University of Illinois at Springfield

College of Liberal Arts and Sciences

Strategic Plan

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Executive Summary

MISSION STATEMENT
"The College of Liberal Arts and Sciences contributes significantly to the University of Illinois at Springfield's aspiration to be a premier small public university with innovative high-quality liberal arts and professional programs."

In fulfillment of our mission, the College of Liberal Arts and Sciences remains committed to delivering a dynamic and challenging curriculum that combines the values of a liberal education with the practical knowledge and skills required to solve real-world problems. Our courses provide vibrant and valuable opportunities for student-faculty interaction, mentoring of student research and creative projects, and experiential learning through field placements. Drawing on existing strengths in study abroad and a general education curriculum with comparative and international perspectives, as well as emerging online partnerships with selected colleges and universities in other countries, we are becoming a model in globalizing the curriculum, and in preparing citizens for lifelong learning and effective participation in an interdependent, diverse, and rapidly changing world. We also work in interdisciplinary ways to address complex problems. Consistent with our history of accessibility, we provide a first class-liberal arts education to location- and time-bound through selected online degrees. We also contribute substantially to the campus and regional communities by sharing the talents and achievements of our faculty and students through public events and strive to make a difference in the world.

VISION STATEMENT
The College of Liberal Arts and Sciences aspires to teach students in a transformative environment that stimulates engagement with ideas, each other, and the world.

STATEMENT OF STRATEGIC INTENT
Our overriding intent is to support the University of Illinois at Springfield's intention to become "one of the top five small public liberal arts universities in the United States." Accordingly, the College will create a premier liberal arts oriented educational experience – an experience reflecting many of the characteristics and best practices of small private liberal arts colleges – for both undergraduate students and graduate students, and for those on the physical campus as well as online. However, we will also develop a distinctive identity.

On the one hand our benchmark will be to attain the degree of excellence embodied in members of the prestigious Council on Public Liberal Arts Colleges (COPLAC). On the other hand we will develop stretch ideas and distinguishing characteristics that will constitute a model both within and beyond this group. These are no small objectives.

It is especially important that CLAS attain its goals. It is the largest of the four colleges at the University of Illinois at Springfield, generating over 44% of the total

UIS credit hour production and incorporating 45% of the UIS faculty (FY 06). The ability of the College of Liberal Arts and Sciences to rise to the challenge has important ramifications for UIS as a whole.

We lay out a pathway to a brilliant future that is concrete and attainable. It is based on an extensive analysis of the curricular offering and distinctive features of our aspirational peers in COPLAC as well as our regional competitors. We also examined our own comparative strengths and weaknesses. The following were our chief curricular findings:

- We are lacking in a number of majors/minors compared with regional competitors and COPLAC schools, and several existing majors need strengthening.
- We have areas of curricular strength that include a strong internship program, the only online liberal arts degrees among our competitors or COPLAC, a strong graduate program compared with all but one COPLAC school, and our GE program is a liberal arts model.
- We have opportunities to build on our existing and emerging strengths to construct a distinctive curriculum that would not only equal COPLAC but would be a national model in the areas of student engagement and active learning, globalization, diversity and interdisciplinarity. We can also establish a model liberal arts online campus that complements and interacts with that on the ground.

This strategic planning exercise has been both opportune and of great importance as we chart the future.

STRATEGIC GOAL # 1
CURRICULAR EXCELLENCE

Baseline curricular excellence depends upon offering a curriculum consistent with COPLAC and our regional competitors. To do so we first need to increase our number of majors and minors and enhance some existing programs. However, we will also go well beyond that.

The Actions we propose to establish a baseline of curricular excellence include enhancing breadth/depth in existing majors/minors; and creating new Majors (Theatre, Global Studies, and Journalism), new minors (Music, Art History, Physics/Astronomy, Earth Sciences, Pre Med, and Public Relations), and a Bachelor of Fine Arts (Studio).

Though many colleges have espoused globalization and diversity in the curriculum, few have attained it any systematic way. Similarly, though the importance of interdisciplinarity has long been recognized, its concrete realization in college curricula has been piecemeal. This is true of much of the COPLAC cohort and of our regional competitors. We can do better. Building upon our new and model general education curriculum ("Citizenship From Local to Global) we will enhance globalization in the curriculum by a series of steps including developing area studies tracks (starting with Latin America and Asia); instituting language Majors/Minors (Spanish, French) to complement our existing extensive introductory offerings; and expanding the number of courses with global content in existing disciplines. We will also systematically enhance diversity in the curriculum by strengthening

Women's/Gender Studies and African American Studies. Additional important steps directed towards globalization and diversity are also developed under Goal #2. Finally, we boldly pursue an objective that has remained elusive in higher education: interdisciplinarity. In addition to a variety of interdisciplinary fields of study, such as bioinformatics and global studies, as well as a variety of incremental interdisciplinary enhancements, we propose a radical reintegration of the sciences with the "arts" through a new and rigorous BA/BS degree to produce a new generation of leaders.

STRATEGIC GOAL #2
INTELLECTUAL ENGAGEMENT WITH IDEAS, EACH OTHER AND THE WORLD
Many of the curricular initiatives identified under Goal #2 will also bring us beyond baseline curricular excellence. Reflecting our vision statement "to teach students in a transformative environment that encourages imagination and intellectual engagement with ideas, each other, and the world," we will encourage student-centered and active learning along multiple dimensions: undergraduate and graduate research/creative activities, service learning, global engagement and dialogue across difference in the classroom.

The robust expansion of research/creative opportunities in every discipline will not only align us with COPLAC norms, and help to create an intellectually vibrant campus, it will give us a distinctive edge regionally. This will be done through a research fund, an annual college-wide (or university-wide) student research conference, and establishing a student research journal for both on campus and online students. Upper-level Honors tracks, commonly involving a research component, are a common feature of premier liberal arts and sciences institutions. They are not widely available in CLAS and we will encourage their development.

On the graduate level we will also explicitly strengthen the graduate student culture/community through brown bags, research symposia, clubs and general opportunities for more peer interaction outside the classroom.

We will also enhance service learning. This is consistent with the pioneering role that SSU/UIS played in linking the classroom to the community through its AST Program. Such linkages are now considered "cutting edge" in American higher education, but our historic and current achievements are insufficiently recognized. We need to recapture momentum and visibility, and also further "mainstream'" service learning in appropriate courses.

We also believe we are uniquely positioned to develop a national reputation as a model for globalizing the curriculum through direct cross-cultural engagement. We will continue to support study abroad programs, and their expansion. We will also develop international internship experiences for grad students; and establish partnerships with third world NGO's to provide international service learning opportunities. However, because of constraints of time and finances, only a minority of students are likely to participate in these "on the ground" opportunities. Online can provide an alternative. We will expand our pilot program of shared online courses involving ourselves and universities in other countries (currently Poland and Bangladesh), which encourage direct cross-cultural dialogue. Our online capacity can also be used in other ways to encourage cross-cultural contact, including

marketing our programs to international students who currently make up less than 1% of online enrolments.

Engagement with each other and the world, and active student learning, also imply robust but respectful classroom discussions of difficult topics including diversity issues and differences of values. Civil and rational discourse is essential to the academy. Yet the current polarized political and cultural climate can on occasion lead to difficult classroom dynamics. We will structure thoughtful dialogues on our campus and join national coalitions that foster this. None of our regional competitors are similarly engaged and only two COPLAC schools, providing us with another opportunity for distinctiveness, and one entirely consistent with the historic involvement of UIS in public engagement.

We also have an opportunity to attain national eminence in providing a model online liberal arts "campus" that breaks down on-campus/off-campus boundaries. Peer learning and a rich co-curricular life are intrinsic to liberal arts and sciences excellence in traditional settings. Through the use of technology we will minimize the distinctions between the Springfield and online campus, and create a model for collegiate online learning. We will create a "gateway" online campus orientation; bring the on-ground campus online by web casting campus speakers and concerts; provide opportunities to interact with speakers; sponsor virtual "brown bags; create an online "global dialogues" course for online majors; create an online journal for student research with participation open to all students; and market the online campus as a unique opportunity for a high quality and engaged public liberal arts education.

Finally, we continue to embrace the SSU/UIS tradition of educational innovation. Accordingly, we will establish a fund to encourage educational innovations at the programmatic level. As we pursue our vision to become a premier liberal arts and sciences college, it is important that this tradition of innovation be retained, and that we are not merely imitative.

STRATEGIC GOAL #3
MENTORING AND FACULTY/STAFF DEVELOPMENT
There are important internal faculty and staff development issues to address in order for us to reach our goals. There has been a rapid turnover in senior faculty ranks due to retirements. Consequently over 60% of our faculty are young, imaginative, and energetic, but they are largely untenured. Faculty development and mentoring are of paramount importance as is recruiting and retaining high-quality faculty. Establishing college-level structures for effective faculty mentoring and development as teachers, advisors, academic leaders, scholars, professionals, and as individuals within an academic community is an urgent need. College growth and curricular change also places great demands on college staff who too need expanded professional development opportunities.

In addition to creating a faculty mentoring network, we will support workshops and discussions of pedagogy and grantsmanship, press for the establishment of informal meeting spaces, improve internal college communications, and establish programming for adjuncts. We also recognize the need for faculty load incentives to

fully implement a college-wide and enhanced student research program, as well as the need for competitive opportunities for release time to encourage new areas of teaching expertise and to encourage scholarly/creative activity.

STRATEGIC GOAL #4
MAKING A DIFFERENCE IN THE WORLD

As the American Association of Colleges and Universities notes, the liberal arts and sciences free us from "the constraints of ignorance, sectarianism and myopia." As such they are very directly relevant to the development of self-awareness, the construction of informed public policy, and effective citizen action. "Making a Difference in the World," or public engagement, implies that we make knowledge accessible to the general public beyond familiar professional channels of dissemination. Our goal is to inspire public debate and to directly enrich community cultural and intellectual life. Accordingly, we will support public arts, humanities, social science and natural science programming, including Emiquon; participate in the "Imagining America Consortium" (a nation-wide public humanities initiative); support the forums or dialogues offered by the Center for State Policy and Leadership and other units.; make "Difficult Dialogue" expertise available to the community; enter into P-16 discussions; and establish a CLAS "Making a Difference" Award for students, staff, and faculty.

STRATEGIC GOAL #5
STRENGTHENING COLLEGE INFRASTRUCTURE AND VISIBILITY

The College is a comparatively young one, and inherited a highly fluid administrative infrastructure as part of an earlier innovative SSU tradition. While fluidity helped to foster broad-based collaboration and numerous initiatives, it has also carried organizational costs into the present, among them an absence of "departments" or chairs as defined by the University of Illinois statutes. This sparse infrastructure no longer serves us well.

The ability of the College of Liberal Arts and Sciences to ensure a first-class learning environment, to manage further change and expansion, and to implement this Strategic Plan will depend in no small measure upon efficient operational systems and strengthened infrastructures including adequate staff in programs and in the college. We will encourage the development of a department/chair model in larger programs, some clustering of smaller ones and an enhanced Science Division and professional development for chairs. College administrative procedures will also be better documented and disseminated. Equipment, space, safety and facilities are also serious issues. As well, despite the College's long tradition of path breaking academic innovations, these achievements and its current academic strengths are not well recognized externally. A clear communications message and coordinated marketing will be developed in consultation with relevant units. Building a committed base of alumni is also important to a strengthened college. Finally, enhanced staffing is essential as many new but important initiatives and duties have already been added to the college over the past four years, and absorbed largely by redeployment or as "add-ons".

STRETCH IDEAS FOR THE COLLEGE OF LIBERAL ARTS AND SCIENCES

In a profound sense much of this Strategic Plan is a "Stretch Idea" for the College of Arts and Sciences. We have taken very seriously the UIS statement of Strategic Intent to become one of the top five small public liberal arts universities in the United States. We have analyzed and identified the benchmark curriculum, faculty/staff development and infrastructure to make us competitive with our COPLAC aspirational peers. However, we have also identified potential areas of exceptional excellence and distinctiveness to reach the very highest rankings, and ones consistent with our heritage.

RESOURCE NEEDS

TOTALS

Faculty FTE	35	(-8FTE/ estimated UIS plan overlap)
AP Staff	3.5	
Clerical Staff	8.5	
GAs	18	
NIAs	51	
Adjuncts	$ 44,000	
Other Operational	$414,000	
Equipment	$160,000 ($100,000 non-recurring)	

Space: 36- faculty offices; 6 additional program/staff offices; 9 GA offices; Performing/Visual Arts complex; Science project (5) & teaching (3) labs; Lounges (2).

RESOURCE PROCUREMENT STRATEGY

The College of Liberal Arts and Sciences as a constituent unit of UIS has limited internal sources of funding. Though we will be largely dependent upon centralized funding sources, we nevertheless will make every effort to secure internal college resources for a plan that we regard as vital to our collective future.

Resource Procurement Strategy #1 Centralized allocation.

Though some of the Strategic Thrusts developed in this plan can be achieved through CLAS internal resources, most will depend upon University commitments**.** There are many areas of overlap and synergy between CLAS Goals and those of the University. Future enrolment growth should bring additional revenue streams. Programs proposed by CLAS have the potential to attract new majors and increase application yields.

Resource Procurement Strategy #2 Donors

The following items that directly reflect CLAS needs are part of the UIS Campaign; globalizing the liberal arts; Arts Programming; Theatre and Visual Arts facilities; and the Emiquon Project. In addition, the following items relate to CLAS as well as other colleges: Student research support; Service-learning support; Endowed chairs/professorships; Faculty research support.

Resource Procurement Strategy #3 Course Fees
Given the substantial additional expenses involved in delivering science and many studio art courses, a case can be made for special lab course fees in these courses.
Resource Procurement Strategy #4 Grants
We will pursue grant opportunities both for curricular initiatives but also for faculty research and equipment (sciences).
Resource Procurement Strategy #5 Continuing Education Revenue
We believe we can develop a modest revenue stream by mounting continuing education classes, and have already initiated an online pilot project.
Resource Procurement Strategy #6 Annual budget reallocation
The College will attempt to find a minimum of $25,000 per year internally to fund initiatives. This represents a substantial undertaking for our college budget.
Resource Procurement Strategy #7 Reallocated faculty/staff time
Internal reallocations of faculty effort have already taken place as part of the lower division expansion. Some modest further reallocations are possible, but the more realistic option is shared lines and cross-listed courses to maximize efficiency. In addition, some initiatives will involve faculty on special assignment ("NIAs"). Existing staff will also assume additional responsibilities in some instances.

CLAS STRATEGIC PLANNING COMMITTEE

COMMITTEE MEMBERS

Dr. Margot I. Duley, Dean (co-chair)
Dr. Terry Bodenhorn, Director of Capital Scholars (co-chair)

Faculty:
Dr. Harshavardhan Bapat (Assistant Professor of Chemistry)
Dr. Lucia Vazquez (Assistant Professor of Biology)
Dr. Bill Siles (Associate Professor and Chair History Program)
Dr. Pat Langley (Professor and Coordinator, Women's Studies)
Dr. Lynn Fischer (Associate Professor and Chair, Sociology/ Anthropology)
Dr. Sharon Graf (Assistant Professor Sociology/Anthropology, and Music
    Director)

Academic Professionals
Ms. Tavia Ervin, M.A. (Assistant to Director, Capital Scholars Program)
Ms. Barbara Selvaggio, BS. (Online Coordinator, Computer Science)

Clerical
Ms. Josephine Patterson (Biology Program)

Dean's Office (ex- officio)
Professor Lynn Pardie (Psychology, and Interim Associate Dean, Fall 05)
Associate Professor Paula Garrott (Clinical Laboratory Science, Interim
    Associate Dean, Spring 06)
Ms. Holly McCracken, M.A. (Online Director, College of Arts and Sciences)

THE INPUT PROCESS

This Strategic Plan represents the work of many people. The input process was a consultative one, with various college stakeholders participating. We believe we have achieved a high degree of consensus. After an open call for nominations, the Executive Committee of the College recommended the membership of the Strategic Planning Committee to the Dean with attention to representation of faculty, professional staff and clerical employees. The SP Committee met weekly over an eight-month period, and throughout all stages of the process posted draft documents on a Strategic Planning Blackboard site for comment. The SP Committee circulated the first and formative sections of the plan, namely the draft Mission, Values, and Vision Statements, as well as the SWOT Analysis, before proceeding further to draft Goals. We received thoughtful feedback from the Executive Committee, as well as from faculty and staff in two open college meetings. In this formative stage, as we wrote the College Heritage Statement, the SP Committee concluded it was important to reconnect with the founding faculty and students of SSU/UIS. Alumni and emeritus faculty living in the region were invited to attend a college "Heritage Evening," to give more recent arrivals a sense of the history and spirit of innovation that marked the founding years of the institution. About forty attended. This innovative outlook has found its way into this document in ways appropriate to new circumstances.

The crucial Goals, Strategic Thrusts and Actions contained in this report subsequently formed the subject of field or program-based discussions that were well attended. Over half of the faculty participated in these lively sessions. The online coordinators, academic professionals, also met in separate sessions and provided invaluable ideas. A college-wide open meeting followed the small groups. Throughout this lengthy process the Executive Committee continued to be involved, commenting upon draft subsections and the draft final report.

We also sought external comment. A distinguished group of external reviewers provided critiques that helped to sharpen our thinking. These consisted of the Provost, a University of Illinois at Springfield Dean, three achieving alumni, and a Dean centrally involved in strategic planning at one of our COPLAC aspirational peers, Truman State. Their names are listed below, and they have our sincerest thanks. At the time of this writing, the input from some of this busy group remains partial. However, their input will be integrated into future revisions of our Strategic Plan. We see it as a living document.

External Reviewers:
Dr. Harry Berman, Provost, University of Illinois at Springfield
Dr. Pinky Wassenberg, Dean of the College of Public Affairs Administration
Ms Donna Sollenberger, President and CEO of the University of Wisconsin Hospital
        Systems
Dr. Delinda Chapman, Campus Area Alumni Board
Dr. Janice Spears, Superintendent of the Cuba, Illinois School System
Dr. Michael A. McManis, Dean for Planning and Institutional Development, Truman
        State University

COLLEGE OF LIBERAL ARTS AND SCIENCES
STRATEGIC PLAN

General Background:
The College of Liberal Arts and Sciences is the largest of the four colleges at the University of Illinois at Springfield. The College offers thirteen majors, fourteen minors and six graduate programs, with additional course work in five other fields (Music, Theatre, Astronomy, Physics and Modern Languages). The College also houses the interdisciplinary Liberal Studies/Individual Option Program, one of the oldest in the nation, which enables students to design their own programs, and it provides opportunities for adult learners to gain Credit through Prior Learning.

In FY 2004, The College of Liberal Arts and Sciences generated 40,058 student credit hours, consisting of 32,795 (83%) undergraduate and 7,299 (13%) graduate hours. Together these constitute nearly 46% of the total UIS credit hour production. In Fall 2005, the College's 80 faculty represented 45% of the UIS total (177). Additional units associated administratively with the College, all of which serve university-wide functions, are the Capital Scholars (Honors) Program, the Office of Technology Enhanced Learning, the Applied Study Term/Credit for Prior Learning Office, and the Center for Teaching and Learning. Whether all of these units should continue to be housed administratively within CLAS is a matter of current discussion.

This is both an exciting and challenging time in the history of the College of Liberal Arts and Sciences. Change and adaptation have been watchwords in the last few years. The College pioneered high quality online majors, of which there are now six. Online enrollments constituted 28% of our total in Fall 2005. The faculty have also embraced many new teaching technologies in a state-of-the-art electronic classroom building, University Hall. Many faculty have contributed substantially to the growing co-curricular life of the campus making special contributions in Music, Theatre and the Visual Arts. There has also been a rapid turnover in the faculty ranks: the imaginative founding generation of Sangamon State University and their immediate successors have retired, and this, coupled with recent expansion, has resulted in a young, highly qualified, energetic, but largely untenured (over 60%) faculty. The College has been in the forefront of developing the Capital Scholars (Honors) Program under whose aegis first-year students were initially admitted to UIS. A new and ambitious general education curriculum, embracing the theme "Citizenship from Local to Global," has just been designed. It is currently being implemented. In the fall of 2006 an expanded class of Capital Scholars first year students will join the graduate, transfer and Capital Scholars Honors students already on campus, completing the transition of UIS into a full-fledged, small university. These rapid changes, though educationally stimulating, have nevertheless brought with them some inevitable strains, especially as they have been accomplished against a background of financial stringency, and even cutbacks.

This strategic planning exercise, therefore, comes at an opportune and important moment. It provides a context for us to reflect on where we have been, what we have done, and what more needs to be accomplished. Special opportunities and

challenges lie ahead for the College of Liberal Arts and Sciences. One of these is the important role the College will play in helping to fulfill the Strategic Intent of the University of Illinois at Springfield as a whole, as it strives to become "one of the top five small public liberal arts universities in the United States." In order to achieve this, in the words of the UIS Strategic Plan, we will create "a world class liberal arts oriented undergraduate educational experience reflecting many of the characteristics and best practices of small private liberal arts colleges, while building on our many strengths. Among those are professional academic programs, graduate education, and public affairs activities."

The ability of the College of Liberal Arts and Sciences to rise to this challenge has important ramifications for UIS as a whole.

SECTION 1

HERITAGE STATEMENT

A strong, collective identity and clear sense of mission characterized the founding of Sangamon State University. The University of Illinois at Springfield and the College of Liberal Arts and Sciences inherited an institutional legacy that integrated scholarship, humane values, and innovation into its curriculum and embraced the possibility of educational change. In the challenging words of Robert Spencer, the first President:

> *"...in the minds of students, the teacher is seen as a source of wisdom and of scholarly and humane values, in addition to a source of subject matter enlightenment. The faculty member at Sangamon State University should see his[/her] responsibilities in the same perspective." (1970)*

We have been in the vanguard of progressive educational change. Many of the approaches to student learning that are now perceived as "cutting edge" in leading liberal arts and sciences colleges in the 21st century have in fact long existed on our campus. As early as 1970 the following curricular features were in place:

- An emphasis on inter-disciplinarity (such as the organization of "curricular clusters") and self-directedness and discovery (such as the Individual Option Program);
- Courses that provided opportunities to connect academic theory to professional practice, for example, through the inclusion of broad-based Applied Study Terms and internships across the curriculum;
- Programming that integrated and acknowledged the value of experiential learning by creating an intellectual and academic place for the assessment of Prior Learning;
- Engagement with the local community;
- Teacher-student partnerships that enabled the construction of new areas of knowledge; and,
- A commitment to life-long learning.

The College of Liberal Arts and Sciences' current strategic vision builds and expands upon such approaches. We reaffirm a commitment to curricular inter-disciplinarity and experiential learning, while carrying forward experimentation and a concern for student-centered learning in new ways in a new era. These include the use of technologies that facilitate collaboration, and extend the concept of "community" beyond local and regional boundaries to the globe. As the College builds on these traditions, it acknowledges that its collective heritage was and continues to be based on the ageless belief that the teacher-student relationship is the core of the educational process.

It should also be noted, however, that the University and this College inherited a highly fluid administrative infrastructure as part of this earlier tradition. While fluidity, coupled with a smaller campus, helped to foster broad-based collaboration, it has also carried organizational costs into the present. We have entered a new era of increasing complexity marked by a multilayered student cohort of first year, transfer,

online and graduate students, an enlarged faculty and curriculum, new technologies and bureaucratic demands, enhanced student services, a changing legal environment and funding challenges. The College of Liberal Arts and Sciences has a very sparse and flat administrative structure, measured against the tasks at hand. It needs to evolve a structure that is more stable and robust but at the same time adaptable.

CLAS also has a relatively short history as a College. The 1970s and 1980s saw many experiments with organizational structure at SSU. The "Liberal Arts and Sciences" existed in many administrative configurations with disciplines entering and exiting the fold (see Appendix K, "Timeline"). Through much of the 1970s there were three deans overseeing academic concentrations: social sciences, natural sciences and humanities. This was soon abandoned and one dean briefly had oversight over all SSU "programs," shortly to be replaced by six deans heading specializations that included "Liberal Arts and Sciences." Economics and Public Affairs Administration were both part of this entity, but they are now housed in other colleges. However, Psychology, Sociology/Anthropology and Clinical Laboratory Sciences have since joined the "Liberal Arts and Sciences" from other units. The terminology "School" was adopted in 1986.

In 1999, three years after the merger with the University of Illinois, the term "College" was embraced, a recognition of changed circumstances and new needs. However, with only a seven-year history as a "College", we have barely achieved tenure. The consequences include an alumni base whose identification is primarily with a program or faculty member, rather than with the College. Internally, too, the College of Liberal Arts and Sciences must further develop its own structures and identity. We have no "departments" as defined by the University of Illinois statutes.

This is a time of both challenges and exciting opportunities.

MISSION STATEMENT

The College of Liberal Arts and Sciences contributes significantly to the University of Illinois at Springfield's aspiration to be a premier small public university with innovative high-quality liberal arts and professional programs. Accordingly, the College of Liberal Arts and Sciences mission is to prepare learners to be intellectually and technologically sophisticated and aesthetically aware citizens, who are socially responsible contributors to life in the twenty-first century. We do so through both breadth and depth of education in liberal arts and sciences fields in the Humanities, Social Sciences, Arts, and Natural Sciences, including Mathematics and Computer Science. We also work in interdisciplinary ways to address the complex problems of the world.

The College represents a community of faculty, students, staff, and administrators whose combined talents and commitment are devoted to accomplishing this mission by maintaining academic excellence and promoting student success and personal development. We will deliver a rich array of undergraduate and graduate programs, and we educate using classroom-based, online, and blended formats in a technologically advanced environment. Our faculty are known for excellence in teaching, and their passion for knowledge, scholarship, interdisciplinary collaboration, creative expression, and the arts keep our courses and co-curricular offerings on the cutting edge.

In fulfillment of our mission, the College of Liberal Arts and Sciences remains committed to delivering a dynamic and challenging curriculum that combines the values of a liberal education with the practical knowledge and skills required to solve real-world problems. Our courses provide vibrant and valuable opportunities for student-faculty interaction, mentoring of student research and creative projects, experiential learning through field placements, and course-linked study abroad. In addition to providing students with a solid foundation in their chosen academic disciplines, our curriculum is designed to foster curiosity, creativity, and critical thinking.

Drawing on existing strengths in study abroad and a general education curriculum with comparative and international perspectives, as well as emerging online partnerships with selected colleges and universities in other countries, we are becoming a model in globalizing the curriculum, and in preparing citizens for lifelong learning and effective participation in an interdependent, diverse, and rapidly changing world.

Consistent with our historical achievement of providing educational access to adult and nontraditional learners, we also provide a first class-liberal arts education to the location- and time-bound through selected online degrees. We also contribute substantially to the campus and regional communities by sharing the talents and achievements of our faculty and students through public events that include the performing arts, cultural offerings, continuing education and service programs, and cooperative arrangements for experiential learning.

VALUES STATEMENT

The College of Liberal Arts and Sciences values:

1. Reasoned discourse and free inquiry. We reaffirm the historical tradition and achievements of the "liberal arts and sciences," namely, reasoned, evidence-based approaches to knowledge that free the human mind from prejudice and enhance our understanding of the universe. We believe that free inquiry, openness to new perspectives, and reasoned, respectful discourse are essential to higher education.

2. Learning. We strive to provide an excellent academic environment – one that offers high quality and innovative teaching and that fosters ongoing interest in lifelong learning. Our students develop communication skills, critical thinking skills, self motivation, confidence, creativity, and the ability to solve problems and to collaborate effectively with others. We believe a broad exposure to many ways of knowing, including interdisciplinary approaches as well as in-depth study in selected fields, is the best preparation for life in a rapidly changing world.

3. Students. We are dedicated to providing excellent learning opportunities in a technologically advanced environment with first-class facilities, and to serving the learning needs of traditional and nontraditional students alike.

4. Self-Awareness. We believe self-reflection and the development of ethical behavior and a well-considered values system are important components of education.

5. Diversity. Ever mindful of the endless variety of personal experiences and the diversity of identities represented within our communities, the College nurtures individual potentials while encouraging mutual understanding and fruitful collaboration beyond differences in culture or worldview. We value a learning community that is based on respect, support, and awareness of human and cultural diversity, and where we learn from and celebrate our differences.

6. Engagement. We endeavor to inspire all of our graduates to be meaningfully engaged citizens who act with compassion and integrity within local to global communities. We promote active engagement in the problems that affect our society at the local, national, and international levels.

7. Scholarship. We value scholarship and creative activities that advance knowledge and enrich the spirit.

8. Applied knowledge. We believe in the unity of theory and praxis. Whether in support of work or community building, faculty and students apply their knowledge, scholarship, research and creativity to address the needs and concerns of the external community through collaborative projects, internships, and service learning opportunities at local, state, regional, national, and international levels.

VISION STATEMENT

We aspire to teach students in a transformative environment that stimulates engagement with ideas, each other, and the world.

MANDATES IMPACTING THE COLLEGE OF LIBERAL ARTS AND SCIENCES
The mandates that impact upon the University of Illinois at Springfield as a whole are identified in its Strategic Plan, "Creating a Brilliant Future." However, there are some external mandates that are of special concern to this college, and we list them here:

Environmental and Safety regulations relating to laboratory and studio health and safety

Federal Laws and Regulations Affecting Laboratories

Law/Regulation	Citation
Occupational and Safety and Health Act (OSHA)	29 USC 651 et seq.
General Duty Clause	29 USC 654(a) and (b)
Resource Conservation and Recovery Act (RCRA)	42 USC 6901 et seq.
Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA)	42 USC 9601 et seq.
Superfund Amendments and Reauthorization Act (SARA)	42 USC 9601 et seq. 42 USC 11000 et seq.
Toxic Substances Control Act (TSCA)	15 USC 2601 et seq.
Clean Air Act (CAA)	42 USC 7401 et seq.
Clean Air Act Amendments of 1990 (CAAA)	42 USC 7409 et seq.
Federal Water Pollution Control Act (FWPCA)	33 USC 1251 et seq.
Hazardous Materials Transportation Act (HMTA)	49 USC 1801 et seq.
Atomic Energy Act (AHE)	42 USC 2073 et seq.
Energy Reorganization Act (ERA)	42 USC 5841 et seq.
National Environmental Policy Act (NEPA)	42 USC 4321 et seq.

Reference: National Research Council, **Prudent Practices in the Laboratory**, National Academy Press, 1995.

Accreditation and regulation of teacher education degrees
Illinois State Board of Education
No Child Left Behind legislation
U.S. Department of Education

Accreditation of liberal arts and sciences degrees
Though many liberal arts and science disciplines are not separately accredited, the following disciplines are currently governed by subject-specific accreditation agencies:

- Chemistry (American Chemical Society)
- Clinical Laboratory Science (National Accrediting Agency for Clinical Laboratory Sciences)

The following disciplines could potentially seek accreditation, but are not currently covered by mandates:

- Communication (The Accrediting Council on Education in Journalism and Mass Communications)
- Computer Science (Accrediting Board for Engineering and Technology)
- Music (National Association of Schools of Music)
- Theatre (National Association of Schools of Theatre)
- Visual Arts (National Association of Schools of Art and Design)

College Governance documents
College By-Laws
Program by-laws

STATEMENT OF STRATEGIC INTENT
In accordance with the Strategic Intent of the University of Illinois at Springfield as a whole, as it strives to become "one of the top five small public liberal arts universities in the United States," the College of Liberal arts and Sciences will create a premier liberal arts oriented educational experience – an experience reflecting many of the characteristics and best practices of small private liberal arts colleges – for undergraduate students, graduate students, and adult learners. However, we will also establish a distinctive identity.

ENVIRONMENTAL ASSESSMENT
Most of the environmental forces identified in the UIS Strategic Plan (pages 13-18) as impacting the campus also impact the College of Liberal Arts and Sciences. As the campus plan notes, these forces include demographic, educational, economic/fiscal, economic development and research, and political factors and trends. Of particular relevance to CLAS are demographic and economic or budgetary trends. The key findings of the UIS Strategic Plan are summarized as follows:

- The growing demands for education, creation of new knowledge leading to technological innovation, and economic development through technological commercialization create high levels of opportunity for the university.
- The higher education marketplace is seeing abundant and aggressive competition (both nationally and internationally) for students, faculty, resources, and reputation from both traditional and non-traditional providers.
- There has been a sea change in the traditional model for financing public higher education in Illinois and across the nation that is unlikely to reverse itself anytime soon. The State of Illinois has held steady or cut funding to public higher education in the past four years, since FY02. The university must respond as if state support for higher education will not grow in the near future.

Additional environmental factors that may affect CLAS include:

Adequacy of high school preparation: There is a widely held perception that too many students are poorly prepared for college-level work. In particular, low literacy and numeracy levels, and poor preparation in the sciences may require the development of a costly and substantial infrastructural support system. Such inadequate preparation will complicate efforts to maintain high academic standards and retention rates.

Intellectual and anti-intellectual trends at the national level: UIS and CLAS may well be affected by national-level, anti-intellectual and anti-rational trends.

COMPETITIVE/ BENCHMARK ANALYSIS

We conducted a detailed analysis of the Council on Public Liberal Arts Colleges (COPLAC) schools as well as regional competitors who draw students away from the College of Liberal Arts and Sciences. The latter list was determined with input from UIS admissions counselors (Appendix A). COPLAC contains a number of distinguished institutions. As a coalition it champions "the cause of liberal arts education of superior quality in the public sector."

The UIS Strategic Plan identified UIS competitive advantages including class size and tuition. These are important recruitment assets. We also compared the percentage of CLAS and COPLAC faculty who hold terminal degrees.

When we compare CLAS fulltime academic program faculty with terminal degrees with COPLAC data, we appear to be highly competitive: some 92% of CLAS faculty hold doctorates or other terminal degrees (Appendix K). However, the comparison appears to be significantly less favorable when part-time faculty or adjuncts are factored into the equation. This is in part a reflection of the Springfield labor pool, as well as a consequence of our mode of modern language instruction that stresses small conversational classes led by native speakers.

We also mapped endowments against the size of the student body as a rough indicator of discretionary resources. Here the story is less positive, and points to the necessity of fundraising and of building the college's capacity to do so (Appendix J). UIS with an endowment of $6.4 million ranks number 12 in the endowment per student ratio of the 21 regional and COPLAC schools for which we have been able to obtain data. If we compare UIS with its sister campus UIUC, the comparison is a stark one: the endowment per student ration at UIUC is thirteen times higher than at UIS. (Appendix J).

Of crucial importance to our competitive/benchmark research, however, was a comparative curricular analysis. We identified majors and additional academic features at regional competitors and COPLAC schools that are absent from the CLAS curriculum. We also identified our own areas of strength and unique features.

The following findings, among others, emerged:
- We are lacking in a number of majors/minors compared with regional competitors and COPLAC schools. For example, Journalism is a "missing major" in our curriculum and one about which Admissions gets a significant number of inquiries. There are also deficiencies in the Visual and Performing Arts, Pre Med, Modern Languages and other areas. The lack of a college-wide or university-wide, high visibility and well-funded undergraduate research program is also a serious deficiency. These and other curricular issues are discussed at greater length in Strategic Goals #1 and #2.
- We have areas of curricular strength that include a strong internship program, the only online liberal arts degrees among our competitors or COPLAC, a strong graduate program compared with all but one COPLAC school, and our GE program is a liberal arts model.
- We have significant opportunities to build on our existing and emerging strengths to build a distinctive, curriculum that would not only equal COPLAC

but would be a national model. These opportunities are outlined in Goals #2 and #4 and include:

1. A model of student academic engagement. This can be achieved through the Applied Studies Term, service learning, field based learning and structured discourses or "difficult dialogues". Greatly enhancing our student research opportunities is also critically important to academic engagement and active learning.
2. A model of enhanced interdisciplinarity. Few COPLAC or regional colleges have tackled this issue with much success. Our individually tailored Liberal Studies Program represents our most successful attempt at interdisciplinarity to date, and one that is still viable. In addition, as a stretch idea we propose a new, structured and highly rigorous integrated BA/BS degree combining a natural science with an arts/humanities/social science field.
3. A model of globalization/multiculturalism in the curriculum. This builds upon our new general education curriculum ("From Local to Global"), our international online initiative, our emerging expertise in International/Global Studies and our existing African American and Women's Studies programs.
4. A model for high quality online learning. Our liberal arts and sciences degrees taught primarily by tenure track faculty have already achieved an excellent reputation. We can build on this by instituting a distinctive liberal arts and sciences engaged "online campus" component.
5. Addressing important niche markets regionally. Building upon existing expertise, these include a BFA, Earth Sciences, Bioinformatics/Biotechnology, and Ethnic and Women's/Gender Studies which are weakly represented, if at all, in regional schools.

Detailed results of our benchmark findings are to be found in the Appendices under the following headings:

A.   Regional competitors and COPLAC list
A-1   "Missing Majors" list
B.   Regional Competitors: Additional Liberal Arts Majors
C.   COPLAC Undergraduate Additional Liberal Arts Majors inventory
D.   Frequency Analysis of Additional Majors (COPLAC)
E.   COPLAC Distinctive Curricular Features inventory
F.   Frequency Analysis of Selected Distinctive Curricular Features (COPLAC)
G.   COPLAC Online inventory
H.   COPLAC Liberal Arts Graduate Programs
I.   Visual/Performing Arts Facilities: Regional and COPLAC
J.   Endowment comparison: UIS, COPLAC and Regional
K.   Terminal degree comparison: Regional and COPLAC
L.   CLAS Timeline

"SWOT" ANALYSIS:

College Strengths
1. Strong fulltime faculty credentials
2. Tradition of teaching excellence
3. Some state-of-the-art equipment (sciences)
4. Faculty research achievements including cutting edge areas (e.g. Wetlands, computer systems security)
5. Faculty service to the community
6. History/long experience in non-traditional learning; founding members of the Council for the Advancement of Adult and Experiential Learning (CAEL)
7. Facilities: UHB, observatories, Emiquon Field Station, greenhouse, psychology labs, music technology lab, TV studio, gallery, computer labs, wireless campus.
8. Location enriches liberal arts/sciences education: State Capital, Lincoln Museum, historic sites, archaeological sites including Dickson Mounds, state agencies, medical facilities, prairie and remnant forests, Illinois River/Emiquon, Illinois Symphony, State Museum.
9. Faculty opportunities to explore beyond original fields of training
10. An effective combination of new, senior, and Emeritus faculty members with an extraordinary commitment to teaching and the advancement of the disciplines and the larger University.
11. Creative and committed Academic Professional and Clerical Staff members providing academic, student and technical support.
12. Strong online degrees integral to the College
13. National leadership in undergraduate and graduate internship/service learning opportunities (ASTs)
14. Faculty/student co-curricular interaction
15. Some undergraduate research opportunities, notably in science
16. Strong general education curriculum
17. Small class size and close student/faculty interaction in both online and on-campus classes
18. Quality and price of liberal arts and sciences online and on campus degrees
19. A residentially-based Honors Program (Capital Scholars Honors)

College Weaknesses
1. Deficiencies in curricular offering compared with regional competitors and COPLAC
2. Lack of administrative infrastructure
3. Academic reputation/strengths poorly marketed
4. Lack of visibility externally
5. Current expectations for scholarship and teaching inconsistent with program under-staffing
6. Underdeveloped alumni networks and mission 'disengagement' among some
7. Faculty mentoring and development varies widely throughout academic programs

8. Lack of coordination in University-wide efforts to provide student support services, such as admissions, entrance advising, transcript evaluation, course selection and registration, etc.
9. Lack of diversity in faculty
10. Limited curricular diversity
11. Lack of College infrastructure for grants, fundraising, and alumni development
12. Lack of financial resources coupled with high demands & expectation
13. Severe limitations of equipment and facilities especially in Visual and Performing Arts
14. Limited science project/lab space and limited equipment maintenance or replacement budget
15. Lack of resources to improve library journal access
16. Flagging graduate enrollment in some programs
17. Insufficient resources for graduate recruitment
18. Underdeveloped student (undergraduate and graduate) culture

College Opportunities:
1. Build a distinctive academic presence/innovate
2. Meet demand for additional majors/minors
3. Enhance interdisciplinarity
4. Enhance service and field-based learning and student engagement in general
5. Enhance globalization and diversity in curriculum
6. Build alumni networks
7. Develop online Continuing Education programs that generate revenue, including adult learners and retirees as market
8. Teach 'across generations' as a positive feature
9. Model reasoned dialogues about difficult issues
10. Enhance undergraduate/graduate research and creative activities
11. Enhance faculty mentoring, research and service learning opportunities
12. Thoughtfully expand online offerings, preserving quality and program autonomy, and create model online campus
13. Strengthen graduate programs
14. Strengthen and continue tradition of public engagement
15. Highlight where we have existing competitive edge.

Threats to College:
1. State funding may deteriorate further
2. Growing competition in region
3. Constant change risks undermining momentum and morale
4. U of I Global Campus carries risk of eroding CLAS online
5. External 'culture wars' vs. liberal arts values
6. Student culture increasingly narrowly focused on jobs

STRATEGIC ISSUES

Strategic issues emerge from the SWOT analysis. They represent the most fundamental challenges facing the College of Liberal Arts and Sciences, and those over which we can reasonably expect to exert some influence or take direct action ourselves. Successfully addressing these issues will be critically important to achieving the College's Mission and Vision. Strategic Goals, Thrusts and Actions will flow from the identification of the Strategic Issues.

1. Continuing to build a distinctive, high quality liberal arts and sciences curriculum
2. Offering a range and depth of majors consistent with our aspirational peers
3. Mentoring and faculty development
4. Strengthening our under-developed college infrastructure
5. Developing new revenue streams

STRATEGIC GOAL # 1

CURRICULAR EXCELLENCE—BENCHMARK AND STRETCH ISSUES

Description:
In varying ways all the Strategic Goals contained in this plan impact directly or indirectly on "Curricular Excellence". However, in this particular Strategic Goal, we focus on several inter-related issues. First, we identify those majors/minors/courses that are most strikingly absent from our curriculum, compared with COPLAC and our regional competitors. These curricular benchmarks must be reached in order to offer a rounded liberal arts and sciences curriculum, consistent with our aspirations. However, we also need to stretch beyond benchmarks to attain areas of exceptional excellence and distinctiveness, if we are to truly reach "premier" status. In what follows, we indicate which Strategic Thrusts are essentially benchmarks, which stretch beyond this, and which contain elements of both.

In addition to attaining adequate depth and breadth in our liberal arts and sciences majors/minors, we believe that Curricular Excellence in the twenty-first century implies the ability of students to negotiate a globalizing and multicultural nation and world. A number of colleges aspire to this. Few have done so in a transformative way. We intend to do so. Similarly, in a complex world where few problems can be adequately analyzed from the perspective of any one discipline, the need for enhanced interdisciplinary thinking is widely recognized but seldom successfully achieved. We will address this issue in innovative ways. We have also been attentive to the fact that CLAS contains both undergraduate and graduate programs. It is important to enhance excellence in both spheres. This too is consistent with our COPLAC aspirational peers, almost half of which contain graduate programs.

As the underclass expansion era at UIS continues over the next five years, CLAS is expected to be in a faculty growth pattern. This, plus anticipated retirements, affords an opportunity to enhance the curriculum by strategic hires, especially where multiple purposes can be served by one position. In areas of high demand, and those that serve several institutional purposes, a case will also be made for additional lines. Finally, we intend to build on pre-existing strengths, wherever possible, so that true excellence is attainable.

STRATEGIC THRUST #1
   Enhance breadth/depth in existing majors/minors   **(Benchmark)**
There are serious gaps in the course offerings in existing departments. In some programs there are courses "on the books" that have not been taught in several years, yet they are common in the discipline. In other instances, courses that are frequently found in a liberal arts and sciences curriculum are entirely absent. In other cases, programs cannot meet existing demand, while in a few instances there is an over reliance on adjuncts. These deficiencies include:

    Psychology courses
    Biology electives
    Communication courses
    Computer science courses

Mathematics (differential equations)
Philosophy (lower level, "on the ground" offerings)
Film courses
Latin American and American History
400-level Graphic Design and Video
Dance classes

Action steps:
A. Institute faculty course fund for development of new fields of expertise, where feasible
B. Consider use of highly qualified adjuncts for certain specialized courses
C. Advocate for increased faculty lines in areas of high demand
D. Encourage programs to address course gaps in future hiring requests

Performance Indicators
1. Number of new courses
2. Existence of College-wide instructional development fund

STRATEGIC THRUST #2
Create New Majors/Minors Consistent with COPLAC and Regional Peers
There are significant gaps in the number of liberal arts and sciences fields offered in CLAS compared both with COPLAC and regional competitors. The following analysis draws on several sources. We identified majors and minors offered by COPLAC schools that we do not currently offer. Details may be found in Appendix C. In addition, with the help of the Office of Admissions, we identified those regional colleges that are our most frequent competitors for liberal arts and sciences students, and identified the majors that they offer, but we do not (Appendix A). We then identified a list of needed majors and minors consistent with our aim of becoming a premier liberal arts and sciences college, which were also congruent with additional goals in this strategic plan.

2.1 Visual and Performing Arts (Benchmark)
The UIS Strategic Plan calls for the development of a Master Plan for the Arts. This is a vital goal. Only one COPLAC institution does not have an extensive Performing/Visual arts facility. Many are "state of the art." Similarly, among fourteen regional peers, three have new facilities in the planning/construction stage and nine already have first-class facilities. Only two have inadequate or limited facilities. (Appendix I). The need for additional Visual/Performing Arts facilities dedicated to student/academic use is recognized in the UIS strategic Plan. What follows is a complementary discussion of the curricular improvements needed to get us to a competitive regional and COPLAC level in the Visual and Performing Arts.

Music minor
Only two of the twenty-one COPLAC schools do not have a music degree. Among our fourteen regional competitors, only one does not.

Action steps:
>   A. One additional faculty hire for a Music minor

Theatre minor
Theatre major

Only two of the twenty-one COPLAC schools do not have a theatre degree, and only three of our fourteen regional competitors lack this degree.

>   **Action steps:**
>   A. One hire in theatre to institute a minor (technical theatre)
>   B. One additional hire in theatre to institute a Major (theatre history/criticism)

Bachelor of Fine Arts (Studio)
Art History Minor
Art Education Major

Eight COPLAC institutions offer the BFA degree; many more offer more extensive coursework within a BA framework. Regionally there is no BFA program in a small liberal arts setting, despite the fact that professional schools strongly prefer it. This provides us with an opportunity to attract exceptional students. A studio BFA concentration is best suited to UIS staffing and facilities. We believe accreditation is achievable with two to three additional hires, the number being dependent upon the availability of highly qualified applicants. We are able to create an Art History minor with minimal further hires, plus some course cross-listing. An expansion of offerings in this area will also address needs in the general education curriculum. Finally, there is a demand for art teachers regionally, and we can create an appropriate degree entirely through existing faculty resources.

>   **Action Steps:**
>   A. Two to three additional fulltime faculty hires in studio art to achieve BFA accreditation
>   B. One Art History hire for minor
>   C. Development of methods courses for Art Education degree in conjunction with EHS

2.2 Physical sciences (Benchmark)

At present our Physics/Astronomy courses are free-standing, and not a part of a minor or major. This is inconsistent with our superb astronomical observatories both on campus and at Pleasant Plains, and our history of public education in astronomy. Seventy-five percent of COPLAC schools have a Physics major, and ninety percent have a minor; nearly eighty percent of our regional competitors have a Physics major. An integrated Physics/Astronomy degree is best suited to our circumstances.

As part of a longer-term plan, we also need to develop an Earth Sciences minor by linking it with existing strengths in Chemistry, Environmental Sciences and Wetlands Ecology. These hires will also diversify general education science offerings and science electives. A majority of COPLAC institutions offer Earth Sciences. Over seventy-one percent have courses in the Earth Sciences. Some forty-three percent offer majors, and fifty-seven percent offer minors. One additional COPLAC school

has a major under discussion. Interestingly, a minority of regional competitors (less than 30%) have an Earth Sciences degree or minor, which offers us an opportunity at a relatively low cost. Illinois employment demand is currently flat, but may well change with the revival of coal mining. However, nationally the U.S. Department of Labor predicts good job opportunities in most earth/geosciences and especially strong ones in hydrology.

Physics/Astronomy minor
Action Steps:
  A. One additional hire in Physics

Earth Sciences minor
Action steps:
  A. Two additional hires in some combination of Physical Geography, Meteorology and Geology.

2.3 Pre Med/Vet/Dent minor (Benchmark and Stretch)

We have an opportunity to build a model Pre Med program with a strong interdisciplinary core. Our location in a major medical corridor with two hospitals and a medical school makes this a logical development. Admissions data shows that in 2006, Pre Med/Pre Vet/Pre Dental was the most popular declared area of interest among prospective students (324), outstripping Pre Law (149). An enhanced program can be expected to increase yield rates.

Excellence in pre professional advising is commonplace in premier liberal arts colleges. A Pre Med/Vet/Dent advising office analogous to that already provided for legal careers at UIS is an urgent need, and has been requested by existing Capital Scholars students. This is a minimal first step. Sixteen of the COPLAC schools have well developed Pre Med/Pre Health profession advisory structures. However, we should also establish a Pre Med minor that can be attached to any liberal arts and sciences major. At least twelve COPLAC universities have pre med or pre health tracks. In the longer run, consistent with our emphasis on interdisciplinarity, we will investigate the feasibility of a full interdisciplinary Pre Med/Dent/Vet major with relevant courses drawn from a full range of liberal arts and science fields.

Action Steps:
  A. Identify a faculty Pre Med/Vet/Dent advisor and provide release time
  B. Locate physical space for an advising office
  C. Provide programming monies
  D. Provide GA help
  E. Develop further internships with area medical facilities
  F. Establish an advisory group including physicians and med school representatives
  G. Establish a premed minor
  H. Investigate the feasibility of a fully interdisciplinary Pre Med/ Health major

2.4 Biotechnology and Bioinformatics (Stretch)

We have existing but underutilized interdisciplinary faculty expertise in these areas in the Biology, Mathematics and Computer Science Programs. We also have scientific equipment (DNA sequencers) that is unusual for a college of our size. Development of such a curriculum is also consistent with the national debate among biology educators about the necessity for computational literacy among biology majors. The U.S. Department of Labor predicts that "biotechnical research and development will continue to drive employment growth" and that graduates especially at the bachelors and masters level will be in demand (Occupational Outlook Handbook, 2004-2014). This represents a niche market for UIS.

> **Action steps:**
> A. Refine calculations of additional resources, including faculty estimated at 2-3 FTE
> B. Draft curriculum evaluating the relative merits of an undergraduate or graduate emphasis, or both
> C. Implement as resources become available

Social Science/Humanities (Benchmark and Stretch)

Journalism majors/minors are often found at COPLAC and regional schools, but we do not offer them. Approximately half of the COPLAC schools offer a Journalism concentration or degree. Regionally, nearly half of our competitors have a minor and one-third offer a major. We have extensive, related resources at UIS including Illinois Issues Magazine, an NPR radio station, the campus newspaper, and a TV production studio. We also have an outstanding graduate program in Public Affairs Reporting in PAA. Several existing CLAS faculty offer relevant courses. We should build on these strengths. This is potentially an area of true excellence, and the "missing liberal arts/sciences major" that is most inquired about, according to Admissions staff. The Illinois Department of Employment Security predicts a demand for journalism graduates with a knowledge of internet journalism and a robust demand for those with public relations training (lmi.ides.state.il.us/projections/employproj.htm).

2.4.1 Journalism major (2 FTE)
2.4.2 Public Relations minor (1 FTE)

> **Action Steps:**
> A. Include these needs among the selection criteria for positions funded by the college
> B. Advocate for these positions under current lower division expansion as well as in the longer term
> C. Encourage interested faculty and programs to develop proposals for these majors/minors utilizing existing courses and faculty expertise wherever feasible

Performance Indicators
1. Number of new majors, minors, and areas of curricular emphasis developed and delivered
2. Number of new faculty hires in targeted curricular areas
3. Development of Pre-Med tracks and program advisor

STRATEGIC THRUST # 3
   Enhance Globalization in the Curriculum (Benchmark and Stretch)
The necessity to globalize the curriculum has become a truism in American higher education because of the importance of preparing students for the new global society in which we live. Few institutions, however, have done so in a transformative way, the subject of a recent lament from ACE ("Report 2000: Internationalization of U.S. Education"). Efforts have usually been piecemeal. This includes both regional peers and COPLAC. This Strategic Thrust, together with others identified below (Goal #2, Intellectual Engagement), will reinforce the new general education curriculum, "From Local to Global", and set us further along the path of becoming a national model for globalization.

   3.1 Area Studies (esp. Latin America)
   3.2 Languages especially Spanish and French
Despite the spottiness of global studies within COPLAC and regional colleges, nevertheless, nearly sixty percent of COPLAC institutions do offer at least one language major, and fifty percent offer two or more. Nearly eighty percent of our regional competitors offer one or more language majors. The most frequent majors are Spanish, French and German. Few offer non-European/non-Western languages and UIS should capitalize on its elementary to intermediate offering in these languages while developing majors in languages where there is high student demand (Spanish, French).

   3.3 Expand number of courses with global content in existing disciplines
In order for globalization in the curriculum to be transformative it cannot rely solely on discrete majors or minors, but will also need to be "mainstreamed".

     Action Steps:
       A. Inventory each relevant program for gaps
       B. Encourage programs to address gaps in future hiring
       C. Establish faculty and staff development activities to mainstream global perspectives in the curriculum and co-curriculum
       D. Increase beginning and intermediate non-western language instruction in high demand areas and actively encourage enrollment

Performance Indicators
   1. Number of new majors, minors, and areas of curricular emphasis developed and delivered
   2. Number of new faculty hires in targeted curricular areas
   3. Number of courses that integrate global issues

   3.4 Global studies major (with College of Public Affairs and Administration)
New faculty hires in CLAS and CPAA as part of the F06 General Education expansion already make this feasible to develop, with the chief costs likely to be administrative. Significantly, COPLAC institutions largely lag behind in this area with only about one third offering majors. An emphasis on globalization can help to make UIS distinctive in this and other respects.

Action Steps (Under the guidance of the chair of Political Studies in CPAA)
   A. Convene interested faculty to design curriculum
   B. Prepare IBHE proposal
   C. Provide release time for coordination and advising
   D. Prepare marketing materials

STRATEGIC THRUST # 4
<u>Enhance Multiculturalism/Diversity in the Curriculum</u> (Benchmark and Stretch)

The demography of the United States is rapidly changing. By mid century, so-called minorities will in fact constitute the majority of the American population. Illinois shares in these demographic changes. We are educating the generation who will lead the state and nation through this transformation. Enhanced multicultural understanding and cultural competency is essential, and should be part of a liberal arts and sciences education that aspires to produce community, professional and political leaders. Though American higher education has been marked by efforts to enhance diversity in the curriculum for over three decades, these efforts have remained piecemeal rather than transformative (S. Kirkpatrick and C. Van Natta, 1999). Diversity programs have characteristically evolved in isolation, and have been under funded and understaffed.

In this Strategic Thrust we advocate a series of reinforcing steps directed towards transformation, including strengthening existing programs, establishing new areas of study, encouraging mainstreaming of diversity in many fields, establishing administrative synergies, and using online linkages to foster multicultural dialogue. The American Communities courses in the new General Education curriculum will also reinforce the overall thrust.

4.1 Establish and Strengthen Majors/Minors

There are many aspects of ethnic and diversity studies that potentially could be developed in CLAS. Out of many valid possibilities the following seem to be especially needed, and/or practicable because of pre-existing faculty expertise on which to build. In making the following endorsements we also urge the formation of a task force of relevant programs and associated faculty to explore structures, including possibly a division, for interdisciplinary cooperation, possible joint appointments and other synergies. Part of the task forces charge should be to consider interdisciplinary tracks such as a social change minor. This is also congruent with objectives discussed elsewhere to strengthen college internal administrative structures and to encourage interdisciplinarity.

Over seventy percent of COPLAC institutions offer at least one ethnic studies field, while over fifty percent offer two or more. Regionally forty percent of our competitors have at least two ethnic/area studies programs, though most of these are minors. UIS offers only an African American Studies minor. The range of courses in African American Studies needs to be expanded, especially in the social sciences, and additional ethnic studies courses offered. With these minimal additions

we will be regionally competitive, though serious attention to mainstreaming and enhanced cross-linkages will raise the bar further.

Over eighty percent of COPLAC offers at least a minor in Women's/Gender Studies, with over a quarter offering majors. Among regional competitors, seventy-three percent offer a minor in Women's/Gender Studies and twenty percent offer a major. At UIS we offer a free-standing minor; a major can be constructed under the aegis of the Liberal Studies Program. However, affiliated faculty are stretched thin. A planned graduate certificate has had to be delayed and some basic courses such as Women and Psychology have not been taught for several years. Additional courses in gender studies are also a need.

Latino/a studies (establish)
Asian studies (establish)
Women's/Gender Studies (strengthen)
African American studies (strengthen)
Construct interdisciplinary options such as a Social Change minor

Action Steps:
A. Inventory each relevant program for gaps
B. Encourage programs to address gaps in future hiring requests
C. Institute faculty development/mainstreaming projects
D. Develop online partnerships with minority institutions for selected course sharing between participating programs
E. Advocate for increased faculty lines
F. Form a task force to investigate the feasibility of an administrative structure such as a division or department of diversity/multicultural studies
G. Investigate the feasibility of a social change minor and other interdisciplinary tracks housed in such a division/dept

Performance Indicators
1. Number of new majors, minors, and areas of curricular emphasis developed and delivered
2. Number of new faculty hires in targeted curricular areas
3. Number of institutional online partnerships
4. Number of courses that integrate diversity content

STRATEGIC THRUST #5
Enhance and Model Interdisciplinarity (Stretch)
Breaking down disciplinary silos and encouraging true interdisciplinarity have been among the most difficult reforms to attempt in American higher education in the last few decades. The individually-designed Liberal Studies Option within CLAS represents a pioneering effort to encourage interdisciplinarity. It was one of the earliest programs nationally. Nine COPLAC schools offer similar opportunities. Nevertheless, the continuing barriers to interdisciplinarity are formidable and include lack of faculty time to cross-train, locational and structural barriers that discourage faculty interaction, concerns about cross-disciplinary credit-hour production impacting on budget allocations, and student (and parental) unfamiliarity with "new

fields." COPLAC schools and regional competitors reflect these dilemmas, with a few notable exceptions such as Evergreen State as a whole and Truman State in the sciences.

We will make multifaceted efforts to enhance interdisciplinary learning in CLAS. We have identified some of them already, namely new interdisciplinary curricula in Pre Med and Biotech/Bioinformatics as well as Area, Global and Multicultural/Diversity Studies. Action Steps A-E below will further develop interdisciplinary studies in CLAS. However important, these nevertheless are incremental approaches. We also identify an interdisciplinary initiative, a BA/BS degree, that is innovative and transformative.

Action Steps:
A. Encourage interdisciplinary majors and minors, such as American Studies, Global Studies, Diversity Studies, Pre Med/Vet/Dent and Bioinformatics
B. Enhance the visibility of LIS/INO as an interdisciplinary opportunity
C. Form interdisciplinary team learning communities
D. Remove college administrative/accounting barriers to interdisciplinarity, real and perceived

As a "Stretch Idea" we also propose a new interdisciplinary BA/BS degree that combines in-depth study in a natural or computational science with expertise in a field drawn from the arts, humanities or social sciences.

A BA/BS degree proposal (Stretch)
There is widespread agreement that leadership and innovation in the knowledge age requires not only highly trained disciplinary experts but also those who can cross disciplinary boundaries and see interconnections. Few problems facing modern society are susceptible of adequate analysis from the lens of one discipline. Traditionally the strength of liberal arts and sciences majors, and the one that has enabled graduates to assume leadership positions in many organizations, has been the ability to analyze and see the contextual view.

We propose a radical reconnection of the sciences and the "arts" to provide the breadth of vision for leaders in an increasingly complex technological society and economy. This degree would utilize interdisciplinary approaches to the study of various contemporary or historical issues, combining the perspectives of the natural sciences with one of the arts, humanities or social sciences. Unlike many past attempts at interdisciplinary degrees in American higher education that led to the watering down of requirements, we see this as a meeting the most rigorous standards of the constituent fields.

Action Steps
A. Form a task force to draft a curriculum for such a degree
B. Establish internal "faculty fellowships" to study with colleagues in another discipline
C. Consider coordinated or "clustered" hires that mutually benefit both a traditional field and interdisciplinary approaches

Performance Indicators
1. Number of new interdisciplinary areas developed and delivered
2. Number of interdisciplinary learning communities
3. Existence of faculty fellowships and number awarded

STRATEGIC THRUST #6
   Enhance Graduate Education   (Benchmark)
Even while we expand undergraduate offerings we must be attentive to the continuing needs of graduate education. Indeed the issues are inter-related. The ability to teach graduate students helps recruit exceptional faculty to UIS. Graduate students can also enhance the general intellectual vibrancy of the campus. Moreover, our graduate programs continue to offer important vehicles for advancement both to students regionally, and, in some instances, nationally via online delivery. We compare well with COPLAC institutions in the numbers of liberal arts and sciences graduate programs offered, tying with the College of Charleston for first place. However, selective strengthening is needed.

   Action Steps:
   A. Consider additional graduate certificates
   B. Explore feasibility of interdisciplinary master's degrees such as Humanities to make efficient use of resources
   C. Encourage interdisciplinary courses
   D. Explicitly include graduate courses in globalization and diversity initiatives
   E. Expand electives in graduate program including Communication and Biology, where there is demand
   F. Reinvigorate recruitment efforts
   G. Increase the number of GA/TA positions to attract high quality students

Performance Indicators
1. New graduate certificates
2. Implementation of interdisciplinary Master's degrees and courses
3. Number of graduate courses incorporating diversity and global issues increased
4. Rising graduate enrollments, broadly-based
5. Expanded electives
6. Increase in number of GAs/TAs

STRATEGIC GOAL #2

INTELLECTUAL ENGAGEMENT WITH IDEAS, EACH OTHER AND THE WORLD

Description:
This Goal directly reflects our vision statement "to teach students in a transformative environment that encourages imagination and intellectual engagement with ideas, each other, and the world." Full realization of this Vision will make our curriculum distinctive. We especially want to encourage student-centered and active learning.

The following Strategic Thrusts also encompass all of the "learning domains" in which we operate: undergraduate, graduate, the Springfield campus, and online.

We will create models of intellectual engagement. The expansion of research opportunities, service learning, field-based learning and the formation of learning communities are all directed towards this end. We are also positioned to develop a national reputation as a model for globalizing and diversifying the curriculum. In Goal #1 we laid down the disciplinary foundations to achieve these objectives. In Goal #2, we stress active learning and engagement with these issues. It is also important that we be attentive to both online and "on ground" students to maintain consistency in our mission. Therefore, we will develop a model online liberal arts "campus" that breaks down on-campus/off-campus boundaries. Finally, we continue to embrace the SSU/UIS tradition of educational innovation. Accordingly, we have established an explicit Strategic Thrust to help encourage it.

STRATEGIC THRUST #1
Expand Undergraduate and Graduate Research/Creative Opportunities
(Benchmark)

The importance of research/creative opportunities have long been recognized as a way of stretching students' horizons and ensuring a supply of highly motivated and able students for graduate and professional study. In a knowledge-driven economy there is a societal as well as individual rationale for this emphasis. Undergraduate and graduate scholarly/creative opportunities already exist in the college. The Science Symposium is an excellent model. However, to reach a higher threshold of excellence we need to expand this to all programs and raise the visibility of such activities. The need to do so is especially striking in light of COPLAC data: at least fifteen of the twenty-one COPLAC institutions have at a minimum a university-wide research conference or symposium. Twelve have model undergraduate research programs with characteristics such as a student research fund, a student research journal, travel funds, and faculty load credit for supervision. The lack of a robust college and university-wide undergraduate research/creative activity program at CLAS/UIS is a serious deficiency. Graduate venues for disseminating scholarly research also need to be strengthened.

> **Action Steps:**
> A. Establish a college-wide research/creative activity symposium or conference
> B. Establish a student research/creative activities fund
> C. Establish a web page highlighting student research/creative activities
> D. Archive student research including datasets
> E. Establish individual and group project/creative activity course numbers in all programs
> F. Establish a student scholarly journal
> G. Enhance faculty incentives to foster these activities, specifically, a course equivalency system for supervising undergraduate creative projects, research, honors projects, or MA theses.

Performance Indicators
1. Increased numbers of fields represented in a symposium/conference
2. Increased number of student grants awarded
3. Increased number of student research projects
4. Expanded web visibility
5. NIA/equivalency system in place
6. Research journal launched

STRATEGIC THRUST #2
Globalize by Engagement (ug and grad)   [see also Goal 1, Strategic Thrusts #3/4].   (Stretch)

We can become a national leader in globalizing the curriculum.   We have already established a general education program "From Local to Global" with a strong international component, and are augmenting existing faculty expertise with new hires in fall 2006.   We have also established a pilot program to test the feasibility of teaching courses online involving ourselves and universities in other countries (Poland and Bangladesh). We will build on this in the following ways:

Action Steps:
A. Develop further online partnerships with other universities especially in the developing world in which we teach common courses and/or "exchange" faculty online
B. Market our programs to international students who currently make up less than 1% of online enrolments
C. Encourage international experiences for grad students such as international internships or exchanges
D. Establish partnerships with third world NGO's
E. Continue to support study abroad programs

Performance Indicators
1. Expansion of online global partnerships
2. Increase in international students enrolled online
3. Increase in number of courses (UG and grad) incorporating global issues
4. Student participation in Third World NGO
5. Expanded student participation (UG and grad) in study abroad

STRATEGIC THRUST #3
Create a Model Liberal Arts and Sciences Online campus (Stretch)

There are no COPLAC or regional competitor schools offering complete liberal arts and sciences degrees online. Our degrees are of high quality and involve, for the most part, fulltime tenure track faculty. We have an opportunity to reinforce and enhance our reputation for online quality by creating a model liberal arts and sciences "online campus." This could be a distinctive niche, and one appropriate to a premier, small public university.

Peer learning and a rich co-curricular life are intrinsic to liberal arts and sciences excellence in traditional settings. Through the use of technology, we will minimize

the distinctions between the traditional and online campus, and create a model for collegiate online learning.

Action Steps:
    A. Create a "gateway" online campus orientation
    B. Bring the on-ground campus online by web casting campus speakers and concerts, providing opportunities to interact with speakers, and sponsoring virtual "brown bags"
    C. Create an online "global dialogues" course for online majors
    D. Create an online journal for student research with participation open to all students] (see above ST#1/F)
    E. Market on line campus as a unique niche among high quality public liberal arts colleges

Performance Indicators
1. Number of web-based co-curricular offerings
2. Participation rate in activities

STRATEGIC THRUST #4
Educationally Engage with Current Issues Modeling Civil Discourse (Stretch)

Civil and rational discourse is essential to the academy. Yet the current polarized political and cultural climate can on occasion lead to difficult classroom dynamics. This is especially so when issues of multiculturalism and diversity, and differences in religious and political value systems, are discussed. Conflict resolution training would be helpful. Educators must avoid the temptation to shy away from difficult issues that are educationally relevant, especially if we are to achieve our overall educational aims and achieve distinctiveness in student engagement, globalization and diversity. Nationally, the National Coalition for Dialogue and Deliberation and the "Difficult Dialogues" movement have been creative attempts to structure thoughtful dialogues on college campuses and communities. Two COPLAC schools are participants. Our emphasis on 'engaged citizenship' in the general education curriculum makes it especially appropriate that CLAS also participate in this movement (see www.thataway.org).

Action Steps:
    A. Provide conflict resolution training to faculty teaching sensitive subjects
    B. Create "Difficult Dialogues" courses and workshops (see also Goal 3, Strategic Thrust #2 and Goal 4, Strategic Thrust#1)
    C. Recognize in faculty performance reviews the possibility that class evaluations may be affected by the nature of the course

Performance Indicators
1. Number of faculty trained in structured dialogues/conflict resolution
2. Number of courses/workshops offered

STRATEGIC THRUST #5
 <u>Enhance Field-Based Learning</u>
Field-based learning reverses the traditional model in which classrooms are the primary location of learning; instead, academic content is centered on a field or community experience. In many respects CLAS/UIS already has a model program, and enhancing its achievements and visibility will be important to enhancing our reputation.

SSU/UIS established an Applied Studies Term at the outset of its existence.   It compares very well with COPLAC (see Appendix E), where only two appear to have model programs. AST is a continuing distinctive feature of our institution. We will continue to support and expand field-based, experiential learning. This includes service learning courses, service learning units in courses, and individual and group projects, as well as field experiences.

Service learning and field-based classes in the discipline also exist in several departments but they are not broadly available. Expansion is consistent with the ideal of engaged and student-centered learning, as well as community engagement, which we embrace in Goal #4. It is also consistent with the UIS "stretch goal" of establishing an Institute for Experiential and Service Learning.

>   **Action Steps:**
>   A. Establish faculty development program to incorporate/ establish service learning
>   B. Complete new AST service learning hire
>   C. Encourage field-based courses including those addressing societal issues in partnership with local organizations
>   D. Encourage use of Emiquon by multiple disciplines and   establish an advisory board
>   E. Establish a web page highlighting field-based learning projects, both UG and grad.
>   F. Establish an annual award for outstanding community service among undergraduates and in community based MA projects or theses

Performance Indicators
1. Number of programs offering field-based learning
2. Increased number of service learning courses
3. Number of disciplines using Emiquon Field Station
4. Enhanced web presence

STRATEGIC THRUST #6
 <u>Enhance the Graduate Experience</u> (Benchmark)
The following actions are all intended to strengthen a general graduate student peer culture in our programs, and thus enhance intellectual engagement. There are opportunities to do so both within individual programs and collectively.

Action Steps:
- A. Strengthen the graduate student culture/community through brown bags, research symposia, clubs, etc
- B. Establish a student research journal for both on campus and online students (see also Goal#1/ST#1)
- C. Establish an online chat room for graduate students
- D. Advocate for dedicated gathering place for graduate students

Performance Indicators
1. Graduate student survey
2. Number involved in journal
3. Participation rate in online chat room
4. Participation rate in graduate student organizations/events

STRATEGIC THRUST #7
Establish Honors Tracks, both Program-based and Interdisciplinary
(Benchmark)
Upper-level Honors tracks are a common feature of premier liberal arts and sciences institutions. They are not widely available in CLAS. The focus on undergraduate research/creative activities in this plan will reinforce the need to do so. We should also highlight student achievements.

Action Steps:
- A. Encourage program discussions of Honors tracks
- B. Initiate discussion of the appropriate administration structure and establish through governance
- C. Acknowledge student excellence in programs by appropriate awards

Performance Indicators
1. Expanded number of Honor tracks in the upper division
2. Expanded number of program-based student achievement awards

STRATEGIC THRUST # 8
Create Learning Communities (Benchmark)
Research shows that "learning communities," or linking students together in common courses, are an effective way of improving student retention and fostering intellectual discourse outside the classroom. This intentional community building by linked courses can be especially important with non-residential commuting and transfer students, who will continue to be a significant portion of our students. For the most part COPLAC institutions do not appear to have experimented with Learning Communities, likely a reflection of their more residential nature as a group. Nevertheless, we believe these communities can play an important integrative and community-building role in the UIS/CLAS context.

Action Steps:
- A. Create course clusters of similarly enrolled students with some common activities
- B. Create a vehicle for student- initiated courses

Performance Indicators
1. Number of learning "clusters" created
2. Number of student-initiated courses created

STRATEGIC THRUST #9
Establish a Fund for Programmatic Curricular and Co-Curricular Innovation (Stretch)

This Strategic thrust is intended to foster innovation at a broad programmatic level that goes beyond individual course redesign. As our Heritage Statement reflects, SSU/UIS has a history of educational innovation. As we pursue our vision to become a premier liberal arts and sciences college, it is important that this tradition be retained, and that we not merely be imitative. While we seek to establish the common curricular features found in our aspirational peers, and to strengthen our own areas of excellence, we also seek to go beyond them and to foster innovation. We do this, not simply for its own sake, but with the goal of enhancing learning.

Action Steps:
A. Develop criteria
B. Advertise
C. Select
D. Develop assessment measures

Performance Indicators
1. Number of initiatives funded
2. Evidence of positive learning outcomes by assessment

STRATEGIC GOAL #3

MENTORING AND FACULTY/STAFF DEVELOPMENT

Description:
The UIS Strategic Plan affirms a campus commitment to "developing a faculty of teacher-scholars . . . and staff who are engaged in advancing the professional practice in their field." As noted under Strategic Goal #1, the number of CLAS faculty is growing. While this offers great potential for expanding and diversifying the curriculum and faculty, it places great demands on the college in the areas of recruiting, retaining, and developing high-quality faculty in a college already numerically dominated by untenured faculty. Establishing college-level structures for effective faculty mentoring and development of faculty as teachers, advisors, academic leaders, scholars, professionals, and as individuals within an academic community is an urgent need. College growth and curricular change also places great demands on college staff.

STRATEGIC THRUST #1
Create Faculty Mentoring Network
We will create a college-level network of faculty mentors to advance communication about faculty expectations, improving teaching and advising, and balancing teaching,

scholarship, and service. We envision a program consisting of both group discussions and interaction, as well as personalized individual advice and support.

> **Action Steps:**
>> A. Identify and appropriately compensate a faculty coordinator to develop and sustain a network of identified faculty mentors within the college.
>> B. Establish and publish clear guidelines for mentoring.
>> C. Provide regular contexts such as workshops at which mentors share information about effective mentoring.
>> D. Create a flexible system for matching junior faculty with one or more potential mentors.
>> E. Organize social events for CLAS faculty mentors, junior faculty, and adjunct faculty
>> F. Organize and provide resources for regular discussions and/or forums on topics in teaching and learning, including those of special concern to CLAS. Examples might be use of evidence, reasoned discourse, and interpretation.
>> G. Conduct inter-departmental workshops to share information on academic advising, general education advising, and strategies and campus resources for handling personal issues that arise in advising situations.
>> H. Encourage the college-level personnel committee to initiate a university-wide discussion that clarifies expectations for tenure.

Performance indicators:
1. Increased junior faculty and mentor satisfaction as measured by a survey.
2. Number of mentors involved.
3. Number of junior faculty using the mentor network.
4. Number of social events effectively bringing together CLAS faculty mentors, junior faculty, and adjunct faculty.
5. Number of advising/teaching/learning discussions or forums within CLAS.
6. Number of CLAS faculty (on ground and online) leading and attending advising/teaching/learning discussions.

STRATEGIC THRUST #2
Enhance Professional Development Resources for Faculty and Staff
We will enhance professional development resources for faculty, civil service employees, and academic professionals in CLAS programs. The UIS strategic plan aims to increase the amount of funding available to reimburse faculty and staff for travel to conferences. CLAS supports this initiative and confirms that this should be among the highest priorities because of the centrality of conference attendance and presentations to faculty/staff development. Here we identify additional college-level initiatives and resources that could enhance professional development for faculty and staff.

> **Action Steps:**
>> A. Provide additional small grants to staff and faculty for attendance at conferences and professional development workshops. (also related to Goal #5, Strategic Thrust #5/C).

B. Make funds available to support publishing costs (e.g., publishers' fees in science fields or international journals / monograph series, preparation of illustrations, etc.).

In addition, in Goals #1 and #2 we identified a number of faculty mainstreaming/development projects related to desired curricular changes. We draw these together here for convenience:

- Institute faculty development / mainstreaming projects to enhance globalization (Goal 1.3), multiculturalism and diversity (Goal 1.4), service learning (Goal 2.5), and "Difficult Dialogues' (Goals 2.4; 4.1).
- Institute faculty course fund for development of new fields of expertise. (Goal 1.1).

Performance indicators
New Actions:
   1. Number of small conference grants awarded..
   2. Number of CLAS-supported publications.

Cross-referenced Actions:
   3. Number of faculty development / mainstreaming projects aimed at enhancing globalization, multiculturalism and diversity in CLAS curriculum.
   4. Amount of funding available to support faculty developing new fields of expertise.
   5. Conflict resolution/"Difficult Dialogue" training in place and numbers trained

STRATEGIC THRUST #3
   Develop College-Wide Structure for Recruiting and Retaining High-Quality Faculty
We intend to develop a college-wide structure for recruiting and retaining high-quality faculty. Both parts of this equation are equally important.

   Action Steps:
      A. Consider streamlining search process.
      B. Establish a CLAS search web page including procedures, and for sharing information about resources, strategies for building diverse candidate pools, and potential candidates between concurrent searches.
      C. Highlight our commitment to diversifying the curriculum and the faculty on the CLAS website
      D. Advocate for competitive salaries

Performance indicators:
   1. High-quality faculty recruited and retained.

STRATEGIC THRUST #4
    <u>**Build Community and Enhance Communication Within CLAS**</u>

This Strategic Thrust also supports Goal #5, "Strengthen College Infrastructure and Visibility". The lack of informal spaces in which to interact emerged as a pressing need in strategic planning discussions. Communications, community and enhanced interdisciplinarity are undercut by the absence of these spaces. In general information flow needs to be improved in the college. Adjunct faculty are at a particular disadvantage with regard to communications and networking, both formal and informal.

        Action Steps:
           A. Establish a lounge space in which CLAS faculty and staff can gather and schedule informal events.
           B. Create a Faculty/Staff directory with biographies and pictures
           C. Develop a web clearinghouse for CLAS that includes documents and minutes, as well as information about college procedures, resources, and best practices in program administration for chairs and faculty. (See also Goal #5.4. G).
           D. Coordinate advising information within the College and with Teacher Education to enhance the ability of advisors to assist students whose activities cross programs.
           E. Identify and appropriately compensate a coordinator of adjunct faculty to serve as a source of information on classroom problems, expectations, etc.
           F. Consider ways to enhance the flow of information on teaching and learning and advising between on-line and on-campus programs.

    Performance Indicators:
      1. CLAS documents and minutes website established
      2. Faculty/staff directory prepared and distributed
      3. "Best internal practices" in programs disseminated
      4. Record of services provided to adjunct faculty by coordinator.
      5. Analysis of advising information flows (online and with TEP) conducted, problems identified and remediated.

STRATEGIC THRUST #5
    <u>**Develop System for Course Load Reduction to Support Scholarship and Innovative Practices**</u>

The need for a course reduction plan (NIAs) to fully implement a college-wide and enhanced student research program, as well as the need for NIAs to encourage new areas of teaching expertise, have been identified elsewhere [see bracketed actions below]. There is also a need to encourage innovative pedagogy within existing areas of expertise and to provide scholarly NIAs. The latter will not only assist in progress towards tenure and promotion and the furtherance of knowledge, but may also bring additional revenue and/or equipment to some programs and the college.

        Action Steps:
           A. Set aside NIAs for faculty scholarly projects or other professional development activities.

B. Establish competitive NIAs for one-time innovative course development
C. Establish clear guidelines for applying for NIAs.

In addition the following course load reductions were identified in support of earlier Goals:
- [Establish a course equivalency system for faculty supervising undergraduate creative projects, research, honors projects, or MA theses]. Goal 1.1
- [Set aside NIAs available each year on a competitive basis for faculty engaging in one-time innovative course development] Goal 2.2

Performance indicators:
New Actions:
1. Number of applications for scholarly, innovative course and professional development NIAs.
2. Number of applications supported.
3. NIA guidelines and selection criteria in place

STRATEGIC THRUST #6
  Improve Resources for Preparing Grant Applications
We will improve resources available to faculty or programs preparing grant applications to increase likelihood of success.

> **Action Steps:**
> A. Identify resource people among senior or emeritus faculty.
> B. Provide training in grant program identification (e.g., IRIS, SPIN, GrantNET) for faculty and staff.

Performance indicators:
  1. Number of grants awarded to CLAS faculty or programs.

STRATEGIC GOAL #4

MAKING A DIFFERENCE IN THE WORLD

DESCRIPTION:
The liberal arts and sciences are inextricably linked with key advances in human knowledge that have "made a difference in the world." Theoretical advances in the natural and computational sciences have transformed our sense of our place in it. Practical inventions springing from these sciences have dramatically altered all aspects of human life. The social sciences have contributed to a better understanding of both individual behavior and how societies function, the nature of power, and the bases of inequality and social stratification. The humanities and arts have encouraged reflection upon the concept of human nature, the exploration of human values, and creative expression, enabling us to better understand the experiences and world views of others.

As the American Association of Colleges and Universities notes, the liberal arts and sciences free us from "the constraints of ignorance, sectarianism and myopia." As such they are very directly relevant to the development of self-awareness, the construction of informed public policy, and effective citizen action.

The relevance of the liberal arts and sciences was asserted from the earliest days of SSU, in which education about public affairs was defined as "fostering an active understanding of contemporary social, environmental, technological and ethical problems…" (Guide to Sangamon State University, 1973-74). Moreover, "Making a Difference in the World," or public engagement, implies that we make knowledge accessible to the general public beyond familiar professional channels of dissemination. As such the goal is to inspire public debate and to directly enrich community cultural and intellectual life.

STRATEGIC THRUST #1
Reflection
A liberal arts education aims to enhance knowledge of ourselves and our world, and to facilitate better decision making in both our personal lives and the public affairs arena. Reflection and dialogue are central elements in an effective liberal arts education. We will provide a safe and supportive environment in which to explore the facts and theories, and to examine the presumptions, values and perceptions, underlying our conceptions of self and society.

Action Steps:
A. Support public arts, humanities, social science and natural science programming, including Emiquon
B. Disseminate information about the "Imagining America Consortium" (a nation-wide public humanities initiative) and participate in its discussions.
C. Support Continuing Education with special attention to online delivery.

Performance Indicators
1. Resources allocated to public liberal arts and sciences programming
2. Number of Continuing Education and public education initiatives launched
3. Number of community members involved

STRATEGIC THRUST #2
Dialogue
The role that we envision for CLAS in fostering and contributing to dialogue has two components, both directed towards the enhancement of collective community understanding. The first brings the perspectives and contributions of the liberal arts and sciences to bear on issues of great controversy that often divide community (and campus) members along issues of identity. These, in keeping with a national movement to foster such discussions, we term "Difficult Dialogues." The second set of dialogues revolves around important but not necessarily controversial issues in the public realm. These we have called "Public Affairs Deliberative Dialogues/Forums." Obviously, there may be overlap between the two sets of dialogues.

Action Steps:

      A. Support the forums or dialogues offered by PAA, the Center for State Policy and Leadership and other units.

      B. Make "Difficult Dialogue" expertise available to the community, for example through web based conversations or by an annual campus "Difficult Dialogue" or theme speaker, open to the public. (See also Goal #2/ST#4)

      C. Support public arts, humanities, and social/ and natural sciences outreach including Emiquon.

Performance Indicators

      1. Number of public "Difficult Dialogues" launched

      2. Number of public outreach events co-sponsored with CPAA, CSPL and others

      3. Number of outreach activities sponsored by CLAS programs/faculty

STRATEGIC THRUST #3
Action

From its founding, our university has fostered public action. We reassert our traditional support for these activities, and seek to enhance them under new circumstances.

Action Steps:

      A. Explore the feasibility of interdisciplinary minors in "Social Change," "Conflict Resolution," and/or "Peace Studies"
        (see also Goal #5/ST# 1)

      B. In consultation with colleagues in the College of Education and Health Services, launch a P-16 discussion about college expectations, curricular coordination, and the transition from high school to university life.

      C. Establish a CLAS "Making a Difference" Award for students, staff, and faculty who make a difference in the world.

      In addition, the following action steps discussed elsewhere in our curricular plan (Goal 2, Strategic Thrust #5) have a direct relevance to active public engagement. We repeat them here for convenience:

- Support the incorporation of service learning in courses offered by CLAS and include the hiring of a coordinator of Service Learning with such expertise.
- Support field-based research courses with an action component.
- Link appropriate courses with an action to address societal problems.
- Establish, support, and/or enhance partnerships with community organizations

Performance Indicators

New Actions:
1. Number of new "activist" minors
2. Number of P-16 discussions initiated and/or sustained
3. Number of Make a Difference Awards

Cross-listed Actions
1. Number of additional field-based and service learning initiatives offered
2. Number of additional partnerships established or maintained

STRATEGIC GOAL #5

STRENGTHENING COLLEGE INFRASTRUCTURE AND VISIBILITY

Description:
The continuing ability of the College of Liberal Arts and Sciences to ensure a first-class learning environment, to manage further change and expansion, and to implement this Strategic Plan will depend in no small measure upon efficient operational systems and strengthened infrastructures including adequate staff in programs and in the college. Most College programs rely on a rotating coordinator model with short terms of office and some ambiguity of roles, a model that no longer seems adequate to the tasks at hand. Equipment, space, and facilities are also serious issues. As well, despite the College's (and its organizational precursor's) long tradition of path breaking academic innovations, these achievements and its current academic strengths are not well recognized externally. A clear communications message and coordinated marketing needs to be developed in consultation with relevant offices. Finally, building a committed base of alumni is important to a strengthened college.

STRATEGIC THRUST #1
   Strengthen Program Structures
Structural changes at a program level will depend upon reaching a high degree of faculty consensus, and additionally will depend upon adequate funding. The following action steps are urged for consideration through governance structures:

   Action Steps:
   A. Encourage adoption of chair/department model in larger departments
   B. Investigate feasibility of clustering smaller programs
   C. Increase release time, and establish terms of office, and evaluation for chairs
   D. Support development of an administratively enhanced science division
   E. Revise, develop and circulate program bylaws

Performance Indicators
1. Number of programs instituting discussions of structures/governance
2. Implementation of enhanced Science Division
3. Number of program bylaws revised

STRATEGIC THRUST #2
  Staffing
There are staffing requirements associated with the numerous initiatives identified in this Strategic Plan. The College has already absorbed major new initiatives (CAP Honors, lower division expansion, Banner implementation, online programs) with no increase in program clerical staff. Clerical support needs to be addressed, especially if college governance issues are addressed with some devolution of administrative functions onto departments. Other elements of the plan will require additional Academic Professional staff (for example, running an online campus, enhanced internal communication, including web support, continuing education initiatives). Finally many coordination and support functions will need to be provided by the Office of the Dean. The following represents "bare bones" additional personnel needs. We have assumed that a number of anticipated Strategic Thrusts/Actions will be need to be absorbed by existing staff or through reallocated time achieved through operational efficiencies.

  Summary of Needs
    Clerical   8.5
    Academic Professional   1.5
    Assistant/Associate Dean   2.0

Performance Indicator
    1. Enhanced staffing

STRATEGIC THRUST #3
  Health and Safety
UIS operates under many health and safety mandates. Within CLAS we are especially cognizant of regulations affecting the natural science labs, art and ceramics studios, chemical storage, hazardous waste disposal, and animal facilities. The College has very limited financial resources with which to address compliance and remediation. Additionally, many safety issues affecting us are outside the jurisdiction of Academic Affairs and the College, including disposal, storage, cleanup and custodial services. This calls for a coordinated, university-wide approach.

      Action Steps
        A. Request university-wide implementation of a coordinated master plan to inventory health/safety issues
        B. Establish action priorities and a budget for remediation.
        C. Consider a UIS health and safety fee

Performance Indicators
    1. Construction of health/safety inventory
    2. Number of remediation projects instituted

STRATEGIC THRUST #4
    Improve Operational Efficiency

The increasing complexity and multiplication of administrative functions at UIS require a better and more consistent understanding of procedures at the program level. Additionally, a combination of system-wide decentralization coupled with increased central reporting have recently stressed subsidiary units. Seventeen major new tasks have been decentralized to the Office of the Dean in the past two years alone.

The following actions are directed towards improving internal efficiency in those areas over which we have some control. However, the serious issue of decentralization without commensurate resources will remain.

    Action Steps:
      A. Prepare college operations manual
      B. Prepare program handbooks and disseminate "best practices"
      C. Institute new coordinators/chairs orientation program
      D. Publish CLAS guidelines and schedule of required program tasks for coordinators/chairs.
      E. In sciences, prepare stockroom operations manual and laboratory safety/procedures manual
      F. Re-examine program/college procedures for duplication of effort
      G. Develop a web clearinghouse for CLAS that includes documents and minutes, as well as information about college procedures, resources, and best practices in program administration for chairs and faculty. (See also Goal #3.4. C).
      H. Advocate for a coordinated operational efficiency/systems analysis at UIS as it impacts on academic affairs

Performance Indicators
    1. Reduction of routine questions to Dean's staff
    2. Number of manuals, handbooks, etc. prepared and disseminated
    3. Orientation program established for coordinators/chairs
    4. Guidelines/schedules published for CLAS coordinators/chairs

STRATEGIC THRUST #5
    Equipment

An excellent curriculum in many fields, but especially natural sciences, computer science, and the visual/performing arts, depends upon adequate and up-to-date equipment. Competitive faculty recruitment is also dependent upon equipment and facilities. The very modest equipment budget of CLAS ($61,700) has not risen in five years. However, we have been successful in acquiring some equipment through donations, grants, and state surplus, and we will continue to pursue these avenues. Equipment needs will intensify with the addition of new majors identified in Goal #1, and additionally the college needs a planned replacement and maintenance budget.

    Action Steps:
      A. Advocate for establishing dedicated lab and studio fees

      B. Continue equipment grant applications, donor solicitations and monitoring state equipment surplus

Performance Indicators
1. Increase in equipment budget
2. Equipment replacement plan instituted
3. Equipment acquisitions increase

STRATEGIC THRUST #6
Physical Space Needs

We are appreciative that the UIS Strategic Plan recognizes the following CLAS space and facilities needs, and reiterate their importance here.

      A. Performing/Visual Arts rehab
      B. Science Building/additional space
      C. Offices – faculty
      D. Lounge spaces

Performance Indicator
1. Acquisition of space

STRATEGIC THRUST # 7
Strengthen Ties With Alumni

The alumni network of the college is under developed. It is estimated that only 7% of UIS alumni have any active financial relationship with the university. However, we have been fortunate to have alumni to assist us in developing our strong internship program in AST. Further development of program relationships with alumni is likely to be especially important as historically a "liberal arts and sciences" college identity has not been strong, and the configuration of programs within the college changeable. Nevertheless, we see enhancing alumni relationships as a real and exciting opportunity.

      Action Steps:
      A. Create CLAS alumni network/council
      B. Develop CLAS online newsletter
      C. In conjunction with the UIS foundation and alumni association, further develop CLAS alumni data base
      D. Support on-campus alumni gatherings with academic content as well as social focus
      E. Highlight and disseminate alumni achievements
      F. Provide support for program alumni and board events

Performance Indicators
1. Enhanced alumni giving
2. Enhanced alumni involvement in College measured by participation in meetings/concerts/events

STRATEGIC THRUST #8
    <u>**Continuing Education Initiative**</u>

We believe there is some opportunity to develop a revenue stream for CLAS by mounting Continuing Education (non credit) courses. We are particularly interested in exploring the market for online courses involving the elderly as well as pre-college youth "enrichment courses" in the summer.

    Action Steps:
        A. Establish a CLAS CE advisory committee
        B. Develop and pilot summer online courses
        C. Write grant for online courses for the elderly

Performance Indicators
    1. Advisory committee instituted
    2. Courses piloted
    3. Grant written
    4. Positive revenue stream within two years

STRATEGIC THRUST #9
    <u>**Enhance Visibility**</u>

The following actions are intended to raise the academic profile of the college both internally and externally. This is important for multiple reasons: recruitment of outstanding students and faculty, cementing alumni relationships, and attracting donors.

    Action Steps:
        A. Continue the development of an enhanced web presence
        B. Provide support for faculty and staff curricular, program and teaching presentations at national college and university consortia and association conferences
        C. Work with marketing to develop a stronger academic profile
        D. Encourage program relationships with area schools, especially in the Visual and Performing Arts
        E. Establish relationships with alumni active in marketing and the media

Performance Indicators
    1. Greater visibility in marketing materials
    2. Enhanced College web presence
    3. Greater visibility at conferences
    4. Number of programmatic relationships with area schools

STRETCH IDEAS FOR THE COLLEGE OF LIBERAL ARTS AND SCIENCES

In a very profound sense this entire Strategic Plan is a "Stretch Idea" for the College of Arts and Sciences. We have taken very seriously the UIS statement of strategic intent to become one of the top five small public liberal arts universities in the United States. We have analyzed and identified the curriculum, faculty and staff development and infrastructure to make this a reality in our college.

Central highlights of this plan include:
- Instituting a first-class and comprehensive liberal arts and sciences curriculum
- Attaining distinction in student research, engaged learning, globalization/multiculturalism
- Attaining distinction as a model online liberal arts "campus"
- Providing faculty and staff development consistent with our strategic intent to be a national educational leader
- Strengthening the college infrastructure to achieve and sustain these many initiatives

In addition, as a Stretch Idea, we propose exploring the feasibility of a new, interdisciplinary **"**Bachelor of Arts and Sciences" degree.

SECTION 3

RESOURCE PLAN FOR ACHIEVING GOALS

The Dean's Office prepared the following analysis with input from affected units and with comments from the Strategic Planning Committee. It should be considered a preliminary estimate. For example, the total costs of a new major or an interdisciplinary degree require a more thorough analysis of existing courses and capacity, curricular design and mapping, and identification of gaps, than time permits.

It should also be stated that the budget does not represent specific commitments to any program, which will depend upon refined estimates, implementation decisions through the governance structures of UIS, and above all, the availability of funds.

The following analysis identifies the total resources needed to implement our goals. As with the University Strategic Resource Plan, these are estimates. In some instances a final decision about implementation will require further input from relevant programs and faculty governance structures. Further deliberation is also needed about sequencing of Strategic Thrusts/Activities that are divided into immediate and longer term priorities in Section 4. The timeline is highly contingent upon available resources.

Though some of the Strategic Thrusts developed in this plan can be achieved through CLAS internal resources, many will depend upon University commitments. There are considerable areas of overlap and synergy between our Goals and those of the University.

Estimated Costs

All estimates are recurring unless otherwise indicated.

Goal 1 - Curricular Excellence

Faculty FTE	35 (minus estimated 8.0 FTE overlap with UIS Strategic Plan)
AP Staff	yes
Clerical Staff	yes (included in Goal 5)
GAs	13
NIAs	10
Adjuncts	$ 44,000
Other Operational	$130,000 (reduces to $110K in 3 yrs)
Equipment	$100,000
Space	office/studio space
	Performing/Visual Arts complex rehab
	Science project & lab space

Goal 2 – Intellectual Engagement

Faculty FTE	0
AP Staff	yes
Clerical Staff	yes (included in Goal 5)
GAs	5
NIAs	13
Adjuncts	0
Other Operational	$123,500
Equipment	0
Space	graduate lounge

Goal 3 – Mentoring and Faculty Development

Faculty FTE	0
AP Staff	yes
Clerical Staff	yes (included in Goal 5)
GAs	0
NIAs	12
Adjuncts	0
Other Operational	$30,500
Equipment	0
Space	faculty lounge/offices

Goal 4 – Making a Difference in the World

Faculty FTE	0
AP Staff	yes
Clerical Staff	0
GAs	0
NIAs	4
Adjuncts	0
Other Operational	$20,000
Equipment	0
Space	no

Goal 5 – Strengthening College Infrastructure

Faculty FTE	-- (see above)
AP Staff	3.5
Clerical Staff	8.5
GAs	2
NIAs	16
Adjuncts	-- (see above)
Other Operational	$110,000
Equipment	$ 60,000
Space	offices

TOTALS

Faculty FTE	35	(-8FTE/ estimated UIS plan overlap)
AP Staff	3.5	
Clerical Staff	8.5	
GAs	18	
NIAs	51	
Adjuncts	$ 44,000	
Other Operational	$414,000	
Equipment	$160,000 ($100,000 non-recurring)	
Space	35- faculty offices	
	12 additional program/staff offices	
	9 GA offices	
	Performing/Visual Arts complex	
	Science project (5) & teaching (3) labs	
	Lounges (2)	

RESOURCE PROCUREMENT STRATEGY

The College of Liberal Arts and Sciences as a constituent unit of UIS has limited internal sources of funding. However, it is important to note that many of the initiatives proposed in the CLAS Strategic Plan align UIS academically with its aspirational COPLAC peers and thus directly support its strategic vision of becoming a premier public liberal arts institution. In many respects we are operationalizing and/or reinforcing Action steps in the UIS Strategic Plan.

Though we will be largely dependent upon centralized funding sources, we nevertheless will make every effort to secure internal college resources for a plan that we regard as vital to our collective future.

Resource Procurement Strategy #1 Centralized allocation.
The UIS Strategic Plan identifies a total of 31 FTE and $4.35 million in operating funds needed to implement the university plan. As there are many areas of overlap between that plan and this, it would be necessary to disaggregate the budget in the UIS plan into constituent actions before an accurate analysis of net additional CLAS needs can be determined. As CLAS contains almost half the faculty and students at UIS, and assuming 2/3 of the resources will flow to the Division of Academic Affairs, perhaps 8 FTE might be reasonably be expected to be the CLAS "share" already built into existing budget estimates. This assumes CLAS would receive roughly 40% of the AA "share" of the UIS estimated budget for strategic planning.

As preliminary as the estimated CLAS share is, it nevertheless underscores the point that the revenue streams into CLAS are highly conditional upon central budgeting.

Note about college funding formulas
Within the UIS budgeting system, colleges are hard pressed to pay for existing operations, including needed adjunct course sections, because the "payback" for responding to student need by mounting additional sections is highly indirect. A new revenue generating section does not necessarily translate into additional revenue to

a college. A revenue incentive system would free up internal college funds for strategic planning, and let colleges respond more nimbly to strategic opportunities.

This general point also has relevance to the establishment of new faculty lines. For example, only 20 more student brought into UIS by reason of an enhanced or new program of study, say in Journalism or Pre Med, would more than pay for one faculty line.

Resource Procurement Strategy #2 Donors
The following items that directly reflect CLAS needs are part of the UIS Campaign:
Globalizing the liberal arts
Arts Programming
Theatre and Visual Arts facilities
The Emiquon Project

In addition, the following items relate to CLAS as well as other colleges:
Student research support
Service-learning support
Endowed chairs/professorships
Faculty research support
We will also write case statements in support of other initiatives

Resource Procurement Strategy #3 Course Fees
Given the substantial additional expenses involved in delivering science and many studio art courses, a case can be made for special lab course fees in these courses. We advocate this approach, though the authority to implementation lies beyond the college and UIS.
Estimated yearly revenue if implemented at $20/student per lab = $22,000 @$30=$33,000 @$40=$44,000

Resource Procurement Strategy #4 Grants
We will pursue grants especially in the following areas:
    Undergraduate research initiative
    Lifelong learning for the elderly
    Globalizing the curriculum
    Modern language study
    Faculty research
    Equipment (sciences)

Resource Procurement Strategy #5 Continuing Education Revenue
We believe we can develop a modest revenue stream by mounting continuing education classes, and have already initiated an online pilot project. As these will be with no immediate increase in staff, there are constraints on what we can realistically do in the immediate future.
    Target net revenue = $8,000 by year 3

Resource Procurement Strategy #6 Annual reallocation
The College will attempt to find a minimum of $25,000 per year internally to fund initiatives.

Though this amount is small compared with the need, this represents a substantial undertaking for a college budget which contains nearly $100,000 in unfunded course sections and unfunded supplies and equipment demands of about $150,000 required to meet basic teaching obligations. The ability of the college to meet these unfunded obligations has depended upon temporarily open faculty lines. The pattern of retirements, which have given the college some budgeting flexibility, has now almost ended for the foreseeable future.

Resource Procurement Strategy #7 Reallocated faculty/staff time
As existing programs operate on sparse staffing, and all existing academic fields are needed to deliver a curriculum that is comparable to our regional and COPLAC peers, there is very limited scope to reallocate lines. Nor are there declining enrollments in any program that would warrant transferring lines as we are in an expanded enrolment mode. Internal reallocations of faculty effort have already taken place as part of the lower division expansion. With a few limited exceptions (e.g. mounting Art Education courses and some interdisciplinary graduate offerings), further reallocations are likely to have a marginal total effect. What we can do at this juncture is implement shared lines and cross-listed courses to make the maximum use of resources.

In addition, we will institute a number of initiatives (e.g. faculty mentoring, adjunct training) not by new hires but by borrowing faculty on special assignment ("NIAs"). As well, existing staff in several instances (e.g. some online initiatives and college operations) will assume additional responsibilities, no easy task given current staffing levels. We therefore assume time reallocations as well as dollar ones.

SECTION 4

Implementation Timetable, Priorities, and Responsibility

Strategic Goal #1 Curricular Excellence		Priorities		
Action Step	**Strategic Thrust #1 Enhance Breadth/Depth in Existing Majors/Minors**	**Immediate Priority 1-4 yrs**	Long Term Priority 5-10 yrs	Responsibility for Implementation
	Severely understaffed existing Majors	1		Dean
	Institute faculty course fund for development of new fields of expertise	2		Dean
Action Step	**Strategic Thrust #2 Create New Majors/Minors Consistent with COPLAC and Regional Peers**	**Immediate Priority 1-4 yrs**	Long Term Priority 5-10 yrs	Responsibility for Implementation
	Music Minor	1a		Dean, Music
	Theatre Minor	2		Dean, COM
	Theatre Major		2	Dean, COM
	Journalism Major/Public Relations Minor	2		Dean, COM
	Pre Med/Vet/Dent Minor (Programming $3,000; Clerical/Student help $4,000)	2		Dean, Science Division
	Physics/Astronomy/Earth Sciences Minor	4		Dean, CHE/NS
	Biotechnology/Bioinfomatics	5		Dean, BIO, COS
	Art BFA (studio)		1	Dean, VA
	Art History Minor		2	Dean, VA
	Art Education Major	1b		Dean, VA
Action Step	**Strategic Thrust #3 Enhance Globalization in the Curriculum**	**Immediate Priority 1-4 yrs**	Long Term Priority 5-10 yrs	Responsibility for Implementation
	Area Studies (Esp. Latin America)	1		Dean, Depts

		Immediate Priority 1-4 yrs	Long Term Priority 5-10 yrs	Responsibility for Implementation
	Language Majors: Spanish & French	2		Dean, Dir Mod Lng
	Increase conversational courses in non-western languages (Intro Lecturers)	2		Dean, Dir Mod Lng
	Institute faculty development/mainstreaming projects ($10,000/year for 3 years) to expand number of courses with global content	4		Dean, Exec Comm
	Internat'l/Global Studies Major (with PA&A) Release time for coordination/advising	3		CPAA, CLAS
Action Step	**Strategic Thrust #4** **Enhance Multiculturalism/Diversity in the Curriculum**	**Immediate Priority 1-4 yrs**	Long Term Priority 5-10 yrs	Responsibility for Implementation
		Minors	**Majors**	
	Latino/a Studies . Latin American History . Latin American Politics . (Language hires)	1a	3	Dean, related programs
	Form Task Force on Diversity Program Structure	1b		Dean, Programs
	African American Studies	2	1	Dean, AAS
	Womens/Gender Studies	2	2	Dean, WMS
	Asian Studies	2	4	Dean, Adv Comm
	Institute faculty development/mainstreaming projects ($10,000/year for 3 years)	3		Dean, Exec Comm
	Develop online partnerships	4		
Action Step	**Strategic Thrust #5** **Enhance Interdisciplinarity**	**Immediate Priority 1-4 yrs**	Long Term Priority 5-10 yrs	Responsibility for Implementation
	Encourage interdisciplinary Majors/Minors	1a		
	Remove interdisciplinary barriers	1b		Dean
	Form "Learning Communities"	2		Dean, Fac NIA
	Establish interdepartmental faculty fellowships		1	Dean, Personnel Comm

Action Step		Immediate Priority 1-4 yrs	Long Term Priority 5-10 yrs	Responsibility for Implementation
	Enhance visibility of LIS/INO	3		Dean,LIS/INO
	Establish BA/BS degree	1c		Dean
Action Step	**Strategic Thrust #6** **Enhance Graduate Education**	**Immediate Priority 1-4 yrs**	Long Term Priority 5-10 yrs	Responsibility for Implementation
	Reinvigorate recruitment efforts (College Marketing Budget)	1		Assoc Dean
	Advocate for Increased number of GA/TA positions	1		Dean, Programs
	Consider additional Graduate Certificates	2		Programs
	Explore feasibility of interdisciplinary master's degrees as well as individual courses	2		Dean, Programs
	Expand electives in selected graduate programs where there is demand	3		Dean, Programs
Strategic Goal #2 Intellectual Engagement with Ideas, Each Other, and the World				
Action Step	**Strategic Thrust #1** **Expand Undergraduate and Graduate Research/Creative Opportunities**	**Immediate Priority 1-4 yrs**	Long Term Priority 5-10 yrs	Responsibility for Implementation
	Establish a student research fund	1		Dean, Assoc Dean
	Create faculty incentives (see Goal #3)	1		Dean, Exec Comm
	Establish webpage	2		Online Director
	Establish a college-wide research symposium	3		Dean, Fac NIA
	Create department research courses	4		Programs
	Establish student research journal for both on campus and online students	5		Fac NIA, GA
	Archive datasets	6		Online Director

Action Step	Strategic Thrust #2 **Globalize Through Engagement (UG and Grad)**	**Immediate Priority 1-4 yrs**	Long Term Priority 5-10 yrs	Responsibility for Implementation
	Market our programs to international students who currently make up less than 2% of enrollments	1		Online Director
	Develop online partnerships with universities in the developing world	2		Dean, Online Dir
	Encourage international experiences for grad students such as international internships or exchanges	3		AST Office
	Establish partnerships with third world NGOs	4		AST Office, Programs
	Expand study abroad	4		Study Abroad
Action Step	Strategic Thrust #3 **Create a Model Liberal Arts and Sciences Online Campus**	**Immediate Priority 1-4 yrs**	Long Term Priority 5-10 yrs	Responsibility for Implementation
	Establish a "gateway" online university orientation course	1		Online Director
	Webcast campus speakers and concerts; Provide online opportunities to interact with major campus guests; Sponsor virtual "brown bags"	2		Online Director
	Market unique niche	3		Online Director
	Create an online 'Global Dialogues' course for online majors	4		Online Dir, Programs
	[Create an online student journal for student's research with participation open to all students] (see Goal 2, ST #1)			[Faculty NIA, GA]
Action Step	Strategic Thrust #4 **Educationally Engage with Current Issues Modeling Civil Discourse**	**Immediate Priority 1-4 yrs**	Long Term Priority 5-10 yrs	Responsibility for Implementation
	Create "Difficult Dialogue" courses and workshops	1a		Assoc Dean, Fac NIA
	Recognize in faculty performance reviews	1b		Personnel Comm
	Provide conflict resolution training to faculty teaching sensitive subjects	2		Assoc Dean, Fac NIA

Action Step	Strategic Thrust #5 **Enhance Field Based Learning**	**Immediate Priority 1-4 yrs**	Long Term Priority 5-10 yrs	Responsibility for Implementation
	AST/Service learning hire	1		AST Director
	Encourage multidisciplinary use of Emiquon	2		Emiquon Director
	Establish faculty development program to incorporate service learning into courses ($10,000/year for 3 years) including those addressing societal issues	3		Dean, Exec Comm
	Establish an annual award for community service	3		Dean
	Support partnerships with local organizations	4		AST Director
	Encourage development of field-based courses	5		Service Learning Staff
Action Step	Strategic Thrust #6 **Enhance the Graduate Experience**	**Immediate Priority 1-4 yrs**	Long Term Priority 5-10 yrs	Responsibility for Implementation
	Strengthen the graduate student culture/community through Brown Bags, Research Symposia, Clubs, etc.	1		Faculty NIA
	Establish a student research journal for both on-campus and online students	2		Faculty NIA
	Establish graduate student gathering place	3		Faculty NIA
	Establish online chat room for graduate students	4		Online Dir, GA
Action Step	Strategic Thrust #7 **Establish an Upper Level Honors Track**	**Immediate Priority 1-4 yrs**	Long Term Priority 5-10 yrs	Responsibility for Implementation
	Encourage program discussions/actions; institute appropriate administrative structures	1		Dean, CAP Honors Director
	Establish program "Honors Awards"	3		Programs
Action Step	Strategic Thrust #8 **Create Learning Communities**	**Immediate Priority 1-4 yrs**	Long Term Priority 5-10 yrs	Responsibility for Implementation

		Immediate Priority 1-4 yrs	Long Term Priority 5-10 yrs	Responsibility for Implementation
	Create course clusters/common activities	1		Assoc Dean
	Create vehicle for student-initiated courses	2		Assoc Dean
Action Step	**Strategic Thrust #9 Establish a Fund for Programmatic Innovation**	**Immediate Priority 1-4 yrs**	Long Term Priority 5-10 yrs	Responsibility for Implementation

Strategic Goal #3 Mentoring and Faculty Development

		Immediate Priority 1-4 yrs	Long Term Priority 5-10 yrs	Responsibility for Implementation
Action Step	**Strategic Thrust #1 Create Faculty Mentoring Network**	**Immediate Priority 1-4 yrs**	Long Term Priority 5-10 yrs	Responsibility for Implementation
	Identify/compensate faculty coordinator	1		Dean
	Develop and implement Network:	2		Fac Coord (NIA)
	Establish and publish guidelines	2		Fac Coord (NIA)
	Provide regular opportunities for sharing by mentors	2		Fac Coord (NIA)
	Create system for matching junior and senior faculty	2		Fac Coord (NIA)
	Organize forums on teaching and learning	2		Fac Coord (NIA)
	Conduct workshops on advising	2		Fac Coord (NIA)
	Provide social events for junior, senior and adjunct faculty	2		Fac Coord (NIA)
	Encourage college and university discussions of tenure expectations	1		Dean, Personnel Comm
Action Step	**Strategic Thrust #2 Enhance Professional Development Resources for Faculty and Staff**	**Immediate Priority 1-4 yrs**	Long Term Priority 5-10 yrs	Responsibility for Implementation
	Provide small grants for conference and workshop attendance	1		Dean
	[Institute faculty development projects and course development fund for new fields of expertise and to enhance globalization, multiculturalism and diversity] (see above)	2		[Dean]
	[Provide conflict resolution training/Create 'difficult dialogues' courses and workshops] (see also Goal #2, ST #4)	3		[Assoc Dean, Faculty NIA]
	Make funds available to support publishing costs	4		Dean

Action Step	Strategic Thrust #3 **Develop College-Wide Structure for Recruiting and Retaining High-Quality Faculty**	**Immediate Priority 1-4 yrs**	Long Term Priority 5-10 yrs	Responsibility for Implementation
	Highlight commitment to diversity on CLAS web page	1		
	Advocate for competitive salaries	1		Dean
	Streamline search procedures	2		Dean, VCAA
	Establish web page identifying CLAS search procedures & openings	3		Assoc Dean, Online Director
Action Step	Strategic Thrust #4 **Build Community and Enhance Communication Within CLAS**	Immediate Priority 1-4 yrs	**Long Term Priority 5-10 yrs**	Responsibility for Implementation
	Coordinate advising info within CLAS and with the TEP		1	Assoc Dean
	Enhance services to adjuncts		1	Assoc Dean
	Lounge space for faculty & staff		2	
	Create CLAS faculty/staff directory		3	Dean's AA
	Enhance flow of info between on-campus and online programs		4	Assoc Dean, Online Dir
	Establish a documents, minutes, procedures website for CLAS		5	Dean's Secretary
Action Step	Strategic Thrust #5 **Develop System for Course Load Reduction to Support Scholarship and Innovative Practices**	**Immediate Priority 1-4 yrs**	Long Term Priority 5-10 yrs	Responsibility for Implementation
	[Establish course equivalency system for supervising UG research, grad projects, etc (See Goal 2, ST #1)]	1a		[Dean, Exec Comm]
	Establish NIAs for scholarly professional development	1b		Dean
	[Have NIAs available on competitive basis for one-time innovative course dev, etc. (See Goal 2, ST# 1)]	2		[Dean, Exec Comm]

Action Step	Strategic Thrust #6 Improve Resources for Preparing Grant Applications	Immediate Priority 1-4 yrs	**Long Term Priority 5-10 yrs**	Responsibility for Implementation
	Identify research people among senior/emeritus faculty		1	Assoc Dean
	Provide training in grant program identification		1	UIS Grant Officer
Strategic Goal #4 Making a Difference in the World: Reflection, Dialogue, and Action				
Action Step	Strategic Thrust #1 Reflection, Dialogue, and Action	**Immediate Priority 1-4 yrs**	Long Term Priority 5-10 yrs	Responsibility for Implementation
	Make "Difficult Dialogue", expertise, and programs available to community	1		[Assoc Dean, Fac NIA]
	Support public arts, humanities, social science & natural sciences outreach, including Emiquon	2		Dean, Programs
	Disseminate info about, and participate in, the "Imagining America Consortium"	3		Assoc Dean
	Support continuing education with emphasis on online delivery	4		Online Director
	Establish CLAS "Making a Difference" Award	5		Dean
	Support public affairs forums/dialogues	6		Dean
	Sponsor annual public affairs speaker	7		Assoc Dean
	Institute P-16 discussions about college expectations	8		Assoc Dean

	Strategic Goal #5 Strengthening College Infrastructure and Visibility			
Action Step	**Strategic Thrust #1** **Strengthen Program Structures**	**Immediate Priority** **1-4 yrs**	Long Term Priority 5-10 yrs	Responsibility for Implementation
	Increase release time and establish terms & evaluations for chairs	1		Dean
	Encourage adoption of chair/department model in larger programs	2a		Dean, Task Force
	Investigate feasibility of 'clusters' in smaller programs	2b		Dean, Task Force
	Support development of administratively enhanced science division	2c		Dean, Task Force
	Revise, develop and circulate program by-laws	3		Assoc Dean, Programs
Action Step	**Strategic Thrust #2** **Staffing**	**Immediate Priority** **1-4 yrs**	Long Term Priority 5-10 yrs	Responsibility for Implementation
Action Step	**Strategic Thrust #3** **Health and Safety**	**Immediate Priority** **1-4 yrs**	Long Term Priority 5-10 yrs	Responsibility for Implementation
Action Step	**Strategic Thrust #4** **Improve Operational Efficiency**	**Immediate Priority** **1-4 yrs**	Long Term Priority 5-10 yrs	Responsibility for Implementation
	Publish annual schedule of program chair deadlines	1		Dean's AA
	Institute new convenor/chair orientation program	1		Dean, Exec Comm
	Prepare college operations manual	2		Dean's AA
	Prepare sciences stockroom manual & lab safety/procedures manual	2		Science Div Chair
	Advocate for UIS-wide operational efficiency analysis	2		Dean
	Prepare program handbooks	3		Programs

		Immediate Priority	Long Term Priority	Responsibility for Implementation
	Establish college website with FAQs and documents	3		Assoc Dean, Online Director
	Re-examine program/college procedures for duplication of effort	4		Dean, AAs
Action Step	**Strategic Thrust #5** **Equipment**	**Immediate Priority** **1-4 yrs**	Long Term Priority 5-10 yrs	Responsibility for Implementation
	Advocate for Lab and Studio Fees	1		Dean, UIS
Action Step	**Strategic Thrust #6** **Physical Space Needs**	**Immediate Priority** **1-4 yrs**	Long Term Priority 5-10 yrs	Responsibility for Implementation
	Performing Arts/Visual Arts Complex	1a		UIS
	Faculty Lounges	1b		UIS
	Faculty Offices, Science Labs, Lounges	2		UIS
	Science Labs, Project space	3		UIS
Action Step	**Strategic Thrust #7** **Strengthen Ties with Alumni**	**Immediate Priority** **1-4 yrs**	Long Term Priority 5-10 yrs	Responsibility for Implementation
	Create CLAS alumni network/council	1a		Dean, Assoc Dean
	Further develop CLAS alumni database	1b		Alumni Assoc
	Highlight and disseminate alumni achievements	2a		Assoc Dean
	Develop CLAS online newsletter	2b		Assoc Dean
	Provide support for program alumni events, including on-campus gatherings	3		Assoc Dean

Action Step	Strategic Thrust #8 Develop Continuing Ed Revenue Stream	Immediate Priority 1-4 yrs	Long Term Priority 5-10 yrs	Responsibility for Implementation
	Establish CLAS CE Advisory Committee	1		Online Director
	Develop pilot summer courses	2		Dean, Online Dir
	Market	3		Online Director
Action Step	Strategic Thrust #9 Enhance Visibility	Immediate Priority 1-4 yrs	Long Term Priority 5-10 yrs	Responsibility for Implementation
	Continue development of an enhanced web presence	1		Assoc Dean, Online Director
	Work with marketing to establish a stronger academic profile	2		Dean, Assoc Dean
	Provide support for curricular, program & teaching presentations at conferences	3		Dean
	Encourage program outreach to area schools	4		Dean
	Establish relationships with alumni active in media and marketing	5		Dean, Exec Comm

Appendices

Appendix A: Regional and COPLAC Comparison Colleges

Coalition of Public Liberal Arts Colleges (COPLAC)

College of Charleston	Eastern Connecticut State University
The Evergreen State College	Fort Lewis College
Georgia College & State University	Henderson State University
Keene State College	Massachusetts College of Liberal Arts
New College of Florida	Ramapo College of New Jersey
Sonoma State University	Southern Oregon University
St. Mary's College of Maryland	SUNY College at Geneseo
Truman State University	University of Maine at Farmington
University of Mary Washington	University of Minnesota, Morris
University of Montevallo	University of North Carolina at Asheville
University of Wisconsin-Superior	

Regional Competitors to CLAS (identified by Admissions):

Liberal Arts (private)

Knox	Presbyterian
Monmouth	Presbyterian
Bradley	Independent
Illinois College	independent/ranked in top 200 colleges
Augustana	Catholic
Quincy U	Catholic
Hannibal-Lagrange	Ranked in "Best of Christian Colleges"
Culver- Stockton (MO)	Disciples of Christ
Millikin U	Presbyterian
Illinois Wesleyan	Methodist

(Those looking at the privates are especially attracted by the
strength of the Performing Arts and scholarship money)

Publics
NIU
SIU-E
WIU
Wisconsin-Platteville (engineering/tech/education)

Appendix A-1: "Missing CLAS Majors"

The following "missing majors" are most inquired about according to UIS
Admissions staff:

     Journalism (#1)
     Foreign Languages (esp. Spanish and French)
     Music
     International studies (occasionally)
     Photography
     Video/animation
     Dance
     Theatre
     Visual Arts/ BFA

Appendix B:
Regional Competitors: Additional Liberal Arts Majors

	Music Major	Music Minor	Theater Major	Theater Minor	Language Major	Language Minor	Physics/ Astronomy Major	Physics/ Astronomy Minor	Geology Major	Geology Minor	Pre-Med Major	Pre-Med Minor	Journalism Major	Journalism Minor	Area & Ethnic Studies Major	Area & Ethnic Studies Minor	Women's & Gender Studies Major	Women's & Gender Studies Minor
Private Institutions																		
Augustana	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	no	no	no	yes	yes	no	yes
Bradley	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	no	no	yes	no	yes	no	yes
Culver-Stockton	yes	no	no	yes	no	no	no	no	no	no	yes	no	no	yes	no	no	no	no
Hannibal-LaGrange	yes	no	yes	no	no	no	no	no	no	no	yes	yes	no	yes	no	no	no	no
Illinois College	yes	yes	yes	yes	yes	yes	yes	yes	no	no	no	no	no	no	no	no	no	yes
Illinois Wesleyan	yes	yes	yes	yes	yes	yes	yes	yes	no	no	yes	no	no	yes	yes	yes	yes	yes
Knox	yes	yes	yes	yes	yes	yes	yes	yes	no	no	yes	yes	no	yes	yes	yes	yes	yes
Milliken	yes	yes	yes	yes	yes	yes	yes	yes	no	no	yes	no	no	no	yes	yes	no	yes
Monmouth	yes	yes	yes	yes	yes	yes	yes	yes	no	no	yes	no	no	no	no	no	no	no
Quincy	yes	yes	no	no	no	yes	no	no	no	no	yes	no	no	yes	no	no	no	yes
Public Institutions																		
NIU	yes	no	yes	no	yes	yes	yes	yes	yes	yes	yes	no	yes	no	no	yes	no	yes
SIU-Edwardsville	yes	yes	yes	yes	yes	yes	yes	yes	no	no	yes	no	no	no	no	no	no	no
Wisconsin-Platteville	yes	no	yes	yes	yes	yes	no	no	yes	yes	yes	no	no	no	no	no	no	yes
WIU	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	no	yes	yes

Appendix C: COPLAC Undergraduate Additional Liberal Arts

	Ethnic Studies/ Area Studies	Physics/ Astronomy	Pre-Med	Gender/ Women's Studies	Visual Art (Degree Offered)	Other	Modern Languages	Earth Sciences	Journalism/ Public Relations	Music	Theater
College of Charleston 14,196[1]	Latin Amer/Carribbean, Russian, Hispanic (27 Profs), Jewish & European Studies	Physics	Yes, Staff Adviser	Minor	Ranked "best in state"	Film Studies	German, Hebrew, Italian, Japanese, Portuguese, Spanish, Chinese			BA	Major
Eastern Connecticut State University 6,230	Amer Studies, incl. African Amer; Hispanic Studies in Modern Lang.	Physical Sciences Dept.; Physics, Chemistry, Astronomy	Yes, Career Services & Biology	Minor		Writing across the Curriculum	Spanish Major, French Minor, Latin Amer Stud (incl 5 FTE)	Dept.	Journalism & Public Rel Conc.	Performing Arts Dept.; Music, Theater, Dance, Film	Performing Arts Dept.; Music, Theater, Dance, Film
Evergreen State 5,521	Asian, Native American Hispanic/Mexicano, African Amer		Yes	Yes		Film; member of the Consortium for Innovative Environment in Learning					
Fort Lewis (CO) 4,834	Southwestern Studies	Major	No	Major		Religious Studies Minor; Clinical Lab Sciences	Navajo, Spanish, Latin, German, Japanese, French	Dept. of Geosciences		Music Dept. (Accred-ited)	Dept.
Georgia College and State University 6,958	African Studies, Black Diaspora, Latin Amer	Minor	Yes	Minor	Major	Clinical Lab Sciences	French Major, Spanish, Major, German Minor	Geography & Geology	Yes	Major	Major
Henderson State (AR) 3,990	None Apparent	Major	Yes		Major	Proposal to set aside 1 hr./day for "Learning Communities"; Clinical Lab Science	Spanish Major, German Minor		Yes		Major (also Dance Minor)
Keene State (NH) 6,698	Holocaust Studies, Cross-divisional Multicultural homepage, but academic	BS Math/Physics; BS Chem/Physics; Astro courses	Yes, Biology Adviser	Minor	BA, BFA	Film major; new Science Center	Spanish, French & German Majors; language	Geography & Geology		BA; BM	Dept. of Dance & Theater

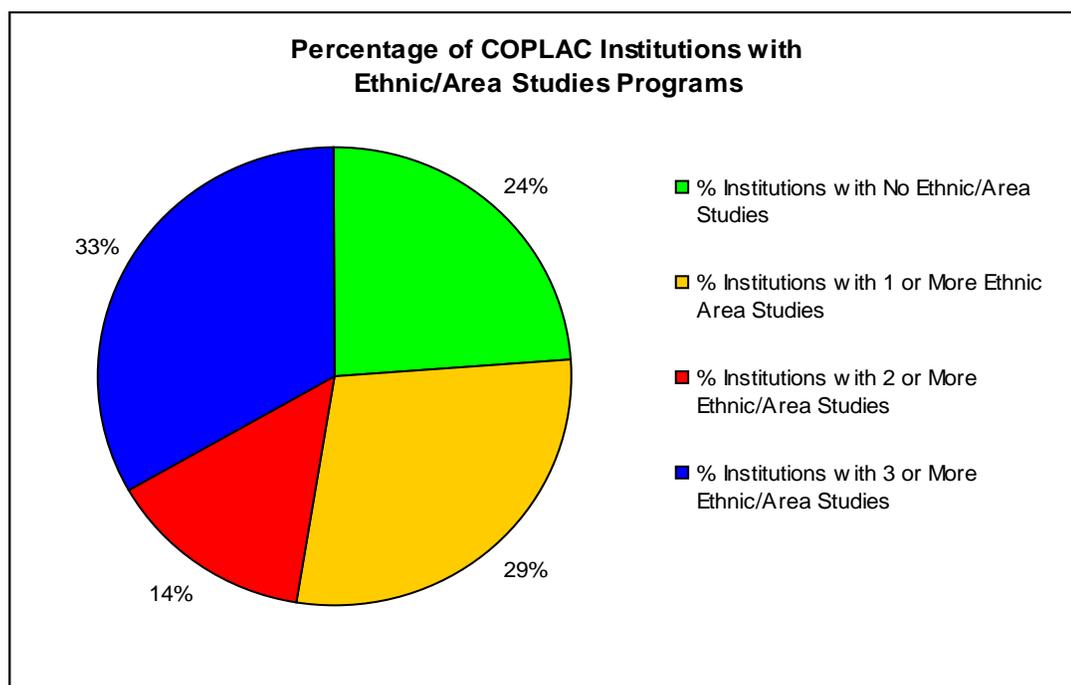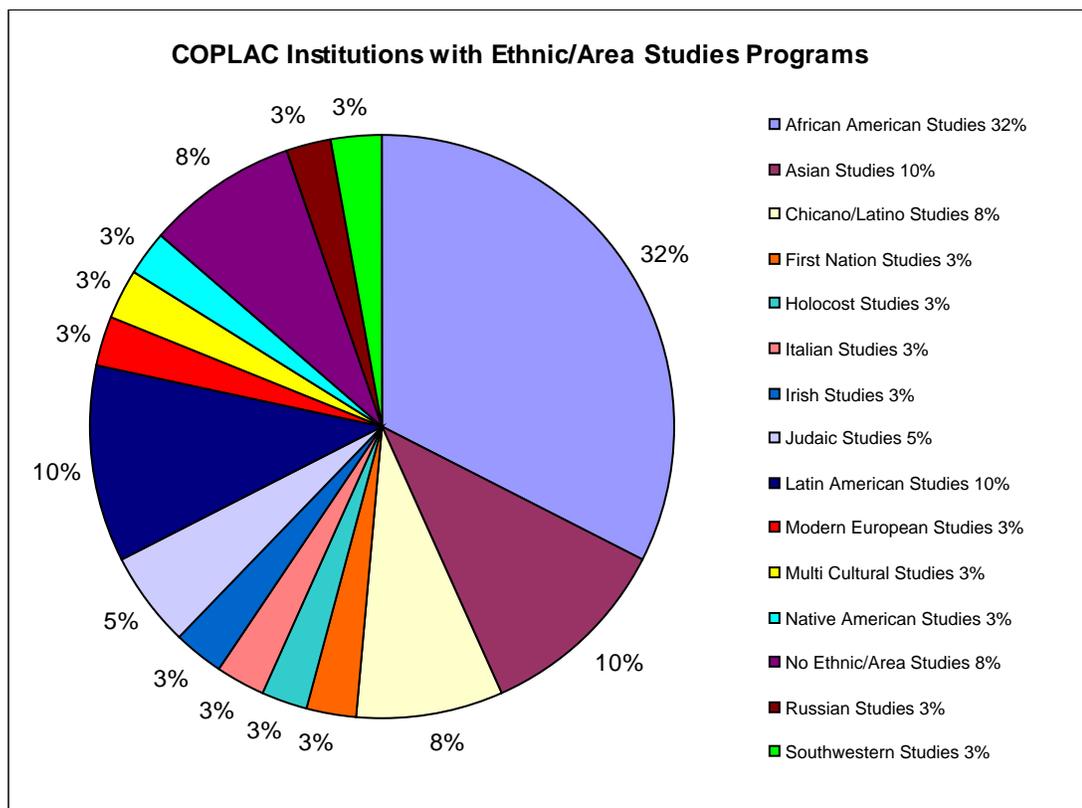|	Ethnic Studies/ Area Studies	Physics/ Astronomy	Pre-Med	Gender/ Women's Studies	Visual Art (Degree Offered)	Other	Modern Languages	Earth Sciences	Journalism/ Public Relations	Music	Theater
	programming weak					requirement in Humanities			Major		
Massachusetts College of Liberal Arts 3,003		Physics BA, BS	Pre-Med Conc.	Minor	BA	Film conc. In ENG Dept.; Berkshire Ctr. For History & Culture; Clinical Lab Sciences	Spanish Minor	Geography Minor	Conc.	BA	BA
New College of Florida 715		Concentration		Gender Studies conc., incl. LGBT Studies	Concentration	Comparative Religion	Classics: French, German, Spanish, Russian			Conc.	Student Theater Company
Ramapo College of New Jersey 6,900	Major Emphasis: African Amer, East Asian, Judaic, Latin Amer	Major		Minor	BA	Bioinformatics major; Clinical Lab Sciences	French & Italian Minors; Spanish Major	Geology Courses	Extensive coursework; science journalism conc.	BA	Major
Sonoma State (CA) 9,059	Multicultural Studies, Chicano/Latino	Physics Major, Astronomy Major	Health Professions Major, Advisory Program	Major	BFA	OSHER Lifelong Learning Institute, Clinical Lab Sciences	Spanish & French	Major		Major	Major
Southern Oregon Univ. 7,781	Native Amer Studies	Major	Three Science Dept. Advisers	Minor	BFA	Film Studies, Clinical Lab Sciences	Spanish, French & German majors; Japanese 1-2 years	Geology Major	Conc.	Major (Accredited)	BFA
St. Mary's College of Maryland 2,052	African & Diaspora, East Asian	Major & 3/2 Engineering program with Univ of MD	Program	Women, Gender & Sexuality Conc.	BA	Film Studies; Neurosciences	Dept. of International Languages & Culture; French, German, Spanish, Chinese conc.'s; Latin Amer. Studies			Major	Major

	Ethnic Studies/ Area Studies	Physics/ Astronomy	Pre-Med	Gender/ Women's Studies	Visual Art (Degree Offered)	Other	Modern Languages	Earth Sciences	Journalism/ Public Relations	Music	Theater
SUNY College at Geneseo 6,073	African, Irish, Asian, Modern European Studies	Major & 3/2 Engineering Program	Adviser & Pre-Med Committee		BA	Comparative Religion & Conflict Studies Minor	French & Spanish Majors	Geology, Geophysics, Geochemistry	Conc.	BA	BA, also dance conc.
Truman State University (MO) 6,627	African Amer Minor; Asian, Italian & Russian Studies Minors	Major	Pre-Med, Pre-Vet	Minor	BA & BFA	University hosts HS Academic Challenge Competition; new science bldg.; Clinical Lab Sciences	French, German, Spanish, Russian Majors	Geography Minor	BA	BA & BM	BA
Univ of Maine at Farmington 2,349	Multicultural Distribution required; no majors		Special Adviser for all Grad School apps.	Major	BA	Comparative Religion Minor	BA language requirement; French; Russian, German, Spanish (non-degree)	Geology, Geography Majors		Music/Arts BA	Theater/ Arts BA
Univ of Mary Washington (VA) 5,585	One course: "Ethnic Studies"	Major	Advising	A few courses	BA	Clinical Lab Sciences; Mew science center	French, German, Spanish, Italian Majors; Foreign Language Major; Arabic courses	Geology, Geography Majors		BA	BA (also Dance)
Univ of MN, Morris 2,099	Latin Amer & European Studies; African Amer Minor	Major		Major	BA	Center for Small Towns – Community Outreach	French, German, Spanish, Italian, Russian Majors	Geology		BA	BA
Univ of Montevallo (AL) 3,665	A few courses		Pre-Med track		BA & BFA		French, German, Spanish			BM	BA & BFA
Univ of North Carolina, Asheville 4,107	Africana Minor	Major; Astronomy Courses	Pre-Health Professional Program	Minor	BA & BFA	Atmospheric sciences courses; Comparative Religion	French, German, Portuguese, Spanish Majors	Geology courses		BA & BS	BA (also Dance)

	Ethnic Studies/ Area Studies	Physics/ Astronomy	Pre-Med	Gender/ Women's Studies	Visual Art (Degree Offered)	Other	Modern Languages	Earth Sciences	Journalism/ Public Relations	Music	Theater
Univ of Wisconsin-Superior 3,625	First Nations Studies	Minor		Minor	BA & BFA	Clinical Lab Sciences	German & Spanish Majors; Japanese courses	"Physical Environmental Science," Geography	Journalism track in Major; Journalism Minor	BM	BA & BFA
University of Illinois at Springfield 4,600	African Amer Minor	Courses; No Major or Minor	Adviser; ;no NIAs or program funds; no minor	Minor; Major through LIS; Grad Cert.	BA	Clinical Lab Sciences	No Majors/Minors. Beginning to Intermediate language instruction in French, Spanish, German, Chinese, Japanese, Russian		Few courses rarely offered	Courses, no major or minor	Courses, no major or minor

[1] All enrollment data from IPEDS (2004) unduplicated 12-month headcount, all years

Appendix D: Frequency Analysis: Additional LAS Majors

COPLAC Institutions with Ethnic/Area Studies Programs

3% 3%
8%
3%
3%
3%
10%
32%
5%
3%
3%
3%
8%
10%

- □ African American Studies 32%
- □ Asian Studies 10%
- □ Chicano/Latino Studies 8%
- □ First Nation Studies 3%
- □ Holocost Studies 3%
- □ Italian Studies 3%
- □ Irish Studies 3%
- □ Judaic Studies 5%
- ■ Latin American Studies 10%
- ■ Modern European Studies 3%
- □ Multi Cultural Studies 3%
- □ Native American Studies 3%
- ■ No Ethnic/Area Studies 8%
- ■ Russian Studies 3%
- ■ Southwestern Studies 3%

Percentage of COPLAC Institutions with
Ethnic/Area Studies Programs

24%
33%
29%
14%

- ■ % Institutions with No Ethnic/Area Studies
- □ % Institutions with 1 or More Ethnic Area Studies
- ■ % Institutions with 2 or More Ethnic/Area Studies
- ■ % Institutions with 3 or More Ethnic/Area Studies

COPLAC Institutions with Physics/Astronomy Programs

86%

14%

- No Programming
- Physics (Major)
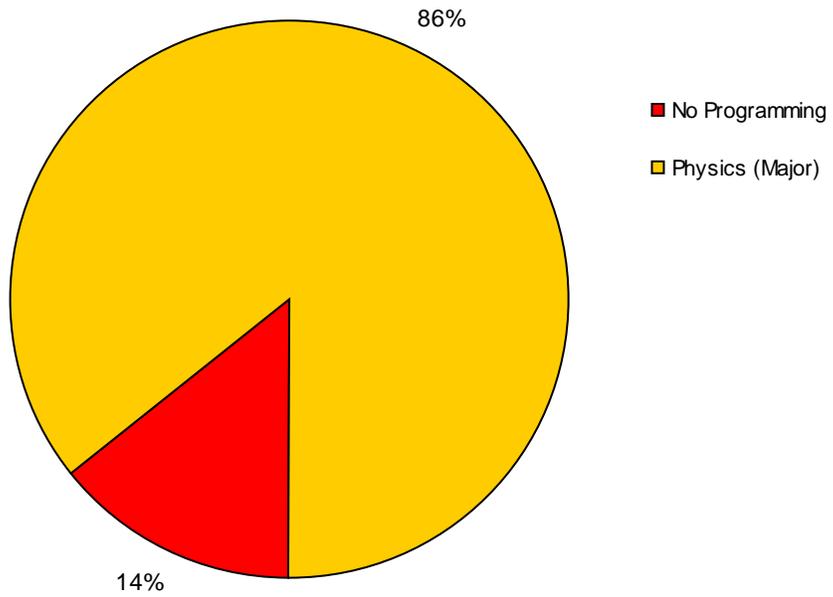
COPLAC Institutions with Pre Med/Pre Health Programs

5%

19%

19%

57%

- No Programming
- Pre Medical (Major)
- Pre Professional Advising Only
- Pre Veterinary (Major)

COPLAC Institutions with Gender/Women's Studies Programs

■	Gender Studies Concentration
■	No Programming
■	Women, Gender & Sexuality Concentration
■	Women's Studies (Major)
■	Women's Studies (Minor)
■	Women's Studies Courses

5% 5% 14% 5% 27% 44%

COPLAC Institutions with Visual Arts Programs

■	Bachelor/Fine Arts (Major)
■	Bachelor/Visual Arts (Major)
■	No Visual Arts Programming

12% 31% 57%

COPLAC Institutions with Theatre Programs

10%

■ No Theatre Programming

■ Theatre (Major)

90%

COPLAC Institutions with Music Programs

5%   5%

■ Music (Concentration)

■ Music (Major)

■ No Music Programming

90%

**COPLAC Institutions with
Journalism/Public Relations Programs**

5%
25%
- Journalism (Conc.)
- Journalism (Major)
- Journalism (Minor)
- No Journalism/Public Relations Programs
- Public Relations (Conc.)

40%
25%
5%

COPLAC Institutions with Earth Sciences Programs

5%   9%
- Earth Sciences (Major)
- Geography (Major)
- Geography (Minor)
- Geology (Major)
- Geology (Minor)
- No Earth Sciences Programs
- Physical Environmental Sciences (Major)

23%
23%
5%
9%
26%

COPLAC Institutions: Languages Offered

- Arabic 1%
- Chinese 3%
- French 24%
- German 23%
- Hebrew 1%
- Italian 4%
- Japanese 4%
- Latin 1%
- Navajo 1%
- No Language Programs 1%
- Portuguese 3%
- Russian 4%
- Spanish 30%

Appendix E: COPLAC Distinctive Curricular Features Inventory

Legend: Id = Interdisciplinary, LA = Liberal Arts, int = International

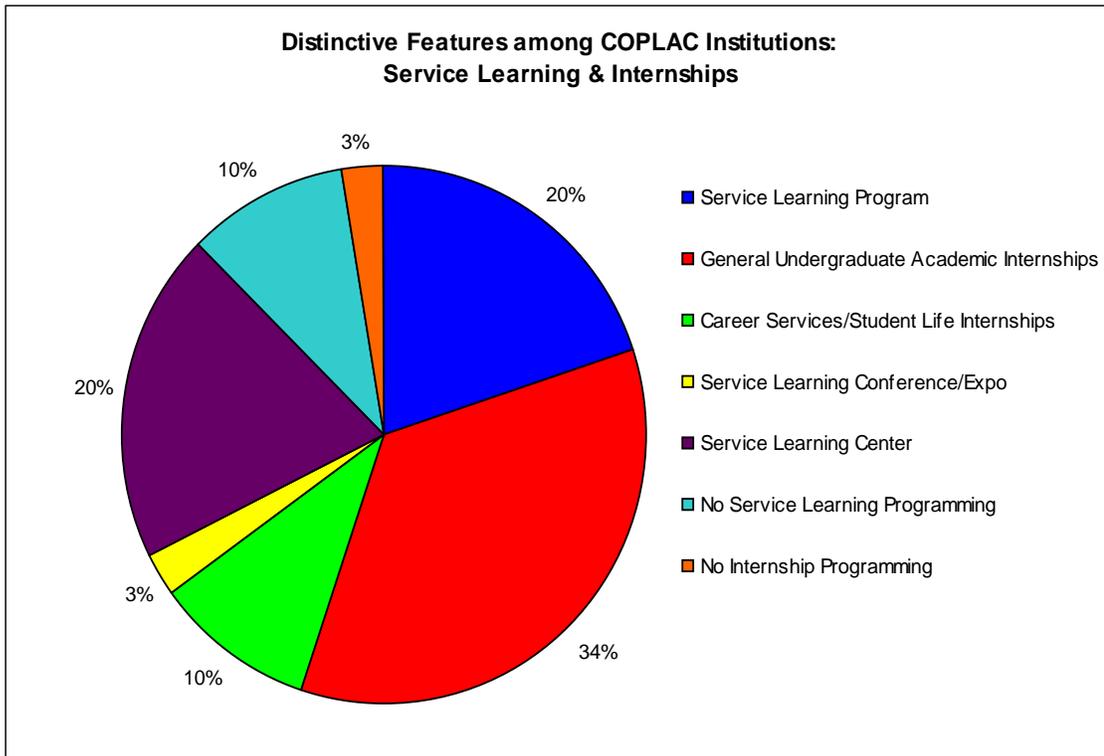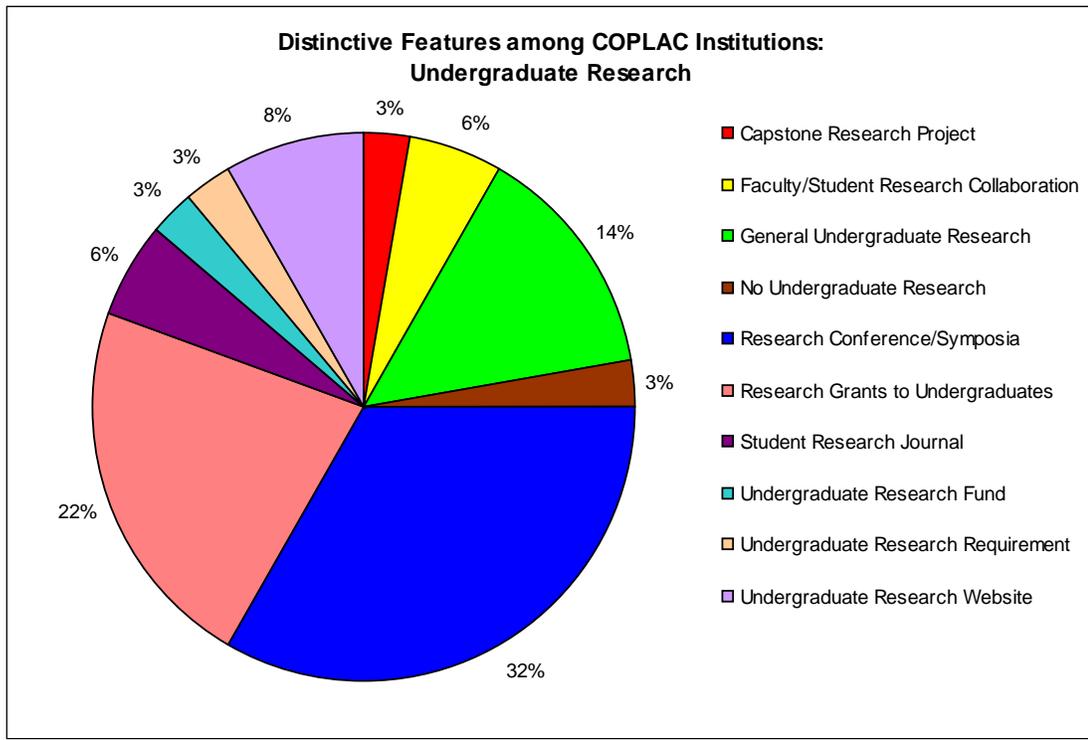|	Undergrad Research	Service Learning	AST/ Internships	Global/Int'l Features	Learning Communities	Field Stations	Difficult Dialogues	Interdisciplinary	Special National Rankings
College of Charleston 14,196[1]	**Emphasis:** Space Grant Consortial Research; Office of UG Research & Creative Act.				Yes	Marine labs	Inter-Group Dialogue Project'	Minors	US News-master's (South) #10
Eastern Connecticut State University 6,230	**Emphasis:** Annual UG Research Conf for students; faculty load credit; collaborative fac/student research fund	**Emphasis:** Center for Educational Excellence	Modest		Yes-1st year program				
Evergreen State 5,521	Yes	**Model**	Yes	Significant: Japan, Judaic, Latin Amer, ID/Int Studies major	yes				Princeton Review
Fort Lewis Univ. 4,834	In fundraising goals	Not apparent	Some public service internships	Public service project in Thailand	no				
Georgia College & State Univ 6,958	**Emphasis:** Student Research Conf annually; Student research journal	Office of Academic Engagement incl Amer Humanics Certificate		Int Studies minor	iVillage Learning Communities via iPods, required of all first year students		"Across the Spectrum" series, student sponsored	Lib Studies/ ID studies	
Henderson State Univ. 3,990	**Major emphasis:** incl UG research grants; sponsored state-wide UG conf	Not apparent		Int Studies minor	Not apparent	Archaeological research station			
Keene State Univ. 6,698	Academic Excellence Conf annually	Yes-Community Research Ctr	Some through Career Services	Minor	No		Yes	Individualized Major; some ID courses	
Massachusetts College of Liberal Arts 3,003	UG Research Conf	Yes	Some	Mainstreamed into majors	No			encourages novel combos of disciplines for majors	
New College of Florida 715	**Emphasis:** January Ind. Studies, Sr thesis requirement	Yes-includes global placements	Yes	Courses - no curriculum		Marine lab		**Emphasis**	Princeton Review #1 Best Bargain US News #3
Ramapo College of New Jersey 6,900	Annual UG Research Symposium	**Emphasis**	Cooperative Ed program-nationally recognized	School of Amer & Int Studies	Thematic learning communities			integrated science	

	Undergrad Research	Service Learning	AST/ Internships	Global/Int'l Features	Learning Communities	Field Stations	Difficult Dialogues	Interdisciplinary	Special National Rankings
Sonoma State 9,059	UG Research grants	Office of Community Based Learning	yes	Int Studies Major		Nature Preserve; Observatory		School of Liberal Studies	Princeton Review; US News
Southern Oregon Univ. 7,781	some depts.	**Emphasis**	**Emphasis**	Int Studies Major		James Monroe Museum		3 upper division ID courses required	
St. Mary's College of Maryland 2,052	**Emphasis:** 8-credit capstone research project	"Service & Social Change Program (student life)	service internships	Dept of Int Langs & Culture; study abroad; field schools in global south		St. Mary's River field project		Individualized majors; Natural Science major	Princeton Review #13, Best Bargain; US News #2 Best Public Liberal Arts
SUNY College at Geneseo 6,073	**Emphasis:** UG research conf, awards & travel grants	Ctr for Volunteerism & Service Learning(student life)		Int Rels major; Internet service learning field project			Emphasis: "Deliberate Dialogues " training for faculty & students	Coordinator of ID minors	Princeton Review #3,Best BargainUS News #12 Master's(North)
Truman State Univ. 6,627	**Emphasis:** 21% of Ugs to research project; research grants; student research conf	Serve Ctr (student life)	Missouri gov't internship program	Int Studies minor		Truman Observatory		ID Studies majors and minors; $900k NSF grant to foster ID science research for UG	Consumer's Digest #8 Best Value; US News #1 master's (Midwest); Kiplinger #23 Best Value; Princeton Review
Univ of Maine at Farmington 2,349	travel & research grants	**Emphasis:** "Real World Program" opportunity 70% participate	Yes-some					ID majors; self designed majors	
Univ of Mary Washington 5,585	**Emphasis:** $180k annual UG research budget	Developing-new faculty seminar on service learning	Yes-some	Int Affairs major; GE global awareness requirement					Princeton Review; US News #8 master's (South)
Univ of MN, Morris 2,099	**Emphasis:** grants, travel to conf, web page, research symposium	Yes: "Service Learning Expo" (student life)	Yes: some through career services	48% of students study abroad				ID self-designed majors	US News #3 Best Public Liberal Arts
Univ of Montevallo 3,665	**Emphasis:** UG research day, grants, web page	few	Some depts	not emphasized		Marine labs; consortium			US News
Univ of North Carolina, Asheville 4,107	**Emphasis:** grants, journal, symposium, web page	**Emphasis:** "Key Ctr for Service Learning" (acad affairs)	Some depts; career services	study abroad but otherwise not prominent	under discussion	Arboretum (UNC system-wide nearby)		ID studies majors; Humanities minor; arts & ideas program	US News #4 Best Public Liberal Arts; Princeton Review; Fiske

	Undergrad Research	Service Learning	AST/ Internships	Global/Int'l Features	Learning Communities	Field Stations	Difficult Dialogues	Interdisciplinary	Special National Rankings
Univ of Wisconsin-Superior 3,625	UG research symposium; UG summer research program	under discussion	some depts; career services	study abroad	not evident			Social Studies indiv designed major/minor	criticized in NC Assoc Report for not fully operationalizing its public LA mission (Feb 2004)
University of Illinois at Springfield 5,893	Science Symposium; otherwise minimal	A few courses; not systemized	well developed; a model	GE-local to global, a model. No Int Rels major; study abroad but low enrollments/ cancellations; Area Studies underdeveloped	No	Emiquon Biological Station under development; excellent astronomical observatories	No	Lib Studies - UG Ind Option - grad	

[1] All enrollment data from IPEDS (2004) unduplicated 12-month headcount, all years

Appendix F: Frequency Analysis:
Selected Distinctive Curricular Features

Distinctive Features among COPLAC Institutions: Undergraduate Research

Legend:
- Capstone Research Project
- Faculty/Student Research Collaboration
- General Undergraduate Research
- No Undergraduate Research
- Research Conference/Symposia
- Research Grants to Undergraduates
- Student Research Journal
- Undergraduate Research Fund
- Undergraduate Research Requirement
- Undergraduate Research Website

Values shown: 3%, 6%, 14%, 3%, 32%, 22%, 6%, 3%, 3%, 8%

Distinctive Features among COPLAC Institutions: Service Learning & Internships

Legend:
- Service Learning Program
- General Undergraduate Academic Internships
- Career Services/Student Life Internships
- Service Learning Conference/Expo
- Service Learning Center
- No Service Learning Programming
- No Internship Programming

Values shown: 20%, 34%, 10%, 3%, 20%, 10%, 3%

Appendix G: COPLAC Online Inventory

Institution	Online Degree Programs		Continuing/Community Education (Elective, Professional Development, or Lifelong Learning Courses)
	Undergrad & UG Certificate	**Grad & Grad Certificate**	
College of Charleston	0	• MEd. Math & Science	Some elective courses offered to augment on campus degree completion and/or certificate programs.
Eastern Connecticut State University	• RN to BSN Degree Completion Program	• Master of Science in Data Mining • Master of Science in Educational Technology • Master of Library Science • Sixth-Year Certificate in Educational Foundations	None identified.
The Evergreen State College	0	0	Many courses offered online in a number of disciplines (liberal arts/sciences as well as professional fields) via continuing education/extended studies. These don't appear to be courses that can be applied to majors.
Fort Lewis College	0	0	Many online certificate courses brokered through Continuing Ed. Office with Ed2Go.
Georgia College & State University	0	0	Outreach limited to experiential learning term off campus and study abroad programs.
Henderson State University	0	0	Online courses limited to personal development (e.g., yoga, pottery, etc.). Technology integrated into on campus courses.
Keene State College	Certificates in: • Healthcare • Business • Construction/Automotive Technology • Internet, Design, and Technical Programs • Networking and CompTIA™ Certification Programs • Microsoft Certification Training	0	Many non-credit courses offered online in a number of disciplines (liberal arts/sciences as well as professional fields) via continuing education/extended studies. Many online certificate courses brokered through Continuing Ed. Office with Ed2Go.

Institution	Online Degree Programs		Continuing/Community Education (Elective, Professional Development, or Lifelong Learning Courses)
	Undergrad & UG Certificate	**Grad & Grad Certificate**	
	Programs • Video Game Design and Development Programs		
Massachusetts College of Liberal Arts	0	0	Online programming limited to individual courses.
New College of Florida	0	0	Doesn't appear to offer any online/distance education programming.
Ramapo College of New Jersey	0	0	Doesn't appear to offer any online/distance education programming.
Sonoma State University			Multiple hybrid programs/courses; several online certificate programs.
Southern Oregon University	BA Business BA Criminal Justice BA Early Childhood Dev	MA in Teaching (delivered in a hybrid format) Continuing Teaching License	Some elective courses offered to augment standing on campus degree completion and/or certificate programs.
St. Mary's College of Maryland	0	0	One certificate program notes integration of online learning communities in the on campus courses. Online programming limited to individual online and hybrid courses
SUNY College at Geneseo	0	0	No specific evidence of online programs specifically at Geneseo, however, Geneseo is part of the larger SUNY network, which is world-wide.
Truman State University	0	0	Numerous elective courses offered to augment standing on campus degree completion and/or certificate programs.
University of Maine at Farmington	0	0	No specific evidence of online programs or courses.
University of Mary Washington	0	Commonwealth Graduate Engineering Program (CGEP) (brokered program)	None identified.

Institution	Online Degree Programs		Continuing/Community Education (Elective, Professional Development, or Lifelong Learning Courses)
	Undergrad & UG Certificate	**Grad & Grad Certificate**	
University of Minnesota, Morris	"GenEdWeb", a series of general education courses online	0	GenEdWeb administered by Continuing Education
University of Montevallo	0	0	Numerous elective courses offered to augment standing on campus degree completion and/or certificate programs.
University of North Carolina at Asheville	0	0	Several certificate and test preparation courses offered online through extension services.
University of Wisconsin-Superior	Individualized major Communications Elementary education	0	None identified.

Appendix H:
COPLAC Liberal Arts and Professional Graduate Programs

COPLAC Institution	Graduate Program
College of Charleston	
	Accountancy (MS)
	Bilingual Legal Interpreting (MA)
	Computer & Information Sciences (MS)
	Early Childhood Education (MAT)
	Elementary Education (MAT)
	English (MA)
	Historic Preservation (MS)
	Languages (MEd)
	Marine Biology (MS)
	Mathematics (MS)
	Public Administration (MPA)
	Science and Math Education (MEd)
	Special Education (MEd, MAT)
	History (MA)
Eastern Connecticut	
	Accounting (MS)
	Organizational Management (MS)
	Early Childhood Education (MS)
	Educational Technology (MS)
	Elementary Education (MS)
	Reading/Language Arts (MS)
	Science Education (MS)
	Secondary Education (MS)
Evergreen	
	Environmental Studies (MES)
	Teaching (MIT)
	Public Administration (MPA)
Henderson State	
	Teaching (MAT)
	Business Administration (MBA)
	Liberal Arts (MLA)
	Community Counseling (MS)
	Sports Administration (MS)
	School Counseling (MSE)
	Curriculum & Instruction (MSE)
	Educational Leadership (MSE)
	Special Education (MSE)
	Specialist in Education (Ed.S.)
Georgia College & State University	
	English (MA)
	History (MA)
	Creative Writing (MFA)
	Public Administration (MPA)

COPLAC Institution	Graduate Program
	Biology (MS)
	Criminal Justice (MS)
	Administration - Logistics Mgmt (MS)
	Accountancy (MA)
	Business Administration (MBA)
	Management Information Systems (MMIS)
	Teaching (MAT)
	Education (M.Ed.)
	Specialist in Education (Ed.S.)
	Nursing (MSN)
	Health & Physical Education
	Music Therapy
Keene State	
	Education
	Educational Leadership
	School Counselor
	Special Education
	Advanced Study in Education
Mass. College	
	Education
Ramapo	
	Liberal Studies (MALS)
	Business Administration (MBA)
	Educational Technology (MSET)
	Nursing (MSN)
Sonoma	
	Biology (MA)
	Business Administration (MBA)
	Counter and Engineering Science (MS)
	Counseling (MA)
	Education (MA)
	Cultural Resources Management
	English (MA)
	History (MA)
	Interdisciplinary Studies (MA, MS)
	Kinesiology (MA)
	Nursing (MS)
	Organizational Development (MA)
	Psychology (MA)
	Public Administration (MPA)
Southern Oregon	
	Elementary Education (MA, MS)
	Secondary Education (MA, MS)
	Teaching (MA)
	Environmental Education (MS)
	Management
	Applied Psychology
	Music

COPLAC Institution	Graduate Program
Geneseo	
	Accounting (MS)
	Speech Pathology (MA)
	Literacy Education (MS Ed)
	Early Childhood (MS Ed)
	Elementary Education (MS Ed)
	Special Education (MS Ed)
	Reading Teacher (Ms Ed/MPS)
	Secondary Education (MS Ed)
Truman State	
	Biology (MS)
	Accountancy (MA)
	Communication Disorders (MA)
	Education
	English (MA)
	Music (MA)
Univ of Mary Washington	
	Business Administration (MBA)
	Education
Montevallo	
	English (MA)
	Speech-Language Pathology (MS)
	Education (M.Ed.)
	Educational Specialist (Ed.S)
Wisconsin-Superior	
	Visual Arts & Communicating Arts (MA)
	Education (MSE)
	Specialist in Education

Institutions	Facility Name	Academic Affiliation	Primary Function	Capacity	Unique Features
Regional Competitors Institutions					
Augustana	Planned: Center for Visual Arts		Visual Arts	24,000 square feet	
Bradley	1. Heuser Art Center, Fine Arts Complex, including: a. Dingeldine Recital Hall b. Hartmann Ctr./ Performing Arts	Slane College Of Communications & Fine Arts	1. Visual & Performing Arts		
Culver- Stockton	1. The Alexander Campbell Auditorium 2. The Mabee Theater 3. The Merillat Recital Hall	The Fine Arts Division (Art, Music & Theatre departments, plus an interdisciplinary program in Arts Management)	1. Musicals & large theatre productions (Alexander Campbell Auditorium) 2. Department and student-directed productions (Mabee Theater) 3. Forensics, speech, recitals (Merillat Recital Hall)	Alexander Campbell Auditorium: 900-seat proscenium Merillat Recital Hall (225)	Mabee Theater – flexible seating Black Box theatre
Hannibal-LaGrange	Planned Fine Arts Center	Division of Fine Arts	1. Visual & Performing Arts Theatre 2. Classrooms	1. 400-seat	
Illinois Wesleyan Univ.	1. Presser Hall, including: a.Recital Hall b.Rehearsal Rooms c.Music Library 2. Theater	College of Fine Arts	1. Performance/Recital 2. Performance		
Illinois College	McGraw Fine Arts Center	Department of Theatre	1. Art Gallery, studios, music practice room, rehearsal rooms, classrooms		
Illinois State Univ.	1 Ctr./Performing Arts, including: a. Gallery b. Theater c. Concert Hall	1. College of Fine Arts	1. 275,000 ft^2 of space used as classrooms, studio art, performance art, laboratories, gallery, office, and community space	b. 450 seats in proscenium theatre c. 850 seats concert hall	
Knox College	1. Ford Ctr/Fine Arts, including: a. Harbach Theater b. Studio Theater c. Kresge Recital Hall	Theatre and Dance Department	1. Performance arts, recital & rehearsal halls	a. 600 seats	a. 360-degree revolving stage
Millikin Univ.	1. Kirkland Fine Arts Center, including: a. Auditorium		1. Visual & Performing Arts; classroom space	a. 1,900 seats b. 2,200 square feet	

| Institutions	Facility Name	Academic Affiliation	Primary Function	Capacity	Unique Features
	b. Perkins Gallery c. 3 Studios (Art & Music)				
Monmouth College	1. 1970 Pollak Theatre renovated to become Monmouth University Performing Arts Ctr.	School of Humanities and Social Sciences	1. Performing Arts events	1. 714 seats	New dimmer lighting system, larger stage with curtains. Lecture Hall acoustics, intimate venue.
Northern Illinois Univ.	1. Cutting Hall	College of Visual and Performing Arts	1. Visual and Performing Arts	1. 440 seats	Built in 1928. Wooden Beams hand-painted by Gustave Bandt, six hanging Tiffany lamps converted from gas.
Quincy Univ.	1. Solano Hall	Liberal Arts Department	1. Offices, rehearsal hall, practice rooms		
SIU-E	1. East St. Louis Center for the Performing Arts	College of Arts and Sciences	1. Classes/Workshops 2. Cultural Programs 3. Performing Arts		Founded by Anthropologist Katherine Dunham
UIS	Visual & Performing Arts facilities have little dedicated academic performance space: • Shared use Studio Theatre • Visual Arts Gallery in Science Building Facilities include: 1 Visual Arts Gallery 2. Studio Theater	College of Liberal Arts & Sciences	1. Performance Arts 2. Visual Arts 3. Other cultural, educational, and professional activities	.	Minimal facilities needing rehabilitation. Theatre Program lacks dedicated performance, practice, and studio space; also, limited set construction and storage. VA problems include building rehab and safety issues; limited gallery space. Music lacks sound proofed practice areas. In general the "Arts" are housed in an early SSU building that is in need of upgrading.
Western Illinois Univ.	Planned Performing Arts center at Macomb campus;	College of Fine Arts and Communication			

COPLAC Institutions					
College of Charleston	1. Current Simmons Center 2. Planned new wing for Simons Center	School of the Arts	Current: Classrooms, music studios, three theaters Planned: Gallery Space Dance, Art, & Music Studios Performance Rooms Faculty Offices		
Eastern Connecticut State Univ.	The Harry Hope Theatre, including: a. Betty Tipton Room b. Student Center c. Shafer Auditorium	School of Arts & Sciences	1. Theatre Performance in Harry Hope Theatre 2. Reader's Theatre in Betty Tipton Room 3. Open Mics in Student Center 4. Improvisational works, Staged Readings, and Children's Theatre in Shafer Auditorium		Harry Hope Theatre has State –of-the-art "Black Box" theatre with computerized lighting, computerized surround sound, telescope flexible seating
Evergreen State College	1. COM Building	Expressive Arts Planning Unit		121,000 square feet	COM Building has Recital Hall, Experimental Theatre with computerized lighting and flexible seating with tie-ins to Central Media Production facility in the Library. Facilities for animation and film editing and practice rooms for theater, dance and music
Fort Lewis College	Arts Addition Planned	Department of Theatre			
Georgia College & State Univ.	Georgia College & State University Theatre	Department of Music and Theatre	Theatre programs		
Henderson State Univ.	Russell Fine Arts Building, including: a. Classrooms b. Performance Auditoriium c. Studio Facilities d. State-of-the-art Labs	Department of Music and Department of Art	Houses Departments of Music and Art		
Keene State College	Redfern Arts Center on Brickyard Pond	School of Arts & Humanities		572 seat proscenium	Orchestra section seats 170 Loge section seats 100 Balcony section seats 302

Massachusetts College of Liberal Arts	Venable Hall Theatre, including: a. 225-seat proscenium-type theatre b. 50-seat Black Box Theater	Fine & Performing Arts	Not Known	a. 225-seat proscenium-type theatre b. 50-seat Black Box Theater	1200 sq ft performance space, computer-driven lighting, digital audio and wireless hearing impaired system. Costume shop, prop and scene shop.
New College of Florida	1. Caples Fine Arts Complex, including: a. Sanier Hall b. Munday Music Hall c. Felsman Fine Arts Bldg. d. Iserman Gallery e. Sculpture Bldg.	Not Known	Visual & Performing Arts		
Ramapo College of New Jersey	1. Angelica and Russ Berrie Center for Performing and Visual Arts, including: a. Sharp Theater	School of Contemporary Arts	Visual & Performing Arts		State-of-the-art theater, music, and visual arts spaces. Professional quality television studio and audio studio, radio studios, digital imaging and writing labs, Final Cut Pro editing lab, field production classroom, private editing suites, free-standing sculpture studio complex.
Sonoma State Univ.	Evert B. Person Theatre, including: a. 475-seat proscenium theatre b. 182-seat proscenium auditorium c. 125-seat flexible recital hall d. 50-seat Black Box theatre e. 100-seat dance studio/theatre f. Alumni Amphitheatre	School of Arts & Humanities	Visual & Performing Arts	a. 475-seat proscenium theatre b. 182-seat proscenium auditorium c. 125-seat flexible recital hall d. 50-seat Black Box theatre e. 100-seat dance studio/theatre f. Alumni Amphitheatre	State-of-the-art Complete fly system Moveable thrust w/orchestra lift Large state Computerized lighting Scene & costume shops Dressing rooms Makeup facilities
Southern Oregon Univ.	1. Music Building 2. Theatre Arts Building 3. Center for the Visual Arts 4. Schneider Museum of Art	School of Arts and Letters	Visual & Performing Arts		
St. Mary's College of Maryland	1. Montgomery Hall, including: a. Bruce Davis Theater b. Boyden Art Gallery	Department of Theatre, Film, and Media Studies	Art exhibition in Boyden Art Gallery Theater, and music in Bruce Davis Theater Dance Studio, Auditorium, soundproof music practice rooms		

SUNY College at Geneseo	1.Brodie Fine Arts Ctr., including: a. multiple visual arts galleries (4)	School of the Arts	Visual & Performing Arts		
Truman State Univ.	Fine Arts Center, including: a.Performance Hall b.Black Box theatre c.Faculty Office d.Music Practice Rooms e.Classrooms	Division of Fine Arts	Visual & Performing Arts	70,000 square feet	
Univ. of Maine at Farmington	On-Campus Theater	College of Arts & Sciences	Performing Arts		Versatile Black Box facility with flexible stage configuration (traditional proscenium, intimate arena, thrust performances)
Univ. of Mary Washington	1.Dodd Auditorium 2..Great Hall 3.University of Mary Washington Galleries	College of Arts & Sciences	Visual & Performing Arts, exhibits, recitals	1600-seat auditorium (Dodd)	
Univ. of Minnesota, Morris	1. Humanities Fine Arts Building, including: a. 342 seat proscenium theatre b. 50-200 Black Box Theatre	Division of the Humanities	Theatre performances	a. 342 seat proscenium theatre b. 50-200 Black Box Theatre	Winner of the First Design Award from Progressive Architecture Magazine. Proscenium Theatre Flexible Black Box Theatre Air-conditioned theatres with control booths, lighting & sound control boards Rehearsal Room, scene shop, dressing room, costume work room, storage rooms.
Univ. of Montevallo	1. Palmer Theatre 2. Reynolds Studio Theatre 3. Chichester Experimental 4. Black Box Theater	College of Fine Arts	Visual & Performing Arts, exhibits, recitals	1. 1150 seats (Palmer Theatre) 2. 175-seats (Reynolds Studio Theater) 3. 40-60 Seats (Chichester)	Computer light board, new sound system, fly loft (Palmer)
Univ. of North Carolina at Asheville	1.Lipinsky Auditorium	Music Department	Visual & Performing Arts, exhibits, recitals	1.650 seat	
Univ. of Wisconsin-Superior	1. Holden Fine and Applied Arts Center houses, including: a. Kruk Art Gallery b. Manion Theatre c. Experimental Theatre d. Webb Recital Hall	Visual Arts, Communicating Arts, and Music Departments	Visual & Performing Arts		

Appendix J: Endowment Comparison: UIS, COPLAC & Regional

Endowment Comparison Per Student: UIS, COPLAC & Regional Competitors
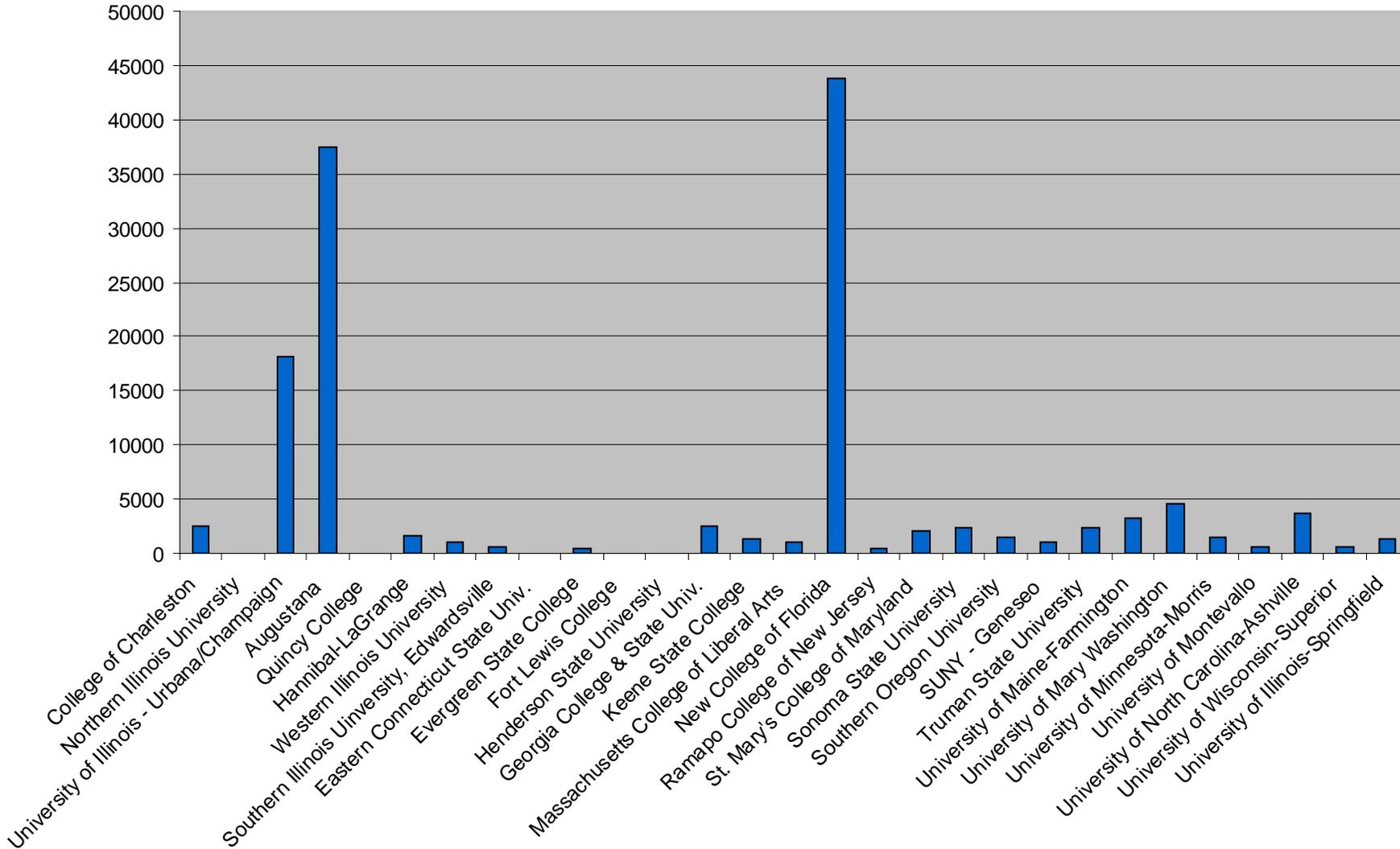
Data Source: U.S. News and World Report, 2006

Note: There was no published information related to endowment for Illinois College, Quincy University, Fort Lewis College, and Henderson College, and these institutions were not included in this figure.

Appendix K: Terminal Degree Comparison: Regional & COPLAC Institutions

Institutions	Percentage of Full Time Faculty with Terminal Degrees
Regional Institutions	
Augustana College	95%
Bradley	Data Unavailable
Hannibal-LaGrange College	41%
Illinois College	84%
Illinois State University	86%
Knox College	95%
Monmouth University	73%
Northern Illinois University	83%
Quincy College	80%
Southern Illinois University/Edwardsville	83%
Western Illinois University	70%
COPLAC Institutions	
College of Charleston	85%
Eastern Connecticut University	92%
Evergreen State College	85%
Fort Lewis College	78%
Georgia College & State University	76%
Henderson State University	98%
Keene State University	91%
Massachusetts College of Liberal Arts	75%
New College of Florida	98%
Ramapo College of New Jersey	94%
Sonoma State University	97%

Institutions	Percentage of Full Time Faculty with Terminal Degrees
Southern Oregon University	80%
St. Mary's College of Maryland	98%
SUNY College at Geneseo	86%
Truman State University	85%
University of Maine at Farmington	90%
University of Mary Washington	81%
University of Minnesota, Morris	95%
University of Montevallo	82%
University of North Carolina at Asheville	87%
University of Wisconsin, Superior	76%
CLAS/UIS	92% [83%]

Data Source: U.S. News and World Report, 2006

Note: There was no published information related to the percentage of faculty members with terminal degrees for Bradley University, and this institution was not included in this figure.

Comment:

The terminal degree data for full time faculty for COPLAC and regional institutions includes regular full-time faculty plus one-third of the part-time faculty. We have not been able to get disaggregated data for adjuncts for the same sample. However, of those six institutions for which we have data, an average of over 50% of the adjuncts appear to have terminal degrees versus 26% in CLAS.

CLAS data should be interpreted as follows: 92% of the regular full-time faculty have terminal degrees. If one-third of the adjuncts are factored in, the percentage of "full-time faculty", as defined by U.S. News, with terminal degrees falls to 83%.

Appendix L: Timeline: the College of Liberal Arts and Sciences

Year(s)	University/LAS Curricular Focus	Admissions Focus	Administrative Structure
1970 - 1971	University Emphasis: Interdisciplinary programs Discipline specific programs Individual programs (e.g., AST)	University Emphasis: Student advising; General (open) admission Populations recruited: Transfer, working professionals (primarily from central Illinois geographic region)	One Vice President for Academic Affairs oversaw all academic programs in three curricular areas.
1971 - 1976	Emphasis:	(same)	Deans appointed to oversee three academic concentrations: social sciences, natural sciences, and humanities.
1977 - 1978	LAS Programs included: ECO (BA), BIO (BA, MA), COM (BA/MA), Creative Arts (BA), Environments & People (BA), Justice and Social Order (BA), Literature (BA), Mathematical systems (BA), Physical Sciences (BA).	(same)	
1976 -1980		(same)	One Dean oversaw all academic Programs.
1979 (– 1981)	Four Schools created based on curricular focus. LAS Programs included: ECO (BA), BIO (BA, MA), COM (BA/MA), POS (BA/MA), HIS (BA/MA), PSY (BA/MA), SOA (BA), CAM (BA/MA)		One Dean oversaw all academic Programs.
1980 - 1986	In addition to LAS programs, the larger University expanded curriculum to cluster model (1980 - 81) that included: Human Services and Sciences, Heath Sciences, Organizations and Management, Public Policy, and Innovative and Experimental Studies. LAS Programs included BIO (BA/MA), CHE (BA), MTY/MAT (BA), Literature (BA), PHI sequence The Learning Center was made part of LAS.	(same)	Deans appointed over six curricular specializations.
1986	LAS Programs expanded to include: ECO (BA), BIO (BA, MA), COM (BA/MA), Creative	(same)	

Year(s)	University/LAS Curricular Focus	Admissions Focus	Administrative Structure
	Arts (BA), CSC (BA), ENG (BA/MA), PAR (MA), INO (BA/MA), WMS sequence, PHI sequence. The Learning Center continued to be a part of LAS. The Center for Innovative and Individual Instruction was also part of LAS.		
1987 - 1988	School of Innovative and Experimental Studies merged with the School of Liberal Arts and Sciences.	(same)	
1986 - 1999	"Schools" introduced for the first time in 1986 and continued through the UI merger. School of Liberal Arts and Sciences begun in 1986.	(same)	
1999	First online program begun in LAS, LIS.	(same); Program/College emphasis included targeted recruitment of students studying from beyond a 50 mile radius of the physical campus.	
1999			"Colleges" introduced for the first time in 1999 and this structure continues through the present.
2001	Capital Scholars (first year students) admitted for the first time.	Specific criteria determined for students entering as first year students.	
2002 – 2004	Online programs expand to include CSC (BS/MS), ENG (BA), HIS (BA), MAT (BA), PHI (BA)	Program/College emphasis included targeted recruitment of students studying from beyond Illinois and the U.S.	
2004	University begins admitting second year students for the first time.		
2004	PHI adopted as a new undergraduate major.		
2005	First group of first year students graduates.		