indicating they achieved each learning outcome). In areas where lower rates were observed, curriculum changes were added to enhance education. For example, in the Inclusion i-program, the focus on understanding personal privilege and the social construction of race were increased. Similarly, the Integrity i-program evaluations indicated that some students had trouble applying the concepts covered. The curriculum was redesigned to include more case studies and application activities to enhance learning.

The Career Center

The Career Center (TCC) (plan | reflection) staff finds that learning outcomes assessment provides

specific and actionable information to improve its program and services in ways that are different than its other assessment approaches (e.g., participation, satisfaction). For example, in its post-appointment outcomes assessment, TCC was able to provide tailored, aggregated feedback to each career coach regarding what students were learning in their appointments and how well-aligned that learning was to student expectations. Career coaches reflected on their reports with a supervisor. TCC staff also gathered for a group reflection with the entire office to share what was learned. Each career coach came up with individual learning goals for the next year, and the staff development programming for the next year was structured based on the findings. This assessment was run in both 2013-14 and 2017-18, demonstrating change and growth over time.

TCC also made important additions to its resume reviewer training based on rubric evaluations of final student resumes (2009, 2012). The rubrics designed for assessment are now used as classroom instruction tools. Similar rubric projects have since been designed to evaluate and teach writing of cover letters (2016), LinkedIn profiles (2016), networking elevator pitches (2016), and personal statements (2019). Also, based on learning assessment feedback from a spring 2016 workshop evaluation, a career coaching team used the findings during the following summer to update all standard workshop content, enhancing the interactive and hands-on components to engage students in more active learning.

4.B.4

The processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members. The university has articulated eight Principles for Assessment, which were adapted from the Principles of Good Practice for Assessing Student Learning provided by the American Association for Higher Education. These principles have been shared on the Assessment website, during workshops, and when assessment information is requested. Here are a few examples of the ways Illinois implements the principles in practice:

- **The assessment of student learning begins with educational values:** Campuswide student learning outcomes (see 4B1) have been developed to mirror the institutional values as a research, land-grant university.
- **Assessment is most effective when it reflects an understanding of learning as multidimensional, dynamic, contextual, and experiential:** The curriculum map templates in the assessment update forms included space for experiences other than courses. The units were asked to use both indirect and direct methods of assessment to better understand student learning.
- **Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes:** Each degree program and student affairs department/unit has identified program learning outcomes that are the focus of assessment activities enabling continuous program assessment and improvement.
- **Assessment works best when it is ongoing, not episodic:** Programs have plans for ongoing assessment, reporting results of assessment activities on an annual basis.

In accordance with the responsibility and the authority of the faculty for the development of academic programs and curriculum, the development of student learning outcomes, the processes for assessing those outcomes, and the decisions made on how to use the assessment results to improve student learning rest with the faculty in each academic program.

Support and professional development for assessment activities are provided through a variety of

institutional and college resources. The Provost's Office maintains a website for Learning Outcomes Assessment, including resources and workshops. The Center for Innovation in Teaching and Learning (CITL) supports and consults on a range of Teaching Evaluation services, including student outcomes assessment. At the college level, there are several teaching academies that provide faculty development opportunities, including conveying good practices in assessing student learning.

Besides C-LOA reviewing the learning outcomes assessment work, external reviewers analyze all activities of the department as part of the Academic Program Review (see 4A1), including the processes and methodologies used to assess student learning. Departments are required to answer the following questions in the self-study:

- What are the learning objectives of the undergraduate, master's, and doctorate degree programs housed in your unit?
- What methods are used to evaluate the extent to which students are meeting the learning outcomes of your programs? How has the information from this evaluation been used to improve or confirm current learning techniques?

Reviewers also meet with faculty, staff, and students on campus and submit a report as part of the review.

As explained in 4B2 and 4B3, C-LOA – made up of primarily faculty – reviews and provides feedback to units. This review process also informs identification and design of needed professional development for assessment activities, including workshops.

Similar to academic departments, Student Affairs units take responsibility to use assessment results for improvement. A Student Affairs Assessment Committee includes members from each unit and meets monthly. The committee provides assessment coaching, support for creating and maintaining learning outcomes assessment plans, a monthly assessment workshop series, a biennial Assessment Conference, and an annual Outstanding Assessment Award program to cultivate a culture of assessment.

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4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C.1

Information on retention and graduation rates is tracked and publicly displayed on both the Division of Management Information's Campus Profile and the System's Office of Planning and Budgeting website. Goal setting is done as part of the strategic planning process. In Illinois' 2013-16 strategic plan, the institution stated the goal of providing transformative learning experiences: "With a solid academic core, we move outward: to deliver on the fundamental promise of a public university, to teach students, and to pioneer the science and the art of learning. This is transformative knowledge – for the individuals and, collectively, for the world in which they will live and work." Progress toward the goal is marked by metrics including undergraduate graduation rates, with a 2016 target of 84.5% for the six-year graduation rate and 70.0% four-year graduation rate. By 2016-17, the four-year rate was 70.3% and the six-year rate was 84.9%. The freshman retention rate target was 94%, and the campus achieved a 93.5% freshman retention rate. The terms to degree target for undergraduate students was 8.3, and the campus remained at 8.4.

The 2018-23 strategic plan, The Next 150, continues to set transformational learning experiences as a central goal; the plan specifically addresses student success through teaching excellence, academic support, advising and mentoring, and student services. Its strategic markers mirror the previous plan, and the new targets will remain roughly the same (74% four-year graduation rate and 85% six-year graduation rate). The major difference in the new targets is that the campus will strive to increase the graduation rates for underrepresented minority (URM) students to be the same as the all-campus rate. As of 2017-18 data, the URM four-year graduation rate was 56.8% and the six-year rate was 76.4%. The freshman retention rate target will remain the same at 94%. The university will continue to track terms to degree, but given the students' interest in programs that sometimes extend their time, such as study abroad and internships, it is not clear that this number could decrease. The Student Success Initiative began in 2019 to discover actions to close this gap in graduation rates.

Graduate and professional student information on time-to-degree is shared both on the Division of Management Information's Campus Profile and the Graduate College Graduate Education Dashboard. The campus goal set in 2013 was for 13.7 terms to a doctoral degree; as of 2016-17 the rate was 13.9. The Graduate College has been working to support student progress and completion including the use of degree audits in UAchieve and revising the policy on time limits. The revised policy, effective fall 2019, sets deadlines to take preliminary examinations to support students moving through degree programs in a timely fashion, clarifies the stages of doctoral education, and simplifies the overall time limit policy, making the process more transparent for students.

4.C.2

The Division of Management Information (DMI) conducts institutional research to assist administrators, faculty, and staff in obtaining timely, accurate, and appropriate information from the university's administrative databases. Information regarding student retention, persistence, and completion rates is publicly available through the Campus Profile, which enables deans and department heads to identify trends for student populations. The institution's Program Review Process provides common data from DMI and the campus budget office to facilitate a robust review process at the department level that considers these indicators. See 4C3 for details on analyzing this information.

4.C.3

The university attempts to identify achievement gaps across all student groups and improve student success. The university's freshman to sophomore retention rate of 92.8% (2018 cohort) and overall six-year graduation rate for new beginning freshmen of 85.1% (2013 cohort) exceeds the national averages for four-year institutions.

Institution-level activity includes membership in the American Talent Initiative and the Association of Public and Land-grant Universities (APLU) Transformation Cluster Initiative. Both programs bring together institutions that share a commitment to providing students from all backgrounds an affordable, high-quality education that aligns with workforce needs. APLU is working with the institutions in the transformation clusters to facilitate a collaborative community of learning so the entire public higher education community can identify and adopt evidence-based practices that drive progress toward equity and college completion. In this effort, the university is part of the Big Ten cluster focused on retention and persistence.

The Office of Minority Student Affairs (OMSA), a unit within Student Affairs, convenes the Student Success Council, providing an opportunity for administrators from every academic college and the Division of General Studies to meet monthly to discuss emergent trends and review policies and practices related to student persistence, institutional retention, and graduation. While this group has an emphasis on first-generation, low income, and historically underrepresented students, campuswide initiatives are discussed such as expanding early reporting systems, defining best practices for academic monitoring, communicating with students experiencing academic probation, and exploring patterns of intercollege transfer within the university. The aforementioned topics highlight the data-driven collaborations that define OMSA's Student Success Council and model the ways Academic and Student Affairs units work together to improve student success.

Interventions like the Mannie L. Jackson Illinois Academic Enrichment and Leadership Program (I-LEAP) provide academic support to students enrolled in the College of Applied Health Sciences (AHS) who are from underrepresented minority groups, first generation, student athletes, and those

recognized by the President's Award Program (PAP) and Educational Opportunities Program (EOP). Students voluntarily participate in the program and are in the program from their freshman year through graduation. While in the program, students receive various academic support services such as a first-year orientation course, biweekly one-on-one counseling, mentorship, career development and personal development workshops, academic skills development, referrals to resources, leadership training, and community service opportunities. A study tracked the retention rate of students who participated in I-LEAP compared with students who qualified for the program but chose not to participate; there was a retention gap of 84% versus 72%. The greatest improvement was for African American I-LEAP students, where there was a gap of 84% versus 58% for the comparison group.

Similarly, the Grainger College of Engineering is a part of a six-university consortium awarded a five-year, $5 million grant by the National Science Foundation to implement a bridge year for incoming freshmen. The Academic Redshirt in Science and Engineering program (ARISE) provides a select group of students the opportunity to prepare for the engineering program at Illinois. ARISE is designed to build learning skills and strengthen academic preparation for engineering coursework. This ensures that ARISE scholars have the foundation needed for placement into an engineering major. ARISE students are primarily identified by their academic potential and high financial need. Their demographics vary. ARISE has 26% female students compared with the 24% for the college; 22% African American students compared with the 2% in the college; and 43% Hispanic students compared with 7% for the college.

4.C.4

In following best practice, Illinois collects, reports, and analyzes retention rates, graduation rates, and degree completion data using the Integrated Postsecondary Education Data System (IPEDS) definitions. Through IPEDS, the university reports retention and graduation rates by gender, ethnicity/race, and Pell/non-Pell Grant recipient. These data are reported to the public through the National Center for Education Statistics (NCES) College Navigator.

Illinois also participates in the Consortium for Student Retention Data Exchange (CSRDE), Student Achievement Measure (SAM), and Association of American Universities Data Exchange (AAUDE).

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Illinois offers quality educational programs, learning environments, and support services, and it regularly assesses those activities for both quality assurance and improvement. The institution does so by engaging in a rigorous program review and specialized accreditation processes, by having policies and practices for evaluating courses and transfer credits, and by engaging in student learning outcomes assessment for both curricular and co-curricular aspects of the students' education. The university tracks the success of its students in seeking employment and graduate education, through the Illini Success survey. The university clearly posts its learning outcomes for all degree programs in the course catalog, allowing students to know what to expect. These learning outcomes are assessed on a regular basis to confirm the learning goals are being met or to identify areas where the curriculum can be strengthened.

A goal of the 2018-23 strategic plan is to provide transformative learning experiences, and a part of that goal is improving students' retention, persistence, and overall success rates. While the university has had a long-standing, decentralized commitment to student success and has an 85% six-year graduation rate, the activities branching from the new strategic plan have led to more planning on ways to scale up and create additional programs that focus on assuring that every admitted student is successful.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

5.A.1

Fiscal resources

The University of Illinois at Urbana-Champaign (Illinois) is in a strong financial position, demonstrated in the University of Illinois System's FY 2018 Annual Financial Report. The university's FY 2018 Composite Financial Indicator (CFI) (p. 19) score was 5.53, which is within HLC's "above the zone" range for public institutions. The Moody's Bond Rating for the System is A1. The FY 2020 Operating Budget totaled $2.4 billion, which includes:

- Direct state appropriation: $240 million
- Tuition and other revenue: $828 million
- Sponsored research and federal appropriations: $485 million
- Auxiliary enterprises and departmental/other activities: $496 million
- Gift and endowment income: $148 million
- Institutional funds: $177 million

In FY 2019, nearly $1.4 billion (60%) of expenditures was allocated to academic units and units that support the academic and research mission, such as the library system, enrollment management services, and information technology.

Direct state-appropriated funding support has declined for the entire System, like it has for many higher education institutions across the country, and the university experienced a significant delay and reduction in appropriations from the state of Illinois in FY 2016 and FY 2017. The university responded to HLC's request to explain operations without a budget in February 2016. The FY 2019 state funding level for the university, $227 million, is equivalent to $257 million in FY 2015, when adjusted to FY 2019 dollars. This is a decrease of more than 11%. At the same time, the university has frozen tuition for all in-state undergraduates for the past five years. Even so, the university's financial position remains strong as a result of effective and efficient utilization of resources, prudent and strategic decision-making, and a commitment to continued excellence in order to advance the university's mission, as shown by the System's 2017 Annual Financial Report, CFI, and bond rating referenced above. See 5A2 for information about budgetary planning changes undertaken in the past few years.

In November 2017, the University of Illinois System officially launched its largest and most ambitious comprehensive fundraising initiative: With Illinois. The goal for the Urbana-Champaign campus is $2.25 billion, and $1.78 billion, or 79%, has been raised as of September 2019. Among the campaign's top priorities is student support.

Human resources

Tenure-system faculty numbers have remained steady, averaging 1,932 for the past five years. Annually, the Board of Trustees reviews data indicating the number of faculty benchmarked with peer institutions. Illinois sits near the median range compared with its peers. While the university is on par with its peers in number of faculty, it enrolls students at one of the highest levels in the comparison group. The average student-to-faculty ratio in this group is 18 to 1, whereas Illinois is 20 to 1. For this reason, the first goal stated in the 2018-23 strategic plan is to increase the number of faculty members, focusing on diversity and other areas of critical need.

In AY 2019-20, the university's operations were supported by the following employees:

- FTE academic staff (including faculty, academic professionals, and postdoctorals): 7,429
- FTE civil service staff: 4,462
- FTE teaching, research, and graduate assistants: 2,611

This staffing level allows the university to adequately meet its teaching, research, and service missions.

Physical infrastructure

The Campus Master Plan guides the current and future development and improvement of the campus environment and facilities in support of the university's mission. Ten-year capital plans (campus | auxiliary) align with the Campus Master Plan. Facility priorities are recommended by the Facilities Planning Committee, submitted to the Chancellor's Capital Review Committee (CCRC) (charge letter | report | sample minutes), and approved by the provost and chancellor. The CCRC also reviews and approves the annual Capital Budget Request that is submitted to the state of Illinois. The Illinois Space Advisory Committee (ISAC) provides guidance about instructional and noninstructional space utilization on campus.

The university spans 6,370 acres of land between the cities of Urbana and Champaign and the village of Savoy, with approximately 23 million gross square feet (GSF) or 14.9 million net assignable

square feet (NASF) among 750 owned and leased buildings. The core academic functions are located on the northern part of campus between Urbana and Champaign, with over 640 instructional spaces and over 630 instructional laboratories.

In January 2012, the Instructional Space Improvement Initiative (ISI) was announced to upgrade over 200 classrooms, with a budget exceeding $108 million. The original ISI projects are nearing completion. A separate fund of $1 million annually has been established for ongoing classroom maintenance.

The new Electrical and Computer Engineering Building and a major renovation of Everitt Laboratory have increased the breadth of innovative instructional spaces. Currently, there are about two dozen Illinois Flexible Learning Experience (iFLEX) active learning environments, with additional iFLEX rooms planned.

The university has made substantial progress conserving energy and other utilities as part of its commitment to the sustainability goals of its 2015 Illinois Climate Action Plan (iCAP). Since 2007, Illinois reduced its energy use by 35.1% - from 312,124 BTUs per GSF to 202,529 BTUs per GSF. Much of this can be attributed to investments in energy conservation within existing buildings and higher energy efficiencies in newer buildings. The 2015 Utilities Production and Distribution Master Plan indicated that Illinois has safe, reliable, efficient, and compliant utility infrastructure and energy processes.

The university recently committed $50 million ($10 million per year for fiscal years 2019-23) to address deferred maintenance across campus. The funds are directed to a prioritized project list, focusing on infrastructure impacting student education. In addition, approximately $20 million in student fee revenue is directed to deferred maintenance projects annually.

Technological infrastructure

Technology Services at Illinois is the university's primary provider of technological infrastructure support.

In AY 2018-19, Technology Services implemented two-factor authentication (Duo 2FA) to improve security for all faculty, staff, and graduate student accounts on all enterprise and centrally managed computer systems. Undergraduate students are required to use Duo 2FA to access financial information. The 2017 Information Security policy is intended to safeguard university information technology resources and to comply with legal and contractual requirements to protect data. In addition, the policy on Appropriate Use of Computers and Network Systems mandates the appropriate use of university computing and network communication systems.

The university employs Banner, an enterprise resource software, to consistently manage human resource, budget, and student records. Technology Services provides a Microsoft Unified Communications service to faculty, staff, and students, who also have free cloud-based access to Office 365 and unlimited cloud-based data storage through U of I Box, Microsoft OneDrive, and Google Apps @ Illinois.

To continue to ensure reliable wireless service, there are now 12,000 wireless access points installed across 379 campus locations. In AY 2018-19, the university's campus wireless network's daily usage increased to average 60,690 unique connected devices and 29,870 devices concurrently connected.

Technology Services maintains over 280 technology-enhanced classrooms that provide media-rich instruction to students. Computer labs maintained by Technology Services include 280 workstations, as well as printers, scanners, and projection equipment. Individual colleges provide additional computing resources to its students. For example, over 1,400 Engineering WorkStation labs (EWS) in the Grainger College of Engineering provide high-performance instructional computing resources. Software in the EWS labs is also available remotely. To facilitate research, 2,700 faculty, staff, and students have access to the Illinois Campus Cluster Program for high-performance computing.

The main learning management system used by Illinois instructors is Compass, with 93% of students having at least one course on it. The Kaltura media-hosting platform allows faculty, staff, and students to share multimedia within a secure campus environment and also provides support for integrated screen and webcam recording. Distance learning instruction is supported through these platforms, among others.

5.A.2

As a nonprofit state entity, the university has neither investors, nor parent organization, nor any relationship with a superordinate entity. State-appropriated funds flow from the state to the University of Illinois System to the University of Illinois at Urbana-Champaign. For FY 2020, approximately 12% of the funding is retained by the System Offices to cover the costs of providing service and support, and the remainder is divided among the System's three universities and systemwide costs, such as health insurance and risk management. Strategic planning, along with a rigorous budget process, ensures resources are appropriately allocated to support the education mission. The budgeting process, as outlined in Provost's Communication #1, involves the chancellor, provost, vice provosts, and the deans/directors of college-level units. Faculty committees, the Campus Budget Oversight Committee, the Senate Executive Committee, and the Senate Budget Committee also play important roles. The chancellor and provost make budget recommendations to the president, who then makes recommendations to the Board of Trustees.

Charged by the provost in November 2015, the Campus Budget Advisory Task Force (CBATF) was appointed as an advisory body to the chancellor and provost, working with the Council of Deans and through shared faculty governance with the Senate of the Urbana-Champaign Campus (Senate). Its focus was on possible improvements to the university's historic incremental budget allocation model as well as the implications of declining support from the state. In June 2016, the CBATF's final report recommended that the university undertake a budget reform initiative to develop a new budget model based on the following findings:

- The existing model did not adequately facilitate the university's engagement in effective long-term financial planning.
- Many of the incentives underlying the model were unclear and others may not have aligned well with institutional values.
- In a time of declining resources from the state of Illinois, the university urgently needed a process for discretionary decision-making in a way that allowed for accountability and transparency.
- The lack of transparency in the existing budget model created a sense of mistrust.

The guiding principle for budget reform was to develop and implement a system that allows for both universitywide strategic investments and individualized college financial plans. The budget system must be integrated with strategic priorities, work across disciplines, and support all mission areas. Likewise, it must have the flexibility to allow for investments at the college and university levels that

support Illinois' values and excellence. Based on these fundamental principles, the budgeting framework has been entitled Integrated and Value-Centered Budgeting (IVCB).

IVCB was developed through the Budgeting Reform Steering Committee, the Budgeting Reform Implementation Committee, working groups, and sub-groups, in consultation with the Council of Deans, the Senate Executive Committee, and the Senate Budget Committee. A white paper outlines the general framework of the model and the various decision points, or "considerations," of the new model, along with the corresponding recommendations developed based on input from various stakeholder groups.

Importantly, the general framework necessitates a balance between the university's flexibility and capacity to invest in strategic priorities and a college's flexibility and capacity to define its trajectory and to meet individual strategic goals. Providing this flexibility to the deans in the colleges will help to further ensure that appropriate resource levels will be available to support the university's academic mission. FY 2019 served as the baseline year for the model, with calculations based on the previously existing model. FY 2020 allocations were made via the new model, with input from the chancellor, provost, vice provosts, deans/directors of college-level units, the Campus Budget Oversight Committee, and the Senate Budget Committee. The impacts of the new model will continue to be monitored for unintended consequences, with adjustments made accordingly.

5.A.3

The university's mission is to enhance the lives of citizens in the state of Illinois, across the nation, and around the world through its leadership in learning, discovery, engagement, and economic development. The university's vision is to be a pre-eminent public research university with a land-grant mission and global impact. Both are described in more detail in 1A and 1B.

As the land-grant, flagship university in the state, Illinois is realistic in assuming that it can enhance the lives of citizens in the aforementioned ways. First, the university's organizational structure ensures that appropriate attention and resources are allocated to each of its core objectives in education and training, research and scholarship, and outreach and broader impact.

Second, while the resource base from the state has declined, the university has been able to maintain quality and excel even without raising tuition by carefully stewarding available resources. The System's capital campaign, With Illinois, is the most ambitious fundraising campaign to date, and the university has reached $1.78 billion of its $2.25 billion goal as of September 2019. The university has also set aside funds to be awarded as Investments for Growth, to enhance its scholarly excellence and to improve its financial viability. The goal of the Investment for Growth Program is to be responsive to high- and emerging-demand programs that lead to financial sustainability and additional sources of revenue. Research funding has also grown: The university's total research and development expenditures has grown to $642 million. In FY 2018, the university led the nation in National Science Foundation expenditures, was sixth in Department of Energy funding, and was in the top 25 in both Department of Defense and USDA expenditures. The entire University of Illinois System was in the top 25 of worldwide universities granted U.S. patents.

Third, speaking to the university's pre-eminence, in the 2020 ranking by the U.S. News & World Report, the university was rated 14th among public universities and 48th among all U.S. national universities, averaging 45th among all U.S. universities over the past 10 years (2010-14 | 2015-18 | 2019). Many programs are highly ranked. For example, the Grainger College of Engineering is ranked 6th in undergraduate programs and 10th in graduate programs by U.S. News & World

Report. The university's master's program in Library and Information Science is consistently ranked the top in the nation.

The university seizes upon opportunities to fulfil its mission, such as the creation of MOOC-based online degree programs in Business Administration, Computer Science, and Accounting, enabling the university to broaden the reach of top-ranked programs to the nation and the world – at costs that are sustainable to the university and at tuition rates that are affordable to a greater number of students than most on-campus programs.

As another example of opportunity, the university extends research into the educational experience for undergraduate students. The Office of Undergraduate Research hosts the Undergraduate Research Week; individual participation has increased (p. 6) from 164 students in 2008 to 898 in 2017.

The four main goals of The Next 150 strategic plan are driven by the university's mission and vision, drawing on the opportunities available while simultaneously attending to resources. These goals covering research, teaching, public engagement, and resources are detailed in the strategic plan.

5.A.4

Recruiting and retaining qualified faculty and staff is central to Illinois' excellence as an institution. See 3C2 for information about qualifications for tenure-track faculty, specialized faculty, and graduate assistant qualifications at initial hire, which are delineated in the job posting. Qualifications and training for academic professionals involved in student support are described in 3C6. Similar criteria (a minimum of a bachelor's degree and often an advanced degree, as well as other qualifications defined in the job posting) are required for academic professionals in other roles. Civil service qualifications are defined in the classification specification established by the State Universities Civil Service System.

Orientations are available for civil service staff, graduate students (teaching assistants | graduate assistants), faculty, and newly appointed executive officers.

Mandatory compliance training helps to ensure a safe and accountable campus environment. Ethics training is discussed in 2A. Additionally, all faculty, staff, and students must complete annual training on responding to, preventing, and reporting acts of sexual misconduct against students and employees.

The Office of Employee Development and Learning advances and supports human resources efforts to provide employee development, fostering continuous learning that is relevant and easily transferred into the workplace. The university maintains a training calendar where staff can view upcoming training opportunities. Topics include technology/software, financial training, and research tips. See 2E1 for additional information about research safety and finance training. Additional training for instructors is discussed in 3C4.

Several programs foster leadership on campus:

- The Human Resources Series for Supervisors and Managers and optional certificate provide training on university human resources policies and guidelines to maintain a positive workforce and productive work environment.
- The Academic Leadership Series provides opportunities for new and experienced executive officers to share best practices and discuss issues such as leadership, faculty development, and

financial and strategic planning.
- The Provost Fellows Program provides intense and focused experience that embeds high-talent, high-potential faculty members in leadership and administrative contexts at the campus level.
- The Academic Professional Leadership Program identifies emerging leaders in a yearlong course to augment their institutional knowledge, improve their leadership capacity and strategic thinking ability, and enhance opportunities for succession planning.

5.A.5

The university has a structured process in place for budgeting and monitoring expenses, details of which can be found in Provost's Communication #1, "Budgeting Principles and Practices." While the university is in the initial year of implementing its new budget allocation model, as described in 5A2, the framework of the new model is very detailed and clearly communicated, and the budget review process described in Communication #1 will remain largely the same.

The vice president/chief financial officer and comptroller of the University of Illinois System delegates certain budgetary-related authority to the senior associate vice president for business and finance (SAVP)/deputy comptroller. The chancellor delegates authority for making budget allocations to the provost. The Office of Business and Financial Services, under the direction of the SAVP and the provost, oversees the day-to-day budget operations and systems. Deans and vice chancellors allocate state and institutional funds to units each fiscal year. Unit business managers monitor current-year expenditures and ensure compliance.

The annual evaluation of a unit's performance and the appropriateness of its budget are critical features in the effective deployment of resources. The budget review process has two major components:

- For tuition-generating colleges and larger administrative/support units, led by the provost and his leadership team
- For remaining administrative units, led by the Administrative Budget Committee

The information gathered in these processes is used to develop a draft financial plan for the upcoming fiscal year. The plan is presented to the Council of Deans, the Campus Budget Oversight Committee, the Senate Executive Committee, and the Senate Budget Committee for review and feedback.

In close collaboration with executive leadership, the Office of the Associate Chancellor and Vice Provost for Budget and Resource Planning coordinates the annual budget and allocation process by managing central budgets and cash reserves and monitoring expenditures to ensure that funds are appropriately used. On an annual basis, the associate chancellor projects anticipated revenue from various sources – including state appropriations, tuition, fees, and indirect cost recoveries – to estimate budget changes for the upcoming fiscal year. To develop the university's financial priorities, budget meetings are held with the campus leadership and unit heads to review every college's and unit's budget plan (meeting schedule | meeting plan sample); communicate strategic priorities, opportunities, and threats; evaluate changes in demand for programs and services, revenue growth and cost containment activities, and potential restructuring opportunities; assess strategic plans for cash and staffing; and to develop priorities that align with the university's strategic priorities.

The flow of Indirect Cost Recovery (ICR) funds is dictated by the University's ICR policy, which was adopted in July 2014. The policy was developed and recommended by a faculty-led committee

charged in February 2012 by the provost.

Fiduciary responsibility rests with vice chancellors, vice provosts, deans, and other unit heads for the sound fiscal management of their units. An important component of fiscal oversight is monitoring expenses on a regular basis to prevent deficit spending. To inform this and other fiscal processes, a wide variety of data and reports are available through the university's financial system (Banner), among other resources. Centralized oversight is also in place, both through the annual budget meetings described above and through regular monitoring. Additionally, a financial controls certification review requires a Fiscal Control and Internal Auditing Act Certification questionnaire to be completed and a deficit reporting and monitoring process to be conducted on an annual basis by the associate chancellor (plan | sample email). These actions balance the autonomy of colleges and units by providing an appropriate level of centralized oversight so that financial decisions made in the colleges and other units align with the university's mission and strategic priorities.

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5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

5.B.1

Details about the Board of Trustees can be found in 1A1 and 2C. The board reviews and approves the overall Budget Summary of Operations. Standing board committees include those for financial and academic oversight (see 2C1).

In order to ensure a knowledgeable board, the state of Illinois Compiled Statutes require that all trustees appointed to the board for a term after January 1, 2016, attend four hours of professional leadership training "within two years after beginning service and within every two years of service thereafter." Recent topics of this training (2017 | 2018) have included:

- Governance
- Financial oversight
- Presidential evaluations
- Student success

While preparation and in-depth trainings occur on an as-needed basis, new trustees also must attend an orientation that covers:

- University organization
- Board history
- Use of university resources
- Regulatory training: Open Meetings Act, ethics, conflict of interest, and expectations for board members
- University counsel: relevant statutes, legal issues, and role of university counsel
- University-governmental relations: state of Illinois, federal, and community relations
- Chief financial officer: fiduciary role, budget and financial operations
- University relations: communications and public affairs, marketing
- Executive vice presidents: academic affairs, shared governance, enrollment, faculty, tuition, admissions

Additionally, the board belongs to the Association of Governing Boards of Universities and Colleges (AGB), an organization whose guidance helps members remain knowledgeable about the changing higher education environment.

5.B.2

The university has a long tradition of shared governance. Faculty members and faculty leaders in administrative roles are committed to ensuring that shared governance is practiced throughout academic programs, departments, schools, colleges, and the university. The university's Statutes (p. 11) articulate the significance of the decision-making power of the faculty to the functioning of the university: "As the responsible body in the teaching, research, and scholarly activities of the university, the faculty has inherent interests and rights in academic policy and governance. … Governance of each academic unit shall be based on unit bylaws established and amended by the faculty of that unit."

The unit executive officer (EO) is required to engage in faculty consultation for some key decisions, such as setting the unit budget or making recommendations regarding promotion or tenure. In most cases, the input of the faculty is advisory; it is the EO who ultimately is accountable for the consequences of decisions made by the unit. Faculty serve on unit-level review committees as a way to engage all affected stakeholders.

The faculty (both tenure-track and specialized), academic professionals, and students are represented by the Senate, which comprises about 200 faculty members, 50 students, and 10 other academic staff members. The Senate exercises legislative functions in matters of educational policy such as the academic calendar, admission requirements, degree and certificate requirements, and unit reorganizations. It also proposes amendments to the university's Statutes. Senate recommendations are reviewed by the University Senates Conference, a system-level elected body representing the three university senates in the University of Illinois System, before review or approval by the president, the Board of Trustees, and/or the Illinois Board of Higher Education (IBHE) when appropriate.

Students are involved in reviewing and setting allocations for fee-funded units. The student-led Student Fee Advisory Committee (SFAC) reviews annual reports, budget projections, University Housing room and board rates, and proposed service enhancements for units who receive Service and Health Service Fees. SFAC also allocates funds to any student-initiated fees approved by the student body through student referendum. SFAC recommendations are made to the vice chancellor for student affairs, who directs them through other administrative approvals culminating with the Board of Trustees. The involvement of this student committee ensures that the student body is actively represented in budgetary decisions.

5.B.3

The university's administrative structure is well defined and promotes effective leadership. The chancellor, under the direction of the System president, serves as the university's chief executive officer. There are five vice chancellors to whom the chancellor has assigned various responsibilities. The vice chancellors delegate responsibilities to the deans and directors of academic and administrative units. The dean is the college's chief executive officer and is the agent of the college faculty for the execution of college educational policy. The college executive committee acts in an advisory capacity to the dean and transacts business delegated to it by the faculty. All deans are part of the provost's Council of Deans.

Standing committees of the Senate provide faculty, professional staff, and students direct involvement in educational policy including recommendations on degree programs; initiation, changes, or discontinuance of curricula; degree requirements; grading regulations; review and evaluation of experimental educational programs; and budgetary implications of the abovementioned. Additionally, they provide input in policy concerning admission standards and procedures, while making reports and recommendations to the Senate.

The Illinois Student Government (ISG) advances the collective interest and safeguards the rights of the students; maintains the quality of life, education, employment, research, and services at the institution; and provides for the awareness and general welfare of the campus and community at Illinois. ISG is composed of graduate and undergraduate students elected to represent students at the university. ISG also identifies and in some cases appoints student members to standing committees of the Senate to ensure student views are central in university decisions about policies and processes.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

5.C.1

Illinois engages in strategic planning that builds on the mission and establishes priorities for resources based on four main goals from the strategic plan, for example:

- **Foster Scholarship, Discovery, and Innovation:** investing in long-term planning for hiring faculty members as well as maintaining and improving the research infrastructure
- **Provide Transformative Learning Experiences:** directing resources to student success initiatives, financial aid, and classroom renovations
- **Make a Significant and Visible Societal Impact:** awarding contributions in public engagement and building long-term partnerships with external stakeholders
- **Steward Current Resources and Generate Additional Resources for Strategic Initiatives:** implementing and promoting Operational Excellence @ Illinois to streamline, innovate, reduce costs, improve services, and coordinate processes at all levels

A new budget model (Integrated and Value-Centered Budgeting or IVCB) is being implemented in FY 2020 to better allow for colleges and academic units to act strategically in meeting the university's mission while fostering sound fiscal management and cost efficiency. Additional information regarding the IVCB model is included in 5A2.

5.C.2

The university engages in various assessment and evaluation activities that are embedded in the planning and budgeting processes. For detailed information on student learning outcomes assessment, see 4B.

The primary way that academic departments are reviewed is through the provost's Academic Program Review process, in which every department participates once every eight years (see 4A1). Program review covers all aspects of the department, including learning outcomes, research operations, strategic planning, and budgeting. Progress on program review recommendations for

improvement is included in the annual budget report that all colleges submit to the Office of the Vice Chancellor for Academic Affairs and Provost (Provost's Office). As part of the budget process described in 5A2 and 5A5, the Provost's Office staff review the department reports along with the college-level annual reports (guidance | sample report | sample feedback) and meet with college leadership to address questions.

Nonacademic units, such as the Graduate College, University Library, Technology Services, and Facilities and Services (report | feedback) are reviewed through the budget process; they are required to submit a report, present to the Provost's Office staff, and answer questions. For nonacademic units within colleges, such as Extension, Krannert Center for the Performing Arts, and Siebel Center for Design, the review process is similar, but the units submit their report with the college reports. Administrative units (e.g., the Office of Admissions, Chancellor's Office, and Provost's Office) are reviewed by the Administrative Budget Committee (ABC), which comprises four executive officers and six college-level budget officers. Like the other reviews, a report is submitted, then reviewed by the ABC. The ABC report is available to the deans and the Campus Budget Oversight Committee (CBOC), a committee charged by the Provost's Office with 12 tenured senior faculty members, including one member of the Senate Budget Committee.

The university also reports results from these activities to the Board of Trustees. Thus, the university demonstrates accountability to the board, which provides fiduciary oversight.

5.C.3

Planning occurs in multiple ways at Illinois, including when developing the strategic plan, budget plan, and Campus Master Plan.

In AY 2017-18, the university celebrated its sesquicentennial, a timely opportunity to reflect on the past and plan for the future. The Next 150 strategic plan was developed in a transparent and collaborative manner, with continued opportunities for campus community members to provide input and feedback. Specifically, the chancellor and the provost charged Strategic Task Forces to develop strategies, comprehensive goals, and ideas focused on specific areas (e.g., health, social sciences). The Task Forces were also asked to contact stakeholders for feedback. After drafting the reports, the Task Force chairs presented at a strategic planning retreat, where administrators and a universitywide group of faculty members and staff had the opportunity to provide feedback. Following the consideration and integration of this feedback by the Task Forces, final versions of the reports were posted on the planning website. To allow for broader ideas outside of the focus areas, the Provost's Office organized multiple goal-development sessions on each of the four goals for several hundred members of the campus community. Summaries from these sessions were shared on the planning website.

Having posted the Strategic Task Force reports and the goal-development session summaries online, the Strategic Planning Leadership Team publicized the work that had been accomplished and encouraged feedback from the campus community via a town hall event, email messages, and announcements in newsletters. To gather deeper feedback, the Provost's Office organized faculty and staff panels to read and respond to submitted material.

The university has several Budget and Resource Planning committees. The Campus Budget Oversight Committee (CBOC) acts as an advisory committee to the chancellor and provost, working with the Council of Deans and through shared governance with the Senate. The Administrative Budget Committee (ABC) reviews administrative units as mentioned in 5C2.

The university community worked in a highly collaborative process to create the 2017 Campus Master Plan that respects the historic legacy of the university's facilities while balancing its needs for infrastructure enhancement and the changing demands of higher education. With the help of a hired consultant, the project team repeatedly engaged with students, faculty, staff, administrators, alumni, and civic neighbors to ensure transparency of the plan and to build consensus around key design principles and themes. The team solicited feedback (p. 4) on the plan at every major decision point in the planning process through open public forums, workshops, committee meetings, focus groups, and design charrettes to ensure the opportunity for all stakeholders to voice their perspectives on university growth for the next 150 years.

The university actively involves the local community in planning its strategic direction. As an expression of the deep mutual interests the university shares with the local community, the chancellor held the first of many planned conversations with community and business leaders in May 2018 and May 2019. The chancellor highlighted the excellent graduates, innovative academic and research programs, and capital investments that serve as economic drivers for the state – in particular east central Illinois – while community leaders had the opportunity to share their thoughts.

5.C.4

The university anticipates and adapts to fluctuations in revenue sources. The System president announced a plan to increase the university's enrollment by 6,300 students over the next five years, mostly through expanding its graduate and online programs. The Grainger College of Engineering has created a new professionally oriented Master of Engineering degree framework that supports flexibility (some are discipline-specific, some are interdisciplinary), allowing demand and potential success to be explored prior to creating a standalone degree in an academic department. The college has invested in new recruitment staff, academic advisors, and career counselors to better serve this growing population and create a student cohort experience through training and programming. Finally, by adding the Master of Computer Science to the Coursera environment, the program is now available to any student without regard to distance or time zone, leading to rapid expansion (from 586 in fall 2018 to over 1,000 in fall 2019). Since 2015, the Grainger College of Engineering's total graduate and professional programs have grown by 50%.

The Gies College of Business has expanded its suite of residential graduate programs to include online programs. The iMBA was launched in 2016 and the iMSA in 2017 (capitalizing on the reputation of the college's top ranked Accountancy Department), both on the Coursera platform. The iMBA has rapidly grown to over 2,000 students in spring 2019; the iMSA has 300 enrolled students. With the addition of online programs, combined total graduate student enrollment in the college (residential and online) has more than tripled since 2015. The college is committed to further investment in content, recording facilities, and staff to accommodate continued online growth.

The university has made tangible efforts to increase enrollment through continual review of its financial aid programs, which are critical to its recruitment and retention efforts. AY 2019-20 marks the fifth year of base-rate resident tuition freezes (p. 63-73), matching the university's longest consecutive rate freeze in more than four decades. Starting with the fall 2019 incoming class, the university launched the Illinois Commitment initiative, which provides free tuition and fees for up to four years to any qualified in-state student. The program is aimed at talented low- to moderate-income students and first-generation college students.

The university has made substantial adjustments based upon changes in financial support from the state of Illinois. The System's University Office for Planning and Budgeting (UOPB) uses monthly

reports of the Commission on Government Forecasting and Accountability from the state of Illinois, which include updates such as state revenues, unemployment rates, bill backlogs, pension liabilities, and benefit costs. These reports help the university predict possible changes in state appropriations, pension shifts, or benefit increases. UOPB meets regularly with the governor's office, Office of Management and Budget, legislators, and appropriation staff on state fiscal priorities and the relative funding implications for the university. This information is shared regularly at monthly president and chancellor meetings, Academic Affairs Planning Council meetings, and meetings of other university budget offices to appropriately forecast and plan for the next budget cycle.

As of December 2018, the Provost's Office requires a three-year budget projection (p. 3) from colleges and nonacademic administrative units (template | sample). The projections address planning parameters such as tuition revenue increases, salary program percentages, and recurring budget reduction amounts, if any.

Recognizing the university's need to maintain a risk management fund to cover budget shortfalls resulting from internal and external shocks, the IVCB budget model includes a central reserve contribution. The risk management reserve can be used to buffer abrupt revenue shortfalls or cost increases, allowing more time to transition the impact to the colleges. Although most of the colleges have capacity to manage some shortfall, it is more efficient to have a central reserve fund that can address significant net revenue shortfalls.

Compared with other colleges, both the Grainger College of Engineering and the Gies College of Business face higher risk to their tuition revenue due to the larger percentage of undergraduate and graduate students from China and Hong Kong enrolled in their colleges. To mitigate this risk, these colleges jointly purchased a three-year term insurance policy to protect against tuition loss from a reduction in enrollment from these areas due to policy-triggering events such as war, pandemic, political violence, sanctions, or visa restrictions.

5.C.5

Illinois has partnered with Coursera to capitalize on the university's proven strength in online teaching and learning in higher education to offer more massive online open courses to every corner of the globe. The Provost's Office works with Coursera to conduct proprietary market research to determine where and how Illinois can strategically enhance online learning options. These joint efforts have contributed to a 71% increase in Illinois online course enrollments between 2016 and 2018.

Annual recruitment and admissions plans (p. 9-14) and presentations (p. 23-37) prepared by the Office of Undergraduate Admissions (OUA) predict increasing competition for the declining population of Illinois high school graduates. OUA will address this demographic shift through a variety of strategies to increase out-of-state and international enrollment, such as:

- Sending campus-based recruitment staff to out-of-state fairs and key high schools
- Alumni attendance at out-of-state recruitment fairs
- Admitted student receptions in out-of-state markets
- Recruitment of international students graduating from U.S. high schools
- Adding regional staff in key domestic markets
- Increasing international in-person visits

The following Investment for Growth funded proposals demonstrate that colleges anticipate

emerging factors in areas of societal concern and projected student demand, and plan accordingly:

- **Aging population and health:** The College of Applied Health Sciences and the Grainger College of Engineering are developing an interdisciplinary outreach program, Technology for Health and Independence, to improve quality of life for older adults and individuals living with disabilities or chronic diseases.
- **Educational technology:** The College of Education houses the Technology Innovation in Educational Research and Design (TIER-ED) program, which develops cutting-edge applications of new technologies to the most critical issues in education, including augmented and virtual reality for STEM learning, data analytics to address educational equity issues, and transformative online learning platforms.
- **Food security:** The College of Agricultural, Consumer and Environmental Sciences (ACES) is creating a new major in Metropolitan Food and Environmental Systems to help students tackle topics in feeding the world's future population while promoting environmental and human health. ACES is partnering with the Grainger College of Engineering to establish the Center for Smart Agriculture, which will create a new professional master's degree in Computer Science + Crop Sciences and partake in large-scale interdisciplinary research initiatives to increase agricultural productivity and sustainability.
- **Promoting the value of humanities:** The College of Liberal Arts and Sciences is developing a Humanities Professional Resources Center to foster expanded internship opportunities, educational guidance, alumni mentoring, career coaching, and employer outreach to help humanities students succeed post-graduation.
- **Autonomous technology:** The interdisciplinary Center for Autonomy plans to advance efforts in technologies that are poised to transform society, such as artificial intelligence, digital hardware, communications networks, and information systems through technological scholarship and leadership.
- **Social services:** The School of Social Work will develop new educational programming focusing on strategies and skills to create impactful social service-related programs for disadvantaged populations, including a certificate, an interdisciplinary Designing for Social Impact minor, and a Chicago-based Bachelor of Social Work program.

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5.D.1

The Division of Management Information (DMI) at Illinois oversees the documentation, data collection, and evidence of university performance. DMI is a service unit reporting to the provost and serves as the institutional research office of the university. DMI collects and provides data to campus leaders that allow them to monitor and review university operations. The data are provided in the form of the Campus Profile, student enrollment, department information, institutional survey information, and budget resource information. Within each category, there is a range of measures and metrics provided to university personnel that enables users to deploy the information in reports and planning. Standard and custom reports can be generated to track budget information by college, demographic data, student enrollment, and staff and faculty FTE.

The DMI data also help the university track strategic research data. For example, data on sponsored research, research and development expenses, the number of research startup businesses, and the amount of royalty revenues from research allow the university to monitor its strategic direction.

In addition, performance metrics are regularly shared with the university's Board of Trustees at board meetings, such as the discussion of the tuition and fees dashboard indicators in January 2019. These metrics identify accomplishments and challenges and show direct comparison to the university's peer group. Examples of performance metrics provided to the board include: research performance, faculty and their scholarship, student qualifications, admissions, and financial indicators. While Illinois is currently developing metrics dashboards for the 2018-23 strategic plan, DMI publishes public dashboards (goal I | goal II | goal III | goal IV) that allow anyone to review the 2013-16 strategic plan metrics progress, either by college or the entire campus.

The System also employs an internal Office of University Audits that works with university leadership to identify units to review annually. This office provides independent, objective assurance and consulting services that evaluate the effectiveness of governance, risk management, and internal controls. The office reviews and reports on business practices and business delivery operations to provide better operational efficiencies, service delivery, and effectively and efficiently achieve goals and objectives, while continuing mitigation of various risks. The university belongs to the Institute of Internal Auditors-North America (IIA). Illinois' most recent IIA peer review conclusion was conducted in 2019. As members of IIA, the university auditors adhere to the organization's core principles, code of ethics, and international standards. In addition, the university auditors are accountable to the state of Illinois Internal Audit Board.

5.D.2

Illinois' efforts to learn from its operational experiences over the past 10 years have influenced many new initiatives to move the institution forward into its future. The university continues to prioritize operational excellence going forward, as evidenced by Goal 4A in The Next 150 strategic plan (p. 17). Examples of improvements made based on operational experience include:

- **Budget reform:** developed the Integrated and Value-Centered Budget model to improve the previous budget model (see 5A2)
- **Graduate degree certification process:** reduced the amount of time the Graduate College staff and departmental certifiers spend certifying graduate degrees and improved transparency and access of degree records for students via in-progress implementation of degree audit software, which was already successfully implemented for undergraduate students
- **Student records accessibility:** developed the Undergraduate Records System internally (see 3D3) to facilitate access to academic and advising records; rolled system out to multiple colleges starting in 2011; adopted by all undergraduate-serving colleges in 2016, necessitating advisory committee oversight; and developed similar Graduate Records System used by over 100 graduate departments
- **Employee performance history:** increased Staff Human Resources' consistency of disciplinary actions by improving the ability to track and maintain accurate performance records
- **Engineering IT inventory/scrap realignment process:** increased the efficiency of this process, saving 320 hours annually
- **Automated space inventory system:** changed systems to improve efficiency and accuracy of space inventory reports, while being user-friendly for academic units
- **Facilities and Services work order system:** upgraded system to improve response rates to units
- **Facilities Planning Committee:** developed the university's first comprehensive 10-year major capital plan and deferred maintenance plan
- **Diversity effort realignment:** reorganized diversity-related units under the newly created Office of the Vice Chancellor for Diversity, Equity and Inclusion to increase coordination and accountability (see 1C1)
- **Academic program review:** reviewed departments using external reviewers on an eight-year cycle and discussed updates to improvement plans annually (see 4A1)

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5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

Illinois maintains sufficient fiscal, human, physical, and technological resources to be a successful flagship university ranked 14th among public schools by U.S. News & World Report. While the university experienced state appropriation decreases in recent years, its financial and educational position remains strong due to efficient use of resources and prudent planning. Qualified faculty and staff combined with effective governance allow Illinois to provide quality education and contribute to scholarship at the highest level.

To ensure continued success, the university uses internal and external data sources to systematically develop attainable improvement plans. Goal-setting in the 2013-16 strategic plan was proven realistic, given the proximity of campuswide 2016 metrics to each target on the tracking dashboards. A new budget model was developed in order to enhance efficiency and better support flexibility in times of shifting revenue streams. Illinois seeks to be a pre-eminent public research university. It will continue to progress toward this vision through policies and processes that foster careful stewardship of resources, improved education, and an ongoing pursuit of increased operational efficiency, with a steady adherence to its mission.

Sources

There are no sources.