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Executive Summary

At its meeting in June 1995, the University of Illinois Board of Trustees approved the charge that established the UIS Development Planning Committee (DPC). In May 1996, the DPC issued an interim report that presented the UIS Vision Statement and made recommendations on the initiation of a full four-year undergraduate program, the development of a doctorate in public administration, and the implications of the vision statement in selected program curricular areas.

This final report presents the results of the DPC’s deliberations on the remaining components of the charge. The report presents analysis and recommendations relating to strengthening the academic program; academic organization; off-campus programs (the Peoria Center); and academic support, public service, and research activities. In each area, committee discussions were guided by the ideas about the campus’ future as elaborated in the UIS Vision Statement.

The report also includes an analysis of the budgetary implications of the recommendations and a discussion of the next steps in the planning process.

Vision Statement

The UIS Vision Statement is intended to provide a sense of the directions in which UIS should develop over the next ten years. Being a vision, it is less specific than a plan. However, it is intended to be sufficiently articulated to serve as a touchstone for making decisions. It assumes that resource growth will be quite limited, that energy and resources will need to be focused to ensure quality and distinction, and that some opportunities will have to be foregone because of the institution’s inability to be all things to all people. The following is a summary of the UIS Vision Statement.

The UIS of the future will be a place where teaching remains the central function and excellence in teaching continues as the overriding goal. It will be a place where faculty are teacher-scholars with greater recognition of and support for scholarship than at present. Public affairs will continue as a unifying theme of teaching, scholarship, and service, but in the future UIS’ commitment to public affairs will be understood as this campus’ distinctive contribution to the land-grant mission of the University of Illinois. The UIS of the future will continue to offer undergraduate curricula in both traditional liberal arts disciplines and in professional fields and will serve students from the first year of college through
completion of the baccalaureate degree. Professional education at the master’s level will continue to be a major feature of the campus’ curricular commitments, with quality and distinction being the principal determinants of graduate program offerings. Projected doctoral work will be in the area of public affairs.

UIS will continue to pursue modest, controlled enrollment growth and to serve many types of students, but the mix of students will be different. The campus will draw more students from outside central Illinois and will, concomitantly, serve a larger proportion of full-time undergraduate and graduate students. In order to best nurture the development of its students, the UIS of the future will be a place where the centrality of a lively extracurricular intellectual, social, and cultural life is recognized and supported as being critical to students’ learning experiences.

**Strengthening the Academic Program**

Based on information provided by UIS’ academic programs and further reflection on the UIS Vision Statement, the DPC identified initiatives aimed at strengthening academic programs and enhancing the campus as a whole. Some of these strengthening activities will require no investments of new resources or only limited resource investments. Included here are plans for achieving and maintaining accreditation, intercampus collaboration, intracampus collaboration, partnerships with external entities, curriculum refinements and improvements, establishment of professional development sequences, improvement to support for student scholarly activities, program-based student recruitment, continuing education for the professions, advising enhancements, and addition of new clinical internship sites.

Another set of strengthening activities will require significant investments of new resources. These activities will need to be funded with new operating budget or capital funds. Included here are restoring the faculty base through hiring of additional faculty; implementing the lower division; implementing the doctorate in public administration; improving support for graduate assistants; improving the campus intellectual, social, and cultural climate; continuing to develop distance learning technology; acquiring a new student information system; establishing new physical space; strengthening the campus’ technological base; and general strengthening of program, school, and support unit operations.

The final set of strengthening activities relate to policy development. The investment, at least initially, will be in terms of the administrative and faculty effort that will be needed to fashion policies that best serve the campus’ interests. Included here are policies addressing intercampus collaboration; degree and student recognition nomenclature; the administration of graduate education; review of the role of graduate assistants; continuing clarification of forms of scholarship; support of scholarship; the enhancement of the campus’ intellectual,
Social, and cultural climate; admissions control and selectivity; dialogue about distance learning; and framework for the administration of distance learning.

Academic Organization

During Fall 1996 the campus deliberated on academic organization, focusing on examination of the current school structure. The principal DPC recommendation relating to academic organization is for the campus to move forward with plans for strengthening the schools. In large measure, schools in the UIS of the future will be the vehicle through which the goals of the vision statement will be achieved.

The DPC is also recommending that the campus respond positively to the longstanding requests of the clinical laboratory science and psychology programs to transfer from the School of Health and Human Services to the School of Liberal Arts and Sciences. Additionally, the DPC supports the recommendation of the Academic Affairs Computing Advisory Committee to transfer the academic computing unit from the Division of Administrative Affairs and Human Resources to the Division of Academic Affairs and concurs with the provost’s recommendation that the academic computing unit be administratively housed in the library.

Off-Campus Programs

UIS’ principal commitment for off-campus instruction is its Peoria Center, currently located at Illinois Central College. The DPC analyzed the benefits and costs of the Peoria Center and concluded that the center contributes significantly to the overall operation of UIS. The Peoria Center contributes to UIS enrollments and income fund, providing resources that benefit the entire campus. Additionally, the concentration of industry in Peoria creates a variety of significant opportunities for faculty. The Peoria Center serves, in effect, as a laboratory for the School of Business and Management. The UIS presence in Peoria serves the needs of students in an area underserved by public education and equals enrollment in on-campus programs. The Peoria Center increases faculty productivity by providing an opportunity for faculty teaching in certain disciplines to reach larger numbers of students than they would on the UIS campus.

Analyses of costs associated with Peoria activities prepared by the UIS budget officer and reviewed by the DPC confirmed that the investment in Peoria continues to make sense in
The DPC recommends that UIS maintain the Peoria Center as an important part of its mission to serve part-time, placebound adult learners.

**Academic Support, Public Service, and Research Activities**

The DPC reviewed UIS units that engage in academic support, public service, and research activities. The focus of the review was on steps that could be taken to strengthen these units’ contributions to UIS’ fundamental purposes. Reviewed were the applied study unit, the credit for prior learning unit, the Center for Teaching and Learning, the Office of Continuing Education, Brookens Library, and the Institute for Public Affairs.

Each of these units responded to questions about its relationship with the aims of the campus, efforts to enhance quality through continuing assessment, steps that could be taken to strengthen the unit’s contribution to UIS’ fundamental purposes, the unit’s organizational placement, and opportunities for collaboration.

The DPC found that each of these units in its own unique way makes a substantial contribution to UIS’ fundamental purposes. In consultation with the units, the DPC identified further steps that could be taken to strengthen those contributions.

Committee deliberations on the applied study unit and the credit for prior learning unit supported opportunities identified during P·Q·P to strengthen the campus’ career planning and development services. The DPC concluded that the administrative consolidation of the applied study unit, the credit for prior learning unit, and the career services and placement office appears to be a useful way to enhance the quality of those services. The DPC recommends that the provost establish a task force to develop a manageable plan for consolidation.

The Center for Teaching and Learning, in its first full year of operation under a new director, holds great promise for strengthening campus activities relating to faculty development, student assessment, and support of student learning. In looking toward the future, the DPC believes the center’s activities to foster research on the teaching/learning process have the potential to draw national attention to the campus.

The Office of Continuing Education administers the campus’ noncredit, continuing education activities. The unit’s activities relate most directly to the element of the vision statement addressing the campus’ service role and the University’s land-grant tradition. The merger with the University of Illinois and advances in learning technologies led the DPC to urge the
campus to revisit its current conception of continuing education. Consideration should be given to better means of coordinating credit-bearing and noncredit-bearing instruction as well as better links between the Office of Continuing Education and units responsible for supporting distance learning technologies.

The DPC recognized Brookens Library’s central role in providing and supporting a broad spectrum of information resources. Specific recommendations for strengthening concerned closer coordination with the Division of Student Affairs, especially the Office of Enrollment Services, and with the Center for Teaching and Learning and Computer Services.

The Institute for Public Affairs provided the DPC an extensive response, which greatly facilitated the committee’s deliberations. The response analyzed the IPA’s support of the campus vision, assessment of quality and productivity, organizational placement, and inter-campus collaboration. Additionally, responses were given to specific questions posed by the DPC relating to the public radio station, the institute publications unit, and the Springfield Project.

A key developmental initiative proposed by the IPA is the establishment of a Center for Administrative and Policy Studies. The DPC supports the IPA’s desire to develop this center as an appropriate way to focus efforts relating to policy studies and program evaluation. However, consideration should be given to funding the center through reallocation of IPA resources.

The DPC supports continuation of WUIS/WIPA as a separately licensed station. However, the committee recommends reexamining the service role of the public radio station and increasing efforts to publicize campus events and to develop programming around academic initiatives. Collaboration with WILL should continue to foster improvements in operations. Moreover, it is essential that the station develop a plan for assessing the success of the WIPA operation, including a firm understanding of the level of support expected to continue WIPA operations.

The DPC recommends continued efforts to enhance the quality and focus of the institute publication unit and suggests appointment of a representative of the UI Press to the publication unit’s editorial board.

**Budgetary Analysis**
The budgetary analysis section of the report integrates known budgetary commitments with the resource requirements of new initiatives, showing sources of new funds and uses toward which new funds would be directed for the next five fiscal years. The budgetary analysis proceeds on the assumption that a modest level of revenue growth will occur. Should this level be realized, the campus would be able to restore the faculty base; strengthen the campus’ technological infrastructure; initiate the D.P.A. and the lower division; augment graduate assistant stipends; increase support for intellectual, social, and cultural activities; and significantly increase resources that sustain program, school, and support unit operations.

Additional strengthening activities will occur, but will be supported by funds other than those used to support academic initiatives or by limited reallocations.

**Next Steps**

Many of the strengthening activities highlighted in the report relate to program-level initiatives in areas such as curricular refinement, admissions control and selectivity, and interdepartmental collaboration. The Institute for Public Affairs will also need to follow up on its planning initiatives and on the recommendations made in this report.

In contrast with these program-level initiatives, planning for activities relating to academic organization will require the efforts of faculty acting in their roles as members of schools rather than programs. Discussions of strengthening schools will include consideration of 1) the school faculty as a policy-making body, 2) the scope of school-level responsibilities, 3) the role of schools in student recruitment and retention activities, 4) the devolvement of authority in the budgetary process to the schools, 5) the enhancement of the school’s role in course scheduling, 6) possible modifications of the role of the dean, 7) the internal organization of schools, and 8) ways in which interschool and multidisciplinary activities can be maintained and strengthened.

Other recommendations will require the attention of governance committees and the Campus Senate. Among these are recommendations falling under the purviews of the Undergraduate and Graduate Councils. Moreover, the UIS Planning and Budget Committee will play a key role in reviewing the DPC budgetary analysis, which contains recommendations for support of new initiatives over the next five fiscal years.
Several activities identified in the report will require special campuswide planning bodies. Among these are the examination of student life being undertaken by the UIS Student Affairs Task Force and the collaboration among the Divisions of Academic Affairs, Student Affairs, and Administrative Affairs and Human Resources, which will need to occur in preparation for the lower division. Finally, another set of follow-up activities will involve the other campuses and University Administration. Of particular note in this category is the possible relocation of UIS’ Peoria Center to the campus of the UIC College of Medicine at Peoria. As was the case with the recommendations presented in the interim report, actions stemming from recommendations in this report will, as appropriate, need to be discussed and acted upon through established governance processes.
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University of Illinois at Springfield

Development Planning Committee:
Final Report

Foreword

When we’re young, we look forward to being grown up when everything will straighten itself out and life will finally be stable. We soon learn, however, what every adult already knows. Being grownup is not the quiet plateau we envisioned as adolescents. It is a roller coaster that pulls us along the up-and-down, back-and-forth changes in the track. In adulthood, change turns out to be the normal state of things.

As it is with the lives of individuals, so it is with the lives of organizations. After 26 years, UIS is no more than a youngster as an institution of higher education. Like adolescents, we keep looking for that time when things will settle down, when things will favor the ordinary more often than the extraordinary. It is no less true for UIS than it is for any of us as individuals. Change has proven to be the normal state of things.
By any yardstick, the changes of the past two years would have to be counted as momentous. UIS has undergone a legislatively-mandated transition. Where it was once a freestanding, small university, it is now a campus of one of the largest universities in the nation. Where it once reported directly to the Board of Regents as a governing body, it is now responsible to the University of Illinois Board of Trustees.

But, just as there is continuity in personality between adolescence and adulthood, it has become evident during the past two years that the fundamental character UIS developed in its early years will continue into the future. Features that give unique personality and strength to the campus will be part of the “new” UIS and include our preeminent commitment to teaching, our emphasis on public affairs, our liberal arts and professional programs that serve returning adult students, and our small class size. Nonetheless, our changed circumstances warrant an examination of the lessons learned from the past and the options before us as we make choices for the future. The task of the Development Planning Committee was to carry out that examination.

Planning involves identifying what an institution wants to have happen within the context of a set of circumstances likely to occur. The DPC tried to be realistic about the campus’ capabilities, while also being modestly optimistic about future circumstances. We recognized, however, that circumstances can change – and when that happens the best-laid plans must be altered. Still, plans have to be made based on the best available evidence, which is what the DPC has attempted to do.

The committee undertook its work respecting the good that can emerge from careful deliberation. We discovered that thoughtful, reasoned attention to precisely what we meant to say – leavened with a substantial measure of patience – pays off. Although readers may disagree with some of the committee’s conclusions, members of the campus community can be assured that the analyses in this report are based on extensive deliberation.

This process of deliberation was, of course, made possible by the hard work of the committee members and the mutual respect that characterized the committee’s discussions. This report is truly a collaborative work. I am grateful to have had the privilege of working with this group of faculty and staff. Special thanks are also due to Julie Low, researcher and report writer on the provost’s staff, for document design and editing.

Harry J. Berman, Chair
Development Planning Committee
UIS Development Planning Committee  
October 1995 - April 1997

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Liaisons

| Vice President for Academic Affairs | Toy Caldwell-Colbert, Associate Vice President for Academic Affairs |
| Faculty Union                      | Larry Golden, Professor of Political Studies and Legal Studies   |
| Vice President for Academic Affairs (1995-96) | Larry Poston, VPAA Faculty Associate (1995-96), UIC Associate Dean of Liberal Arts and Sciences |

Resource Staff

Carol Everly Floyd, Special Assistant to the Provost and Vice Chancellor for Academic Affairs  
Randy Kangas, Director, University Office of Planning and Budgeting  
Aaron G. Shures, UIS Budget Officer  
Rebecca Wilkin, Executive Assistant to the Provost and Vice Chancellor for Academic Affairs

* In addition, Cecilia Alaniz-Hylak (1995-96) and Brian Gillaspie (Fall 1996) served as student representatives.
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I. Introduction

At its meeting in June 1995, the University of Illinois Board of Trustees approved the charge that established the UIS Development Planning Committee (DPC). Chancellor Naomi Lynn was given the responsibility for setting up the DPC, which was to review UIS academic planning in the changed context of its position as a campus of the University of Illinois. The UIS development plan was to emphasize academic areas and would draw upon Toward 2000: A Strategic Plan for Sangamon State University (1992). The charge to the committee is included as Appendix A.

In May 1996 the DPC issued an interim report, which was endorsed by the Campus Senate and presented to the Board of Trustees at its June 1996 meeting.

The central component of the interim report was the UIS Vision Statement. The vision statement grew out of the committee’s deliberations on the planning assumptions in the charge and recurrent themes in previous planning documents. The DPC circulated a draft of the vision statement to the entire campus. The draft statement was discussed at school meetings and at meetings with student services and academic professional staff. The revised UIS Vision Statement as presented in the interim report is included as Appendix B.

The interim report also made recommendations on the initiation of a full four-year undergraduate program, the development of a doctorate in public administration, and the implications of the vision statement for selected program curricular commitments. The latter topic was addressed by analyzing continuing concerns raised in program reviews and in the second phase of the strategic planning (1993 P-Q-P) and by formulating recommendations reflecting current circumstances. These program recommendations are presented as Appendix C.

This final report presents the results of the continuing deliberations of the DPC on the remaining components of the charge. The report also provides an update on actions related to recommendations presented in the interim report. Section II presents the results of an extensive effort to gather, categorize, and analyze ideas about strengthening the campus’ overall academic program. Section III discusses the academic organization of the campus, providing an historical perspective and an indication of directions for the future. Section IV reviews the campus’ principal off-campus enterprise, the Peoria Center, and analyzes the center’s relationship to the vision and its benefits and costs. Section V addresses academic
support, public service, and research activities and their relationship to the vision, and identifies directions for enhancement. Section VI provides a budgetary analysis of the recommendations for strengthening the campus. Section VII reviews the status of recommendations in the interim report and outlines planning processes to follow the conclusion of the Development Planning Committee’s work.

As was the case for the interim report, actions from the recommendations in this final report will, as appropriate, need to be discussed and acted upon through established governance processes.
II. Strengthening the Academic Program

The DPC Interim Report included a section on the programmatic implications of the UIS Vision Statement. That section focused on continuing concerns raised in program reviews or in phase II of strategic planning, where the “program/service mix” of the campus was extensively analyzed. The emphasis was on limiting the scope of curricular commitments to focus available resources. This section of the final report is also concerned with the programmatic implications of the UIS Vision Statement. However, the emphasis here is considerably different.

The purpose of this section is to draw out the implications of the UIS Vision Statement by considering ways in which the overall academic program of the campus can be strengthened. While continuing to be mindful of resource limitations, the discussion in this section is deliberately optimistic. In keeping with the language of the committee’s charge, this section should be viewed as a partial response to the idea that “whatever UIS does, it will be expected to do those things extremely well.” Doing things extremely well will involve making progress in the areas identified below. Consistent with the future orientation of this section, the methodology used to develop it differed considerably from that used in the parallel section of the interim report. Instead of being based on previously identified planning concerns, the information here is largely drawn from the current reflections of UIS’ academic programs about their prospects and hopes for the future.

In response to a memo written by the DPC chair, UIS degree programs (also the certificate program specialty areas, minors, and thematic options) suggested how they might contribute to implementing the new vision statement. An aspect of this included imagining what the program could reasonably aspire to look like in five years (2001), an approach suggested by the UIS chancellor in her 1996-97 convocation address. Programs were not expected to respond to each aspect of the vision statement, but rather to select issues most closely related to the ways that the particular program could be strengthened. Programs were able to draw upon their own recent planning documents such as program reviews or accreditation self-studies. An underlying parameter was the expectation that programs would make better use of existing resources or would require only modest increases to existing resources. The guidelines provided examples from recent experience of successful efforts to strengthen programs within the boundaries of existing resources.
The program responses, which showed a significant range of thinking about new possibilities, helped the DPC think about a broad policy and budgetary framework in which programs could pursue such possibilities. Below are categories, based on ends to be achieved, in which the possibilities identified by programs fit. These categories bear a close resemblance to foci of the vision statement but have been realigned somewhat to facilitate later budgetary analysis drawing not only from this section, but also from other sections of the report.

The emphasis in this section of the report is on broad planning framework – identifying policy issues and budgetary implications rather than providing a complete list of program specifics. A limited number of program suggestions are used as examples to help illustrate general points. These responses provided by the programs to the DPC will be useful in the campus’ future planning and reporting activities.

The treatment of the implementation of the lower-division proposal (pending at the IBHE) and of the Doctor of Public Administration (approved by the IBHE on January 7, 1997) is relatively brief. These initiatives were addressed in the DPC Interim Report. A variety of programmatic specifics of the D.P.A. and the lower-division proposal are included in other documents. Both of these initiatives are very important because of their anticipated contribution to the enrichment of a number of aspects of UIS.

**Restoring the Faculty Base**

Clearly, strengthening programs involves restoring the faculty base of this campus – in other words, adding needed faculty positions. Obtaining funds to restore the faculty base has been and will continue to be a high budget priority for this campus. Assessment of faculty staffing needs is a continuing activity with highest priority given to supporting programs serving areas of high student demand, to covering core curriculum areas, to avoiding unreasonably high student faculty ratios, and to supporting areas of greatest potential state, regional, and national qualitative distinction.

**Enhancement of Teaching and Degree Programs**

*Lower-Division Implementation*. The strength of the UIS lower-division offering depends on the commitment of UIS faculty to participate in developing and teaching the core, general education, interdisciplinary courses, as well as the bridge courses that will link the interdisciplinary general education core with the disciplinary or professional major. The program
responses across all UIS schools show a great deal of faculty interest in participation in the proposed lower division.

For example, the English program addresses steps they believe would be necessary to thoroughly implement writing-across-the-curriculum concepts. The mathematical sciences program expresses an interest in developing a problem-based calculus course. Interest in contributing leadership and cultural diversity aspects of the curriculum is expressed by UIS faculty in political studies, international studies, African-American studies, women’s studies, and social work. Considerable progress has already been made in thinking about bridge courses in the sciences, where agreement has been reached based on national patterns for undergraduate curricula in these disciplines.

As discussed in the UIS Vision Statement, the implementation of the lower division will greatly contribute to the intellectual and social climate UIS offers all its students (both the new clientele and the historic clientele) by creating a critical mass of full-time residential students. Lectures, concerts, and other cultural programming can then be appropriately supported by additional general and student fee revenues.

Most lower-division courses, as well as added sections of existing courses for lower-division students, will be offered during the day. More day use of campus facilities will increase overall productivity of those facilities. Some new sections of existing courses offered during the day will also serve the increasing number of full-time transfer students, who would like to see more day course sections.

*Doctor of Public Administration Implementation.* The Doctor of Public Administration degree was approved by the IBHE on January 7, 1997. UIS’ desire to award this degree is rooted in academic planning from the earliest years of the campus and more intensive planning starting in the mid-1980s. Planning has consistently emphasized the positive implications of the degree on the public affairs aspects of the curriculum at all levels and across a broad range of public affairs research and service activities.

The doctorate in public administration program will be enriched by and will contribute to other programs. The D.P.A. will attract advanced graduate students with interests in public affairs. The overall level of applied public affairs research will increase. New opportunities for collaboration will be presented to faculty and master’s students in existing degree programs. At the same time, existing degree programs will contribute to the D.P.A. not only through joint appointment of faculty, but also through development of courses to sharpen the written and oral communication and quantitative skills of D.P.A. students.
Achieving and Maintaining Accreditation. The DPC believes that UIS should continue to take a pragmatic view toward specialized accreditation of its programs. UIS should seek to achieve and maintain specialized accreditation where that accreditation is crucial as a quality “seal of approval” and is either required or extremely advantageous for entry into a profession and/or into the next level of professional preparation. At the same time, UIS should recognize that accreditation in some fields may not be feasible for this campus because of issues of scale, program configuration, or general resource levels. Thus, accreditation has an educational policy as well as a planning and budgeting component. Deliberations on seeking new forms of accreditation should be structured so as to fully recognize considerations related to each component. UIS must also ensure that programs without accreditation opportunities are not thereby placed at a disadvantage in resource allocation decisions.

At this time, UIS is pursuing new specialized accreditation for programs in social work, business, and public health. The bachelor of social work program (implemented in 1994) has achieved candidacy status with the Council of Social Work Education, but continues to operate with a student/faculty ratio greater than the 25:1 that CSWE expects. Attention to both enrollment and staffing patterns will be needed. In achieving candidacy status and preparing for American Assembly of Collegiate Schools of Business accreditation, faculty in the School of Business and Management have tightened admissions and course prerequisites generally and have made major course improvements in the M.B.A. They will continue to address AACSB issues. Achieving accreditation from the Council on Education in Public Health is essential for the public health program’s reputation and its ability to attract students.

The issues UIS will face related to the specialized accreditation of its programs are likely to become more complex for a variety of reasons, including emergence of specialized national accrediting bodies in additional fields. UIS will, therefore, need to assess the applicability, importance, and feasibility of accreditation in these fields for UIS programs. Very difficult decisions may become necessary if the accrediting bodies of some of UIS’ smaller programs set resource standards beyond the means of the campus relative to the number of students served.

The desire to achieve and maintain accreditation also has a bearing on the issue of UIS academic organization (see Section III). For example, the teacher education preparation sequence and the education administration program are both accredited through the Illinois State Board of Education. These programs believe that they should retain their organizational location (along with the human development counseling program, which
provides coursework leading to certification as a school counselor) within the same school to facilitate preparation for ISBE program approval reviews.

The resources needed for achieving and maintaining accreditation relate principally to the faculty staffing levels required by accrediting organizations. For purposes of this report, these faculty resource needs are considered in the category, restoring the faculty base. Non-faculty resource requirements associated with accreditation, such as support for site visits or organizational membership, can be addressed through funds available for one-time expenditures or through modest reallocations in the operating budget.

**Intercampus Collaboration.** As a new campus of the University of Illinois, intercampus collaboration is a relatively new issue for UIS. Discussion about opportunities for collaboration emerged almost immediately after the passage of the reorganization legislation. The campus and the University want to find ways to create synergies by sharing resources across the campuses. One form of collaboration is developing ways for faculty and students from UIC and UIUC to take advantage of this campus’ relationships with state government. Other forms of collaboration involve leveraging UIS resources through formal affiliation of UIS programs with programs at UIC or UIUC. Regardless of the particular form of collaboration, all plans for collaboration must be addressed in a way that respects the historic strengths of each campus and provides an appropriate pattern of financial support. Policies will need to be developed to ensure achievement of these goals.

Historic resource limitations on this campus have led UIS to consider the possible collaboration of two of its health programs with UIC as a way to improve the educational opportunities for residents of Springfield. The UIS public health program has discussed distance learning curricular collaboration with UIC’s School of Public Health. Discussions have also occurred between the UIS and UIC nursing programs. The UIS nursing program has advanced an M.S.N. proposal in recent years, but limited faculty resources, IBHE expectations, and other campus priorities have lessened support on this campus for a stand-alone program. In the DPC Interim Report, the UIS nursing program was encouraged to engage in discussions with the UIC School of Nursing about UIS faculty participation in a UIC master’s of science degree in nursing in Springfield. It now seems unlikely, however, that a workable plan can be developed for intercampus collaboration in the delivery of the master’s degree in nursing at UIS.

Progress has been made in discussions between the UIUC School of Social Work programs and UIS. UIUC and UIS faculty are discussing the possibility that UIUC may admit additional cohorts in Springfield to the UIUC master of social work program, eventually involving UIS faculty in teaching some of the courses.
Looking toward new opportunities for collaborating, UIS is already an active participant in the international studies consortium sponsored by UIUC. The political studies program has reintroduced discussion of a “Springfield semester.” This would permit students selected from UIUC and UIC to spend the spring semester in Springfield to learn about Illinois governmental processes, especially the legislative process, at first hand. An intercampus administrative group has been discussing policies and procedures needed to facilitate such intercampus course transfer. As this would be a unique statewide opportunity, students from other Illinois public and private institutions might apply. This approach would parallel programs such as the one at the American University in Washington, D.C., for U.S. government.

UIS has assisted its sister campuses in providing needed courses on several occasions. Using interactive video technology, a UIS faculty member in management information systems taught students simultaneously enrolled at UIS and UIC. A similar arrangement was made between a UIS computer science faculty member and students at UIS and UIUC. Last year, a new UIS course section was opened to accommodate UIUC nursing students needing to complete a required course. Also, UIS and UIC mathematics faculty members team taught a course offered on both campuses.

Intracampus Collaboration. Program responses identify several areas of intracampus collaboration, reflecting the high value historically placed on such collaboration on this campus and the continuing flexibility in the UIS academic organization. Program responses highlight collaboration relating to teacher education and noted an instance of potential collaboration among UIS programs to prepare people for an occupational certification in the field of substance abuse.

Discussions continue in a campus-level task force charged with examining linkages between the public administration program and others with interests in public policy and the administration of public agencies. The criminal justice program, in particular, looks forward to providing opportunities for graduate study in criminal justice and administration through collaboration with graduate programs.

Partnerships with External Entities. UIS continues to enunciate the principle, included in its 1992 Strategic Plan, that it will enhance existing partnerships and establish new ones. The opportunity to address common interests and to share resources is always attractive. More varied and effective undertakings will be needed in the future.
UIS’ location in the state capital facilitates partnerships with state agencies and other state related organizations to provide applied study and internship opportunities. In their responses, programs identify areas where further partnership opportunities are likely. The sociology/anthropology program suggests a partnership with the Illinois State Museum for student involvement with archeology. The history program concentrates on internships with various state units in Springfield. The computer science program will explore establishing undergraduate community outreach projects. The School of Business and Management has also been very active in developing student internship opportunities. Along a somewhat different line, the African-American studies program suggests partnerships with a variety of organizations to generate projects that would preserve African-American culture.

The teacher education preparation sequence and the educational administration program note that the federal and state restructuring of education and the professional development of teachers will necessitate their involvement in the creation of many partnerships. Among those partners will be the state, schools and school districts, regional offices of education, individual teachers, businesses, and local communities. Discussions are currently underway on formalizing the many existing relationships with the Springfield school district through creation of a campus-school district partnership.

UIS programs are also involved in partnerships with other institutions of higher education. For example, the UIS public health program is developing a cooperative agreement with the SIU Medical School and Illinois Department of Public Health to provide the master of public health component of an SIU preventive medicine residency program. Further, UIS continues to develop its longstanding partnerships with community colleges. “Two plus two” program brochures clarifying general education and disciplinary changes have been prepared by a number of programs in cooperation with the primary feeder community colleges. Several programs noted the need to update existing agreements and to develop such arrangements where they have not previously existed.

Curriculum Refinements and Improvements. Program responses describe many planned curricular refinements and improvements aimed at strengthening program offerings and attesting to the vitality of the campus’ curriculum. These include:

- revising upper-division course offerings in the major;
- increasing conceptual and research skills in baccalaureate programs;
- adapting to changes in state professional regulation;
- enhancing existing upper-division general education requirements;
- more fully developing new areas within existing degree programs in response to societal change; and
improving research skills and the final closure exercise in graduate programs.

Many of the proposed curriculum refinements and improvements involve reallocating faculty efforts from lower priority activity to higher priority activity. Some (like the accountancy program responding to changed state requirements for new CPAs) have modest resource implications.

Policy Review of Degree and Student Recognition Nomenclature. The biology and environmental studies programs express concerns about the nomenclature UIS uses for designating degrees and recognizing student academic achievement. The historical campus pattern for degree nomenclature was that at both the baccalaureate and master’s levels the campus awarded only an “arts” degree (bachelor of arts and master of arts) with a few programs later authorized to grant the bachelor of science rather than a B.A. degree. At this time, the DPC agrees the campus should review degree designations and develop a campuswide framework based on academic principles and consistent with national patterns. One approach would be to permit each program to review its current degree designation and to request an arts, a sciences, or both an arts and a sciences degree designation based on application of a campuswide framework developed by the Undergraduate and Graduate Councils.

The DPC also believes that the Graduate and Undergraduate Councils should review policies on graduation honors. Use of traditional terminology for undergraduate honors (cum laude, magna cum laude, and summa cum laude) would help avoid confusion with other forms of student recognition. All student recognition at graduation should fit within a pattern set in campuswide policy.

New Programs and Program Subdivisions, Including Professional Development Sequences. When considering the range of existing and anticipated UIS commitments, the DPC could not attach a high priority to development of new degree programs. UIS has committed itself in the next five years to focusing and strengthening existing programming and to concentrating on the development of two unique initiatives most central to the campus’ mission – the lower division and the doctorate in public administration. In the context of P-Q-P actions from 1992-96, several program eliminations and administrative consolidations were carried out to reallocate resources toward higher priority activities and to support current programs. Consideration of new programs would involve detailed analysis of relationships with existing UIS programs and statewide need. Adding new programs that necessitate additional faculty and supporting resources, unless externally supported, would further strain the campus. However, the DPC would not want this analysis to be seen as a
long-term moratorium on new programs. Social and technological changes will inevitably create circumstances over time that will necessitate the introduction of new degree offerings.

Further attention should be given to ways existing courses and other curriculum elements can be marketed to multiple clienteles. For example, as a result of its regular cyclical program review, the gerontology program suggests that a new clientele could be effectively served by establishing a professional development sequence. Using existing courses, the new sequence would serve professionals in other fields who need basic knowledge of gerontology. This model may have relevance for other programs.

**Improvements in Graduate Education**

During the late 1980s and early 1990s, UIS developed a more explicit and focused policy structure for graduate education. This effort was especially appropriate as UIS graduate enrollment continued to approach nearly half of overall campus enrollment. The Graduate Council was established to set policy for graduate education. Policies were developed on transfer credit, time limits for degree completion, and repeating courses. Campuswide policies were developed for graduate admission, including conditions for provisional admission. A policy was developed on qualifications to teach graduate-level courses. Another policy identifies the types of closure exercises programs may adopt for the master’s degree. Finally, a policy on “double majors” provides a framework for students to pursue a double major at the master’s level.

*Administration of Graduate Education Policies.* As UIS graduate education matures, the campus requires administration structure to coordinate implementation of policy, to promote the development of campuswide standards for graduate education, and to ensure the adherence to those standards. In the past, the campus has felt that formal identification of a graduate school was not in keeping with the campus culture, and neither financially feasible nor administratively workable for a campus of UIS’ size. The DPC believes, however, that with the campus’ transition into doctoral education the time has come to review the administrative arrangements in place to determine if they are sufficient to monitor implementation of campus graduate education policies and to promote the type of high quality master’s education discussed in the UIS Vision Statement.

More specifically, the DPC urges the campus to engage in an examination of graduate education that would focus on identifying both the attributes of quality in graduate programs and the administrative arrangements needed to enhance the quality of graduate activities. Within the context of UIS campus needs, national pattern and practice for relatively small
campuses, and the UI statutes, consideration should be given to the advantages and disadvantages of designation of an administrative office to oversee graduate education.

Review of the Role of Graduate Assistants. The examination of graduate education should also include consideration of the campus’ aims for its graduate assistantships. This need is prompted in part by the initiation of the D.P.A., but also by issues raised in the UIS Vision Statement.

UIS graduate assistants do not typically provide direct instruction, serving instead in roles focused on program support, service, and research, and, in the case of Graduate Public Service interns, in trainee roles in public agencies. The D.P.A. will introduce a new type of graduate assistantship to the campus – the research associate. Research associates will be full-time D.P.A. students with research and public policy experience. Their duties will focus on research, and their compensation will be considerably higher than that of pre-master’s graduate assistants, the Whitney Young fellows, or the Graduate Public Service interns. In addition to those awarded research associate positions, the D.P.A. will enroll other students with maturity and experience comparable to many of UIS’ present part-time faculty. Under this circumstance, the campus must consider if a limited number of teaching assistantships for D.P.A. students would be appropriate.

Improving Support for Graduate Assistants. A more general issue is the importance of considering the implication of the UIS Vision Statement in thinking about the aims of the regular graduate assistant program. The vision statement articulates a continuing commitment to professional education at the master’s level. It notes, however, that “greater emphasis should be given to developing existing graduate programs whose distinction and distinctiveness justify statewide and national marketing” and that “UIS should strengthen its graduate programs to meet the criteria of quality and distinction.” One way that universities accomplish such strengthening is to use graduate assistantships to attract non-local, high-caliber students. The present level of UIS’ graduate assistant stipend makes it very difficult to attract graduate students to this campus. The DPC recognizes that the campus will have to increase graduate assistant compensation.

Clearly, additional resources to support graduate assistantships could have a substantial impact on the UIS graduate enterprise. Finding support for graduate assistantships poses trade-offs and challenging decisions that should be addressed by the committee responsible for graduate education policy (Graduate Council), as well as by the Campus Planning and Budget Committee.
Improving Support for Scholarship

The UIS Vision Statement reaffirms the campus’ commitment to the role of faculty as teacher-scholars. UIS places a high priority on improving opportunities for both faculty and student scholarship, which it sees as closely interrelated. As discussed below, the further development of the teacher-scholar role and funding for start-up of scholarly projects should be addressed. Additionally, research opportunities for students should be increased.

Continuing Clarification of Forms of Scholarship. Last year, the DPC reaffirmed the UIS conception of faculty as teacher-scholars in which teaching and scholarship are seen as mutually reinforcing. Ernest Boyer’s broad approach to scholarship was previously adopted for use in faculty personnel processes. UIS continues to believe that scholarship, broadly defined and properly understood, lends vitality to teaching at all levels and is essential to the nurturing of scholarship among both undergraduate and graduate students. As UIS continues to shape its future within the University of Illinois, the DPC believes that the campus should foster the development of scholarship in all its forms. UIS should encourage support for scholarship related to areas in which the campus seeks distinction, and occupy the forefront of national discussions about establishing a proper mix of teaching and scholarship in the work-lives of faculty. The DPC affirms the approach to further development of the scholar part of the teacher-scholar role that has been summarized in UIS’ report on faculty roles and responsibilities. Specifically, UIS must clarify how the campus is using the Boyer model. Most pressing is the need to specify how UIS defines and assesses the scholarship of teaching.

Development of Policies on Support of Scholarship. UIS will need to continue to identify resources – beyond those historically available – for scholarly activity in all its forms. In this light UIS has welcomed the opportunity to participate in the University Scholars Program that provides significant monetary awards for the support of scholarly activities. The nomination and selection processes for the University Scholars Program emphasize superior performance in both teaching and scholarship. UIS participation in this program constitutes a substantial enhancement of the campus’ ability to recognize outstanding faculty. Additional attention must also be given to the establishment of funds, for which there would be campuswide competition, to serve as venture and matching funds for new research undertakings. Identifying potential sources for such funds needs to be the first priority. Insights from the experiences of UIUC and UIC will be helpful. As planning to improve support for scholarship proceeds, however, the campus must maintain an appropriate balance among the instruction, research, and service components of the overall budget.
Before decisions are made about the resources needed to support scholarly activity in all its forms, the campus needs to create a mechanism to develop policies in this area. One such mechanism would be the creation of a faculty scholarship board. The campus presently has a committee charged with reviewing proposals submitted in response to UIS’ intramural grant program (competitive scholarly research awards). A faculty scholarship board could be viewed as building on the existing committee and extending the committee’s charge to include general responsibility for support of scholarship, including development of policy recommendations.

*Improving Support for Student Scholarly Activities.* UIS will continue its historic commitment to provide lower-division students with opportunities to develop research skills. Providing such opportunities is a characteristic strongly associated with leading liberal arts colleges, both public and private. The involvement of some undergraduate students as participants in faculty scholarly activity is especially commendable.

In their responses to the DPC, several programs mention efforts in their responses intended to increase student research skills. Examples include upgraded research skills courses, increased rigor of the culminating exercises, support to attend student conferences, extension of a departmental speakers forum to include presentations by undergraduate as well as graduate students, and an Alumni Association recognition program to honor an outstanding graduate of each program.

*Improving the Campus Intellectual, Social, and Cultural Climate*

Building on a concept emphasized in the 1992 Strategic Plan, the UIS Vision Statement views UIS as a place where the centrality of a lively extracurricular intellectual, social, and cultural life is recognized and supported as critical to students’ learning experience and to the general health of the campus community. The principal planning activity related to achieving this component of the campus vision has been the establishment of a separate campuswide task force under the leadership of the Vice Chancellor for Student Affairs (see Appendix D). Program responses also identify a number of possible initiatives to enrich the climate for all UIS students.

Activities suggested in program responses include artists-and-writers-in-residence, a book discussion group in student campus housing, and departmental clubs with faculty advisers. Diverse performance and entertainment series are also suggested as one useful means to
make the campus social climate warm and welcoming to all students. Local societies linking the campus and community might be dedicated to the preservation of local African-American and other ethnic cultures.

There is broad support on the UIS campus for establishing a student social and recreational center. Construction of student lounges near program offices would also encourage informal student discussions with faculty.

**Controlled Enrollment Growth**

In its 1995-96 deliberations and report, the DPC implicitly adopted the goal of a modest enrollment increase that would provide a stronger student base to enable UIS to maintain a reasonable array of programs while still providing excellent opportunities for student interaction with faculty. The DPC also observed various constraints on enrollment growth. These included limited space for further expansion of evening classes. Also, in many areas it would be difficult to increase enrollment without increasing the number of faculty. Nonetheless, some program areas offer opportunities for continuing growth with existing resources. The DPC further observed that UIS could operate more efficiently if the proportion of full-time students were increased modestly.

This general commitment to controlled enrollment growth would be made more specific through policies and actions in various categories: admissions control and selectivity, program-based student recruitment, continuing education for the professions, and distance learning. These are discussed in the paragraphs below.

*Admissions Control and Selectivity.* Some programs in each UIS school will consider changes in admission standards and/or enrollment caps to foster greater student academic success, more rapid student degree completion, and effective resource management. (These are in addition to changes instituted previously, including those in the School of Business and Management.) All such changes should be reviewed by the school curriculum committees, the deans, and the provost in terms of academic justification, costs, protection of diversity, and effectiveness.

These tightened standards and enrollment caps are designed to admit students who have the greatest potential for program completion, to properly mentor students, and to make sufficient course sections of required courses available. Programs in psychology; teacher education preparation; educational administration; criminal justice; communication; biology (M.A.); social work; and child, family and community services believe they will need to
further limit admissions of new students. An entry screening process in the liberal studies program will have a similar outcome.

**Program-Based Student Recruitment.** To date, most UIS recruitment activity has been general rather than program specific, with the preponderance of students coming from this region. This historic pattern will need to be reexamined for several reasons. For the lower division, for example, the geographic recruitment area will be statewide because of program uniqueness. Further, several UIS programs believe that both campuswide and program-specific recruitment processes should explore broadening geographic markets and diversifying program clienteles. Several other programs believe they can complement campuswide enrollment strategies with program-targeted activity.

Some programs note recent increases in the number of their students who attend UIS full-time and project that number to expand. This type of change may indicate the desirability of shifting the way the program is marketed.

**Continuing Education for Professions.** The responses of the accountancy program, the clinical laboratory science program, the teacher education preparation sequence, and the educational administration program suggest that continuing education for professionals in their fields is an important need this campus should better meet. Recent experience providing credit-bearing “continuing education” for those employed in the career development programs associated with the Illinois Department of Commerce and Community Affairs has been very positive and has demonstrated that a significant market exists for professional training programs designed under the direction of campus faculty. This type of educational activity can often be carried out with existing faculty and staff resources, using standard course review mechanisms to ensure that academic standards are met. Such activity represents a significant opportunity for the campus to increase enrollments, while addressing an emerging educational need.

Another vehicle for providing continuing education for the professions is the graduate certificate. UIS currently offers a graduate certificate in public management practices, with tracks in environmental risk assessment, management of nonprofit organizations, and collective bargaining/labor relations. This certificate offers an attractive option to students who wish to upgrade their knowledge and skills without necessarily pursuing a full graduate degree. The graduate certificate tracks are largely built around existing courses and, consequently, create an opportunity to reach additional students with little investment of resources. The strength of recent enrollment in the risk assessment and nonprofit management tracks reinforces the judgment that the graduate certificate provides a valuable
educational opportunity. As noted above, the campus is exploring a related mechanism, the professional development sequence, to provide an alternative form of continuing professional education based on courses in existing degree programs.

**Distance Learning.** UIS has a successful history of providing educational access to employed, adult students. Key elements of the campus’ efforts to serve this clientele include offering identical curricula taught by full-time faculty both days and evenings and using an extended once-per-week course meeting format, especially in evening classes. Additionally, the campus’ Peoria Center can be viewed as part of the campus’ commitment to increase educational access for an underserved population. (See Section IV for a complete discussion of the Peoria Center.)

The campus has also been active in enhancing access through the use of technology. For instance, the use of technology to provide learning-at-a-distance is one way the campus has historically met the demand for continuing professional education (discussed above). Using radio side-band technology, this campus offered audio courses in the 1970s built on the annual intersession programs. In the early 1980s, UIS was instrumental in establishing CONVOCOM, a regional nonprofit organization that provides learning opportunities to residents of west-central Illinois through public broadcasting services. The principal service offered by CONVOCOM is the broadcast of telecourses using materials available through the PBS Adult Learning Service.

At its peak usage in the mid-1980s, UIS faculty taught twelve to fourteen telecourses per year, generating annual enrollments of 500-600 students. Recent offerings have been at the level of five to six courses per year. The video broadcasts, readings, and course assignments for telecourses are typically supplemented with a few face-to-face class meetings. Most of the work, however, is accomplished independently outside of class meetings. This means that students whose work, family obligations, and/or distance from campus limit the amount of time available for class meetings have access to high quality course materials and UIS instructors.

Another mechanism being used by UIS faculty to increase student access to UIS courses is interactive compressed video. Unlike telecourses, off-campus students in interactive video classes attend the same schedule of class sessions as their on-campus peers. Their interaction with classmates and the instructor, however, is through a compressed video signal carried over telephone lines between Springfield and off-campus locations. Under funding provided by the Illinois Board of Higher Education, the campus has established two interactive video classrooms. To date, interactive courses have been delivered between the
Springfield video classrooms and sites in Peoria, Oglesby, Oakbrook, Chicago, and Urbana-Champaign.

Broad access to the Internet has created a new opportunity to increase student access to learning opportunities in general, with particular benefit for distant learners. The Internet provides a medium of unprecedented capacity and versatility that allows students – both local and distant – to obtain course materials (including audio and video documents), submit assignments, take tests, and interact with the instructor and with each other. Since this method of instructional enhancement is suitable for on-campus and off-campus courses alike, distant learners have much the same instructional advantages and support as on-campus students. Thus, judicious use of the Internet has the positive effect of making the distinction between on-campus and off-campus courses less marked.

Distance learning for UIS, especially in its most recent evolution into on-line instruction, poses fundamental questions of purpose and value. Clearly, enhancing the employed adult student’s access to education is fully in keeping with the campus’ vision for its future. As expressed in the UIS Vision Statement, UIS aspires to be a campus noted for its “effectiveness in serving the educational needs of prospective and practicing professionals.” It is reasonable to assume that meeting the educational needs of practicing professionals would involve the use of technology to overcome barriers of place and time.

Even more fundamental than the commitment to provide access, however, is the commitment to provide excellence in teaching. Again, as noted in the UIS Vision Statement, “the UIS of the future will be a place where teaching remains the central function and excellence in teaching continues as the overriding goal.” A commitment to using distance learning technologies must be predicated on discussion and analysis of the degree to which different modes of distance learning support the “overriding goal” of excellence in teaching. This campus already has a wealth of experience relating to distance learning that could be brought to bear in discussions about current technologies. However, sustained, systematic dialogue about the pedagogical implications of distance learning has not yet occurred. As the campus contemplates further commitments to distance learning, it is imperative that such dialogue be organized under the leadership of the Campus Senate.

Distance learning is not an end in itself, but rather a means to an end. Assuming full confidence in the educational quality of instruction offered via distance learning technology, UIS’ single goal with respect to distance learning is to make the appropriate response to identified educational needs. An appropriate response is one that matches available human and technical resources to the campus’ priorities. It could range over the full set of synchro-
nous and asynchronous learning settings for students not physically located on the UIS campus, including off-campus face-to-face instruction as well as instruction delivered via television, compressed video, or the Internet.

Because of the range of resources, technologies, and support services involved, a significant challenge for the campus has been to develop administrative processes that will lead to “an appropriate response to an identified educational need.” Presently, each of the deans has responsibilities for one or another aspect of resources, technologies, or support services related to distance learning. No fewer than six campus committees are involved in some facet of distance learning. Campus administrators also serve on committees of the Central Illinois Higher Education Consortium, which plays a key role in the campus’ distance learning activities.

In addition to the recommended dialogue about the pedagogical issues relating to distance learning, the campus administration will continue its efforts to develop a more coordinated framework for the administration of distance learning. The goal will be to improve decision making related to selecting curricula for distance learning delivery, choosing equipment, providing training, and financing distance learning activities.

**Improving Advising and Experiential Learning**

*Enhancing Advising and Student Information Systems.* In its 1995 report on undergraduate education, UIS affirmed the centrality of advising as part of undergraduate instruction. Carrying forward this priority, refinements have been made in advising students upon entry, selecting initial faculty advisers, advising students by program faculty, and documenting advising performance. The campus has developed and distributed an advising handbook for faculty. Efforts continue to develop strong relationships between UIS faculty and counterpart faculty at feeder community colleges. New student tracking and information systems will greatly help in this regard.

The campus has had a longstanding need to upgrade its student information system. The heart of a student information system is the linking of data relating to admissions and records, financial aid, and accounts receivable. In addition to efficiencies created by linking these three systems, however, a comprehensive student information system would enable the campus to provide better services to students from the point of initial recruitment through all phases of the student’s education, concluding with the degree audit. Acquisition and implementation of a new student information system is a high priority for the campus.
Clinical Sites. The clinical laboratory science program, teacher education preparation sequence, and the nursing program mention a priority for enhancing their relationships with clinical sites, including development of additional community-based sites.

Physical Space, Technology, and Operations

The preceding sections addressed the strengthening of the UIS academic program. Three elements relating to the campus infrastructure – physical space, technology, and operations – will have to be addressed along with these other strengthening activities.

Establishing New Physical Space. UIS has a well documented need for a new classroom building. This request continues to be a high capital priority for the campus, but has not yet been approved. Also, the combinations of classroom space needed for various new instructional purposes, especially for the unique lower-division mix (some larger classrooms and some smaller classrooms), will require remodeling of existing classroom space. Reconfiguration will also be needed to accommodate new technology.

Location of faculty is also an issue. With the construction of the Health and Sciences Building, UIS has been able to move most of its academic programs from single-story “temporary” buildings into modern permanent facilities – with the exception of the programs in the School of Business and Management and the psychology, communication, and visual arts programs.

A third pressing need – space for the library’s expanding collections – adds motivation to open discussions of the campus’ physical plan. The most recent Master Campus Plan was put forward in 1987, well before the SSU/UI merger. The DPC suggests that the campus begin deliberations on a new master plan based on UIS’ vision and priorities as a campus of the University of Illinois.

Strengthening the Technological Base. The campus has made enormous strides during the past decade in strengthening its technological base related to computing. Among the UIS’ accomplishments are:

- installing the fiber optic lines that created the basis for the campus network;
- creating and upgrading the main student computing laboratory in the Health and Sciences Building;
In addition to these tangible gains, one of the campus’ accomplishments has been in the realm of policy and planning. This was the initiation of the Campus Information Technology Advisory Committee (CITAC), a cross-divisional planning committee responsible for the coordination of the administrative and academic aspects of technology planning. Consisting of representatives of both the Academic Affairs Computing Advisory Committee and the Administrative Computing Advisory Committee, CITAC has been able to forge a vision of a computing “target environment” that encompasses both academic and administrative needs. The committee is capable of providing unified strategic and operational advice to the chancellor and provost.

The nature of computing technology, however, dictates continuously escalating needs. It is evident that the concept of cyclical replacement, recently adopted for faculty computers, will have to be extended to other areas of computer technology. For example, the campus network, originally envisioned as a tool for communication and administrative activity, has now become a medium of instruction that carries not only text, but still images, video, and sound. To fulfill its full range of roles, the network will require periodic, substantial infusions of resources.

Although much of the concern about the technological base of the campus is focused on computing, several degree programs have other kinds of technological requirements. These needs are expressed in the responses of several degree programs, but were especially emphasized by the biology and communication programs.

Despite the gains of recent years, UIS will need to continue to improve the technological base that supports faculty, students, and staff.

*Strengthening Operations.* Fiscal year 1998 will mark the eighth consecutive year that the campus has received no general price increase increment. When combined with budget
recision in FY92 and FY93, this situation has seriously eroded the base of good and services that form the foundation for the campus’ instructional and service activities. Internal reallocation has been used to fund unavoidable increases in the areas of most pressing need, but the campus has reached the point where further reallocation only results in overall diminishing returns. Continued lack of funding for price increases will require the campus to further reallocate diminishing internal resources or to reduce the scope of support. Either alternative inhibits efforts to enhance the quality of academic programs and services.

Summary: Strengthening the Academic Program

Based on responses from programs and further reflection on the UIS Vision Statement, the DPC identified initiatives aimed at strengthening academic programs and enhancing the campus as a whole. Many of these strengthening activities will require no investments of new resources or only limited investments. Some will require significant resource investments and should be incorporated into new academic initiatives in the process of budget development. Others will require policy development. (In certain instances implementation of new policies might entail significant resource investments.) The final section of this report will present a budgetary analysis of the recommendations for strengthening made here, as well as in the sections on off-campus activities and on academic support, public service, and research activities.

Strengthening Activities Requiring Limited Investment of New Resources

The following strengthening activities will require no investments of new resources or only limited investments.

- achieving and maintaining accreditation
- intercampus collaboration
- intracampus collaboration
- partnerships with external entities
- curriculum refinements and improvements
- establishment of professional development sequences
- improving support for student scholarly activities
- program-based student recruitment
- continuing education for professions
Strengthening Activities Requiring Significant Investment of New Resources

The following strengthening activities will require significant investments of new resources. Further consideration of these activities is provided in Section VI: Budgetary Analysis.

- restoring the faculty base
- implementing lower division
- implementing doctorate in public administration
- improving support for graduate assistants
- improving campus intellectual, social, and cultural climate
- continuing to develop distance learning technology
- student information system
- establishing new physical space
- strengthening the technological base
- strengthening operations

Strengthening Activities Requiring Policy Development

The following strengthening activities require policy development. The initial investment in these activities is the allocation of administrative and faculty time and effort to fashion policies that will best serve the campus’ interests. The implementation of new policies may entail investments of other resources.

- intercampus collaboration
- degree and student recognition nomenclature
- administration of graduate education policies
- review of the role of graduate assistants
- continuing clarification of forms of scholarship
- development of policies on support of scholarship
· development of policies on the enhancement of the campus intellectual, social, and cultural climate
· admissions control and selectivity
· campus dialogue about distance learning
· framework for administration of distance learning
III. Academic Organization

The charge to the Development Planning Committee specifies that the committee provide a recommendation as to whether the academic organization of the campus should be consolidated or changed and, if so, to what new configuration. This section provides an assessment of issues related to the academic organization of the campus and recommendations.

The DPC understands academic organization to mean 1) the organization of a campus into colleges, schools, or similar units; 2) the organization of those units into departments or programs focused on particular curricula or specific academic support; 3) the organization of public service or research activities; and 4) the relationships between the academic activities of a campus and other elements of the campus, such as student services and administrative affairs. This section focuses on the first issue only, the organization of the campus into colleges, schools, or similar units. Consideration of the organization of public service and research activities is found in Section V. Consideration of the organization of schools into departments will be taken up in later planning processes. Consideration of the relationship between Academic Affairs and Student Affairs is being taken up by UIS’ Student Affairs Task Force (see Appendix D). Consideration of the relationship between the Division of Academic Affairs and the Division of Administrative Affairs and Human Services will be taken up in later planning processes.

The DPC deliberated at length to determine a process for arriving at a recommendation on the academic organization of the campus. After weighing the pros and cons of different approaches, the DPC decided to form a subcommittee to address the issue. This subcommittee consisted of school representatives to the DPC, the academic professional member of the DPC, the provost, and the deans of the four schools with degree-granting programs. The faculty union liaison participated in the subcommittee’s discussion, and the chair of the DPC facilitated the subcommittee’s meetings.

Deliberations about school organization led to a proposal to modify the present campus organization. The subcommittee’s proposal was reviewed by the DPC. The committee agreed to distribute the proposal to the campus community and to discuss it at school meetings and, under the sponsorship of the Campus Senate, at a campuswide open forum. Response to the plan was mixed. As the deliberations about the DPC proposal proceeded, it became evident that in the short time available before the conclusion of the DPC’s work, the
campus would not have the opportunity to fully engage the issue at the heart of the discussion of reorganization: the strengthening of schools.

Lacking time for the type of deliberation needed and without a strong consensus for reorganization, the DPC agreed – for reasons presented below – to focus on laying the groundwork for a discussion of the strengthening of schools that should follow the conclusion of the DPC’s work.

The deliberations on academic organization revived and became linked with several issues of longstanding concern to faculty and administrators. One issue was the often-expressed idea, predating the merger with the University of Illinois, that authority and responsibilities should devolve from the provost to the deans and, in effect, that schools should be made stronger by moving the locus of decision making whenever possible to the school level. In recent years, the campus has made some progress in increasing the range of actions subject to final approval at the school level. However, UIS’ increasing familiarity with budget processes at UIC and UIUC, campus considerations of responsibility-centered management, and this year’s discussion of academic organization reinforced the thinking that more should been done to delegate budgetary and administrative responsibility to the deans. The campus as a whole, however, has not engaged in full discussion of this issue to determine what advantages and disadvantages are associated with such a delegation of administrative authority.

A second issue linked to the matter of the overall academic organization of the campus was the request from the clinical laboratory science and psychology programs to be moved to the School of Liberal Arts and Sciences. These requests had been made prior to the development planning, and, in fact, prior to the merger with the University of Illinois. Action on these requests had been delayed pending a fuller discussion on the general subject of academic organization and a possible reorganization. As part of its consideration of academic organization, the DPC met with the convener/director of these programs and their deans to review the rationale for their requests.

Finally, in conjunction with the discussion of academic organization, the DPC reviewed the issue of the organizational placement of the campus’ academic computing service. The placement of academic computing, which is currently housed in the Division of Administrative Affairs and Human Resources, has been an issue of concern to the faculty for some time. As discussed below, the DPC reviewed a proposal from the Academic Affairs Computing Advisory Committee to move the academic computing unit organizationally
from the Division of Administrative Affairs and Human Resources to the Division of Academic Affairs.

**Analysis**

*Academic Organization: Lessons from the Past, Directions for the Future.* An institution’s academic organization may advance or impede its progress in achieving its goals. From this realization, UIS has experimented with a variety of forms of academic organization in an attempt to promote its evolving mission and to reinforce elements of the campus culture. For example, in the early 1970s the strong commitment of the founding faculty to egalitarian decision making led the campus to organize the groups responsible for teaching in each degree area into *programs* led by coordinators, rather than *departments* led by chairs. The responsibility and authority of these coordinators were highly circumscribed. As a second example, in the late 1970s the campus created the Innovative and Experimental Studies Cluster to promote innovation and concentrate resources in support of what was an important, explicit component of the campus mission at that time.

In its 25-year history, the campus has gone through three substantial academic reorganizations. The current organization into four schools is the result of a reorganization plan implemented July 1, 1986. During the seven years leading up to the 1986 reorganization, the Division of Academic Affairs consisted of six clusters of academic programs, each headed by an associate dean. The vice president for academic affairs was also the dean of the faculty with responsibility for many of the decisions commonly made within a college or school at other institutions. Associate deans were appointed from within the faculty and were to serve single four-year terms and then return to the faculty. The associate deans were subject to recall at any time by the faculty within the cluster. Each academic program had a convener whose duties were largely limited to convening meetings, serving on the associate dean’s cabinet, and providing information as required. All program administrative responsibilities and decision making were shared in a program committee of faculty and student representatives.

In 1984-85 President Durward Long appointed the Committee on Program Relationships charged with examining the existing program administrative arrangements and recommending ways programs could be combined to strengthen their academic quality and tighten their disciplinary affinities. The committee recommended consolidating the six existing clusters into three schools, each to be headed by a school dean. Following further consultation among the president, appropriate governance bodies, and the various cluster faculties, the campus determined a fourth school to be appropriate. This gave the campus an
arrangement of academic programs within four schools: the School of Business and Management, the School of Health and Human Services, the School of Liberal Arts and Sciences, and the School of Public Affairs and Administration. This arrangement has been only slightly modified in the ensuing years.

The consensus on campus is that, in large measure, the four-school model works. The 1992 Strategic Plan did not identify academic organization as an area in need of attention, and there have been no efforts in the past ten years to return to the six-cluster model. However, the charge to the DPC and the development of the UIS Vision Statement prompt a reexamination of the issue. The organizational structure that has worked reasonably well for the past ten years may not be optimal for development of the campus over the next ten years.

In their years of service to the campus, many senior faculty have lived through two or three reorganizations. Though each person would have his or her own opinion about whether any given reorganization was worth the effort, it is possible to extract some cautionary lessons that would be widely endorsed. The first is that no arrangement of academic programs within schools is the natural or perfect one. This is partly the case because of the multi-disciplinary nature of many of UIS’ curricula. Gerontology, for example, has strong curricular affinities with biology, social science, and policy studies; public affairs reporting involves in its very conception communication and political science. Additionally, professional programs found within the broad occupational groupings, such as business or health, often have strong curricular ties to various liberal arts disciplines. Should such programs be grouped into occupational area or grouped with their disciplinary parents? There is no single answer. Therefore, even though the task of locating programs within larger organizational units has a puzzle-like quality, the interdisciplinary nature of many programs and the origins of professions in one or more liberal arts disciplines make the campus academic organization a puzzle without a unique solution.

The second lesson is that reorganization has the potential to create substantial disruption, and a major reorganization will create a major disruption. Were it to consider any proposal for reorganization in the future, the campus must weigh the degree of disruption against the likely benefits and recognize that the more far-reaching the reorganization, the more disruptive it might be.

At this time, however, the campus must develop a clearer sense of how it wants its schools to function to realize the aims of the vision statement. The gradual evolution of the institution as well as the recent merger with the University of Illinois have created the condition for reconsideration of the place of schools in the operation of the campus. Twenty-five years
ago the task of creating a campus where there had been none required of the faculty a participatory ethos and led to an accompanying suspicion of the centralizing of authority. From these predispositions grew a culture in which very little decision making authority was vested at the level of the school. For want of authority at the school level, decision-making migrated upward to the level of the head of academic affairs, now designated as the provost and vice chancellor for academic affairs. For some years now, though, both faculty and administrators have discussed the desirability of delegating more responsibility for the day-to-day management of the campus from the provost’s office to the school offices and the deans. The hope has been that the deans could be given more responsibility and authority for the management of resources in their areas and that decisions would be made at a level closer to the people most directly affected.

The discussion of the proposal for reorganization during the fall of 1996 led the DPC to conclude that the central planning issue for the immediate future should be an examination of the functioning of schools and the strengthening of school operations. In making schools “stronger,” in whatever ways the campus comes to define that concept, UIS must advance the overall vision for development of the campus. Plans that emerge for strengthening school functioning must simultaneously support the principles of campus development and new initiatives set forth in the UIS Vision Statement.

Clinical Laboratory Science and Psychology. Both the clinical laboratory science and the psychology programs have requested to be moved from the School of Health and Human Services to the School of Liberal Arts and Sciences. In each case, the request emerges as a logical consequence of the evolution of these programs after the 1986 reorganization.

Clinical laboratory science is the current designation of the program formerly known as medical technology. The name change, which was formally approved in 1992, is indicative of the nature of the changes leading to the request for the shift to the School of Liberal Arts and Sciences. CLS program faculty conceive of their program as providing education in applied science. With the completion of the Health and Sciences Building, CLS faculty are now located in offices near the faculty in the chemistry and the biology programs (which are housed in the School of Liberal Arts and Sciences) and teach courses for those programs. The clinical laboratory science, biology, and chemistry programs share classrooms, equipment, and supplies. All CLS students minor in chemistry. It is evident that administrative activities relating to these three programs would be more efficiently carried out if they were brought into organizational proximity and reported to one dean rather than two. Along similar lines, the psychology program has just completed a significant curricular transition: the elimination of its master’s degree, which offered training in clinical psychology. The decision to eliminate the clinical master’s was determined by weighing
market factors and assessing faculty resources likely to be available to the program. In addition, based on a series of curricular refinements the program came to view its undergraduate curriculum as providing liberal arts education. The degree is not a credential for entry into human services. With the elimination of the clinical master’s and the establishment of a liberal arts focus for the remaining undergraduate program, psychology is seeking to increase its interaction with other liberal arts programs through the transfer to the School of Liberal Arts and Sciences.

_Academic Computing._ The early years of academic computing were marked by close ties to the business and administrative services of the campus. In the 1990s the perception has emerged on the campus that opportunities for interaction between the academic computing service (Division of Administrative Affairs and Human Resources) and academic programs (Division of Academic Affairs) are being missed because the units are located in two divisions. Concerns were voiced about this issue during the 1991-92 strategic planning, but no recommendation for change was made at that time.

This issue was taken up by the Academic Affairs Computing Advisory Committee during the fall of 1996. After its analysis, the committee concluded that moving the academic computing unit to the Division of Academic Affairs will increase faculty influence on priorities and actions of the academic computing unit and establish a greater presence for the unit in academic decision making. The ultimate benefit, of course, would be improvements in learning through increased use of instructional computing. As discussions continued, the provost proposed that the academic computing unit be placed in the library (a part of Academic Affairs) in view of the library’s history of involvement with information and instructional technologies. While the academic computing unit will be located within one part of Academic Affairs, academic computing is a campuswide concern and the provost and advisory committee will continue to be actively involved.

**Recommendations**

_ Strengthening Schools._ The Development Planning Committee recommends that the campus move forward with planning for the strengthening of schools. The planning envisioned by the DPC would focus in its initial stages on discussions in governance committees, in administration, and in schools about the history and assumptions underlying the present division of responsibility between campus-level administration and the schools. Discussion
of the strengthening of schools will entail consideration of 1) the school faculty as a policy-making body, 2) the scope of school-level responsibilities for establishing curricular requirements and academic standards, 3) the role of schools in student recruitment and retention activities, 4) the devolvement of authority in the budgetary process to the schools, 5) the enhancement of the schools’ role in course scheduling, 6) possible modifications in the role of the dean, 7) the internal organization of schools, and 8) ways in which interschool and multidisciplinary activities can be maintained and strengthened.

Consideration will have to be given not only to the potential gains from the strengthening of schools, but also to the potential losses. The discussions will also, necessarily, need to be based on an understanding of the parameters for school and college operation established by the University of Illinois statutes.

As noted above, the principles and initiatives found in the vision statement form a framework within which the strengthening of schools will occur. In large measure, schools of the UIS of the future will be the vehicle through which the goals of the vision statement will be achieved.

The elements of the UIS Vision Statement that are especially salient to the strengthening of schools and the academic organization of the campus are discussed briefly below.

- **Enhancing Quality Through Focusing of Resources.** The central premise of the vision statement is that resources will need to be focused to ensure quality and distinction and that some opportunities will have to be foregone because of the inability to be “all things to all people.” As thinking about the strengthening of schools develops, attention will have to be directed toward the resource requirements needed – in terms of both faculty and staff time – to create the kind of schools the campus will envision and the likelihood that schools as presently configured will be able to carry out their increased responsibilities.

- **Enhancing the Quality of Professional Education.** The vision statement reasserted the campus’ continuing commitment to provide high quality educational experiences in both traditional liberal arts disciplines and professional fields. Since each school has significant responsibilities to provide education for the professions, plans for strengthening schools should be attentive to this commitment. The School of Business and Management’s effort to achieve accreditation strengthens the school as a whole, as well as the school’s individual programs. Similarly, the campus’ commitment to strengthen education in professions
focusing on direct human services will be realized through the continuing efforts of faculty to strengthen the School of Health and Human Services.

- **Initiation of Lower Division.** The lower division will involve faculty from both professional and liberal arts programs across the campus, but will be organizationally located in the School of Liberal Arts and Sciences. Plans for strengthening the School of Liberal Arts and Sciences will necessarily need to consider the integration of lower-division responsibilities into the school’s operation.

- **Initiation of Doctorate in Public Administration.** The doctorate in public administration will involve faculty from across the campus, but will be organizationally located in the School of Public Affairs and Administration. Plans for strengthening the School of Public Affairs and Administration will necessarily need to consider the integration of D.P.A. responsibilities into the school’s operation.

- **Continuing Commitment to Curricula in Liberal Arts and Professional Fields and to Integration of Professional Education and Liberal Learning.** From its inception the campus has been committed to finding ways to promote the integration of professional education and liberal learning – an ideal reiterated in the vision statement – and has experimented with groupings deliberately designed to foster such integration. Plans for the strengthening of schools should be attentive to the campus’ continuing commitment to integrate professional education and liberal learning.

- **The Desire to Build on a Record of Accomplishment in Public Affairs and Commitment to Education for Citizenship.** The vision statement renews the campus’ commitment to public affairs as a unifying theme of teaching, scholarship, and service. The statement challenges the campus to strive to realize its aspirations for public affairs education in its formal curriculum through development of the idea of education for enlightened citizenship. In thinking about the strengthening of schools, consideration should be given to continuing the campuswide commitment to public affairs activities.
Clinical Laboratory Sciences and Psychology. The Development Planning Committee endorses the requests from the clinical laboratory science and psychology programs to be transferred from the School of Health and Human Services to the School of Liberal Arts and Sciences. The committee views these requests as consistent with curricular changes in the programs and considers it desirable for the campus to be responsive to faculty colleagues’ expressed wishes emanating from an evolving sense of the missions of their programs.

Academic Computing. The Development Planning Committee supports the recommendation of the Academic Affairs Computing Advisory Committee for the transfer of the academic computing unit from the Division of Administrative Affairs and Human Resources to the Division of Academic Affairs and, further, concurs with the provost’s recommendation that the academic computing unit be administratively housed in the library.
IV. Off-Campus Programs:  
The Peoria Center

Following its charge to give attention to off-campus programs, the Development Planning Committee examined the priorities of the Peoria Center within the overall UIS vision as well as the costs and benefits of maintaining that center. Although the campus delivers a limited number of courses in Decatur and elsewhere and is currently delivering the baccalaureate degree in nursing to a cohort of students at Illinois Valley Community College in Oglesby, Illinois, UIS’ principal commitment for off-campus instruction is in Peoria. Therefore, the committee’s deliberations focused on the Peoria activities.

UIS established the Peoria Center in 1976 at the invitation of Illinois Central College (ICC), which was concerned about the absence of baccalaureate completion opportunities for placebound employed adults graduating from its two-year transfer programs. UIS has used rental space on the ICC campus since then for its program offerings. Because of space pressures being experienced by ICC, last year the UIS classrooms and Peoria Center office were relocated from a central location on campus to a building on the eastern periphery of the campus. The new space is minimally adequate but not ideal. It is set apart from the main traffic of ICC students, it has some heating and cooling problems, and it must sometimes compete for space with ICC Continuing Education.

In Peoria, UIS is currently offering the B.A. in management to more than 200 part-time students. UIS has also offered the B.A. in criminal justice, but new admissions were suspended in 1994, pending the availability of faculty resources to staff both the on-campus and off-campus programs. Minors are offered in accountancy, economics, management information systems, and sociology/anthropology. (In earlier years, UIS also offered a bachelor of science in nursing degree in Peoria, but eliminated that degree in 1993 at the suggestion of the Illinois Board of Higher Education in order to pursue other developmental priorities.)

Benefits of Maintaining a UIS Peoria Center

*Contribution to UIS Enrollments, Income Fund, and Program Quality.* The Peoria Center constitutes a significant part of UIS’ overall enrollment and consequently makes a
substantial contribution to UIS’ income fund. In Fall 1996, for example, Peoria students constituted seven percent of UIS headcount. Further, recent cost study figures show that Peoria students generated about eight percent of UIS credit hours and $421,500 in income fund revenues. Because of the importance of maintaining campus enrollment and income levels, the Peoria Center aids in the support of the entire campus. In effect, the Peoria Center contributes to the quality of several on-campus programs by augmenting their overall enrollment base, thus justifying a larger, more diverse complement of faculty.

Figures for Peoria enrollments must be interpreted in the context of the actions in recent years that reduced the majors available in Peoria and the resulting uncertainty about UIS’ continuing commitment to serve students in that area. Though Peoria enrollments have declined compared to levels in the late 1980s and early 1990s, a decision to make a sustained commitment to Peoria operations would probably result in enrollments somewhat above the present level.

*Laboratory for the School of Business and Management.* The concentration of industry in the Peoria area creates opportunities for faculty by facilitating contacts with experienced business leaders who participate in UIS classes and open opportunities for applied research in Peoria. These contacts benefit not only students in Peoria, but also students in UIS’ on-campus programs.

Further, faculty develop additional skills and sensitivities by teaching students whose backgrounds differ from those of UIS’ on-campus students. Among other differences, Peoria-area adults over age 25 are much more likely to have industrial or business experience than on-campus students. Faculty from across the campus observe that teaching in Peoria is highly gratifying. They note that because of the maturity and motivation of the students, teaching in Peoria serves as a kind of proving ground for junior faculty, where ideas are challenged and teaching skills are tested and refined. In this sense Peoria serves as a laboratory for teaching and research. In sum, while programs in fields related to public policy find Springfield’s legislative, executive, and judicial activities rich in resources for enhancing instruction, programs in business and management view Peoria with its concentration of business activities in a similar fashion.

*Meeting Needs of Place-Bound Students.* Peoria continues to be an underserved area in terms of the availability of public education. By offering programs at the Peoria Center, the campus is responding to an identified need. The limited opportunity for public education in Peoria manifests itself in the attitudes of the students. Faculty consistently report that students are very highly motivated, appreciative, and tolerant even of the current minimally adequate classroom space.
Recruitment of Students to On-Campus Programs. Students from many on-campus majors typically take courses in Peoria. In a recent semester, for example, students from sixteen different majors were enrolled at Peoria. The availability of courses at the Peoria Center encourages students who might not otherwise be interested in UIS to sample a few courses, after which they may begin taking courses in Springfield. Also, students from majors not offered in Peoria may take Peoria courses as electives to reduce travel to Springfield. The availability of the Peoria electives serves as an incentive to enroll in the Springfield major.

Increase in Faculty Productivity. The Peoria Center has historically served as a location where faculty teaching in certain disciplines from across the campus could reach larger numbers of students than they would on campus – students who are, as noted above, especially motivated. The opportunity to teach in Peoria is not only personally rewarding, but it also represents an improvement in faculty productivity.

Costs of Maintaining a Peoria Center

Costs of maintaining a Peoria Center must be considered from two different viewpoints: 1) in terms of obligations the campus incurs when it commits to offer off-campus instruction equivalent to on-campus instruction and 2) in terms of actual expenditures associated with instruction. The commitment to offer instruction in Peoria requires UIS to allocate faculty resources for that center equal to those allocated for the on-campus program. Staffing needs of the off-campus site thus constitute a competing demand for UIS resources at a time when the campus is working to improve on-campus programs. In addition, maintaining the Peoria Center requires the campus to support computer labs and library access for Peoria students. The benefits of the Peoria Center outlined above must be weighed against the costs associated with providing instructional quality at the off-campus site consistent with the high expectations set forth in the vision statement.

Aside from the obligation to provide faculty and student support services, UIS must consider the actual expenses associated with providing instruction in Peoria. Based on an analysis provided by the UIS budget officer, the DPC reviewed two approaches to establishing the costs of instruction in Peoria.

The first approach was based on the type of analysis routinely conducted for the IBHE cost study: How does the cost of instruction in Peoria compare with the cost of instruction on campus? Although a direct cost analysis of the Peoria program using the campus unit cost
specific faculty relocation pay, travel, and facility rental are costs unique to Peoria, as they would be with any off-campus site.

· The facility rental agreement in Peoria pays for support costs assigned to other parts of the cost study for on-campus programs. Examples are media services, grounds maintenance, and fire protection. These costs should not be counted in the costs of instruction in Peoria.

· Other costs, such as those for campus administration, are constant whether or not the campus maintains a Peoria Center. These costs should be prorated across the sites.

Using FY95 data, the per credit hour costs for instruction in the categories of direct salary, unique overhead support, and O&M physical plant were differentially determined for Peoria and non-Peoria instruction based on costs that could reasonably be associated with the two locations. Costs were applied equally in the categories including indirect salary, departmental research, departmental overhead, school overhead, academic support, student services, and institutional support.

The analysis using this approach revealed that the instructional costs per credit hour for Peoria approximate the on-campus instructional costs for FY95. In fact, in FY95 the instructional costs per credit hour for Peoria ($228.87) were actually somewhat lower than the on-campus instructional costs ($233.61).

A second approach was to examine the variable expenses associated with Peoria. For FY95, these amounted to $82,700 in expenses associated with staffing and maintaining the Peoria Center, relocation payments of $53,800, and rental expenses of $36,000, yielding total variable expenses of $172,300. Revenues from the same year were approximately $420,000. Arguments could be made for making some adjustments to these figures. For example, if the Peoria Center were eliminated, some Peoria students would travel to UIS, and some on-campus, part-time hires would be eliminated because of availability of faculty currently delivering courses in Peoria. Nonetheless, the overall pattern is striking: revenues from the Peoria Center significantly exceed variable costs. If Peoria faculty efforts could be redirected to meet “surging” student demand on campus, the revenues generated by Peoria students would prove irrelevant. However, the relatively stable enrollments of the last two
years suggest such a surge in enrollments on campus is unlikely. Therefore, revenues from
the Peoria Center will continue to be significant to the campus’ overall budget.

Recommendation

UIS history in Peoria has been marked by periods of optimism and periods of concern,
periods of expansion and periods of contraction. With the elimination of the nursing
program and the suspension of the criminal justice program, the campus has behaved in
manner that might lead Peoria residents to question UIS’ commitment there. The intention
in this review was to arrive at an analysis of the campus’ operations in Peoria that would
reflect both present realities and the committee’s best judgments about the future. In so
doing, the committee hopes to clarify the campus’ intentions for the sake of the faculty who
have worked to develop relationships with Peoria businesses and, more importantly, for the
students who are making decisions about their futures.

Although clarification of the campus’ intentions for its Peoria operations is desirable, imple-
mentation of decisions made by this campus rests on a complex interplay of diverse parties.
These include other institutions of higher education, the regional consortium, the Board of
Trustees, and the Illinois Board of Higher Education.

At an early point in the development planning process, many faculty and administrators
thought the merger with the University of Illinois might produce a substantial increase in on-
campus enrollments – possibly as high as a ten percent. The size of the proposed lower
division was also in question. In the ensuing months, however, both the enrollment picture
and the projected size of the lower division have become clearer. UIS enrollment in recent
semesters has been essentially level, and the lower division will be of modest size. The
campus, therefore, must deal realistically with the need to maintain the strong enrollment
base vital to UIS as a whole. Serving the needs of Peoria students will greatly contribute to
that effort.

Aside from the impact of tuition revenues, two other factors favor maintaining the campus’
commitment to the Peoria Center. First, the significance of connections with Peoria
businesses for the enhancement of programs in the School of Business and Management
should not be underestimated. Second, the service the campus provides to Peoria-area
residents should certainly be weighed heavily in terms of the University’s overall goal of
providing service to the citizens of Illinois.
As UIS looks toward the future, policy changes and technological advances could enhance the delivery of curricula in Peoria. For example, a recently adopted state policy known as local income fund retention allows campuses to retain income from tuition, as opposed to the current practice of remitting it to the state to be appropriated back in the next fiscal year. Under this new policy, campuses have greater ability to target courses to identified groups of students (i.e., those in the Peoria area) because the cost of providing instruction can be more closely linked to actual revenues. In addition, the policy on local income fund retention allows fees collected for costs associated with particular forms of instruction, such as laboratories and studios, to be retained by the campus. The campus might be able to use an off-campus instruction fee to offset expenses unique to the delivery of instruction in Peoria.

Another policy change that could be adopted for coursework in Peoria is admission of students by cohort. Under this practice, programs would not need to offer complete curricula both on and off campus each year. For example, admissions to a particular program in Peoria might be open to students only once every third year. Students wishing to begin the program in the middle of the three-year cycle would be encouraged to begin their studies with electives rather than core courses, to travel to Springfield for coursework, or to delay their studies until the beginning of the next cycle. This practice has used successfully by the UI School of Social Work in its Campus and Community program and is presently in operation with UIS’ off-campus nursing program in Oglesby, Illinois.

A technological change that could affect the delivery of curricula in Peoria is instruction via compressed video. Using this technology, faculty and students at two locations can interact with one another, increasing overall student access to coursework and meeting both on- and off-campus student curricular needs with a single course section. Cost savings in conducting classes at two or more locations at the same time, however, are offset by the high telephone line charges for compressed video and the need for class size to be kept relatively small to enable students at both sites to interact. The campus expects that competition to provide telephone service may lead to future reductions of line charges. Should that be the case, UIS could realize some reduction in expenses associated with delivery of selected courses in Peoria using compressed video technology.

A key element of the DPC’s thinking about the future of Peoria involves the UIC College of Medicine at Peoria. The University of Illinois has long maintained offerings in the Peoria area through the College of Medicine and the UI Office of Statewide Programming. UIS is exploring the possibility of using the College of Medicine’s space and facilities for the Peoria Center. Since the College of Medicine offers very few evening classes, it should be able to accommodate UIS’ courses, which are held mostly in the evenings. In addition, the downtown location of College of Medicine would be attractive to Peoria residents.
In light of the above considerations, the Development Planning Committee recommends that UIS maintain the Peoria Center as an important part of its mission to serve part-time, placebound adult learners. The DPC believes that continuation of the center is consistent with the UIS Vision Statement. At the same time, efforts in Peoria must not be undertaken at the expense of on-campus programs of study. The commitment to Peoria must be kept in balance as a modest but important complement to UIS’ on-campus program of study. Moreover, the DPC is not inclined to suggest the possibility of additional off-campus centers, believing that more off-campus centers would be disproportionate to a campus of UIS’ size.

Improving academic support services for the Peoria Center must be addressed in the context of retention of local income funds and possible off-campus fees. Attention should also be given to locating more attractive space for the Peoria Center either on the ICC campus or the campus of the UIC College of Medicine at Peoria.
V. Academic Support, Public Service, and Research Units

The charge to the DPC specifies consideration be given to the relationship between the UIS Vision Statement and the academic support, public service, and research activities of the campus. In considering how to approach this component of its charge, the DPC decided to identify the units within the Division of Academic Affairs whose activities relate to academic support, public service, or research and to focus its inquiry on the activities of those units. Consequently, the committee did not consider some units outside the Division of Academic Affairs whose activities could be construed as academic support (i.e., admissions office). In making the decision to exclude these units from consideration, the committee was responding to its charge to emphasize the academic program of the campus in development planning.

The committee identified the following units within the Division of Academic Affairs as those that provide academic support, public service, or research:

· the applied study unit;
· the credit for prior learning unit;
· the Center for Teaching and Learning;
· the Office of Continuing Education;
· Brookens Library; and
· the Institute for Public Affairs.

The DPC asked these units to respond to themes outlined in the UIS Vision Statement as well as to some questions specific to the unit. The following questions were used.

· Do the activities of the unit support the aims of the campus as expressed in the UIS Vision Statement?

· Does the unit engage in efforts to enhance quality through continuing assessment of its activities?

· What steps, including focusing of activities, could be taken to strengthen the unit’s contributions to UIS’ fundamental purposes?
Does the internal organization of the unit and its organizational placement in UIS advance the unit’s and the campus’ goals?

Are there opportunities for the unit to leverage resources and enhance quality through collaboration with UIC and UIUC or through acquisition of external support?

Below is a summary of the units’ responses, emphasizing information most relevant to the DPC inquiry. The summary for the Institute of Public Affairs is significantly longer than the other summaries because the IPA operates on a larger scale than the other units.

**Applied Study Unit**

*Support of the Campus Vision.* The applied study and experiential learning term unit (AST) is responsible for management of the formal, campuswide experiential learning component of UIS’ undergraduate curriculum. Since its inception, UIS has had a strong commitment to applied study – the integration of experiences in work settings with classroom learning. The campus views applied study as one of the ways to bridge liberal learning and professional education, the integration of which is a high priority in the UIS Vision Statement. Continuing support of the activities of the applied study unit is a tangible manifestation of that priority.

The applied study component of the curriculum is part of the campus’ upper-division requirements. Undergraduates must take twelve credit hours in upper-division general education requirements, distributed across three areas: public affairs colloquia, liberal studies colloquia, and applied study. In consultation with their advisers, students select a combination of courses from these three areas that best suit their backgrounds and educational objectives.

The applied study unit oversees approximately 350 placements each year. This level of activity is managed by a combination of full-time staff, full-time faculty with AST assignments, and program-based faculty. AST is staffed by two full-time instructors and one clerical person. The instructors serve as the acting director and acting assistant director of the unit. In addition, faculty who are cost-centered in degree-granting programs may also receive partial assignment to deliver AST coursework and provide supervision. Student supervision by program-based faculty, who handle AST supervision as part of their advising duties, is an essential component of the campus’ experiential learning model.
The unit’s success in acquiring funds through the Illinois Cooperative Work Study Program during the past five years has created a major increase in AST’s responsibilities. Although the grant has provided paid internships for approximately 60 students annually, it contains stipulations that severely limit the use of funds for administration, placing a burden on the AST staff. During the past year, campus administration and the dean have attempted to address this problem. Nonetheless, meeting administrative responsibilities for both grant and nongrant activities continues to be difficult.

Organizational Structure and Campus Goals. AST is housed administratively in the School of Liberal Arts and Sciences, with the acting director reporting directly to the dean. AST’s administrative structure received attention as part of campus efforts to enhance productivity under the IBHE’s P-Q-P initiative. Specifically, the P-Q-P analysis in 1992 generated a recommendation to study consolidation of the administrative functions of AST and the career services and placement office (CS/P). The charge to the study committee requested consideration of consolidating or coordinating services of two other units that carry out related functions, the graduate public service internship program (GPSI) and the credit for prior learning unit (CPL). The study committee recommended that AST and CPL be integrated to facilitate more efficient delivery of services. The study committee recognized that considerable overlap existed between AST and CPL functions and those of CS/P, but believed that integration of the three units was complicated by the organizational placement of CS/P in the Division of Student Affairs. The committee supported the GPSI program’s strong interest in maintaining its identity in the Institute for Public Affairs.

The DPC believes that a strong rationale exists for consolidation of AST, CPL, and CS/P. This rationale centers on the similarity in the activities of the three units, each focusing on one-to-one work with students on issues related to career planning and development. Consolidation is expected to result in more comprehensive management of career services for students, exchange of business contacts between AST and CS/P, increased consumer awareness of the existence of three such services, and more efficient management of common functions. The first step toward better coordination of activities among these three units was to move them into shared office space. The units have now begun to meet jointly to coordinate activities and are exploring possibilities for further collaboration.

Assessment. The AST unit’s ongoing assessment activities include the use of an internal evaluation form completed by all students taking AST seminars (in addition to the regular campus end-of-term teaching evaluation). The unit also uses benchmarking against standards of practice prevalent in the field of experiential education for assessment.
Campus policy is to include academic support units such as AST in the eight-year cycle of program/unit reviews established by the IBHE, using criteria comparable to those used for IBHE-inventoried public service and research units. The self-study prepared for the support unit review constitutes a significant form of assessment. The AST unit self-study is being considered this academic year by the Undergraduate Council and the Campus Senate.

The AST unit carried out a notable assessment activity in conjunction with its self-study review. It surveyed 1170 students who had graduated in the preceding five years and who had used the unit’s services. Results of the survey were reported in the self-study and provide strong validation of the value of this component of a UIS education.

Opportunities for Collaboration with UIC and UIUC. An exciting prospect for the future is collaboration with UIC and UIUC around study in Springfield for undergraduates interested in state government. Planning for a “Springfield semester,” initially built around the campus’ legislative applied study term, has already begun.

Analysis and Recommendation. The DPC consideration of the AST unit reaffirmed continuing relevance of AST’s activities to the campus’ vision for its future. The initiation of the lower division will only increase the need for career planning and development activities such as those offered by the AST unit. The administrative consolidation of the applied study unit, the credit for prior learning unit, and the career services and placement office continues to appear to be a useful way to enhance the quality of the campus’ career planning and placement services while simultaneously focusing more faculty time on direct interaction with students. The DPC recommends that the provost establish a task force to develop a manageable plan for administrative consolidation.

Credit for Prior Learning Unit

Support of the Campus Vision. Through its credit for prior learning unit (CPL), UIS offers returning students the means to receive credit for learning acquired outside the classroom. Although the UIS Vision Statement refers to altering the mix of students so that in the future a larger proportion of the campus’ students will be of traditional college age, the statement also recognizes that UIS’ predominant clientele will continue to be the returning student. The campus’ commitment to serving the needs of these nontraditional students argues for the continuing relevance of the service provided by the credit for prior learning unit.
Students obtain credit for prior learning through a rigorous multi step assessment process involving extensive advising, preparation of a learning portfolio in the course AST 401 Learning from Experience, and review of the portfolio by CPL and program-based faculty. About 30 student portfolios are reviewed each year. CPL is staffed by one tenured faculty member, who devotes two-thirds time to teaching in the unit and serving as its director, and a part-time assessment coordinator.

Organizational Structure and Campus Goals. CPL is housed administratively in the School of Liberal Arts and Sciences, with the director reporting to the dean. Various options have been explored over the years to achieve efficiencies in administration and focus faculty time and expertise on direct work with students. In the late 1980s, the CPL unit and the individual option program were jointly administered for four years. That arrangement ceased when the director of CPL stepped down as joint director of both programs. As noted above, consolidation of CPL administration with that of AST and CS/P is recommended.

In addition to recommending further collaboration between AST and CS/P, the CPL staff strongly urges development of a closer working relationship with the Office of Enrollment Services. This would ensure that information on credit for prior learning is included in course schedules and recruiting materials and that accurate admission information is included in CPL and AST materials.

Assessment. CPL assesses its activities through student surveys and benchmarking against standards of practice prevalent in the field of experiential education. At a national conference on the assessment of experiential learning sponsored by Thomas Edison State College in cooperation with the Council on Adult and Experiential Learning, faculty confirmed that the CPL unit continues to enjoy national recognition due to its adherence to the highest standards, principles, and procedures for experiential learning programs. Further, as was the case with the applied study unit, the CPL unit self-study is being considered as part of the regular program/unit review process during this academic year.

Opportunities for Collaboration with UIC and UIUC. Opportunities for collaboration with UIC and UIUC appear to be quite limited. The CPL staff has explored the approaches to credit for prior experience taken at the other two campuses. Although UIC and UIUC do have proficiency examinations and advanced placement opportunities, they do not have a single unit devoted to providing opportunities for constructive self-reflection on lifelong learning to adults with significant work experience.

Analysis and Recommendation. As noted above, the administrative consolidation of the AST unit, the career services and placement office, and the credit for prior learning unit continues
to appear a useful way to enhance the quality of services in each of the units, while simultaneously achieving modest resource savings and focusing faculty time on direct interaction with students.

**Center for Teaching and Learning**

*Support of the Campus Vision.* The Center for Teaching and Learning (CTL) was established in 1995 to consolidate administration and coordinate activities related to the assessment office, the learning center, and faculty development. The vision statement affirms the centrality of excellence in teaching to the past and future of this campus and specifically mentions the center as having been established to “... support campus efforts to develop faculty members as teachers, particularly in terms of developing each student’s potential.” The center has a pivotal role in the campus’ continuing efforts to refine its understanding of the scholarship of teaching. Thus, the activities of the Center for Teaching and Learning lie at the heart of the campus’ fundamental purposes.

The combined staffing of the units within the Center for Teaching and Learning totals 2.5 FTE faculty and 4.25 staff. Several of the faculty are joint-appointed with academic programs. This is the first year of center operation with a full-time director, who was hired after a national search.

The scope of the center’s activities includes:

- entrance and exit assessment of undergraduates;
- individual tutoring in reading, writing, and mathematics for both undergraduate and graduate students; and
- faculty development, including workshops on applications of learning technology.

Consequently, in any given year the CTL interacts with a large proportion of the student body, virtually all academic programs, and many individual faculty. In the future, the center will play a key role in assessing the lower-division general education curriculum and supporting the learning of lower-division students.

Focusing attention on improving the teaching/learning process was the single most important reason for forming the center, which has already sponsored activities aimed at fostering dialogue about teaching and developing faculty’s teaching skills. The center will assume a major role in helping faculty develop skills in the application of new technologies. In sup-
port of this type of faculty development, the center has hired a person to assist faculty in the use of computers and related technologies. Plans are also being made for a part-time assignment to the center of a faculty member with expertise in the use of learning technologies.

Assessment. Given the unit’s responsibilities in the area of assessment, the CTL appropriately engages in a continuing assessment of its own activities. The longer history of the Learning Center, however, provides a fuller set of assessment data than is available for the other units in the CTL. Surveys each semester of Learning Center users, surveys of alumni, and surveys of faculty establish a pattern of evidence indicating high levels of satisfaction with the Learning Center’s activities.

Organizational Structure and Campus Goals. The Center for Teaching and Learning is administratively housed in the School of Liberal Arts and Sciences, with its director reporting to the dean. The administrative structure of the center received considerable attention as part of the process leading to development of the proposal for the center and presentation of that proposal to the IBHE. The center’s current structure and placement is the result of strategic planning and P·Q·P deliberations. In effect, the actual existence of the Center for Teaching and Learning is the result of earlier efforts to enhance quality and focus resources. The center and its organizational structure and placement need to be tested for a few years to determine how well this arrangement serves the campus’ goals.

Opportunities for Collaboration with UIC and UIUC. Both UIC and UIUC have units similar to the Center for Teaching and Learning, although the structure and organizational placement of those units on the other campuses differ from UIS’ center. Nonetheless, those differences do not preclude the possibility of joint efforts and collaboration on special projects. Collaboration has already taken place on a proposal through Vice President Manning’s Advances in Learning Technologies in Higher Education intramural grant program.

Analysis and Recommendation. In establishing the Center for Teaching and Learning, the campus recognized the possibility of leveraging existing resources by attracting external support for advancing teaching practice and learning outcomes. With the appointment of the director and the maturation of its operations, the center should begin to explore such sources of external support. In looking toward the future, the DPC believes the center’s activities to foster research on the teaching/learning process have the potential to draw national attention to the campus.

Office of Continuing Education
Support of the Campus Vision. Whereas the applied study unit, the credit for prior learning unit, and the Center for Teaching and Learning provide academic support, the activities of the Office of Continuing Education (CE) focus on public service. Since its inception, the office has had as its primary function connecting with the citizens of central Illinois. Therefore, its activities relate most directly to the elements of the vision statement addressing the campus’ service role and the University’s land-grant tradition.

It would be an error, however, to view the continuing education office’s activities solely in terms of service; its activities are firmly rooted in the campus’ academic programs. Faculty guide CE staff in making and cultivating markets, evaluating needs, and determining the importance of projects in terms of new developments in disciplines. CE contributes to faculty development through flexible instructional formats that allow faculty to explore secondary or evolving interests. Further, through its management of the Studio Theatre and its involvement with student activities committees/clubs, the Office of Continuing Education looks forward to helping realize the campus’ aspirations to become a place where “the centrality of a lively extracurricular intellectual, social, and cultural life is recognized and supported as being critical to students’ learning experiences” (UIS Vision Statement).

The Office of Continuing Education is also responsible for management of the campus’ Conference Center. In that capacity the office schedules all activities in Conference Center meeting rooms, the Studio Theatre, and Brookens Auditorium. In addition to serving rental clients wishing to use those locations, the office helps develop and promote its own continuing education lectures and workshops, which often use UIS faculty as instructors.

The highly desirable conference space coupled with the availability of skilled media technicians, an outstanding food service, and ample parking lead to heavy use of the conference facility. During FY95 the Office of Continuing Education managed approximately 750 events, attended by well over 120,000 people. Gross revenues from Conference Center events exceed $250,000, and the ratio of nonappropriated to appropriated funds is about 2.5:1. Net revenues from CE rentals and programs help underwrite other activities on the campus.

Organizational Structure and Campus Goals. The Office of Continuing Education is administratively housed in the Office of the Provost and Vice Chancellor for Academic Affairs, with the director reporting to the provost. The office has 5.0 FTE staff members, and is physically placed within the provost’s suite of offices, which facilitates collaboration with academic administrators and faculty. It is housed in the same building as many of the
facilities it handles (i.e., the Conference Center and the Studio Theatre), allowing for easier coordination of its events.

Assessment. The office engages in regular assessment of its activities; evaluations are standard for all CE activities. In addition, the office’s programs have won outstanding awards from state and national continuing education bodies such as the Illinois Council of Continuing Higher Education and the University Continuing Education Association.

As is the case with the academic support units discussed above, review of this public service unit is also included in the IBHE eight-year cycle of program/unit reviews. The review of the Office of Continuing Education occurred during the 1995-96 academic year, at which time the unit’s self-study was considered by the Graduate and Undergraduate Councils and the Campus Senate. Furthermore, the public service unit review that CE submitted to the Development Planning Committee for use in this report constitutes a significant form of assessment of its activities. One recommendation that emerged from the eight-year review was the desire of faculty to be more fully informed of the campus meetings related to their disciplinary interests. The office will be posting a list of upcoming meetings both to its web page and in the UIS Weekly.

Opportunities for Collaboration with UIC and UIUC. The Office of Continuing Education is already collaborating with its counterparts at UIC and UIUC and with the UI Office of Statewide Programming. As cooperative endeavors with UIC and UIUC begin to emerge, the Office of Continuing Education will be heavily involved. Certain policy issues need to be resolved regarding the campus’ relationship with continuing education programming at UIC and UIUC. In particular,UIS support of UIC and UIUC students and charges for UIC and UIUC continuing education activities must be defined. The Office of Continuing Education should develop proposals for policies on cooperation with UIC and UIUC for review by the provost and the chancellor.

Analysis and Recommendation. Although the Office of Continuing Education has been functioning well under the current organizational arrangement, the merger with the University of Illinois and the advance of technology prompt the Development Planning Committee to urge the campus to revisit its current conception of continuing education. The merger with the University of Illinois has brought UIS into contact with the model of “continuing education” that has evolved in the University as a whole and, indeed, is found at other universities. In the University’s organization, the Office of Statewide Programming and the campus continuing education offices have responsibility for noncredit coursework and for credit coursework offered at off-campus sites. At UIS those responsibilities are divided between the Office of Continuing Education and the academic schools, particularly
the School of Business and Management due to its extensive involvement with the Peoria Center (see Section IV). However, off-campus instruction has not really received a clearly defined administrative focus at UIS. Consideration should be given to better means of coordinating credit-bearing and noncredit-bearing off-campus instruction.

Advances in technology are also playing a role in driving the campus to rethink its views of continuing education. The Office of Continuing Education has been a leader in the use of satellite training and compressed video technology as an alternative to face-to-face meetings. The spread of these technologies will lead to the substantial involvement of the continuing education office in use of the campus’ video technologies and, at a minimum, will require more extensive coordination with units responsible for supporting those technologies.

**Library**

*Support of the Campus Vision.* Brookens Library supports the instructional, research, and public service activities of the campus through the spectrum of its information services, which includes collections, electronic information resources, workshops, reference services, and a credit-bearing course. The library can thus be viewed as an academic support and public service unit that provides support to research activities. Realization of the goals of the vision statement – be it promoting excellence in instruction, developing teacher-scholars, or enhancing the campus’ cultural climate – is integrally linked to the strength of the library. Fortunately for UIS, campus academic leaders from UIS’ founding through the succeeding 26 years have been unwavering in their support of the library, even in periods of acute financial strain. As a consequence, Brookens Library is strong and viewed with pride by members of the UIS community.

The library’s holdings include approximately 510,000 volumes, 2500 periodical subscriptions, 1800 films and video tapes, and 1.5 million microforms. The library has six faculty and 30 staff members with a budget of $2,124,367 for FY96. Holdings are comparable to those of leading liberal arts colleges across the nation.

The library has assumed a leadership role in the technological progress of the campus, providing educational technologies as well as faculty and staff training in the use of those technologies. As is the case with libraries around the world, Brookens Library is attempting to make more effective use of resources by selectively shifting from print-based to electronic collections. The library faces a series of decisions to determine how to purchase and store both current and archival materials and how to make those materials available.
Organizational Structure and Campus Goals. Organizationally, Brookens Library is at the administrative level of a school. The head of the library carries the title of university librarian and dean of Library Instructional Services, reports to the provost, and sits on the Academic Cabinet. It is not clear that any alternative organizational location would enhance the development of library services.

Assessment. The library engages in various forms of assessment and benchmarking. In addition, it was asked to conduct a self-study in conjunction with the regular cycle of IBHE reviews. The Graduate and Undergraduate Councils and the Campus Senate reviewed the library’s self-study during the 1995-96 academic year.

User satisfaction was measured as part of the Noel-Levitz Student Satisfaction Inventory administered in January 1995 by the Office of Enrollment Services and as part of the annual survey of alumni carried out by UIS’ Survey Research Office. In addition, library faculty have used the Wisconsin-Ohio Reference Evaluation Program survey, an instrument designed to measure satisfaction with the outcomes of reference service. Results from the latter survey were very positive, indicating satisfaction levels equal to or above the averages for libraries of comparable size. The library also participates in the campus’ assessment activities and has worked with the assessment office to develop measures of library skills that have been incorporated into the battery of instruments designed for baccalaureate skills assessment.

The library self-study provides detailed information relating to the benchmarking of library holdings and staffing patterns. Although there are complexities associated with making such comparisons, the UIS library does compare favorably with national norms identified in John Minter Associates’ Academic Library Statistical Norms 1992. It also meets the standards set forth for college libraries by Academic College and Research Libraries (ACRL).

Opportunities for Collaboration. Even before the merger, the UIS library participated with libraries at UIC and UIUC in a statewide consortium, the Illinois Library Computer Systems Organization (ILCSO). Other joint interests are addressed through common membership in CODSULI, the Council of Directors of State University Libraries. Beyond this, UIS is now represented on the University Library Council, where UI-centered discussions take place. Other cooperative efforts have been approached informally, and the UIC and UIUC libraries have been very supportive in this regard. Various reciprocal arrangements exist that facilitate services.
Analysis and Recommendation. Positioned as it is at the center of information dissemination, the enhancement of the library’s contribution to the campus depends on the development of collaborative relationships with other organizational units. The DPC supports the library’s expressed desire to maintain close organizational alliances with all UIS entities involved in the provision of, or support for, information resources of any nature. Specifically, cooperative relationships with the Division of Student Services and with the Center for Teaching and Learning need to be further developed to provide library support for various sectors of the student population including students in off-campus locations and students with disabilities. More tightly integrated linkages are needed with computing services (see Section III). Fuller use of the library in support of efforts toward for student recruitment can be achieved by closer coordination with the Office of Enrollment Services. Finally, the library should continue to be a major participant in discussions on the organizational structure the campus will need to develop to provide support for distance learning in all its forms.

Institute for Public Affairs

In view of the scope of the Institute for Public Affairs’ activities and complexity, discussion of the its response to the DPC will be more extensive than was the case for the other units and recommendations will be presented as a group at the end of this section. The DPC’s discussion was greatly facilitated by the thorough and thoughtful response the Institute provided.

Support of the Campus Vision. The response of the Institute for Public Affairs (IPA) demonstrates a strong relationship between the IPA and the UIS Vision Statement. This relationship was reinforced through the analysis of the vision statement carried out by the IPA – an analysis that resulted in modifications of IPA goals. The mission of the Institute for Public Affairs is to contribute to social and economic progress, governmental effectiveness, and educational excellence by conducting public affairs research, analysis, service, communication, and education through activities and partnerships in the public and private sector. Among the goals the IPA stresses are becoming a state leader in policy studies and program evaluation; making citizenship education a major focus; and contributing to the well-being of surrounding communities by providing leadership in problem identification, providing discussion forums, and implementing selected service projects and activities. All of these have had significant planning attention in recent months.
Assessment of Quality and Productivity. Units within the IPA have engaged in activities to provide continuing direct and indirect assessment of the quality of IPA activities. These evaluative activities vary across units and include:

- state and national recognition;
- grant competitiveness;
- return of satisfied paying clients over many years;
- publications in refereed journals and other juried publications;
- survey results from training activities;
- use of external reviewers;
- competitiveness of student internship programs; and
- direct impacts of Illinois and local citizens.

Enhancing Quality and Clarifying Focus. The Institute for Public Affairs identified several steps that could be taken to enhance the quality and clarify the focus of its activities. The recommendations with minimal requirements for additional resources included 1) extending and enhancing continuous quality improvement, 2) exploring innovative ways of financing IPA staff across unit lines, 3) clarifying expectations for production of scholarly publications by faculty affiliated with the IPA, and 4) holding annual focus groups with external partners.

Other recommendations entailed requirements for additional resources. The recommendations pertaining to filling faculty positions will be addressed through the regular mechanism used for establishing priorities for hiring in the section of this report on program strengthening. The other recommendations put forward by the IPA will need to be addressed internally by the Institute or through the normal budget process.

One additional IPA recommendation for enhancing quality and clarifying focus received considerable attention from the Development Planning Committee and warrants separate discussion because of its significance for the campus and substantial budgetary implications. The IPA proposes a Center for Administrative and Policy Studies that would function within the IPA as do the Illinois Legislative Studies Center and the Center for Legal Studies. The IPA considers such a unit to be central to its first priority goal of becoming a state leader in policy studies and program evaluation.

In 1988, UIS phased out its earlier Center for Policy Studies and Program Evaluation because of turnover of key faculty and in the hope that the IPA’s central office could continue the work. However, this has not proved feasible. The reconceptualization and reinvigoration of this area has gained additional significance because of the joint desire of the School of Public Affairs and Administration and the IPA to support the new doctoral
program, to respond to President Stukel’s vision of the service mission of the University of Illinois, and to better meet the public affairs mission of this campus. Resource needs for this center would probably be addressed in part in the process of implementing the Doctor of Public Administration degree. While D.P.A. faculty would participate in the center’s activities, the center would also require some staff and support resources. In the immediate future, it would probably be a desirable move to establish an “office” as a first step in strengthening efforts in these areas. The issue of funding for the Center for Policy Studies and Program Evaluation is described in Section VI.

Organizational Placement of the IPA. As was the case with the other support and service units, the Institute for Public Affairs was asked to consider its organizational placement and whether an alternative placement might enhance achievement of the unit’s and the campus’ goals. Currently, the IPA is located administratively within the Division of Academic Affairs, with several of its units housed in the School of Public Affairs and Administration (the IPA central office, the Center for Legal Studies, the Legislative Studies Center, the Survey Research Office, and the Graduate Public Service Internship Program) and several of its units housed directly in the Division of Academic Affairs (Institute Publications, WUIS/WIPA, and the Television Office). The executive director reports to the dean of the School of Public Affairs and Administration on matters related to units located in that school and to the provost on matters related to units in the division. Thus, the executive director has two reporting lines. As director of a unit within the school, the executive director is a member of the School of Public Affairs and Administration Cabinet. As a person reporting to the provost, the executive director is a member of the Academic Cabinet and the Chancellor’s Administrative Council.

This unusual organizational situation arose partly as a result of the historical development of the IPA from preexisting centers and the former Office of Public Affairs Communication. The present structure also emerged from the recognition that the IPA has division wide responsibilities relating to public affairs research and service, yet also has particularly strong affinities with programs in the School of Public Affairs and Administration.

Arguments can be made for locating the Institute for Public Affairs wholly within the School of Public Affairs and Administration or outside of the school, as a freestanding unit in the Division of Academic Affairs. Locating the IPA wholly within the school would simplify the campus’ organizational structure, effect a modest reduction in the number of people reporting to the provost, and align the relationship of the dean and the unit with similar relationships in other schools on campus (e.g., the dean of Liberal Arts and Sciences and the director of the Center for Teaching and Learning). However, locating the institute wholly
within the school could undermine the IPA’s charge to serve a division wide function and to establish working relationships with faculty from across the campus. It would also diminish the role of the executive director in the division wide development of academic policy that occurs in the Academic Cabinet.

Alternatively, locating the Institute for Public Affairs wholly outside the school would reinforce the IPA’s division wide mandate, but would attenuate key relationships with faculty in the School of Public Affairs and Administration. These relationships will become even more important with initiation of the doctorate in public administration.

The organizational placement of the IPA was analyzed during the strategic planning of 1991-92. At that time the campus concluded that the current arrangement, though unusual, strikes a balance between competing goals and interests. Following extensive discussion of this issue in preparing the response to the DPC’s questions, the faculty and staff of the institute voted to continue the present organizational structure. The DPC solicited comment on the organizational placement from the dean of the School of Public Affairs and Administration, who came to the campus with extensive experience in public affairs education at the national level. The dean concluded that while “one might recommend a different configuration of units within the IPA or a different organizational location if one were creating a new unit, the current organizational location and structure have the advantage of both experience and functional success for the most part within the UIS setting.” After reviewing the history of this issue and identifying again the strengths and weaknesses of the current arrangement, the DPC also concluded that the current placement strikes a satisfactory balance among competing interests and should not be changed.

Intercampus Collaboration. One of the first collaborative activities following the merger with the University of Illinois was the formation of a Public Affairs Intercampus Task Force, which met from May 1995 to March 1996 and was chaired by Vice President Manning. It has been replaced by the Intercampus Council on Public Affairs, which is being chaired by the IPA’s executive director during its first year of existence. The IPA response notes significant opportunities to enhance quality and leverage resources through collaboration with UIUC and UIC, but constraints are also present. Examples of collaborative projects include:

- subcontracting with UIUC for a training program for public administrators in Beijing;
- co-sponsoring with IGPA a conference in Chicago on the new federalism;
- co-hosting with IGPA, UIC, and UIUC a national conference known as LINKS for universities in state capitals; and
co-sponsoring with other U of I units a conference on a state super-agency for human resources and a conference on welfare reform issues.

Institute for Public Affairs
Specific Issues

The DPC’s consideration of the Institute for Public Affairs included not only the broad issue of the IPA’s relationship as a whole with the vision statement, but also planning issues specific to particular IPA units and to the IPA’s overall operations. The issues considered are related to public radio station WUIS/WIPA, the institute publications unit, and the Springfield Project.

Public Radio Station WUIS/WIPA

The DPC discussion of the radio station covered the general issue of the relationship between the station and the campus, as well as the particular issue of the future of WIPA.

The primary goal of WUIS/WIPA, as articulated in its mission statement, is to serve the community. The community is understood to be “all communities of individuals and institutions that can be served by a broadcast station and its personnel” in this geographic area. The station is sustained through a combination of grants, individual and corporate gifts, sales and services, and appropriated funds from the UIS budget. The appropriated funds amount to $125,000 in a budget of approximately $575,000. Although the appropriated funds constitute only about 20 percent of the station’s total budget, this level of appropriated funds represents a substantial commitment for the campus.

In its discussion, the DPC reflected on the station’s conception of its service mission and the needs of the campus, especially as they relate to emerging directions of the campus’ development. The station is highly valued by the campus community. Faculty and alumni are active in fund raising and take pride in the high quality programming the station brings to the Springfield area. It is legitimate in this period of examination of campus activities, however, to reflect on the relationship between the radio station and the campus. Specifically, the DPC wanted to examine the degree to which the station’s service role could include service activities to benefit the campus more directly.
A starting point for examination of this relationship would be consideration of the elements of the vision statement with clear affinities to the radio station’s activities. For example, the vision statement discusses the prospect of linking UIS’ longstanding commitment to public affairs education with the nationwide discussions of the need for education for citizenship. It would be worthwhile to explore ways the radio station could advance the campus’ participation in that national discussion. UIS’ vision for itself also includes developing a national reputation for analysis of state-level policy and governmental operations. In this area also, it would be worthwhile to explore the radio station’s potential for enhancing the campus’ efforts.

At a more general level, the DPC recognized that in the effort to broaden the definition of community to extend beyond the campus community, important opportunities to serve the campus interests may have been overlooked. The committee acknowledges the station’s current efforts to publicize registration dates and campus activities. However, committee members believed that it would be appropriate for the radio station to play a more active role in publicizing campus events and developing programming around academic initiatives.

In 1993 the campus expanded the operation of its radio station by establishing WIPA, a “repeater station” in Pittsfield. The campus’ aims in establishing the new station were to serve the needs of west-central Illinois for public radio broadcasting and to promote the visibility of the campus in that area. The station was established with funds provided by the National Telecommunications and Information Administration ($190,000), the Corporation for Public Broadcasting ($6,895), and WUIS internal funds ($65,000). In undertaking this enterprise, the campus’ assumption was that additional expenses incurred to operate WIPA would be more than offset by contributions from listeners in the WIPA listening area. The expectations for support from the west-central Illinois listenership have not been realized. Revenue from all areas covered by WIPA (except Jacksonville, which has cross-listenership) bring in under $1500 annually, whereas the total yearly expense of operation WIPA is $29,300. In effect, resources appropriated or contributed to WUIS are helping to sustain WIPA. Although the goodwill of people in west-central Illinois is desirable, it is legitimate to question the continuation of a service that appears to be receiving limited financial support from those it is intended to serve. Immediate termination of the WIPA service is, however, problematic.

Under the provisions of the grant that funded the purchase of equipment to establish the station, WIPA must remain on the air for ten years or the campus will have to return the $190,000 in federal funding. Six years remain of that ten-year period. Coupled with this liability is the observation that building a base of contributors is very difficult. The IPA report notes that it takes, on average, two years of operation before listeners will consider a
donation. Nonetheless, even if immediate termination is not advisable, developing a plan for evaluation of this commitment is essential. Just as academic programs are engaged in the process of assessment of learning outcomes, the IPA should develop a plan for assessing the success of the WIPA operation. Moreover, such a plan should establish the criteria upon which continuation of the station would be decided. In this way, the expiration of the ten-year contractual obligation for the WIPA equipment would be approached with a firm understanding of the level of support expected to continue the station’s operation. This planning activity must be highly visible in the region so all interested parties fully understand marketing and fund-raising necessities to make WIPA a viable investment for UIS and the region.

One additional consideration regarding the radio station should be addressed in light of the changed circumstances of the campus as part of the University of Illinois. The broadcast services of the University operate WILL-AM, WILL-FM, and WILL-TV in Urbana. Operation of the Urbana stations requires performing many of the same functions carried out by the Springfield station in the areas of fund raising, equipment acquisition, technical services, personnel management, and programming. The DPC supports continuation of WUIS/WIPA as a separately licensed station. While acknowledging that substantial collaboration has already occurred, the committee urges further collaboration across campus broadcast services in hopes of improvements in operations. The committee further recognizes that opportunities for cost sharing across the campuses are very limited because of funding stipulations imposed by the Corporation for Public Broadcasting.

Institute Publications

In FY96 the IPA consolidated two existing units, *Illinois Issues* and the Publication Unit, into a single unit, the institute publications unit, whose director is the publisher of *Illinois Issues*. This consolidation had the effect of streamlining the IPA organizational structure and achieved a small savings, as reported in the campus’ FY96 P-Q-P report.

*Illinois Issues* was founded in 1975 and has built a reputation as the state’s leading public affairs magazine. It has a subscription base of 6,000 and an estimated monthly readership of 30,000. Magazine staff frequently collaborate with faculty in the IPA, elsewhere on campus, and at other universities to develop its articles. They also collaborate with faculty on research and citizen education projects, the most notable current example being the Illinois Campaign Finance Project. In addition to campus support and subscription income, *Illinois Issues* is supported by grants and donations.
The institute publication unit has grown over the years in response to specific projects. For example, the *Almanac of Illinois Politics* grew out of the work of Professor Jack van der Slik and the *Chicago Metro Political Atlas* grew out of a partnership with the Chicago Urban League, the Metro Chicago Information Center, and Northern Illinois University.

As noted in the IPA’s 1996 Annual Report, the institute publication unit views part of its mission as the publishing and distribution of books on public policy and public affairs that affect the state and the region. The annual report lists nine IPA books in print. In addition, the Publication Unit provides editorial and production support for *Party Line*, the quarterly newsletter of the Committee for Party Renewal, and for two scholarly journals, *Comparative State Politics* and *The Psychohistory Review*. These publications are essentially self-sustaining. Assuming allocation of the time and expertise of existing staff, the additional costs associated with production of the books and journals are covered by sales or subscriptions.

Under the new organizational structure and leadership, the unit proposes to become more proactive in its acquisitions process. It wishes to establish a ten-person editorial board and to solicit manuscripts on public affairs topics written for a general audience. Such activity could be viewed as having a natural relationship to the UIS Vision Statement. The unit has defined its mission as publishing books and academic periodicals on public affairs topics with an emphasis on Illinois. Consequently, the activities of the publication unit enhance the public service the unit already provides – that of contributing to the idea of citizen education as articulated in the vision statement. Establishment of the editorial board can be viewed as an effort toward focusing and the enhancement of quality; that is, the editorial board would ensure that proposed publications fall within the publication unit’s mission and are of high quality.

The need for a unit in the institute responsible for the preparation of research monographs, reference materials, and the IPA annual report is evident. Although the results of research projects conducted under the auspices of the IPA should be and are submitted for publication to peer reviewed journals, it is common practice for research centers, such as the Institute for Public Affairs, to issue monograph series derived from projects they sponsor. These monograph series highlight the activities of their centers in a way that publications in separate journals cannot. Also, it is appropriate to employ staff who enhance the quality of research center publications through editorial and graphics expertise. Finally, it is appropriate for the campus to publish certain works on Illinois politics and public affairs that would not be of interest to commercial or university presses.
While the DPC respects the desire of the unit to make even greater contributions to the campus’ public affairs activities, the unit will need to be cautious about maintaining a balance of activities within existing resources. The DPC encourages continuation of discussions with the UI Press about ways the Press might contribute to the goals the Publication Unit hopes to achieve. It should be emphasized that the continued operation of the unit as an office for dissemination of monographs and reference works is seen by the DPC as a necessary part of IPA operations.

**Springfield Project**

The inclusion of the Springfield Project within the IPA has been addressed during the past year, and this project is increasingly at the leading edge of IPA development. Modeled after the Atlanta Project started in 1991 by Jimmy Carter, the mission of the Springfield Project is to unite Springfield as a community working to improve the quality of life in neighborhoods. The Springfield Project seeks to empower citizens to develop solutions to the problems they identify in their neighborhoods and fosters collaboration among governmental agencies, other service providers, people who want to help, and those who need help. The IPA is the appropriate organizational location at UIS because of its strong track record in working with external partners and building multidisciplinary partnerships, in providing start-up services, in assisting to identify external funding sources, in avoiding duplication, and in providing administrative oversight.

The DPC believes that for the Springfield Project to be effective the project must have a relatively small campus resource base with additional resources needed to support the project to be generated through grants, contracts, and contributions. The Springfield Project is currently undertaking efforts to create a permanent structure as a tax exempt not-for-profit organization with its own board and is seeking gift, grant, and contract support. When the Springfield Project obtains necessary external support, it will be able to draw upon IPA staff expertise.

**Recommendations for the Institute for Public Affairs**

1. Develop a proposal for a Center for Administrative and Policy Studies within the Institute for Public Affairs for submission to the Board of Trustees and the Illinois Board of Higher Education. The center would function within the IPA as do the
Illinois Legislative Studies Center and the Center for Legal Studies. A unit such as this would be central to the IPA’s first priority goal of becoming a state leader in policy studies and program evaluation. The IPA should move to establish an “office” as a first step in strengthening its efforts in these areas.

2. **Clarify the general service role that public radio station WUIS plays.** The DPC recognizes that in the effort to broaden the definition of community to extend beyond the campus, important opportunities to serve the campus interests may have been overlooked. Committee members believed that it would be appropriate for the radio station to play a more active role in publicizing campus events and developing programming around academic initiatives.

3. **Explore collaboration with WILL.** The broadcast services of the University operate WILL-AM, WILL-FM, and WILL-TV in Urbana. Operation of the Urbana stations requires carrying out many of the same functions carried out by the Springfield station in the areas of fund raising, equipment acquisition, technical services, personnel management, and programming. Collaboration across the campuses could yield improvements in operations.

4. **Develop a plan for assessing the success of the WIPA operation.** This plan should establish the criteria upon which continuation of the station would be decided. In this way, the expiration of the ten-year contractual obligation for the WIPA equipment would be approached with a firm understanding of the level of support expected to continue the station’s operation. This planning activity must be highly visible in the region so all interested parties fully understand marketing and fund raising necessities to make WIPA a viable investment for UIS and the region.

5. **Continue efforts to enhance quality and focus activities of the institute publications unit, including exploration of collaboration with UI Press.** Discussions could be enhanced through appointment of a representative of the UI Press to the Institute Publication Unit’s editorial board. The continued operation of the unit as an office for dissemination of monographs and reference works is seen by the DPC as a necessary part of IPA operations.

6. **Continue efforts to reallocate resources as new initiatives emerge.** Throughout the years of the P-Q-P initiative, the IPA has made substantial efforts to reallocate resources to more effectively meet Institute and campus priorities. As UIS looks toward the future, campuswide allocation of resources toward public service and research must be kept in balance with resources devoted to instruction. With the
possible exception of the Center for Administrative and Policy Studies, new IPA initiatives will largely have to be funded through internal reallocation or external grant support.
VI. Budgetary Analysis

This section presents a budgetary analysis of the recommendations in the preceding sections of the report. It demonstrates how the year-by-year budgetary requirements of the initiatives deriving from the UIS Vision Statement fit with funding likely to be available over the next five years. It also integrates known budgetary commitments with the resource requirements of new initiatives and differentiates between initiatives requiring significant investment of new resources and initiatives that can be undertaken through reallocation of existing resources. The DPC recognizes that, as with recommendations elsewhere in this report, the recommendations in this section are subject to review by appropriate governance bodies.

Five-Year Budget Projection

Table 1 provides a budgetary summary of a proposed set of strengthening activities under modest assumptions of revenue growth over the next five years (FY98 through FY02). The table shows sources of funds specifically allocated for new program initiatives by fiscal year and the uses toward which these new funds would be directed. Following the first budget year (FY98), the table is built on the assumption that $400,000 is available each year for new program initiatives. Recent budgetary experience indicates that that level of funding for new program initiatives is a conservative estimate, allowing for realistic consideration of the likely base of funding for new initiatives.

The DPC recognizes that campus development can be supported not only by new funding, but also by reallocation from support for existing activities. The preceding sections indicate several developmental activities that could be supported by reallocation from existing resources. However, it must also be recognized that the campus has already engaged in a substantial process of reallocation in response to the IBHE’s P·Q·P initiative and that further reallocations will necessarily be modest.

Note: Each column represents an increment in either revenue or expenditure over the previous year’s level.
# Table 1
**Budgetary Impact Projection FY98-02**  
*General Revenue Funds*

<table>
<thead>
<tr>
<th></th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
<th>FY02</th>
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<td>Existing Institutional Support</td>
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<td></td>
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<tr>
<td>Strengthening Technological Base</td>
<td>200,000</td>
<td></td>
<td></td>
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</tr>
<tr>
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<td>Strengthening Academic Base</td>
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<td>400,000</td>
<td>400,000</td>
<td>400,000</td>
<td>1,700,000</td>
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<td>Prior Year Carry Forward</td>
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<td>127,200</td>
<td>(55,800)</td>
<td>29,200</td>
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<tr>
<td>UA Supplement Reduction</td>
<td>(100,000)</td>
<td>(100,000)</td>
<td>(100,000)</td>
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<td>(300,000)</td>
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<tr>
<td>Faculty Base Restoration</td>
<td>(100,000)</td>
<td>(100,000)</td>
<td>(100,000)</td>
<td>(100,000)</td>
<td>(100,000)</td>
<td>(500,000)</td>
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<td>Instructional Technology</td>
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<td>D.P.A.</td>
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<td>(86,000)</td>
<td>(86,000)</td>
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<td>(450,000)</td>
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<td>Lower Division</td>
<td>(79,000)</td>
<td>(97,000)</td>
<td>(197,000)</td>
<td>(29,000)</td>
<td>(28,000)</td>
<td>(430,000)</td>
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<tr>
<td>New Initiatives</td>
<td>(100,000)</td>
<td>(100,000)</td>
<td>(200,000)</td>
<td>(200,000)</td>
<td>(400,000)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>240,200</td>
<td>127,200</td>
<td>(55,800)</td>
<td>29,200</td>
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</tr>
</tbody>
</table>
Sources

Over the next five years, the campus is likely to have four sources of additional funds to support strengthening activities: existing instructional support funds, instructional technology funds, D.P.A. funding, and funds to support strengthening the academic base.

**Existing Instructional Support.** At the time of the dissolution of the Board of Regents, the three campuses in the system each received a pro rated portion of the funds used to support system operations. By agreement with the University, the $256,000 received by UIS has been kept separate from the recurring commitments of the operating budget pending approval of planning initiatives, particularly the UIS lower division proposal.

**Instructional Technology.** In its FY98 budget request, the campus indicated that support for improvements in instructional technology was a high priority. The governor and the IBHE have recognized higher education’s need for support in this area. The IBHE budget recommendation for UIS includes an increment of $200,000 to support the campus’ program of technology enhancements.

**D.P.A. Funding.** The IBHE has approved $300,000 to support the new doctoral program in public administration. Although this level of funding falls short of the resources that will eventually be needed to support the program, it will provide a strong base for the program’s initial development. In later years, part of new program initiative funds would be used to provide additional support for the D.P.A. (see below).

**Strengthening the Academic Base.** This category is intended as a general label for new funds relating to academic strengthening initiatives to be proposed over the next five years. For FY98 the IBHE approved an increment of $400,000 in this category – $300,000 for the D.P.A. (see D.P.A. funding above) and $100,000 for general strengthening of the academic base. (Note: Table 1 shows D.P.A. Funding and Strengthening the Academic Base on two separate lines.) In FY98 the $100,000 of funds for general strengthening of the academic base will be used to support additional faculty hires, which continue to be critically important to the campus (as noted in Section II of this report). As noted earlier, $400,000 is used as a conservative estimate of the new general revenue funds likely to be available to the campus from FY99 through FY02 to support new initiatives, based on the pattern of budget increases over the past five years.
Uses

The annual budget increments described above will be directed toward different purposes. Funds will be used to offset specific deficits (Prior Year Carry Forward and UA Supplement Reduction), to support previously identified initiatives (Faculty Base Restoration, Instructional Technology, D.P.A., and Lower Division), and to support new initiatives identified in this report.

Prior Year Carry Forward. The first row of the lower part of Table 1 shows deficits or credits to be carried forward from one fiscal year to the next. The campus is projecting it will carry forward a deficit of $74,800 into FY98. Thereafter, depending on the pattern of expenditures in a given year, the prior year carry forward may be positive or negative.

UA Supplement Reduction. In an effort to assist the Springfield campus during the initial years of the transition, the University Administration augmented the campus operating budget by $300,000 in FY97 on the understanding that the campus would have to take steps over three fiscal years to reduce its need for these funds. This UA support in the operating budget will be reduced by $100,000 a year in FY98, FY99, and FY00.

Faculty Base Restoration. As described in Section II the campus continues to view restoration of the faculty base as a high budget priority. The FY98 budget will include an increment of $100,000 to support new faculty positions. Table 1 shows continuing increments in this category of $100,000 per year for FY99 through FY02. Faculty hires associated with the D.P.A. and the lower division are separate from the faculty hires to be funded in this category. However, faculty hires in this category will greatly enhance the campus’ efforts to achieve and maintain accreditation and to support strengthening of various programs.

Strengthening the Technological Base. The campus intends to increase expenditures for instructional technology by $200,000 in FY98. Support for this increment in expenditures will derive from funds targeted for this purpose in the IBHE budget recommendation.

D.P.A. As noted above, the IBHE recommended that the campus receive an additional $300,000 to support the D.P.A. The campus projects that a minimum level of funding to create a strong D.P.A. program will be $450,000 (see Five-Year Total). However, that level of funding will not be necessary in the program’s first years. In FY98 D.P.A. expenditures will be directed toward recruiting faculty and students, staffing the program’s secretarial position, supporting program development, and purchasing library materials and equipment. FY98 expenditures should total $62,000. The program will actually begin in FY99. At that
time the campus anticipates having hired a director, two new faculty, and two research fellows. With additional funds for travel support, the FY99 increment in expenditures for the D.P.A. will be $216,000. In each of the next two fiscal years, the program will hire an additional faculty member and two additional fellows, requiring a funding increment each year of $86,000. It should be noted that faculty hires deriving from the D.P.A. will partially address the staffing needs of a number of academic programs.

The difference between the funding level approved by the IBHE ($300,000) and the funding level to be supported by the campus ($450,000) is $150,000. This amount will not be obtained by reallocation from existing program budgets. Instead, it will be supported from new funds received for strengthening the academic base beginning in FY00.

**Lower Division.** The campus anticipates approval of its lower division proposal by the IBHE in the fall of 1997, with enrollment of the first class of students in the fall of 1999 (FY00). The proposal includes a request for $250,000 in new funds. Based on the conservative fiscal reasoning that underlies Table 1, the new funds for the lower division are assumed to be part of the $400,000 in new funds for FY99, rather than an addition to those funds. (It should also be noted that unlike other strengthening initiatives, tuition revenue constitutes a substantial component of the overall support for the lower division. Table 1, however, shows only general revenue sources and expenditures.)

In advance of receiving new funds for the lower division, the campus will engage in extensive faculty development and curricular planning activities. FY98 expenditures of $79,000 will cover the hiring of a half-time director, support for faculty who will develop the interdisciplinary curriculum, and a faculty development program. The level of activity will increase during FY99. In preparation for arrival of the students the following fall, the FY99 budget will be increased by $97,000 to cover additional support for course development, hiring of a library faculty member, hiring of support staff, such as a housing coordinator and admissions counselor, and purchase of instructional technology equipment and library materials. Expenditures in FY00 increase by $197,000, largely reflecting the hiring of teaching faculty to replace current UIS faculty in programs with substantial commitments to the delivery of lower-division curriculum. Other support staff, such as resident assistants and a program secretary are also budgeted for FY00. The following two budget years, FY01 and FY02, will require only limited funding increments, as the program will increasingly be supported by tuition revenue. At the end of the five years projected in Table 1, annual general revenue support of the lower division will be $430,000. At that point the program will be its third year of operation. It will serve about 170 students and generate about $560,000 in tuition.
New Initiatives. After setting aside funds to offset deficits and to meet the major commitments identified through previous planning processes (faculty base restoration, support of instructional technology, D.P.A., and lower division), the campus anticipates that new funds will be available to support additional strengthening activities in FY01 and FY02. Even using modest assumptions about general revenue growth, those funds are projected to be $100,000 in FY00 and FY01 and $200,000 in FY02. The strengthening activities toward which these funds could be directed are derived from earlier sections of this report and are described below.

Resource Requirements for Additional Strengthening Activities

Strengthening Activities Requiring Significant Investment of New Resources. Section II of this report identified strengthening activities requiring significant investment of new resources. The budgetary implications of four of these activities were addressed in Table 1: restoring the faculty base, strengthening the technological base, implementing the lower division, and implementing the doctorate in public administration. The remaining activities identified in Section II as requiring significant investment of new resources will, as discussed below, be supported by general revenue funds available for new initiatives, by capital funds, or by funds earmarked for certain purposes.

Three of the activities identified in Section II as requiring significant investment of new resources will be funded through general revenue funds available for new initiatives: improving support for graduate assistants; improving the campus intellectual, social, and cultural climate; and strengthening operations. Recommendations on the level of new funding to be directed toward these activities are provided.

- **Improving Support for Graduate Assistants – $172,200.** The current annual stipend for graduate assistants is $4950. Raising the stipend to $7000 (the current University minimum for graduate assistants), while maintaining the current number of assistantships would require an increase of $172,200 in the budget for graduate assistantships, or $57,500 per year added to the base for each of three years. The increase graduate assistantships would need to come from funds in the category of new initiatives.

- **Improving Campus Intellectual, Social, and Cultural Climate – $25,000.** The DPC recognizes that a substantial discussion needs to take place under the auspices of the Campus Student Affairs Task Force to best define steps that should be taken to improve the campus intellectual, social, and cultural climate.
The task force will need to consider the degree to which it would be appropriate to fund enhancements to student life through increases in student fees. However, it is also appropriate to support the enhancement of academically-related cultural activities through the campus operating budget. An increment of $25,000 would double the current level of general revenue funding for academically-related cultural activities and create the possibility of increased use of the Studio Theatre for musical and theatrical presentations.

- **Strengthening Operations – $100,000.** There have been no general increases in non-personal services budgets across the campus in nearly a decade. Among the items covered in such budgets are program contractual and commodities expenses. The activities the campus will be undertaking to strengthen its academic program will require an increase in the basic level of support available to programs, schools, and support offices.

The three remaining strengthening activities identified in Section II as requiring significant investments of new resources will largely be supported by funds other than those used for new initiatives. Recommended funding levels for these activities are not provided since they will not compete for funds with other academic strengthening initiatives.

- **Continuing to Develop Distance Learning Technology.** The development of the campus’ distance learning facilities has been supported by earmarked funds provided by the IBHE through the regional consortia. Although distance learning technology is changing rapidly, it is not unreasonable to assume that the continuing development of the campus’ capabilities in this area will be supported in the future by similarly earmarked funds.

- **Student Information System.** Acquisition of a modern student information system, which will improve advising and integrate admissions and records, financial aid, and accounts receivable, will require a significant resource investment. However, all three University of Illinois campuses are in the process of exploring the possibilities for upgrading their student information systems. Coordination of the UIS effort with the other campuses may substantially reduce the cost of acquiring a new system. Prior to further analysis and discussion with the other campuses, it is difficult to determine the level of funding needed or the sources of support that would be available.
· Establishing New Physical Space. In general, capital funds would be used to establish new physical space. Consequently, funds to support this strengthening activity do not compete with those required for academic initiatives. However, funds needed to rent downtown space prior to construction of a new building would have to be derived from reallocation of other operating funds.

Strengthening Activities to be Supported through Reallocation or External Funding

Section II, Section IV, and Section V of this report identify other activities that will strengthen the campus. Although all are significant, the campus should be able to support them through reallocation of existing resources, through limited investments of new resources, or through external funding. Several of these activities are highlighted below to clarify the committee’s analysis.

· Achieving and Maintaining Accreditation. Most of the funds needed to advance the campus’ efforts to achieve and maintain accreditation will be directed toward faculty hires and are, therefore, addressed in the budgetary projection in Table 1 under the category “restoring the faculty base.” Accreditation requirements will be taken into account among other factors as decisions are made by the provost to allocate faculty positions.

· Administrative Improvements in Graduate Education. As noted in Section II, one aspect of the campus effort to strengthen graduate education should be consideration of the administrative structure supporting graduate education. As a result of such consideration, the campus may decide to increase the administrative focus given to graduate education. It is likely, however, that increased administrative support will be achieved through restructuring of existing administrative assignments and will be supported through reallocation of existing resources.

· Improving Support for Scholarship. UIS must deliberate further to determine the kinds of improved support for scholarship the faculty want and the resources that would be needed to provide that support. Modest increases in support for travel would be possible through reallocation and limited investment of new funds.

· Off-Campus Instruction. The analysis in Section IV concluded that the Peoria Center is budgetarily neutral. Additional costs associated with facility rental, faculty compensation, and travel to the Peoria Center are offset by campus-
related expenses not incurred at the Peoria site. Additionally, tuition revenues from Peoria students benefit the entire campus. As the campus considers strengthening Peoria operations, the goal will be to maintain that equilibrium. The campus will consider covering expenses for strengthening the Peoria program through an off-campus instructional fee. Should the campus relocate Peoria activities to the campus of the UI College of Medicine at Peoria, additional expenses may be incurred for facility rental, staffing, and academic support. These additional expenses could also be supported through an off-campus instructional fee.

Center for Administrative and Policy Studies. The Institute for Public Affairs has estimated that $148,000 would be needed to implement the Center for Administrative and Policy Studies. Although the DPC supports establishing such a center, the committee believes the campus must exercise caution in allocating new academic development funds to this activity.

One concern is the importance of maintaining an appropriate campus-level balance between resources devoted to instruction and resources devoted to non-instructional activities (research and public service) at an institution whose primary mission is teaching. For example, although the D.P.A. is, in and of itself, an instructional program, a considerable portion of D.P.A. faculty time will be allocated to research, rather than instruction. Establishing an additional research center with new funds would further increase the proportion of the campus budget devoted to non-instructional activities.

Although the IBHE might approve a request for new funds in support of a Center for Administrative and Policy Studies, UIS is also concerned that those funds probably would not be in addition to funds used to support other new initiatives. Rather, they would displace funds needed for the other new initiatives described above. Recent experience has shown that the campus will receive a certain level of new funding from the IBHE. Proposals for new programs or centers are one of the ways that new funds can be expended; they do not add to the level of overall new funding in a given year. The DPC proposes that the Institute take an incremental approach toward establishing the center and begin by establishing an Office for Administrative and Policy Studies. As institute planning continues and as activities grow, it may become possible to develop support for the center through internal reallocation of institute resources.
Springfield Project. The campus should continue to support the Springfield Project with faculty release time and possible graduate assistantships. Additional support should be secured through external funding.
VII. Conclusion

This section will review the status of the program-related recommendations made in the Development Planning Committee’s Interim Report and indicate the next steps in the planning process.

Status of Program-Related Recommendations

Based on review of previous planning documents, written materials presented by programs, and discussions with deans and program representatives, the Development Planning Committee made recommendations pertaining to seven academic programs. During the past year the programs and their deans, and, in some cases, governance committees, have taken steps to respond to the committee’s recommendations.

Child, Family, and Community Services. The DPC recommended that the program explore ways to facilitate UIUC offering the its Master of Social Work degree at UIS on a regular and continuing basis with the participation of UIS faculty. The program met with the dean, associate dean, and head of admissions of the UIUC School of Social Work to discuss opportunities for intercampus collaboration. It was agreed that, assuming sufficient demand, the School of Social Work would consider offering its campus and community program in Springfield more frequently than in the past. Additionally, it was agreed that UIS faculty would be able to participate in delivering this curriculum, although such participation is not presently possible because of the CFC program’s current staffing level. Accreditation of the UIS bachelor’s of social work degree, expected within the next year, will facilitate entry ofUIS students into the UIUC M.S.W. program. Meanwhile, UIS provides academic support for the UIUC students taking their course work through interactive video on UIS’ campus, including computer access and the services of the Center for Teaching and Learning. The program will continue to build on its collaborative relationship with the UIUC School of Social Work.

Economics. The DPC recommended that the B.A. in economics be suspended, while continuing the undergraduate minor in economics and the concentration in finance. Although cognizant of the program’s service role and the centrality of education in economics for the lower division curriculum, the DPC was concerned about the low level of student demand for both the undergraduate and graduate majors and the difficulty of adequately staffing both
degrees. In its presentation to the committee, the program argued for focusing resources on the graduate, rather than the undergraduate, degree. During the past year the program has continued to evaluate its ability to meet its curricular commitments and has submitted a proposal to the dean.

*Health Services Administration.* The DPC recommended that the HSA bachelor’s degree be administratively integrated with a larger administrative unit offering a graduate curriculum. During the past year, the program and the dean explored various possibilities for integration of the HSA program with other degree programs. Their conclusion was that, for the time being, the best way to focus faculty efforts on teaching responsibilities, research, and student recruitment would be for the dean’s office to assume the program’s administrative responsibilities. During the next year the program will focus on market analysis and marketing activities.

*Mathematical Sciences.* The DPC recommended the elimination of the applied statistics concentration and the retitling of the remaining concentration in computer science to the Master of Arts in computer science. Based on this recommendation, the provost initiated the procedure for consideration of program deletion, which includes review by program, the school curriculum committee, appropriate governance committees, and the Campus Senate. At its April 4 meeting the Campus Senate approved the elimination of the applied statistics concentration. The Board of Trustees is expected to act on this matter at its May 1997 meeting.

*Nursing.* The DPC recommended that rather than going forward with the proposal for a curriculum leading to a UIS master’s degree in nursing, the nursing program pursue the possibility of UIC offering its M.S.N. program on the Springfield campus with UIS faculty participating in delivery of the curriculum. During the past year, discussions between the nursing programs have continued. It seems unlikely that it will be possible to develop a workable plan for intercampus collaboration in delivery of the master’s degree in nursing at UIS. It is apparent that the UIS nursing program will need to reassess its situation and consider alternative approaches to offering graduate education in nursing.

*Psychology Program.* The DPC endorsed the psychology program’s request to eliminate the master’s degree in psychology. The elimination process was completed during the 1995-96 academic year and acted upon by the Board of Trustees in June 1996.

*Public Administration.* The DPC recommended that the dean of Public Affairs and Administration, under the direction of the provost, establish a campus-level task force to 1) discuss opportunities for coordination of curriculum, scholarship, and public service
between the public administration program and other programs and units with significant linkages to public policy and the administration of public agencies and 2) make recommendations about how the program could assume a greater leadership role in public affairs curriculum, scholarship, and public service activities of the campus consistent with the best practices of the profession.

The task force met during 1996-97 and issued its report on April 2, 1997. That report recommended that the public administration program cooperate with other programs to offer specialization areas within the M.P.A. degree; to cooperate in offering tracks under the graduate certificate in public management practices program, especially the track in labor relations; and to pursue discussions with the Institute for Public Affairs to participate in offering executive and middle management training programs. The report also provided an analysis of campus leadership in public affairs activities.

**Next Steps**

Academic planning is a continuous activity. The Development Planning Committee engaged in an intensive review of many facets of UIS’ operation. The committee’s work, however, merely sets the stage for a further round of activity. This report concludes with an indication of the planning activities that should ensue based on the recommendations presented in the preceding sections. For convenience, the projected planning activities are categorized in terms of program, school, campus, and intercampus/university levels of activity. The committee recognizes, however, that new initiatives at one level often lead to issues that must be considered at other levels of campus and university organization.

*Program-level and Support Unit Planning Activities.* Many of the strengthening activities described in Section II will be realized through the continuing efforts of the academic programs to build on past accomplishments and respond to new circumstances. These efforts will include: exploring opportunities for intercampus collaboration, expanding intracampus collaboration, establishing new partnerships with external entities, creating professional development sequences, refining the curriculum, initiating program-based student recruitment, developing continuing education programming for professionals, and modifying policies for program admission.

Similarly, UIS’ academic support units will be involved in developmental activities described in Section V. The provost will establish a task force to develop a plan to strengthen career planning and development activities through administrative consolidation.
of the applied study unit, credit for prior learning unit, and career services and placement. The Center for Teaching and Learning will continue to refine its mission and test its organizational structure, as well as expand efforts to seek external support for research on the teaching/learning process.

**School-level and Institute Planning Activities.** The principal task that lies ahead for schools is to organize into centers of responsibility for educational policy capable of serving as vehicles through which the goals of the vision statement will be achieved. As noted in Section III, this will entail consideration of 1) the school faculty as a policy-making body, 2) the scope of school-level responsibilities for establishing curricular requirements and academic standards, 3) the role of schools in student recruitment and retention activities, 4) the devolution of authority in the budgetary process to the schools, 5) enhancement of the school’s role in course scheduling, 6) possible modifications of the role of the dean, 7) the internal organization of schools, and 8) ways in which interschool and multidisciplinary activities can be maintained and strengthened.

In addition to this shared planning task, each school faces specific challenges over the next few years. The School of Business and Management continues to be intensely engaged with the process of accreditation. The School of Health and Human Services will be focusing on articulation of its mission and developing relationships among its programs. The School of Liberal Arts and Sciences, in conjunction with faculty from across the campus, will be heavily involved in development of the lower division. And the School of Public Affairs and Administration will have a leadership role in implementing the doctorate in public affairs as well as following up recommendations of the task force on public administration activities.

The Institute for Public Affairs has developed an ambitious agenda for its future. In addition to significant involvement with the doctorate in public administration and continual enhancement of its existing research agenda, the institute is seeking to develop a Center for Administrative and Policy Studies. Additionally, the DPC wants several Institute units to undertake specific developmental activities. The DPC recommends that WUIS/WIPA examine its relationship with the campus and play a more active role in publicizing campus events and developing programming around academic initiatives. The radio station is also being asked to develop a plan for assessing the success of the WIPA operation and to explore further collaboration with WILL. The DPC recommends that the Institute continue efforts to enhance the quality and focus the activities of the institute publications unit, including the exploration of collaboration with the UI Press.

**Governance Committee and Campus Senate Activities.** Governance committees and the campus senate will necessarily be involved in approval of actions stemming from DPC
recommendations. However, several recommendations pertain directly to educational policy matters that fall within the responsibilities of the governance system. These include consideration of degree and student recognition nomenclature, continuing clarification of forms of scholarship, examination of the structure for administration of graduate education, reconsideration of the aims of the graduate assistantship program, and the sponsoring dialogue about the pedagogical aspects of distance learning. Additionally, as planning for the lower division progresses, the Undergraduate Council will play a major role in pertinent policy development.

It is especially important to recognize the key role to be played by the UIS Planning and Budget Committee in reviewing the DPC budgetary analysis, with its recommendations for support of new initiatives over the next five fiscal years.

**Special Campus-Wide Planning Activities.** Several initiatives can best be described as requiring campus-wide involvement in planning. The examination of student life being undertaken by the UIS Student Affairs Task Force is in this category. Certainly, planning for the lower division will extend beyond the educational policy issues to be addressed by faculty and will entail extensive coordination among student services, business and administrative services and academic affairs. As noted in Section II, the complexities of distance learning necessitate development of a framework for its administration.

**Intercampus and University Planning Activities.** Finally, the deliberations of the DPC led to recommendations for planning activities that go beyond the campus and that will require discussions among the three campuses and University Administration. One planning issue requiring coordination among the three campuses pertains to policies for intercampus collaboration. An additional issue requiring planning beyond the level of this campus is the future of UIS’ Peoria Center. The DPC recommends continued exploration of relocating UIS’ Peoria Center to the campus of the UI College of Medicine at Peoria.
Appendix A

SSU-UIS Development Planning Committee
Charge

The SSU-UIS development planning committee is charged to review the academic planning for SSU in the changed context of its position as UIS.

Much work in institutional planning was done for Toward 2000: A Strategic Plan for Sangamon State University and much of it is likely to remain relevant. It is therefore expected that the SSU-UIS development plan will draw upon that work. The main emphasis will be on academic program, as it was in the Strategic Plan: Phase II report.

The product of this committee’s effort should be a recommended academic development plan for UIS for the next several years.

The plan should either proceed from the following assumptions or, having found the assumptions inappropriate, explain its divergence from them:

(1) UIS, like all campuses of the UI, will perform the three traditional university functions of teaching, research, and public service. UIS will place primary emphasis on teaching and secondary emphasis on research and public service. It is not desired that UIS become a Research I University, nor will it emphasize doctoral education.

(2) UIS will expect some growth, but at moderate pace and with a specified limit. Its character as a comparatively small campus will be preserved.

(3) UIS will seek new clarity of focus and concentration in its offerings. In the near future the character and programs of UIS should be consolidated and focused on a rejuvenated mission of the campus as part of the University of Illinois. New initiatives will be pursued only as adequate resources become available.

(4) Whatever UIS does, it will be expected to do those things extremely well, and the range of endeavors will be limited accordingly.

The plan should include the following:
(1) A statement defining the academic vision and principal foci of UIS. What will be UIS’ distinction within the UI family and the State?

(2) A recommendation as to whether UIS should move to a four-year undergraduate program, and if so, at what parameters (size, programmatic emphases, timing and phase-in, relationship to the existing upper-division programs). What kind of special undergraduate program could UIS offer that would be unique in public education?

(3) Specific attention, on a discipline-by-discipline basis, to potential for collaboration in teaching, research and public service between UIS and the UIC and UIUC campuses.

(4) Specific attention to off-campus programs, their priority within the overall vision and their costs and benefits.

(5) Specific attention to non-degree instructional programs, research programs and public service programs, their priority within the overall vision and their costs and benefits.

(6) In light of the vision and above recommendations and of market surveys to be conducted, an analysis of which programs should be strengthened or enlarged, which kept at steady state, added, suspended, transferred or phased out.

(7) A recommendation as to whether the academic organization of the campus should be consolidated or changed and if so, to what new configuration.

(8) A budgetary analysis of the cost implications of the recommendations. In consequence of this analysis, priorities should be drawn and two sets of recommendations should be offered: one with reasonable assumptions of revenue growth over the period (~5 years) and one assuming only inflationary growth. Some degree of reallocation would be expected under either scenario. In addition, recommendations for revenue-generating and other financial strategies would be appropriate.
Appendix B

University of Illinois at Springfield
Vision Statement

This vision statement is intended to provide a sense of the directions in which UIS should develop over the next ten years. It grows out of past experiences and present realities, but is not limited to these. It assumes that resource growth will be quite limited, that energy and resources will need to be focused to ensure quality and distinction, and that some opportunities will have to be foregone because of the inability to be all things to all people. It is intended not only to encompass programs and formal activities, but also the climate we wish to cultivate. Being a vision, it is less specific than a plan. However, it is intended to be sufficiently articulated to serve as a touchstone for making decisions. In putting forward this statement, we recognize that a vision is not realized all at once, but rather is achieved incrementally with decisions building on each other over a period of years.

Fundamental Purposes and Unifying Themes

The UIS of the future will be a place where teaching remains the central function and excellence in teaching continues as the overriding goal.

Founded as Sangamon State University, UIS was established with the idea of being a “truly pioneering educational community.” The founding vision centered on four objectives: to make good teaching the standard by which the institution was judged; to emphasize liberal learning in all academic programs, including those with a professional orientation; to provide the capstone to lower-division education; and to be a public affairs university where all members of the campus community engage the significant issues of the times.

In the intervening years, each of these objectives has received attention in planning documents, has been the subject of campuswide debate, and has undergone changes in interpretation. However, excellence in teaching has held the position of primacy among the stated objectives of the campus since 1986.
At this point in our history, the centrality of teaching at UIS is tightly woven into our cultural fabric. Faculty hiring deliberations involve close attention to candidates’ prior teaching experiences, and candidates for full-time positions are typically asked to provide teaching demonstrations. The new faculty orientation begins with a session devoted to the characteristics of good teachers, and decisions to retain, tenure, and promote faculty use teaching performance as the preeminent criterion. Interestingly, these very markers are heralded in statewide and national discussions of faculty roles and responsibilities as practices universities should adopt in the future.

We recognize, however, that it is not sufficient merely to claim that teaching is UIS’ top priority and that excellence in teaching is a goal toward which the campus pays more than lip service. As an institution we should be promoting the development of teaching and should be an active participant in the national debate about the place of teaching in higher education. Through the recent establishment of the Center for Teaching and Learning, we have created an organizational structure that should enable us to support campus efforts to develop faculty members as teachers, particularly in terms of developing each student’s potential.

Moreover, we recognize that a commitment to developing faculty members as teachers should also entail a commitment to developing them as advisors. Although we have taken steps to strengthen advising (i.e., developing a formal student assessment process, holding an advising forum for program leaders, and preparing an advising handbook), we need to continue to work on enhancing advising and look toward the Center for Teaching and Learning to provide leadership for efforts in this area.

As we look toward our future as the third campus of the University of Illinois, we envision UIS as a place with a distinct teaching climate where discussions about and seminars on teaching and advising are commonplace and where significant contributions to the national dialogue on teaching and learning in higher education take place.

The UIS of the future will be a place where faculty are teacher-scholars, with greater recognition of and support for scholarship than at present.

UIS has struggled over the years to articulate an understanding of the place of scholarship in an institution whose primary purpose is teaching. Prior to becoming the third campus of the University of Illinois, we had collectively arrived at the judgment that there was no contradiction between holding teaching as primary and yet placing a high value on scholarship. A key element in the campus’s evolving conception of the relationship between teaching and scholarship has been the adoption of Ernest Boyer’s four categories of
scholarship for use in faculty personnel processes. This four-fold typology of the scholarship of discovery, the scholarship of application, the scholarship of integration, and the scholarship of teaching provides the campus with a basis for thinking about scholarship that fully validates scholarly activity, yet circumvents the narrow approach to scholarship, characterized as the “publish or perish” syndrome. At UIS we believe that scholarship, broadly defined and properly understood, lends vitality to teaching at all levels and is essential in our nurturing of scholarship among both undergraduate and graduate students.

In recent years the trend on the campus has been toward increased support for and recognition of scholarly activities. We established a competitive scholarly research awards program, and for three years we have had a fall ceremony for the recognition of scholarly accomplishment. Without diminishing the primary commitment to teaching, the UIS of the future can be a place in which this trend toward increased recognition of and support for scholarly activity continues to grow.

As we shape our future within the University of Illinois, we envision UIS as a place that fosters the development of scholarship in all its forms, that offers particular encouragement for scholarship related to areas in which the campus seeks distinction, and that is in the forefront of national discussions about establishing a proper mix of teaching and scholarship in the work-lives of faculty.

**Public affairs will continue as a unifying theme of teaching, scholarship, and service in the future. UIS’ commitment to public affairs will be understood as this campus’s distinctive contribution to the land-grant mission of the University of Illinois.**

Twenty-five years ago the curriculum of Sangamon State University was envisioned as including explicit encouragement of the study of public affairs – not only of the facts that underlie public problems, but also of the values of the community and the possibilities for public action. As evidenced in contemporary calls for citizenship curricula, what seemed desirable then is no less desirable now. We have an obligation to foster in our students an understanding of how democratic government is supposed to function, an appreciation of the individual’s responsibilities under this form of government, and a willingness, if not a determination, to be an active participant.

The 1992 strategic plan summarized the historical dialogue about the place of public affairs at the institution and affirmed the movement toward self-identification as a campus with a public affairs emphasis, rather than as a public affairs university. The plan noted the
increasing concentration of resources dedicated to conducting high-quality applied research, public service training, and public affairs education. Indeed, in the years since the writing of the strategic plan, the campus’s reputation in public affairs has continued to develop, and public affairs applied research and service activities can truly be regarded as institutional strengths.

The challenge for the future will be not to rest on our laurels, but rather to build on the record of accomplishment. In particular, we must support and publicize public affairs activity in all its forms across the campus, while maintaining and building the strengths of the Institute for Public Affairs. Further, we acknowledge that our accomplishments in public affairs research and service have not been matched by an equivalent success in realizing our aspirations for public affairs education in the campus’s formal curriculum. During this time of reexamination of guiding principles, we should recommit ourselves to the infusion of the ideal of education for citizenship into the curriculum and the life of the campus, an ideal which, in this age of global interdependence, must be understood to include education for world citizenship.

As we have become acquainted with the historic development and continuing traditions of the University of Illinois, we have come to perceive our commitment to public affairs and our repeated efforts to establish partnerships with various organizations, communities, and institutions in our region as congruent with the land-grant tradition of the University of Illinois. Moreover, because of our long-standing commitment to public affairs, we fully endorse the Central Administration’s desire to reconnect the University with the people of Illinois and to give increasing prominence to the service component of the University’s mission.

As we look toward our future as a campus of the University of Illinois, we envision UIS as a place that is a nationally recognized leader among campuses located in state capitals, both for the quality and usefulness of our research and service activities and for the distinction of our approach to education for citizenship.

Curricular Content and Scope

The UIS of the future will continue to offer undergraduate curricula in both traditional liberal arts disciplines and in professional fields and will serve students from the first year of college through completion of the baccalaureate degree.
UIS offers a set of curricular choices for undergraduate students representing both the liberal arts and sciences disciplines and a rich array of professional fields. We believe that the diversity of curricular offerings has a synergistic effect on the campus as a whole and that the UIS of the future should continue to maintain a balance of liberal arts and sciences and professional degree programs. As the liberal arts undergo modest expansion consistent with implementation of a lower-division curriculum, emphasis will continue to be placed on providing opportunities for students to integrate professional education and liberal learning. Additionally, as part of our undergraduate curricula, the UIS of the future will continue its historic commitments to opportunities for experiential learning, public affairs education, and international and multicultural studies.

UIS continues as a congenial environment into which students from community colleges and other four-year institutions can transfer. Over the years, however, the limitations of upper-division status have become all too evident. UIS, with its distinctive missions in teaching and in public affairs, ought to have the opportunity to test ideas on the integration of liberal learning and professional education over a full four-year curriculum. Additionally, higher levels of school spirit and alumni identification would be more likely to emerge were at least part of the students to complete their entire undergraduate work at this institution.

In the 1992 strategic plan, the committee concluded that conversion to four-year status was a desirable goal, though neither fiscally nor politically feasible at that time. At this point in our history, conversion has become not just a desirable goal but an imperative. Illinois has experienced a decline in the number of community college students seeking to transfer, while simultaneously more Illinois colleges and universities are competing for such students. The Illinois Board of Higher Education’s Articulation Initiative means that in the future students will be able to transfer with far more ease from community colleges to other colleges and universities in the state. The competitive advantage held by this campus in attracting community college transfer students will be significantly eroded. Therefore, the possibility of admitting students directly from high school becomes crucial for the continued viability of the campus.

It must be understood that, particularly in the initial stages, the addition of large numbers of first and second-year students is neither necessary nor desirable. It is clear that in the near term resources will not be available for a large lower-division. Moreover, it is appropriate that at the outset relatively few students be admitted in order to test curricular proposals and assess the impact of the lower division on the overall operation of the campus. Nonetheless, even a relatively small lower division should have an energizing effect on the entire campus. We anticipate that the effort to develop an innovative lower-division general education
curriculum and to enhance co-curricular activities to serve lower-division students will have serendipitous benefits for UIS’ entire educational enterprise.

In the UIS of the future, professional education at the master’s level will continue to be a major feature of the campus’s curricular commitments, with quality and distinction being the principal determinants of graduate program offerings. Projected doctoral work will be in the area of public affairs.

Master’s-level education has been a major growth sector of higher education, yet recent national discussions emphasize that the place of master’s-level programs within higher education is not widely appreciated. The undervaluing of master’s level education is such that a recent national study of this topic is titled, *A Silent Success: Master’s Education in the United States*.¹

The master’s degree at UIS, however, is not regarded as the stepchild of graduate education. It does not base its primary justification on its role in preparing the student for doctoral-level studies. Rather, it is intended to offer the student a self-contained program that makes a professional choice possible for him or her at the point of completion, whether in a traditional liberal arts discipline or a professional field. We also recognize that students enter master’s-level programs for a variety of reasons, and that their goals may change after they enter.

Currently, the campus offers twenty-two master’s programs, and master’s students comprise forty-six percent of the student body. Through our master’s programs UIS has played an enormous role in advancing the careers of professionals in this region. The UIS of the future will continue to play a significant role in serving the needs for continuing professional education at the master’s level for people in this region. Greater emphasis will be given, however, to developing the existing graduate programs whose distinction and distinctiveness justify statewide and national marketing. In the future UIS should strengthen its graduate programs to meet the criteria of quality and distinction. This means focusing energy and

resources and making decisions about graduate offerings based on recognition of our inability to be all things to all people.

In keeping with the idea of fostering the development of distinctive graduate programs, the campus will offer a doctoral program in public affairs. This doctorate is intended as an advanced degree for practitioners in public affairs who are interested in conceptual development and research in their fields. Students will be drawn primarily from those with careers in public agencies and the nonprofit sector. By serving as a focus for scholarly activity related to public affairs, the doctorate in public affairs will strengthen interaction and mutual support among academic programs and between programs and the Institute for Public Affairs.

As we look toward our future as a campus of the University of Illinois, we envision UIS as a campus with a distinctive set of undergraduate and graduate educational opportunities – a campus that offers an undergraduate education that blends liberal learning and professional skills and is as challenging as that found in leading undergraduate colleges, as well as graduate programs noted for their effectiveness in serving the educational needs of prospective and practicing professionals.

Moreover, as we look toward our future we recognize that the delivery of our educational programs will continue to evolve. The campus has already made great progress in offering courses through interactive video technology, and there is every indication that the demand for such courses will increase. Faculty are also experimenting with delivery of course materials via the Internet. Such learning technologies facilitate the possibilities for many types of collaboration. Of special significance to the University as a whole is the way that the learning technologies can facilitate collaboration across the three campuses. Such collaborations have already begun and UIS looks forward to their expansion.

 Clienteles

UIS will continue to pursue modest, controlled enrollment growth. The UIS of the future will continue to serve many types of students, but the mix of students will be different. The campus will draw more students from outside central Illinois and will, concomitantly, serve a larger proportion of full-time undergraduate and graduate students.

In the years since a period of enrollment declines in the early to mid-1980s, the campus has experienced modest increases in enrollment that have had the cumulative effect of increasing
the student headcount by about a third over the past ten years. Based on experiences during the early years of the campus, we are mindful that creating new programs is not, in itself, a mechanism for achieving enrollment gain. However, our expectation is that greater name recognition as a campus of the University of Illinois and the addition of a small lower division will enable UIS to sustain the trend toward modest enrollment growth, while maintaining the campus hallmarks of quality of instruction, commitment to relatively small classes taught by full-time faculty, and personal relationships of students with faculty.

We recognize that the student body of the future will continue to be composed largely of UIS’ historical clientele of employed adults, who pursue their studies as part-time evening students. Consequently, the campus must continue to ensure that such students have access both to course-work and to high quality support services. However, we also recognize that the campus is rapidly approaching full capacity in its offering of evening classes. Pending the construction of an additional classroom building, most on-campus enrollment growth will need to occur in day classes, likely to be attended by full-time students.

We expect that the introduction of a full four-year undergraduate curriculum, continuation of the campus’s historic emphasis on teaching, and the commitment to developing programs of distinction at both the undergraduate and graduate level will make UIS a desirable choice for students from outside central Illinois, including international students, who wish to pursue full-time formal education. Further, we recognize that attracting and retaining such students depends in part on developing an array of comfortable and inviting housing options.

An increase in the number and proportion of full-time students will make a profound contribution to the atmosphere of the campus. At present, the campus has significant unused capacity during the day and on the weekends. More full-time students will lead to a more efficient use of the physical resources and will also energize the atmosphere of the campus.

As we look toward our future, we envision UIS as a place where students of diverse ages, life stages, and backgrounds interact and learn from each other in a small campus setting that is operating more fully both days and evenings.

**Climate**

The UIS of the future will be a place where the centrality of a lively extracurricular intellectual, social, and cultural life is recognized and supported as being critical to students’ learning experiences.
Recent research on quality in undergraduate education has called into question assumptions about institutional characteristics most clearly linked to student learning and development. When quality is assessed in terms of the effect of college on students’ lives, variations in quality appear to reside more in an institution’s educational climate than in its stock of human, financial, and educational resources. Among the factors crucial to an growth-producing educational climate are the active academic and social involvement of students, the richness of extracurricular activities, and the frequency of non-classroom interaction with faculty.

We have a successful history of serving employed adult students, and we value the rich life experiences such students bring to our classes. Nonetheless, we recognize the desirability of creating elements of the climate of residential colleges and of further strengthening the intellectual, social, and cultural life of this campus. To this point we have fallen short of creating the kind of residential environment that best promotes student growth. We acknowledge that along with the desire to alter the mix of students by increasing the proportion of full-time day students comes the responsibility of fostering among them a stimulating extracurricular life. In addition, we welcome the development of nearby service businesses, which also have the potential to enhance the campus’s social and cultural life.

As we envision the climate we want to create, we reaffirm the commitment to creating the type of environment enunciated in the 1992 strategic plan: to make UIS a place where students can acquire (1) a solid foundation for lifelong learning, (2) a keen appreciation of intellectual and aesthetic achievements, (3) an enhanced capacity for critical thinking and oral as well as written communication, (4) a practical preparation for pursuing fulfilling careers, (5) a sound basis for informed and concerned citizenship, and (6) a productive commitment to improving their world.

As we look toward our future as a campus of the University of Illinois, we envision UIS as a place with a vibrant cultural life that supports the growth of resident students but also attracts commuter students to extracurricular activities while they are students and to lifelong learning activities after they have graduated.
Appendix C

Program Recommendations

Based on the discussions with the programs, the analysis of the program’s written materials, and the committee’s discussions about the implications of vision statement, the Development Planning Committee makes the recommendations presented below.

Child, Family and Community Services Program

Analysis. The child, family and community services program (CFC) reconfigured its B.A. curriculum as a B.S.W., admitted its first B.S.W. class in Fall 1995, and is actively pursuing B.S.W. accreditation. The M.A. in CFC is a generalist program in the delivery and administration of human services.

In seeking B.S.W. accreditation, the program has decided for the benefit of students to align itself at the undergraduate level with the standards of the social work profession. At the graduate level, however, campus resources are not sufficient to augment the CFC master’s program and pursue accreditation of the graduate degree held as the standard of the profession, the master’s in social work. Thus, the campus is not able – on its own – to offer both graduate students in this region and graduates of its own undergraduate program the most widely recognized credential in the field.

The DPC recognizes that the master’s degree in CFC has substantial enrollments, steadily increasing from 35 in Fall 1988 to 67 in Fall 1994. The degree has been strengthened since the P-Q-P initiative and is clearly an attractive option for many students in human services. Graduates of the CFC master’s program do obtain employment in their field, principally in smaller agencies that may not be able to afford to hire those with the M.S.W. credential. Although the human development counseling program offers educational experiences directly linked to counseling licensure, graduates of the CFC master’s program with professional aspirations in counseling also have the opportunity to seek licensure as counselors.

The time is ripe, however, for considering how an M.S.W. might be offered on this campus and thereby offer the recognized graduate credential in the field of social work in the
Springfield area. UIUC periodically offers coursework toward its M.S.W. in Springfield. On each occasion it is offered, there is substantial student interest. Additionally, the existence of a Springfield market for M.S.W. education has been recognized by other universities. Members of the Central Illinois Higher Education Consortium are exploring offering an M.S.W. in Springfield, drawing on a proposed Illinois State University M.S.W. program.

The level of demand for a Springfield-based M.S.W. cannot be met solely by the periodic availability of the UIUC’s off-campus program to a cohort of students. This demand could more adequately be addressed by a regularly offered UIUC program that would have a continuing presence on the UIS campus, including participation by UIS faculty. The addition of faculty participation in a Springfield-based UIUC degree, however, would further tax a faculty that is already stretched too thin. Continuation of the current curricular commitments at both the undergraduate and graduate level with available resources is already very problematic. Therefore, if collaboration with UIUC in delivery of an M.S.W. on this campus is possible, consideration would have to be given to the campus’s ability to continue to support the CFC master’s program. Independent of the progress of that dialogue, the continued viability of the CFC master’s program needs to be weighed against alternative curricular options for students seeking education in human services.

An additional concern of the DPC is that an M.S.W. program on the UIS campus would be in all likelihood significantly smaller than the current CFC master’s program and would, therefore, not be able to meet the needs of all current CFC graduate students. As a possible solution, the DPC considered structuring a concentration in human services administration within the public administration program. Along with the HDC degree in counseling, this concentration could provide a reasonable alternative to students unable to gain entry into a Springfield-based M.S.W. program.

Recommendation. The DPC recommends that the campus explore ways to facilitate UIUC offering the UIUC M.S.W. at UIS on a regular and continuing basis with the participation of social work/child, family and community services faculty. Independent of the progress of that dialogue, the continued viability of the CFC master’s program needs to be weighed against alternative curricular options for students seeking education in human services.

Economics Program

Analysis. The 1992 Productivity Report noted the small number of graduate majors in economics and the small number of those completing the degree. The program was asked to
develop proposals and to begin action to address these matters. It was also notified of a subsequent review of its direction and status as a separate master’s program. Since then, graduate majors have risen slightly, while the number of undergraduate majors has declined.

The economics program has a substantial service role in the campus generally and especially in the School of Business and Management. Unless the program has a substantial infusion of new faculty, it cannot meet its varied commitments without the extensive use of part-time faculty. As an alternative, the program could refocus its faculty resources on a modified set of commitments for the immediate future.

The economics faculty recognizes that faculty resources are stretched too thin to adequately cover both the B.A. and M.A. degrees. To maintain program quality, the program faculty recommends the suspension of new admissions to the bachelor’s program in economics. This will permit concentration of resources on the master’s degree and on service elements at both the bachelor’s and master’s level.

The economics faculty believes that the potential for the master’s program is better than for the bachelor’s because of the applications orientation of the master’s degree and the Springfield location. The placement records for master’s graduates is such that more intensive recruitment of graduate students – particularly using the GPSI internship – is feasible. The program faculty acknowledges that this is a relatively high risk strategy, but believes that it is justified given the historical record and the comparative advantage of location in the state capital. This parallels the choice the campus made in 1983 for the environmental studies program in which new B.A. enrollments were suspended to further develop and enhance service elements and the M.A. degree. The success of the strategy for the environmental studies program depended on maintaining high admission standards, vigorously recruiting students both within and beyond Illinois, and concentrating a great deal of attention on GPSI opportunities.

The program anticipates that it will continue to be involved with undergraduate education by offering service courses, maintaining an undergraduate minor, and participating in a concentration in finance. With recent changes in degree requirements, more students completing the bachelor’s degree in a business field at UIS will have completed the types of coursework that would make them eligible to continue into a master’s program in economics.

Recommendation. The DPC recommends that the B.A. in economics be suspended. The minor in economics should continue as a curricular opportunity available to students in any major. Development of a concentration in finance should continue within the School of Business and Management, with participation by economics faculty.
Health Services Administration Program

Analysis. The health services administration (HSA) master’s degree program was suspended in 1993 as a result of P-Q-P priority setting. At that time, it was intended that courses relating to health policy and administration would be retained as a track in the master of public health program, while the HSA program would continue to offer the bachelor’s degree. The two programs subsequently identified how the public health curriculum would be augmented to accomplish this. Problems in properly staffing both the health services administration and the public health programs have persisted since budgets have remained tight and HSA has continued to experience faculty turnover. Consequently, plans for participation of the HSA faculty in the public health curriculum have not been carried through.

Currently, the HSA program’s situation has stabilized. The two program faculty are active in their profession, and the program has recently been reaccredited. Graduates obtain positions in their fields, and extensive recruitment activities have enhanced enrollment prospects for next year. Moreover, the HSA bachelor’s program fits well with the continuing commitment of this campus to provide high quality undergraduate professional programs. It would thus be contrary to the interests of the campus to eliminate this degree. Rather, steps need to be taken to strengthen the program.

The small number of program faculty and the historical difficulty of recruiting and retaining faculty provide strong reasons for considering alternatives to the current program configuration. An administrative partnership with a graduate program might diminish the administrative burden on the faculty, while increasing the likelihood of a successful faculty search by offering prospective faculty an opportunity to teach some health administration courses at the graduate level.

Recommendation. The Development Planning Committee supports the continuation of the HSA bachelor’s degree with an adequate faculty base, but within the context of the program being incorporated into a larger administrative unit offering a graduate curriculum.

Mathematical Sciences Program

Analysis. The mathematical sciences program has recently responded to questions raised by the IBHE in review of its master’s program. This review questions the connections between
the computer science part of the M.A. curriculum and the applied statistics concentration. The master’s degree in mathematics is not truly a coherent mathematics program. The two concentrations – applied statistics and computer science – are now totally separate programs, with the applied statistics program offered by the mathematics program faculty and the computer science concentration offered by the computer science faculty. Most of the enrollment as well as most of the enrollment growth is in computer science. With small numbers of majors at both the B.A. and M.A. levels, the mathematics faculty is attempting to staff two degrees while providing service courses for other programs. In the face of these multiple demands and with a small base of faculty, the program should focus its resources on the campus’s highest curricular priorities.

The DPC believes that the applied statistics and mathematics faculty have a very significant contribution to make to this campus through the bachelor’s program in mathematical sciences, through service courses in mathematics and statistics, and through participation in lower-division activities. Given the low enrollments in related programs in the state, a large unrealized M.A. enrollment potential probably does not exist. Moreover, although there is demand for individuals with skills in the application of statistics, such application occurs in a professional context and is typically carried out by those with credentials in the particular profession.

The program anticipates that overall mathematics course enrollments will to continue to be significant and that the number of faculty members will likely grow with full implementation of a lower-division program.

Recommendation. The Development Planning Committee recommends the elimination of the applied statistics concentration in mathematics and the retitling of the concentration in computer science to the Master of Arts in computer science.

Nursing Program

Analysis. The evolution of the nursing profession has led to increasing demand for nurses whose credentials go beyond the baccalaureate level. Responding to the changes in the profession, the UIS nursing faculty have been working for some time to offer a UIS-based M.S.N. degree. Discontinuance of the B.S.N. in Peoria contributed some of the staffing flexibility that permitted the campus to contemplate the proposed program. In response to a UIS request to establish an M.S.N. program, IBHE staff raised questions about the demand for such a program, the potential focus of the curriculum, needed faculty resources, and potential collaboration with other master’s degree programs. The nursing program
responded in 1995 to these IBHE concerns with an addendum to its original NEPR document.

The proposal to offer a master’s degree should be weighed in the development planning process against other programmatic commitments and against other programmatic initiatives competing for new resources. The extent to which the campus will be in a position to meet full staffing needs of the B.S.N. and an M.S.N. is unclear. The program has taken the position that with the return of the dean to the program faculty for Fall 1996, it needs to fill three positions to maintain the current on-campus program, the proposed distance learning program, and the proposed M.S.N. These are rather discouraging circumstances given the past history of the campus in attracting and retaining doctorally qualified nursing faculty as well as overall campus staffing constraints.

The DPC believes that collaboration between the nursing faculty of UIS and UIC should be explored as a way of meeting interest in the Springfield region for an M.S.N. program. Discussions are currently taking place between the UIS and UIC nursing programs on collaboration to offer the UIC master’s degree on the Springfield campus with participation of UIS nursing faculty. This approach would have the advantages of relatively low overall cost while still meeting the regional need.

*Recommendation.* The Development Planning Committee recommends that rather than going forward with the proposal for a curriculum leading to a UIS master’s degree in nursing, the nursing program pursue the possibility of UIC offering its M.S.N. program on the Springfield campus with UIS faculty participating in the delivery of the curriculum.

**Psychology Program**

*Analysis.* The psychology program has proposed elimination of its master’s degree program. The program decided to pursue this course as a result of a review focusing on competing priorities for the use of scarce faculty resources in psychology. State licensing disincentives were also considered. The questions asked in the development planning process paralleled those asked during the campus’s review of the program’s request.

The psychology program explained the rationale for its request, which emphasizes the need to concentrate resources in areas where the program can make the best contribution to the educational objectives of this campus and to meeting student needs. The program outlined a compelling rationale for eliminating the existing M.A. degree in light of changed licensing
patterns for various master's level human service professionals and credential requirements related to third-party payments. Despite continued student interest in this degree, the M.A. in psychology does not have the value in the marketplace it once held and opportunities for good positions are diminishing.

**Recommendation.** The Development Planning Committee endorses the psychology program’s request to eliminate the master’s degree in psychology and recommends completion of the degree elimination process that was initiated during the 1995-96 academic year.

**Public Administration Program**

*Analysis.* Public affairs education, scholarship, and service are central to the vision of this campus and a realm in which distinction is our goal. Toward this end, the academic programs integral to public affairs must be actively engaged in a collaborative effort. It is, therefore, important to consider the role played by the public administration program in the campus’s public affairs activities.

Discussions in the Academic Subcommittee of Strategic Planning Phase II noted – and the DPC continues to believe – that while individual public administration faculty are productively engaged in teaching the program’s curriculum and pursuing various professional objectives, the overall pattern of program activity falls short of providing leadership in public affairs at UIS. For example, the program’s curriculum has limited ties with other programs whose curricula relate to public policy issues. Further, the program is minimally engaged with the Institute for Public Affairs and has only modest involvement in its professional field, either locally or nationally. Although the DPC acknowledges that the program has been successfully reaccredited, we believe that becoming the third campus of the University of Illinois provides us with an opportunity to seek even greater distinction in the field of public administration.

There is a need to systematically examine ways in which this academic program can be more broadly connected with relevant portions of this campus and with its professional field. The program and the School of Public Affairs and Administration should examine how the public administration program might better be able to assume a leadership role in public affairs at UIS. There are important opportunities for the public administration program, in cooperation with other programs, to meet the needs of students who have interests in both a substantive policy area and in administration. Examples include students in child, family and community services; criminal justice; legal studies; environmental studies; and accountancy. This is an especially timely consideration in view of the appointment of a new
dean, effective July 1996, and campus’s intention to move forward with the proposal for a doctorate in public affairs.

Recommendation. The DPC recommends that the new dean of Public Affairs and Administration, under the direction of the provost, establish a campus-level task force to 1) discuss opportunities for coordination of curriculum, scholarship, and public service between the public administration program and other programs and units with significant linkages to public policy and the administration of public agencies and 2) make recommendations about how the program could assume a greater leadership role in public affairs curriculum, scholarship, and public service activities of the campus consistent with the best practices of the profession.
Appendix D

Charge to the
UIS Student Affairs Task Force

The UIS Student Affairs Task Force will serve the campus administration as a whole, and specifically the office the Vice Chancellor for Student Affairs, as an advisory committee to review and assess the present status of student services offered to UIS students and make recommendations to the Chancellor and Vice Chancellors which reflect the vision statement and help us to shape the future services UIS should provide its students.