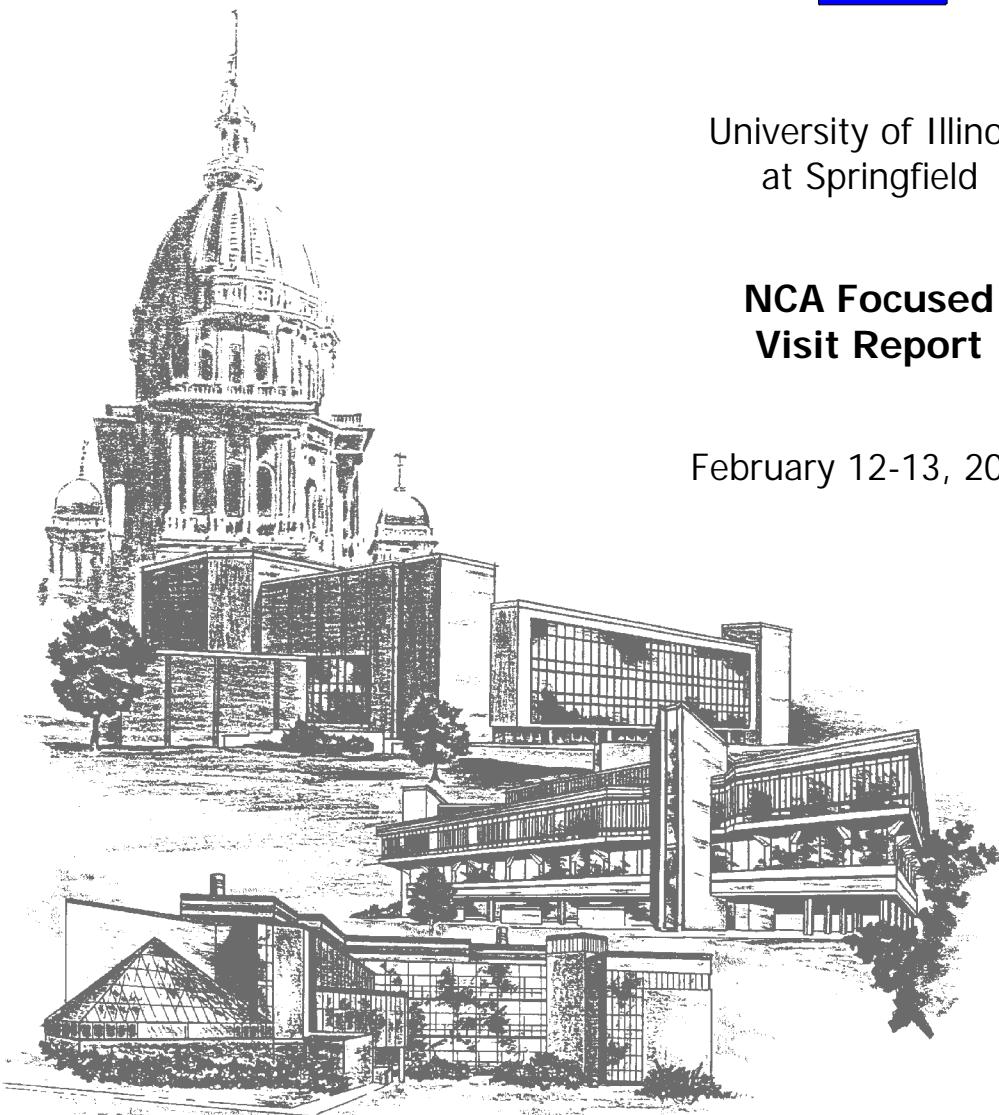




University of Illinois
at Springfield

**NCA Focused
Visit Report**

February 12-13, 2001



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I. Introduction

A North Central Association Evaluation Team (NCA team) visited the University of Illinois at Springfield on November 3-5, 1997, to conduct a comprehensive evaluation of the campus for the purpose of continued accreditation. The comprehensive evaluation also served as the occasion for reviewing the campus' request for two changes in the scope of its offerings: the addition of a lower division and the addition of doctoral education. The team's evaluation appears in the Report of a Comprehensive Visit to the University of Illinois at Springfield, November 3-5, 1997.

Although the NCA team recommended continued accreditation for the campus through the 2007-08 academic year, they also recommended a focused visit in the spring of 2001 to review progress in four areas of concern outlined in the Team Recommendation and Rationale (85-86). These concerns were:

- # strategic planning;
- # graduate education;
- # implementation of the focused lower-division program; and
- # the new doctor of public administration degree.

The University of Illinois at Springfield's response to the concerns of the NCA team and the progress the campus has made toward addressing these concerns are contained in this report.



II. Strategic Planning at UIS

Background

Although the NCA team acknowledged UIS' response to various constituent requests to engage in institutional planning during the years leading up to the comprehensive visit, the team also noted in its summary of institutional concerns that the campus needed "to incorporate all previous planning in a readily identifiable strategic planning process" (79). The institutional planning activities the team referenced follow and are discussed briefly below.

- # Board of Regents strategic planning (1990-92);
- # Illinois Board of Higher Education's P•Q•P Initiative (1992-97); and
- # University of Illinois Board of Trustees Development Planning (1995-97).

[Board of Regents Strategic Planning \(1990-92\)](#). In December 1989, the Board of Regents mandated its universities to undertake strategic planning. Although the Board established a general framework within which campus planning should proceed, each university was given considerable latitude in developing its own approach to the common task. In June 1990, Sangamon State University (SSU) published a preliminary scan of its environment that offered both a retrospective and a prospective demographic analysis of the 11-county region from which more than 80 percent of the institution's students had historically come.

In February 1991, the university's acting president requested that the Faculty, Staff, and Student Senates; the SSU Alumni Association; and the SSU Foundation provide representatives to a strategic planning task force. The main objective of this task force was to fashion a broad consultative process that would result in a strategic plan for presentation to the campus and the Board in the spring of 1992. A consultant was hired to assist the campus in its efforts to design and implement a suitable strategic planning process.

Toward 2000: A Strategic Plan for Sangamon State University, Phase One was published in March 1992. This document has been the basis for campus planning during the ensuing years.

[Illinois Board of Higher Education's P•Q•P Initiative \(1992-1997\)](#). As the campus was completing its 1990-92 strategic planning, the Illinois Board of Higher Education launched its Priorities, Quality, Productivity (P•Q•P) initiative. P•Q•P required public universities to conduct comprehensive evaluations of their resource expenditures and to shift resources from lower to higher priority areas. Toward that end, the IBHE conducted a statewide examination of academic degree offerings on each public university campus and identified degree programs that it deemed of questionable educational or economic viability. Campuses were required to take action to increase the productivity of these programs, to eliminate them, or to justify their continuation on other grounds (i.e., the need to maintain the program as an integral part of the institution's mission). Campuses were also required to examine resource expenditures related to research/public service and to administration. A similar shifting of resources in these areas was also expected.

Coming as P•Q•P did in the wake of the 1990-92 strategic planning process, the campus was able to respond effectively. P•Q•P did mean, however, that the campus was again engaged in a comprehensive planning process of an external nature.

[University of Illinois Board of Trustees Development Planning\(1995-97\)](#). In July 1995, the Illinois legislature reorganized public higher education in the state. The principal thrust of the reorganization was the elimination of two governing boards (the Board of Regents and the Board of Governors) and the creation of independent boards for the campuses previously governed by the eliminated boards. The one exception was Sangamon State University. Since it was the smallest public university, the legislature judged it appropriately placed in the University of Illinois system. Thus, Sangamon State became the University of Illinois at Springfield, the third campus of the University of Illinois.

One of the first steps the UI Board of Trustees took was to request that the campus undertake development planning. The term *development planning* was

used in recognition of the extensive strategic and P•Q•P-related planning the campus had only recently completed. The trustees believed, however, that UIS' new position within the University of Illinois meant that earlier planning assumptions and conclusions should be reexamined. The Board, therefore, charged the campus with reviewing its academic planning in light of this changed context.

The Development Planning Committee (DPC) was established to lead the campus in fulfilling this charge. The Board's specific charge to the DPC set forth the assumptions under which the planning should proceed. First, teaching was to have primary emphasis at UIS. Second, the campus was to retain its character as a relatively small campus. Third, UIS was to seek new clarity of focus and concentration in its offerings. And, above all, whatever UIS chose to do, it was "expected to do those things extremely well, and the range of endeavors [was to be] limited accordingly" (see Attachment A).

The primary output of the DPC's effort was to be a recommended academic development plan for UIS for the next several years. Among the elements to be included in the document were a statement defining the academic vision and principal foci of UIS, a recommendation on the possibility of a four-year undergraduate program, a recommendation on the academic organization of the campus, and a budgetary analysis of the cost implications of these recommendations. Of particular importance, the charge required UIS to analyze its academic program and to decide which programs should be strengthened, maintained, added, suspended, transferred, or phased out.

The Development Planning Committee met for two years and issued two reports. The first, the Interim Report of the Development Planning Committee (May 1996) covered two central elements of the charge: the creation of a vision statement and the examination of the scope of curricular offerings. The Development Planning Committee: Final Report (April 1997) covered the remaining elements of the charge: strengthening the academic program, academic organization, off-campus programs, academic support, public service and research units, and budgetary analysis.

Both reports were widely distributed and discussed. The committee held hearings with each college and with key groups of staff. Ultimately, both reports were presented to and endorsed by the Campus Senate.

Summary of the NCA Concern. The NCA team reviewed materials relating to all of these strategic planning efforts. However, the team concluded that, valuable as these efforts were, they did not constitute a strategic planning process that involved continuing review to keep it current with campus initiatives. In its summary of institutional concerns, the team was particularly emphatic that UIS develop a strategic planning process that included all aspects of campus planning for new academic programs, financial resource development, assessment, faculty development, and facility development (80). Implicit in the team's analysis was the importance of regular, perhaps annual, review of the plan.

The NCA team recognized that the campus had only recently established its Campus Planning and Budgeting Committee, whose mission was consistent with the expectations for planning expressed in the team report. At the time of the site visit, however, that committee had not yet established a process to achieve the goal of regular, comprehensive review of initiatives. The NCA team, therefore, recommended a focused visit in three years to consider progress made in planning.

Annual Strategic Planning

Campus Planning and Budgeting Committee

Sangamon State University was founded in the belief that active and full participation by faculty, staff, and students was an essential component in the operation of the campus. This idea of shared governance has remained part of UIS' philosophy, and committees today – as in the past – are greatly influencing campus decisions. This is particularly true of the Campus Planning and Budgeting Committee, a subcommittee of the Campus Senate that has its membership and functions set forth in the Campus Senate bylaws.

Committee Membership. The Planning and Budgeting Committee consists of nine faculty members representing the four colleges and the library, one undergraduate and one graduate student, one academic professional, and one civil service staff person. *Ex officio* members are the provost, vice chancellor for administrative affairs, vice chancellor for student services, and the Campus Senate representative of the Faculty Advisory Committee to the Illinois Board of Higher Education. The chair of the Planning and Budgeting Committee is elected every spring from among the faculty representatives.

Committee Functions and Organization. The committee's functions are:

- # to advise campus administrators on the development of UIS planning and budgeting priorities for all areas (i.e., academic affairs, business and finance, human resources, student services, and physical planning and operations);
- # to monitor and provide advice for current and future budgets as part of the comprehensive campus plan;
- # to recommend changes in planning priorities to the Campus Senate and the provost; and
- # to report to the Campus Senate on budgeting and planning issues.

To carry out these functions, the committee operates through three sub-committees – Academic Planning, Physical Planning, and Budgeting.

Annual Strategic Planning Process

Figure I.1 provides a graphic presentation of the annual strategic planning process at UIS. The process results in an annually updated strategic plan, the Goals and Objectives Report. This report, in turn, forms the basis for the annual request for new funding presented to the Board of Trustees and to the Illinois Board of Higher Education. The report also establishes the basis for campus units, both academic and administrative, to pursue specific proposals and initiatives.

In addition to the members of the Campus Planning and Budgeting Committee, key participants in the annual strategic planning process are the campus' five deans, other key administrators, and governance leaders.

Preparation for the Annual Planning Process. During the summer and early weeks of the fall semester, the chair of the Campus Planning and Budgeting Committee and the associate vice chancellor for academic affairs meet to review the experience of the previous year's planning process and to prepare for the upcoming year. The provost and the committee chair also meet to sketch out key issues for the upcoming year. The summer and early fall preparation involves updating the information that will be used as inputs to committee deliberations. This includes background information, internal information, and external information.

Background information inputs. It is important that the key participants in the annual strategic planning process be conversant with official documents expressing the campus' history and mission, as well as the results of previous years' planning activities. These documents include the vision statement and the Development Planning Committee reports; previous years' goals and objectives reports, strategic planning reports, and P•Q•P reports; and previous years' budget requests. A location in the library has been established where these documents are available.

Internal information inputs. Internal information inputs updated for use in the annual planning process include applications, admissions, and enrollment data; faculty staffing data; productivity indicators; student demographic data; assessment data; and space utilization data.

External information inputs. Updated external inputs include information on statewide priorities and trends in higher education funding, legislative environment information, and distance learning developments.

Planning and Budgeting Retreat. Under the sponsorship of the Campus Planning and Budgeting Committee and with assistance from the Office of the Provost, the campus holds a retreat early in the fall semester to build a shared know-

Preliminary Goals and Objectives Report. During the weeks following the retreat, the three subcommittees of the Campus Planning and Budgeting Committee meet to draft the Preliminary Goals and Objectives Report. The subcommittees review the retreat minutes, conduct their own analyses of the informational inputs, and meet with the provost and vice chancellors as needed to formulate their ideas. Those ideas are then integrated in the preliminary report, which expresses the "state of the campus" and outlines directions for both budget- and policy-related future activity. One of the key functions of the preliminary report is to establish major themes for requests for new funding to be made to the Board of Trustees late in the fiscal year. (Note: Due to the time line of the statewide public higher education budget process, these requests are for new funding in the "out" budget year. Thus, the Fall 2000 (FY01) retreat focused on the FY03 budget request.)

As it gained experience with the annual planning process, the committee learned that one member needed to take lead responsibility for integrating the three subcommittee reports into a coherent document. The chair of the committee has assumed responsibility for that task.

By the beginning of the spring semester, the Preliminary Goals and Objectives Report is presented both to the Academic Cabinet (consisting of the Dean's Council, plus the chair of the Campus Senate, vice chancellor for student affairs, and Academic Affairs support staff) and to the Campus Senate. The purpose of these presentations is to initiate campuswide deliberation on the preliminary report and to solicit feedback from the colleges and divisions.

Unit Planning Meetings and Reports. Following presentation of the Preliminary Goals and Objectives Report to the Campus Senate, the report is distributed to campus units for comments. Units from which feedback is solicited are the four colleges, the Institute for Public Affairs, the Library, the Divisions of Student Affairs and Business and Administrative Services, Human Resources, the Development Office, and the Chancellor's Office.

Final Goals and Objectives Report. Working in the subcommittees, members of the Planning and Budgeting Committee review the comments from the units on

the Preliminary Goals and Objectives Report and evaluate suggested modifications for inclusion in the final report. The final Goals and Objectives Report is then drafted by the committee and presented to the Campus Senate and to the Academic Cabinet.

Outputs. Each year's Goals and Objectives Report sets the stage for two types of follow-up activities: preparation of the out-year budget request and the development of specific proposals and policy changes.

Preparation of the out-year budget request. The Illinois Board of Higher Education requires public university budget requests to be submitted in September for the next fiscal year. The University of Illinois prepares an integrated budget request for the IBHE that includes funds requested by all three campuses as well as by University Administration, which operates several units such as the University of Illinois Online and the Institute for Government and Public Affairs. Before this integrated request can be submitted to the IBHE, however, it must be approved by the University of Illinois Board of Trustees. The University typically schedules discussion and approval of the budget request for the Board's July meeting.

During the spring, the University president, the chancellors, and other officers develop university-wide themes and perspectives on the out-year budget that reflect not only developments within the university as a whole but also IBHE funding preferences. Campus budget requests are required to be integrated with these university-wide themes and perspectives.

Drawing on both these themes and perspectives and the Goals and Objectives Report, the UIS provost develops the campus' [operating budget request](#) in consultation with the chancellor, the deans, and the Planning and Budgeting Committee. Determination of the amount of new state funding each campus ultimately will request is made by the UI administration as part of an overall university increment request, rather than by independent action of each campus.

As part of the same process, UIS' Planning and Budgeting Committee's Physical Planning Subcommittee meets with the director of physical planning to

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As part of the same process, UIS' Planning and Budgeting Committee's Physical Planning Subcommittee meets with the director of physical planning to review proposed capital projects and to participate in the development of the campus' [capital budget request](#). Also based on submissions from the three campuses, the UI administration then develops a priority listing for capital projects, which is submitted in July for approval by the Board of Trustees.

Policies and proposals. Aside from recommendations relating to requests for funding, the Goals and Objectives Report typically points out needs for policy development and/or recommends the development of proposals. For example, the 2000 report noted that "the campus community must recommit itself to the ideal of education for citizenship in both America and the world. We must also explore the dynamic relationships possible between public affairs and other aspects of the campus curriculum, particularly the expanding liberal arts programs" (2).

Strategic Planning Outcomes

The NCA team expressed concern at several places in its report about the adequacy of the financial resources to meet both existing and planned commitments. For example, the team noted that "as the University continues to develop, it will need an increase in the range of \$5 million to fund its academic programming adequately" (19). Further, in discussing graduate education, the team stated:

It is imperative that UIS make some very hard choices to either abandon some graduate programs so those resources may be reallocated to other priority needs or identify substantial new financial resources to conduct existing programs in a more acceptable manner. (79)

Reallocation of Existing Resources. The campus heeded the advice of the NCA team about the hard choices UIS needed to make to its academic program offerings. The Planning and Budgeting Retreat in 1998 was devoted almost exclusively to the need to take steps to eliminate or consolidate programs that were no longer economically or educationally viable. After discussing with the colleges the deliberations that took place at the retreat, the provost issued a memo (17 December 1998) communicating back to the Planning and Budgeting Committee a set of proposals for program elimination and consolidation. Further discussions took place in the affected programs and colleges, as well as in governance committees and the Campus Senate.

On March 5, 1999, the Campus Senate (and subsequently the Board of Trustees) approved UIS' package of programmatic changes aimed at strengthening the campus by focusing resources on its mission-related academic offerings and realistic enrollment expectations. In all, the campus reduced the number of degrees offered by five, which represented 11 percent of total campus offerings. (Six programs were eliminated, while one master's degree program – a consolidation of two eliminated ones – was added.) The consolidation, eliminations, and transfer approved during the 1998-99 academic year were:

- # consolidation of the M.A. in child, family, and community services and the M.A. in gerontology, with the redesignation of a new degree as the M.A. in human services;
- # elimination of the M.A. degree in community arts management and establishment of a concentration in community arts management within the master of public administration degree;
- # transfer of authority to offer the B.S.N. from UIS to Southern Illinois University-Edwardsville (SIU-E);
- # elimination of the B.A. in health services administration; and
- # elimination of the M.A. in economics and consolidation of the curriculum into the master of business administration program.

The deliberations on program consolidation and elimination also resulted in some shifts in the organizational structure in UIS' colleges, a consequence of more focused college missions. In particular, the College of Health and Human Services adopted a new set of bylaws to reflect its academic focus on professional programs in education and human services and was renamed the College of Education and Human Services. Other changes were:

- # the transfer of the M.A. in public affairs reporting from the College of Liberal Arts and Sciences to the College of Public Affairs and Administration to affiliate administratively with the political studies department with which it has curricular affinities;
- # the transfer of the master in public health from the College of Education and Human Services to the College of Public Affairs and Administration to reflect the degree's evolution toward an emphasis on public health policy and administration rather than direct service; and
- # the transfer of the B.A. in sociology/anthropology from the College of Education and Human Services to the College of Liberal Arts and Sciences after the former college adopted its new focus on professional education.

Tables II.2 and II.3 illustrate the UIS academic program before and after this set of changes.

[Shift from Health Education-Related Programming as a Major UIS Focus.](#) Special mention should be made of the nursing program transfer. When the IBHE encouraged Sangamon State University to develop a health education focus in the late 1970s, the campus launched a variety of health-related programs. These included nursing, nurse anesthesia, health services administration (B.A. and M.A.), medical technology, nutrition, gerontology, and public health. During the 1980s, however, the IBHE increasingly identified downstate health education as the special responsibility of the Southern Illinois University system, which operates a medical school in Springfield, a dental school in Alton, and a college of nursing in Edwardsville. By the 1990s it was clear that UIS would not and could not focus on health-related education and still fulfill its other mandates. In fact, several health-related programs had already ceased operation by this

time (i.e., nutrition, nurse anesthesia, health services administration M.A.), and others faced difficulties in terms of adequacy of staffing or enrollments.

The situation was particularly frustrating to both nursing faculty and the administration. The B.S.N. completion degree had had consistently strong enrollments and a strong teaching faculty for more than two decades. Faculty had upgraded their educational credentials and obtained doctorates during that time with the intention of being able to offer the M.S.N. and had submitted several proposals for the degree. The IBHE and UIS' administration, however, had reservations about the campus' capacity to commit the resources that would ultimately be needed to offer high quality master's education in nursing.

The decision to transfer the degree to SIU-Edwardsville resulted from a realistic appraisal of the missions of the two institutions – by both the administrations and faculties involved – as well as consideration of the differential resources available when an activity is central, rather than peripheral, to an institution's mission. From a state public higher education perspective, the transfer of the nursing program from UIS to SIU-E represented an effort to align public university activities with mission. Consequently, the IBHE supported the move, not only by approving the proposal but also by allowing UIS to retain the resources associated with delivery of the transferred degree.

Gains in Resources. The campus recognizes that the gains from such programmatic eliminations and consolidations will not, for the most part, be immediately available. With the exception of the transfer of the nursing program, no faculty positions were eliminated. Moreover, courses will need to be offered in the eliminated programs for at least two years to allow students to complete their degrees.

Budgetary gains, however, will be evident over the longer term. For example, UIS will have to provide only the resources needed to staff a gerontology concentration in the new human services program rather than those needed for an entire master's degree in gerontology. Similarly, over time the reassignment of faculty from the low-enrollment B.A. program in health services administration to the high enrollment master of public health program will contribute to

meeting the latter program's resource needs – needs that otherwise would have had to be addressed through allocation of new resources.

Conclusion

UIS responded to concerns expressed by the NCA about planning with two lines of activity. First, the campus developed and implemented an annual strategic planning process involving representative bodies from throughout the campus in deliberations on campus priorities. It is fair to say that the campus is still learning how to make this process as effective and meaningful as possible. To that end, the previous year's process is evaluated each year for opportunities for improvement. It is also fair to say, however, that the process has become institutionalized. Annual strategic planning is now an expected part of life at UIS.

Second, the NCA challenged the campus to take steps to bring more focus to its academic offerings and to concentrate resources on areas of greatest priority, particularly in terms of graduate education. In responding to that challenge during the 1998-99 academic year, the campus reduced the number of degrees it offered by five – fully 11% its offerings. Among the programs eliminated or consolidated, three were graduate programs and two were undergraduate. In the case of the elimination of one of the undergraduate programs – health service administration – the faculty were reassigned to address the staffing needs of a graduate program, the master's degree in public health.

In sum, the campus has made notable progress during the past three years in addressing the concerns about planning processes and resource allocation raised by the 1997 North Central Association Evaluation Team.

III. Graduate Education at UIS

Background

At the time of its founding in 1969, Sangamon State University was established as an upper-division institution – a place where a student with an associate degree from a community college could transfer to complete his or her baccalaureate education. From its earliest years, however, the campus also offered a broad range of master's degrees to serve the needs of area students for professional advancement through post-baccalaureate credentials.

A prevailing idea during the era of the campus' founding was the need to create an integration between the concluding phase of a baccalaureate education and a master's degree (i.e., the B.A./M.A. concept). In a sense, the notion of B.A./M.A. places a premium on creating continuities between baccalaureate education and master's education, while de-emphasizing the differentiation of undergraduate and graduate education. Thus, Sangamon State master's degrees were often offered by departments that also offered baccalaureate degrees. Since the same faculty were responsible for delivery of the degrees at both levels, new departmental faculty were hired with the understanding they would teach in both degree programs. Such is still the case.

Concerns of the NCA Teams. These three points form the background to the twenty-year history of UIS' dialogue with the NCA about the nature of graduate education on this campus. During the 1980-81 NCA visit, the evaluation team noted that the management of graduate programs was not clearly defined. Later, the 1987 team expressed concerns about the lack of standards for admission to graduate programs, the lack of campuswide standards for graduate faculty, and the lack of uniform standards for awarding graduate assistantships.

SSU's Response to Concerns of the 1987 Team. Sangamon State responded to the concerns of the 1987 team by instituting a series of improvements in the management of SSU's graduate education, including the following.

Establishment of the Graduate Council. Two governance committees overseeing educational policy were established, one focusing on undergraduate matters and the second on graduate education.

Minimum admission standards. SSU adopted a minimum admission GPA of 2.5 on a 4.0 scale, with the possibility of conditional admission in individual academic programs. Programs were allowed to require higher averages and to set other more stringent requirements. The report noted that most programs had done so.

Time limitations. A time limit for completion of the master's degree was set at six consecutive years from the student's first graduate course. In addition, all transfer credit to be applied to the graduate degree must have been earned within the five years preceding the first graduate course taken at SSU in pursuit of that degree.

Establishment and standardization of closure requirements. A bill was passed to revise university requirements governing closure for the master's degree. Under the new policy, five closure options and a standard closure process were established. These options were 1) master's thesis, 2) graduate project, 3) comprehensive examination, 4) creative/artistic work product, and 5) capstone course. To ensure the quality of the master's closure exercises, programs were required to develop closure exercise standards and procedures.

Restructuring of GA responsibilities and development of a policy for the award of graduate assistantships. The responsibilities of graduate assistants were restructured to improve the quality of the student experience. With the new policy, assignments of graduate assistants were to be made solely through academic programs according to guidelines developed to emphasize a high quality educational experience. SSU also established a policy for the award of graduate assistantship positions. The graduate assistantship program was administered for most of this period by a director, a faculty associate on released time to the Graduate Assistantship Office.

Policy on degree level of faculty teaching graduate courses. SSU established a policy that required faculty who teach graduate courses to have the appropriate terminal degree or a lesser degree with substantial professional experience.

Concerns of the 1997 NCA Team. In spite of these improvements to address the concerns of the 1987 team, however, the 1997 NCA team continued the belief that the administration and governance of graduate education at UIS was deficient. That team made the following points on the need for a graduate education advocate for the campus – a dean or other administrative officer – and on the need for a graduate faculty:

In the team's estimation, the University has not addressed well its role and responsibilities in the arena of graduate education. The NCA team does not believe that the University has addressed properly the advocacy of graduate study at the University. A need exists to settle ultimately the issue of appointing a graduate dean or an administrative officer to serve the important function of focusing on all graduate education. The function of the office of a graduate dean consists of reviewing graduate programs, reallocating financial resources for graduate education, identifying new resources for graduate education, giving periodic attention to the need of conceptualizing new areas of graduate study, and focusing on the reality of graduate study experiences in the courses. (78)

The NCA Team further believes that the University of Illinois at Springfield has failed to address adequately the need for a common standard of credentials, teaching experience, and research achievements for a specific cohort of graduate faculty. The experience of using a Graduate Council in place of developing a discreet Graduate Faculty has often occurred in smaller universities like UIS who added a graduate component to its upper division curriculum. For the most part, however, Graduate Councils were replaced by Graduate Faculties. (79)

Graduate Education at UIS at the Time of the 1997 Site Visit

The governance and administration of graduate education at UIS at the time of the 1997 NCA comprehensive evaluation are described in the following paragraphs.

Academic Departments. As is the case currently with UIS, faculty at SSU at the time of the last site visit were appointed to academic departments. About 30 percent of departments offered undergraduate degrees exclusively, while about the same percentage offered graduate degrees exclusively. Forty-two percent offered both undergraduate and graduate degrees (see Table II.1). Most departments were small, having four or fewer faculty in the fall of 1997, and faculty hired almost exclusively held a doctorate. Thirteen (8%) faculty members held joint appointments with other academic programs. (UIS has a history of considerable interaction among faculty in different departments.)

Graduate Faculty. The policy in effect at the time of the 1997 site visit was University Assembly Bill 18-2: A Bill to Establish Faculty Qualifications to Teach 500-Level Graduate Courses and Identify Who is Responsible for Implementation. In the judgement of the NCA team, the provisions of that bill did not provide adequate scrutiny of the credentials of graduate faculty, nor did the provisions establish a "cohort" of faculty at UIS who were formally members of the graduate faculty.

Governance: The Graduate Council. In the early 1980s, UIS had a single campus-level committee responsible for educational policy and associated tasks (e.g., review of proposed curricular changes, program review) at both the undergraduate and graduate level. In response to concerns expressed in the 1987 comprehensive site visit report, UIS established separate Undergraduate and Graduate Councils. Membership on the Graduate Council, however, was not limited to faculty teaching in graduate programs. The 1997 team expressed concern that faculty not involved in graduate education might be closely involved in deliberating on graduate education policy.

Administration: College Dean and Provost Responsibilities. The college dean and, ultimately, the provost were responsible for the administration of both

undergraduate and graduate programs, with no separate administrator having graduate education responsibilities. In addition, at the time of the 1997 site visit, the provost was responsible for the administration of the general graduate assistantship program and the Whitney Young Fellowship Program, with faculty associates on one-third released time assisting clerical staff in the administration of these programs.

Actions Taken in Response to NCA Concerns

[**Campus Senate Resolution 29-3: Graduate Faculty Membership, Appointment, and Reappointment Process.**](#) In response to the concerns of the 1997 NCA team, in 1998 the Graduate Council undertook a systematic examination of policies from a variety of institutions relating to appointment and reappointment of graduate faculty. The council worked through a subcommittee to draft a proposed graduate faculty resolution, which was approved by the full council. Committee members were requested to share the draft with colleagues in their colleges. The draft was also forwarded to the deans and the Campus Senate Steering Committee. This draft identified the functions and responsibilities of the graduate faculty, established general criteria for membership, and set forth an appointment process.

Because of the press of other business (the focusing of UIS' academic program), however, the Campus Senate was forced to delay deliberation on the resolution until near the end of the academic year. Then, as the resolution was nearing the point of approval, several faculty members raised new concerns about its provisions. To complicate matters further, the chair of the Graduate Council – instrumental in the development of the resolution – took a position at another university. The resolution was tabled until the Campus Senate could look more closely at it. During the summer the provost, the deans, and the chair of the Campus Senate met to review concerns raised in the spring deliberations and to develop a plan to make progress during the upcoming academic year.

[**A Second, Successful Approach.**](#) Early in the 1999-00 academic year the campus took several steps to advance the discussion of a graduate faculty. First, the associate vice chancellor for academic affairs and the chair of the Graduate

Council met with each of the colleges. Second, the new chair of the Graduate Council and the chair of the Campus Senate took responsibility to draft a resolution that would satisfy the objections that had surfaced the previous spring, yet would still respond to the NCA's concern about the importance of identifying graduate faculty. To that end, they drafted the Guiding Principles for Revised Graduate Faculty Policy, which was presented to the Campus Senate in November 1999 (Attachment D). The idea was to first reach agreement on guiding principles and then translate those principles into policy.

Campus Senate Resolution 29-16: Graduate Education Policy ultimately emerged and was presented for first reading at the Campus Senate meeting on March 3, 2000. It was discussed and revised on March 31 and approved on April 7. The policy is appended as Attachment E. The key provisions of the policy are discussed below.

Terminology. The campus agreed to use the term "faculty engaged in graduate education" rather than "graduate faculty" to minimize any implication of a status difference between graduate faculty and non-graduate faculty.

Responsibilities. Faculty engaged in graduate education teach graduate courses; participate in graduate thesis committees or other graduate closure exercises; advise graduate students; or develop or supervise research, public service activities, or internships in which graduate students participate.

General criteria. Faculty engaged in graduate education must have an appropriate terminal degree or the equivalent; must be full-time, tenure-track or tenured faculty; must have a current record of scholarship consistent with standards set by their colleges; and, for continuing eligibility, must have demonstrated a commitment to fulfilling the responsibilities of graduate education.

Appointment process. Responsibility for determining who is eligible to be engaged in graduate education rests with the colleges, which are required to adopt policies for establishing initial and continuing eligibility. These

policies are to include a method for appeal of a decision. (Note: Faculty who were engaged in graduate education during the 1999-2000 academic year or earlier are considered initially eligible.)

In addition, the colleges will devise a method to allow individuals who have not been identified and approved as faculty engaged in graduate education to teach graduate courses and to serve on graduate thesis and closure committees. This provision will ensure that individuals with important expertise are available to graduate students.

Graduate Council membership. The Graduate Council will continue to be the primary campuswide governance organization monitoring and developing policies for graduate education. All members must be faculty identified by their colleges as being "engaged in graduate education." In addition, the majority of the faculty – four, one from each college – must be from a program or department that offers a graduate degree.

Administration of graduate education. Although authority for the creation of administrative units rests with the administration, Resolution 29-16 recommended that UIS develop an administrative unit called the Office of Graduate Studies, to be located in the Office of the Vice Chancellor for Academic Affairs. It further recommended that the office be staffed with an individual who has experience in the development and delivery of graduate education. The resolution contained a list of responsibilities to be included in an expanded job description.

Implementation of the New Graduate Education Policy. The campus has made progress in implementing the provisions of Campus Senate Resolution 29-16 relating to the governance and administration of graduate education.

Governance of graduate education: development of college policies on faculty engaged in graduate education. All four colleges have drafted policies that respond to the requirements of Resolution 29-16. These policies will be forwarded to the Graduate Council for review in the spring of 2001.

Administration of graduate education. Provost Wayne A. Penn is preparing to appoint Associate Vice Chancellor for Academic Affairs Harry J. Berman to the position of associate vice chancellor for graduate education and research and to establish the Office of Graduate Studies. Berman's responsibilities will be expanded to include oversight and advocacy for graduate education. Specifically, he will be responsible to perform the following.

- # *Graduate assistantships.* Oversee the General Graduate Assistantship Program and the Whitney M. Young Fellowship Program, coordinate the activities of all assistantship/fellowship programs through the Graduate Assistantship Coordinating Council, and coordinate with administrative and governance bodies to implement recommendations for improvement of the graduate assistantship program on campus.
- # *Student services.* Coordinate with the Division of Student Affairs in matters relating to services for graduate students; monitor campus policies and procedures related to financial aid, child care, health services and health insurance, housing, admissions and records, and international graduate students; assist in the development of the Graduate Student Organization; and develop and edit the graduate student newsletter.
- # *Data collection and information management.* Maintain data on key performance indicators related to graduate assistantship programs; maintain a file of campus and university policies related to graduate education; and develop and maintain a UIS graduate student profile.
- # *Governance.* Serve as an *ex officio* member of the Graduate Council in the development of educational policies related to graduate education.
- # *Faculty development.* Disseminate information to faculty on national standards and best practices in graduate education and strengthen faculty development activities related to graduate education.

Establishing Recognition for UIS in Graduate Education Arenas. Even in advance of his appointment as associate vice chancellor for graduate education and research, Berman had been working to establish a greater presence for UIS in the statewide, regional, and national graduate education communities.

- # He is currently serving as president of the Illinois Association of Graduate Schools (IAGS). UIS hosted the organization's Fall 2000 meeting, giving the Illinois graduate deans the opportunity to visit the campus and become acquainted with UIS' graduate education enterprise.
- # Berman also serves as institutional representative to the Illinois Cooperative Educational Opportunity Program (ICEOP), a state-funded graduate fellowship program aimed at increasing the minority representation on college and university faculties. The program is administered by a board consisting largely of graduate deans or associated deans.
- # He is active in the Midwest Association of Graduate Schools (MAGS). He organized and participated in a panel discussion called "Changes and Trends in Master's Institutions" at the Spring 2000 MAGS meeting. Berman is also a member of the MAGS publication committee.
- # Berman is actively involved in and identified with national discussions focusing on graduate education in predominantly master's institutions. He participated in a panel called "Building a Graduate Community in Master's Programs" at the 1999 Council of Graduate Schools meeting and organized and participated in a panel on scholarship at master's institutions at the 2000 meeting.

In addition to Berman's activities, UIS participates in the Council of Graduate Schools' biennial survey of graduate assistant stipends and in CGS' ongoing data gathering related to post-baccalaureate certificates.

Conclusion

The strongly worded concern expressed by the 1997 NCA Evaluation Team created the opportunity for campuswide deliberation on how to better comply with national norms related to the governance and administration of graduate education, while simultaneously honoring the distinctive features of UIS' culture and clienteles. As a result of that deliberation, the campus has identified criteria for faculty who will be engaged in graduate education. Furthermore, initial steps have been taken to establish an administrative advocate for graduate education and an organizational unit within which that administrator's activities will be carried out. Although notable progress has been made, the campus recognizes that at this point UIS has simply set the stage for a series of improvements that can now ensue.

IV. Capital Scholars Program

Background

The University of Illinois at Springfield's self-study in 1997 included a request for NCA approval of the campus' plan to expand the scope of its offerings to include lower-division education through a curriculum and an administrative unit known as the Capital Scholars Program. At the time of the NCA comprehensive visit (November 3-5, 1997), the Illinois Board of Higher Education was considering approval of the proposal. The IBHE had determined that, although the Capital Scholars Program was not a new degree, the addition of a lower-level curriculum and an administrative unit to administer the program necessitated IBHE approval. Moreover, the campus would be seeking new IBHE funding to help support the program, which further justified IBHE review. UIS hoped to gain approval for the program in time to accept the first cohort of Capital Scholars in the fall of 1999.

By early fall 1997, the proposal had generated substantial controversy – not because of its academic merits or innovation but because of perceived negative implications for enrollment in other institutions. This controversy played an important part in the deliberations on the motion to authorize the Capital Scholars Program at the IBHE's meeting in November 1997. The motion failed on a tie vote. Although Chancellor Naomi Lynn believed (correctly, as it turned out) that the program would obtain IBHE approval at some point in the near future, planning activities for the program were suspended as a result of the failed motion.

Significant changes, however, had occurred at the IBHE by the spring of 1998. The previous chair of the Board had resigned and a new chair had been appointed. Of even greater importance, the long-time executive director had retired and a new executive director had been hired. Based on these new developments, the campus and university administrators continued to educate and provide documentation on the program's aims and scope to the IBHE staff

and other stakeholders during the 1998-99 academic year. Finally, in October 1999 the IBHE executive director brought the UIS proposal forward to the Board with a recommendation for approval. The proposal was approved, and funding for the program was included in the IBHE's FY01 budget recommendation to the governor.

Although by early fall in 1999 the campus and university administrations anticipated the program would be approved, it would have been ill-advised – and impractical – to proceed with recruiting an initial class for the fall of 2000 in advance of the IBHE deliberation and budget recommendation. Therefore, when the program was approved in October 1999, the campus targeted fall 2001 for matriculation of the first cohort of Capital Scholars.

Had UIS' proposal been approved in November 1997 as hoped, the campus would likely have admitted its first class in Fall 1999. This focused visit would be occurring during the program's second full year, giving the NCA team an opportunity to see the program in operation. Such is not the case, however, and the team will necessarily be evaluating the status of plans for implementing the program rather than the success of the program *per se*.

In the months since the program's formal approval, the campus has worked to address the many details related to recruiting and serving a group of traditionally aged, first-year residential students. However, throughout the past three years – indeed, since planning began in the early 1990s – the fundamental nature of the program has remained unchanged. The program as it will be implemented continues to be structured as described in the 1997 institutional self-study report. The Capital Scholars Program will provide an integrated, interdisciplinary approach to general education rooted in research findings and the best contemporary thinking on the purposes of a college education.

The sections below review the educational model underlying the Capital Scholars Program and provide status reports on various facets of the program's implementation.

Program Overview

The Capital Scholars Program provides academically well prepared and motivated students a unique opportunity to develop creative thinking, problem-solving, and leadership skills through a high quality educational experience based in the liberal arts. Focusing on the student's total growth in the personal, academic, social, and civic arenas, Capital Scholars features interdisciplinary and collaborative learning and is designed to develop student talents through small classes that encourage lively exchange between students and professors. Students learn actively, applying their skills to real community concerns. Problem-solving and research skills are emphasized throughout the four-year program.

At the heart of Capital Scholars is the understanding that leadership is important and that it is only partly intuitive. Effective leaders *learn* their leadership skills, usually through trial and error. While not denying the experiential basis of good leadership, the Capital Scholars' philosophy stresses that preparation for leadership should not be hit or miss, but should be a component of higher education for highly qualified students. Capital Scholars courses incorporate the study of leadership, and the curriculum-wide focus on collaborative learning emphasizes leadership as an integral aspect of collaboration. An optional senior leadership seminar will also provide opportunity to combine the study of leadership with an internship in a community agency or organization where leadership skills can be observed and practiced.

During their baccalaureate experience at UIS, Capital Scholars will complete an integrated core of general education courses, develop speaking knowledge of a foreign language, complete one of UIS' 20 undergraduate majors, and participate in at least two of UIS' upper-division general education requirements (liberal studies colloquia, public affairs colloquia, or applied study internship).

The Boyer Model of General Education

Development of the Capital Scholars integrated core curriculum, which began in 1993-94, was based on a curricular model advocated by Ernest L. Boyer, in

College, *The Undergraduate Experience in America*. In that work, Boyer suggested an integrated core as an alternative to the distribution requirements typical of the general education component of the baccalaureate degree in most U.S. colleges and universities. As envisioned by Boyer, the integrated core is:

. . . a program of general education that introduces students not only to essential knowledge, but also to connections across the disciplines, and, in the end, to the application of knowledge to life beyond the campus. The integrated core curriculum concerns itself with the universal experiences that are common to all people, with those shared activities without which human relationships are diminished and the quality of life reduced. (91)

The Capital Scholars Program's Integrated Core Curriculum

The Capital Scholars Program core curriculum was designed as an integrated whole to provide students a common foundation in skills, knowledge, values, and leadership. The curriculum includes 13 courses (40 semester hours) of interdisciplinary and disciplinary core courses. These courses are integrated vertically, from semester to semester, as well as horizontally when assignments are shared between classes taken the same semester. In combination, the courses of the integrated core curriculum provide students a broad understanding of the Western and non-Western heritage of their civilization and how that civilization operates, plus the skills and analytical abilities to think, write, and talk about their learning.

The integrated core curriculum is composed of a four-semester sequence in humanities and social science, a three-semester sequence in written and oral communication, a two-semester sequence in environmental science, a mathematics course, a course on the impact of technology on society, and a course in art and music. Capital Scholars students will also participate in a first-semester seminar introducing them to higher education and will complete a sequence of up to four foreign language courses emphasizing oral competency.

Humanities and Social Science Sequence. The four-semester sequence in humanities and social science, which will be organized around four themes, was

developed after considerable thought about the need for interdisciplinary connections. Broadly conceived, a humanistic approach is one that deals with the “intimate and the particular,” with expressions of human value, artistic creations, and manifestations of the human spirit. A social science approach deals with the “general and abstract” and is a search for patterns, structural regularities, relationships.¹

To the faculty and administrators who developed the Capital Scholars curriculum, it seemed clear that these two modes of thought provide their greatest insights when simultaneously focused on the same phenomena. The genius of Leonardo de Vinci, which epitomizes Renaissance humanism, is not diminished by knowing that such art served and grew out of fiercely egalitarian social structures. Similarly, the social transformations of the industrial revolution are brought into clear focus as students read the “intimate and particular” interpretation arising from Dickens’ artistic and moral vision.

The perspectives of the humanities and social sciences combine to produce a breadth of understanding that neither offers in isolation. The Capital Scholars curriculum integrates these disciplines by bringing faculty from both perspectives together to help students explore their intellectual heritage. Each course in the four-course sequence in humanities and social science is being jointly developed and will be jointly taught by faculty from both the humanities and the social science disciplines. Approximately equal time will be devoted to each perspective. In planning the curriculum, each year of the sequence was designed to provide the equivalent of three semester hours of humanities coursework and three of social science – six semester hours of each in the two-year sequence.

Oral and Written Communication Sequence. Oral and written communication are also addressed as an integrated sequence. This sequence consists of an English composition course in the first semester, an oral communication course in the second or third semester, and an advanced composition course in the fourth semester. The advanced course will be offered in three sections corresponding to students’ majors: writing in the humanities and social sciences, writing in the sciences, and writing in the professions.

¹Sjoberg, Gideon. 1960. *The Preindustrial City*. New York: the Free Press. pp. 22, note 8.

Development of students' critical thinking and rhetorical skills, as well as their expressive abilities, will proceed sequentially with each course, building on the ones before it. The first course will also be linked with the first course in the humanities and social science sequence, which students will take concurrently. This linking will mean that many assignments will count toward and be evaluated in both the composition class, which will emphasize form, and the humanities and social science class, which will emphasize content.

Biology and Chemistry of the Environment Sequence. The third course sequence in the integrated core curriculum is the two-semester sequence in biology and chemistry of the environment. Historically, introductory science education has been disciplinary and focused on providing a vocabulary, a set of skills, and background knowledge to prepare students for the next course in the discipline. In some institutions, science and non-science majors are segregated into separate introductory courses so that non-majors receive a less demanding exposure to the discipline. Nonetheless, these courses are usually still disciplinary (i.e., Biology 101, Chemistry 101, Physics 101). In contrast, the two-semester, eight-hour sequence in environmental science in the Capital Scholars curriculum is designed specifically to provide a level of multidisciplinary scientific literacy appropriate for well-educated non-scientists. The sequence is equivalent to four hours of life science and four hours of physical science with lab.

The sequence will be taught by a team of biological and physical scientists and will be based on a series of modules that expose students to the full range of scientific activities. Each module will focus on a significant environmental problem or issue and will include literature reviews, hypothesis development, hands-on laboratory or field research and data gathering, data analysis, and communication of results. In short, the class will approach scientific literacy by having students *do* science rather than having them simply study the past results of science. Data show that students develop greater scientific literacy through this process and frequently become excited about the possibility of scientific careers.

For students who do continue as science majors, UIS' science programs are developing bridge courses in biology and chemistry. These courses will augment

the preparation provided in the Capital Scholars biology and chemistry of the environment sequence and prepare students to begin science majors.

Non-sequenced Coursework. In addition to the sequenced courses, four stand-alone courses complete students' core general education curriculum: a first-year seminar, mathematics for general education, information technology and society, and art and music.

Students receive an introduction to UIS, to the interdisciplinary core curriculum and its goals, and to the personal and social transition they are making in entering higher education during the [Capital Scholars seminar](#). The seminar also ensures that students have the skills necessary for academic success: study skills, library resources, familiarity with basic computer software, Internet access, etc. Each section will have approximately 20 students, with the professor serving as the initial academic adviser for students in his or her section.

[Mathematics for general education](#) is designed to be a capstone to high school mathematics for students who will not take other mathematics courses in college. It will deal with a range of topics selected to provide the kind of basic mathematics background college graduates will need in the twenty-first century. As an alternative, students may take calculus or statistics to complete their general education mathematics requirement.

A three-hour course in [information technology and society](#) completes the students' nine-hour social science requirement. This course examines the social implications of today's information technology for issues of access and privacy. It also examines the broader social change issue: Will the information revolution have social consequences as significant as the industrial revolution?

The course completing students' nine-hour requirement in the humanities and fine arts will be a course in [art and music](#). Designed to expose students to a variety of musical and artistic genres – European and non-European, traditional, and popular – it will focus on issues of artistic creation, form, style, and appreciation.

Student Enrollment Projections

The Capital Scholars Program is aimed at high school graduates with strong academic skills and a strong background from their high school curricula. These students will be seeking a challenging baccalaureate experience. While it is impossible at this point to precisely state the academic qualifications that will be necessary for admission, UIS anticipates a first-year class of students with qualifications similar to those who would be admitted to the University of Illinois at Urbana-Champaign. Note: As of January 12, 2000, 59 students had been offered admission to the program. Their average ACT score is 25, and their average class rank is the 84th percentile.

Curriculum planning and staffing are designed for a projected cohort of about 100 students. UIS is currently constructing a residence hall that will accommodate 212 students from the first and second cohorts. When funding is available to build a new classroom and office building, additional residence hall space will also be constructed. Each cohort will then be increased to approximately 200 students. Planning funds for the new classroom and office building are now available, and construction may be possible in time to increase the number of students admitted each year by the 2004-05 academic year. There are no plans to increase enrollment beyond a yearly cohort of 200 students.

Academic Policies

Academic policies applicable to Capital Scholars students will, for the most part, be the same as those for transfer students. Included are policies on grading, academic load, honors, probation and suspension, repeated courses, and UIS upper-division general education requirements (public affairs colloquia, liberal studies colloquia, and applied study term). Admissions policies, however, are different and are discussed in detail below.

Unlike historical UIS students, Capital Scholars will be required to live on campus, normally in the Lincoln Residence Hall. In addition, they must be full-time students for their first two years.

Assessment policies will also be somewhat different and will include initial assessment of incoming students, assessment embedded in each course or course sequence, and an overall assessment of general education conducted at the time of graduation.

Admissions Policies

Admission is open to students from Illinois and elsewhere who have demonstrated high academic achievement and a potential for creativity and leadership. Students admitted to the program are expected to have excellent written and oral communication skills and to want a challenging intellectual experience in their college education.

To be considered for admission, students must have completed 15 units (one unit = one year's study) of high school work from among the following categories:

- # four units of English emphasizing written and oral communications and literature;
- # three units of social studies emphasizing history and government;
- # three units of mathematics including introductory through advanced algebra, geometry, and trigonometry, or fundamentals of computer programming (four units recommended);
- # three units of laboratory science (four units recommended); and
- # two units of a foreign language (four units recommended).

Selection Process. Students with these qualifications will be considered for admission based on a two-step process.

Step one. The first step will be an initial sort. Using a grid based on class rank and ACT or SAT scores, applicants will be placed into one of three categories. (The cut-off points for each category will be determined based on the overall qualifications of applicants.)

- a. Applicants will be admitted when their class rank and test scores indicate a strong probability that they have the skills and experience to succeed in the program.
- b. Applicants will be reviewed by an admissions committee when their class rank and test scores suggest that they may be qualified for the program based on other criteria. The committee will also review applicants who were home schooled or applicants for whom class rank is not available or meaningful.
- c. Applicants will be rejected when their class rank and test scores indicate that it is highly unlikely that they could succeed in the Capital Scholars Program.

Step two. The second step will be an admissions committee review of category "b" applicants. Committee members will examine the applicants' transcripts, letters of recommendation, and personal statements. The committee's objective will be to select applicants who are qualified for and likely to succeed in the program based on the following further evidence.

- # They show unusual leadership or creative potential.
- # They have overcome considerable adversity in reaching their present levels of achievement. Factors might include having physical disabilities, coming from homes with low socioeconomic status or from homes where English was not the first language, being first-generation college students, having experienced major family disruptions during high-school years, etc.
- # They come from unusually rigorous high schools or have completed unusually difficult curricula.
- # They plan to pursue majors leading to careers that meet the needs of the citizens and employers of the state of Illinois.

If the pool of qualified applicants is too large to accept all, the final decision on applicants in the review category will take into consideration geographic diversity, gender diversity, and special experiences applicants would bring to the

student body (travel, foreign language abilities, athletic abilities, or other unusual achievements).

Student Services

Housing. The Capital Scholars Program brings many changes to the UIS campus, but none more visible than the new 59,000 square foot residence hall currently under construction near the heart of the campus. The three-story structure, named Lincoln Residence Hall, accommodates more than 200 students and features two wings meeting at a central pavilion. Each wing has its own lounge and laundry area. Additional central lounges are located on the second and third floors. One of the central lounges will be a fitness area for light workouts, cardiovascular exercise, and other fitness activities. The building also features more than 5000 square feet in public area amenity spaces, which the entire campus can enjoy. The Capital Scholars Program administrative offices will be located in the building.

Student living units are arranged in four-person clusters of two rooms and a shared bath each. Individually climate controlled, each student room has access to the campus data and telephone network and is wired for cable television. Building security will include a central desk operation, 24-hour electronic access to the student living areas, and video monitoring of remote areas.

The central pavilion of the residence hall features a glass-walled café and a large multipurpose room, as well as smaller meeting and seminar spaces. The café will be open extended hours to provide snack and convenience foods for students, as well as a comfortable environment for them to meet and socialize. The multipurpose room will be used for student activities and social events, as well as for speakers and other academic functions.

Food Service. UIS hired a consultant to assist in developing a food service that would appeal to traditionally-aged college students. Renovation on the cafeteria serving area to incorporate the recommended changes will begin soon. Residence hall students will participate in a flexible "declining balance" meal plan that will allow them to choose menu options at either the cafeteria or the Lincoln

Hall Café. Combined meal hours will be equally flexible – from 7:30 a.m. and 11:00 p.m. daily.

Co-curricular Programs. Even in advance of approval of the Capital Scholars Program, UIS had seen an increase in the number of full-time residential students on campus. High priority has been placed on improving student life for these students and on attracting others like them. Through the reallocation of funds to the Student Life Office during FY00, the campus realized a dramatic increase in the number of events sponsored by registered student organizations. The 240 events in FY00 represented a 57% increase from the FY99 level. The Capital Scholars Program is expected to create the critical mass needed for additional strengthening of essential co-curricular programs.

Recreational and Intramural Activities. Recreation staff are meeting with housing staff to decide on the equipment for the fitness center that will be located in the Lincoln Residence Hall. In addition, UIS is in the process of developing an outdoor lighted basketball court, sand volleyball court, and a softball field/intramural football field near the residence hall.

Academic Enrichment. Because UIS' students have been predominately part-time commuters, many of the activities that bridge academic and student life at other campuses (i.e., student musical performance, student theater, speech and debate teams) have been poorly developed or nonexistent at UIS. To begin to address this need, three new faculty positions have been authorized to be filled by the fall of 2001. Two faculty members are being hired in the communication program, each of whom will be assigned half-time to develop extra-curricular activities in theater and intercollegiate speech and debate. A third faculty position will be filled by a person with credentials in music. This faculty member will teach the Capital Scholars art and music course and will devote one half time to encouraging and developing extracurricular music performance groups among the student body.

Administration and Staffing

The Capital Scholars Program will be part of the College of Liberal Arts and Sciences. A director (.5 FTE), who will report to the dean of the college, was appointed as of January 1, 2000. An associate director, also half-time, was appointed in December 2000. A search is currently underway for a full-time academic professional assistant to the director, and a full-time secretary will be hired this summer. The director and associate director are faculty members who will also teach in the program.

The program's administrative offices will be located in the Lincoln Residence Hall when it is completed.

Resources

As noted in this report's discussion of strategic planning, one of the principal concerns of the 1997 NCA team was the adequacy of resources to meet UIS' broad array of existing and new commitments. That concern, of course, was shared by the faculty, the campus administration, and the university administration. Although the program eliminations and consolidation described in Section II will result in the freeing of some resources over time, the campus understood that the Capital Scholars Program could not proceed without a substantial infusion of new resources.

UIS is pleased to report that the IBHE and the university administration have provided the needed funds, not simply to launch the program but to support it at the level of quality to which the campus aspires.

Table III.1 shows the projections of revenues to support the Capital Scholars Program and the anticipated expenditures of those funds.

Revenue

Existing State Resources. Since the time of the merger with the University of Illinois (FY96), the campus has kept \$254,000 segregated from recurring commitments for use by the Capital Scholars Program.

New State Funding. The IBHE and the university administration allocated \$1,050,000 of new state funding in this fiscal year for the program. The campus anticipates additional state funding from the IBHE and the university administration to rise incrementally to \$2,000,000 in FY05.

Application Fees. A small amount of revenue will be generated from the Capital Scholars application fee. Revenue from this fee will help offset some of the additional expenses incurred by the Admissions Office in processing student applications.

Tuition. Capital Scholars will pay the same tuition as UIS upper-division transfer students. Over time, tuition will cover an increasing proportion of the costs specifically associated with the program, rising to 46% in FY09.

Capital Scholars Fee. Capital Scholars will pay a \$300 a year fee to offset costs associated with enrichment activities.

Expenditures

Table III.1 shows both the major categories and the detail on expenditure of these funds. Program-related expenditures have been conceptualized as relating to one of three categories: 1) academic program needs/instructional support, 2) student recruitment/admissions needs, and 3) student services/residential life/recreational needs.

Examination of the detail in the table indicates that the campus has attempted to identify not just the minimum expenses associated with initiation of the program, but also to imagine and project a budget that will amply fund the delivery of curricular and co-curricular experiences.

Conclusion

The University of Illinois at Springfield is at a remarkable juncture in its history. In addition to the recent introduction of doctoral education (described in the next section of this report) and the imminent change in the campus' top leadership, UIS is set to welcome its long-awaited first cohort of the Capital Scholars Program next fall.

The Capital Scholars Program will bring an academically strong and ethnically diverse group of traditionally-aged, lower-division students to the campus. Although UIS will continue to serve its traditional clientele of upper-division transfer and master's students, the Capital Scholars Program will alter the mix of students on campus. A greater proportion of undergraduates will be full-time students taking classes and pursuing activities on campus during the day. And, as noted in the 1996 *UIS Vision Statement*, their presence will create a critical mass for establishing a fuller array of co-curricular cultural and social activities – activities that will enliven and enrich the campus for all.

V. Doctor of Public Administration

Background

The University of Illinois at Springfield's self-study for the 1997 NCA comprehensive visit included a request to expand the scope of the campus' offerings to include a doctorate in public administration. Ten years in development, the degree offering had finally received approval from the Illinois Board of Higher Education in February 1997. Needing only NCA approval to proceed, UIS was poised to accept its first doctoral students in the fall of 1998. The 1997 NCA team recommended approval of the campus' request for institutional change, but also recommended that the implementation of the degree be reviewed during a focused visit in three years.

Brief Overview of Implementation. After the doctor of public administration (DPA) proposal was approved by the Illinois Board of Higher Education, an interdisciplinary DPA Planning Committee was formed that consisted of faculty from several academic departments on campus, including the public administration department. Informational materials, faculty search criteria, student recruitment criteria and materials, and catalog copy were developed during 1997 and approved by the appropriate college and campus committees, including the Graduate Council and Campus Senate. Work on the curriculum began in 1997 and has continued to the present.

By the spring of 1998, a director with the academic rank of professor with tenure, two faculty members at the rank of assistant professor (tenure track), and an assistant to the director (academic professional) had been hired. The program office was established shortly thereafter. As soon as the new director and faculty arrived on campus for the fall semester, the DPA Planning Committee was reorganized into the DPA Program Committee. Membership included the new director and faculty, faculty members from the master of public administration program, and interdisciplinary faculty. The initial group of DPA

students began in August 1998; the first graduates are expected in the 2001-02 academic year.

The sections below provide a status report on various facets of the implementation of the DPA program. Attachment F provides a updated implementation plan, which has served as a working document for the campus throughout the program development process.

Program Purposes and Philosophy

Mission Statement. The Doctor of Public Administration program is practitioner oriented. It is an advanced degree primarily intended for professionals who work in public and nongovernmental organizations and are interested in conceptual development and research in public policy and administration. Many prospective students for the DPA hold or aspire to key administrative and professional positions in state or local government or nongovernmental organizations. The DPA program is especially designed to develop a high level of competence in these current and future public policy and management professionals. Graduates of the DPA program are expected to contribute significant new knowledge about and perspectives on the conduct of state government, the management of nongovernmental organizations, and the understanding of comparative state policy and administration. Their knowledge of public issues and processes and their ability to understand and use research will enrich the quality of their public service.

Program Objectives. The DPA program's objectives are:

- # to enhance the knowledge, competence, and leadership capacity of managers and professionals in both public and nongovernmental organizations;
- # to increase the intellectual and professional resources of state and local governments;
- # to contribute to the national pool of knowledge about state government and policy;

- # to enhance the overall public affairs effort of the University of Illinois at Springfield; and
- # to strengthen the field of public administration within Illinois.

Target Clientele. Although the DPA program was designed to be principally practitioner-oriented, it has sufficient rigor to prepare students for careers either in research and teaching in a university setting or as professionals in governmental or nonprofit organizations in which research and conceptual development skills are valued. The program is intended to serve primarily part-time students who have already demonstrated strong analytical abilities in their current jobs. Most of these students are interested in improving their positions in state government or nonprofit agencies. A few, however, are interested in changing careers to move into research and teaching, with some of these choosing to leave their positions to become doctoral research associates in anticipation of the change.

In addition to the in-service professionals who make up the largest number of current and future students, a few students are at earlier points in their careers. Most of these are interested in research and teaching careers.

In general, the doctor of public administration program clientele is a diverse group of individuals in terms of age (25-55), ethnicity, gender, and interests. Specifically, students generally can be expected to fall into one or more of the following categories:

- # professional managers and policy professionals currently employed in public and nongovernmental organizations in Illinois who hold master's degrees in fields related to public affairs;
- # international students and non-Illinois resident students who relocate to Springfield for the DPA program;
- # part-time students who remain employed full or part time while DPA students; and/or
- # individuals who work toward the DPA full time.

Program Focus. The DPA program focuses on research and teaching in the core curriculum. The concentrations focus on state government administration and

nonprofit organization administration. These areas of concentration were selected because of 1) the campus' location in the state capital; 2) the number of nonprofit organizations in the arts and human services located in or near Springfield – and the fact that these organizations are often supported in part by contracts with state agencies; and 3) the nationwide lack of doctoral programs in public administration that focus on state government issues.

In fact, other doctoral programs in public administration in Illinois and elsewhere tend to focus on local governments/urban issues or national/international issues. Since UIS faculty expertise already emphasizes state government (because of the campus' mission in public affairs), the focus of the DPA program builds on the strengths of the campus, while meeting a need for scholarship on state government issues.

In addition to the concentrations in state government and nonprofit management, students have the opportunity to build individualized concentrations in other, related fields. These include areas such as educational administration, criminal justice, health policy, and environmental studies and build on strengths of other departments within the college and the rest of the campus. With the participation of UIS departments that can offer specialized courses at the doctoral level, some of these individualized concentrations may become formal concentrations in the future.

Initial Advising, Supervisory Committee, and Dissertation Committee

Initial Advising. When they first enroll in the program, DPA students are assigned advisers, who provide the written permission necessary to register for DPA courses. Students and advisers together develop plans of study, which include any needed prerequisite courses. Students may change advisers as they proceed through the program, but are expected to select permanent advisers before completing 16 hours in the program.

Supervisory Committees. For their three-member Supervisory Committees, students generally first select their permanent advisers and then work with those advisers, the DPA director, the assistant to the director, or other faculty

to select the remaining members of their committees. The composition of the Supervisory Committee must be approved by the DPA director and the dean of the College of Public Affairs and Administration. Students must have established their Supervisory Committees by the time they complete 16 hours of coursework toward the DPA.

Dissertation Committees. The Dissertation Committee will consist of the Supervisory Committee plus at least one faculty member from outside the DPA program (assigned by the dean as the campus representative). The student's adviser is the chair of the Dissertation Committee. Students may add additional faculty members from inside the DPA program or other UIS faculty, as appropriate. Faculty from outside UIS may also be members of the committee. This is especially desirable if a student has taken courses in his or her concentration outside UIS. The chair of the Dissertation Committee must be a UIS faculty member and will generally be a DPA faculty member.

Qualifications for Committee Membership. To be eligible to serve as a Supervisory or Dissertation Committee member, faculty must be eligible under the rules of the Campus Senate, Graduate Council, and their individual colleges to be engaged in graduate education. In addition, they must have a terminal degree (e.g., Ph.D., D.P.A., Ed.D., J.D.) in an appropriate field for the dissertation topic; be an active scholar with a well-developed research/scholarship agenda and an active and relevant scholarship/research record, using the Boyer definition of scholarship; and have expertise in the subject matter of the dissertation. Committee members from outside UIS should be similarly qualified. The requirement of active scholarship in an appropriate field is particularly important and will be a strong consideration in the approval of committee members.

Curriculum Overview

The doctor of public administration curriculum was developed initially by the DPA Planning Committee and was approved by the Graduate Council and the Campus Senate. Subsequent changes in the curriculum and requirements have been made as part of the implementation process.



The DPA curriculum consists of six parts: prerequisite courses, core courses, research courses, concentrations, the comprehensive examination, and the dissertation. Each component is intended to contribute to students' knowledge and expertise in public administration theory and practice and to their expertise in their concentration areas, as well as to prepare them for research and development of new knowledge. These curricular components are discussed in the paragraphs below. The final subsection discusses criteria for doctoral-level courses.

Prerequisite Courses. The program requires five prerequisite courses to ensure that students have the background in theory and practice necessary to be successful in the core courses. Students with a master's degree in public administration will probably have completed these prerequisites as part of their earlier studies. Students who have completed master's degrees in other fields, however, may need to take some or all of the prerequisites listed below.

- # a one-semester undergraduate or graduate courses in economics (prerequisite to PAD 603);
- # a graduate-level course on the American political system or a graduate degree in public administration, political studies, or the equivalent (prerequisite to PAD 601);
- # a graduate course in multivariate statistical analysis and analytical tools, completed within the past five years (prerequisite to PAD 611 and PAD 612);
- # a graduate course in public budgeting and finance (prerequisite to PAD 603); and
- # a graduate course in public policy (prerequisite to PAD 604).

Prerequisite courses may be completed at UIS or at another accredited institution. Since students' undergraduate and master's degrees are from a variety of institutions, the DPA committee has been flexible in accepting courses to fulfill the program prerequisites. The committee, however, has not accepted experiential learning as a substitute for a prerequisite.

Core Courses. Core courses are offered at the advanced level on the basis of master's-level prerequisite coursework. Courses are taught in seminar format and require significant written work. Some courses include individual and/or

group projects that may lead to publishable articles. *Note:* All DPA courses are four semester hours except as indicated.

- PAD 601 Advanced Seminar in Public Administration Theory and Organizational Analysis
- PAD 602 Advanced Seminar in Organizational Behavior in Public Systems
- PAD 603 Advanced Seminar in Financial Management and Fiscal Policy
- PAD 604 Advanced Seminar in Public Policy Processes and Analysis
- PAD 605 Administrative Ethics and Public Service

Required Research Methods Courses. These courses provide students with the quantitative and qualitative methods knowledge and skills for future work on dissertations and in subsequent professional, teaching, and research positions. The research methods course (PAD 613) sets the framework for research design and implementation, based on the other two courses.

- PAD 611 Advanced Seminar in Quantitative Methods
- PAD 612 Advanced Seminar in Qualitative Methods
- PAD 613 Advanced Seminar in Research Methods (Prerequisites: PAD 611 and PAD 612)

Elective/Concentration Courses. As noted above, two formal concentrations are currently listed in the catalog: state government and nonprofit management. In addition, students may choose the special interest concentration. Each concentration must include at least 20 hours of coursework. The state government concentration requires the completion of PAD 631, PAD 632, PAD 633, and eight hours of electives. Nonprofit management requires a minimum of PAD 623, PAD 624, and PAD 625 plus eight hours of electives. The following is a list of courses offered to fulfill concentration requirements.

- PAD 621 Program Evaluation
- PAD 622 Advanced Seminar in Human Resources Management
- PAD 623 Nonprofit History and Philanthropy
- PAD 624 The Nonprofit Organization in a Market Economy
- PAD 625 Nonprofit Leadership
- PAD 631 Intergovernmental Relations

- PAD 632 Legislative and Administrative Politics
- PAD 633 Special Topics in State Government
- PAD 699 Independent Study/Tutorial (1-4 hours)

Dissertation Courses. PAD 687 Dissertation Proposal Preparation Seminar will be offered for the first time in Spring 2001 as a two-hour course. The DPA Program Committee will consider whether to expand it to a four-hour course based on the initial experience.

PAD 687 will guide students through the process of designing and developing the dissertation outline and proposal. It has been the experience of doctoral programs in public administration that part-time students benefit greatly from a more structured mentoring process in the initial stages of their dissertation research. Assistance in a small class setting with development of the dissertation proposal and the plan for completion appears to be an excellent supplement for the student's work with his or her dissertation adviser and committee.

Students are required to present their dissertation proposals to their Supervisory Committees before formal dissertation work begins. Generally these proposal presentations will take place shortly after the completion of the Dissertation Proposal Preparation Seminar.

- PAD 687 Dissertation Proposal Preparation Seminar (2-4 hours)
- PAD 690 Dissertation (1-12 hours)

Comprehensive Examination. The original DPA program proposal required both a preliminary and comprehensive examination. After considerable study of examination policies and procedures in other doctoral programs in public administration, the DPA Program Committee concluded that two examinations were not necessary or desirable for the type of mid-career, experienced students who are enrolled in the UIS program.

The preliminary examination was intended to test students' knowledge of the material in the core and research courses, while the comprehensive examination was to test students' knowledge and expertise in their concentrations. As a result of its analysis of doctoral examination policies and procedures in public

administration, the committee concluded that one comprehensive examination that tests students' knowledge of and ability to integrate the core theories and their concentrations would be a much better gauge of their readiness to complete their dissertations. Students are required to complete all core, research, and concentration courses before taking the exam. These examinations will necessarily be individualized (to either individual students or groups of students within the same concentrations) because they will include material from the concentrations as well as from the core and research courses.

The new policy was adopted in Fall 2000. No preliminary examinations had been offered prior to the policy change since no students had completed all core and research courses. The comprehensive examinations, which will be written and graded by a committee of DPA faculty, will be offered beginning in Spring 2001. At this writing, the committee is preparing the first of these examinations.

Doctoral-level Course Criteria. To ensure the quality of courses at the doctoral level, the DPA program has adopted standards for course offerings. DPA courses, by virtue of their doctoral-level academic status, are more demanding both intellectually and in workload than master's-level courses. Therefore, a definite distinction must exist between DPA courses and master's-level courses that is clear in the syllabus of any proposed course. The following guidelines identify DPA course characteristics.

- # The objective of each DPA course is for students to gain an advanced understanding of the subject matter of the course and to think critically and evaluatively about the subject. Students should be able to articulate the core information in the course.
- # DPA courses use primary literature and original sources, both empirical and theoretical.
- # DPA courses use both current and classic literature, as appropriate.
- # The syllabus should demonstrate currency in the field. In addition to the syllabus, the instructor should provide a supplemental reading list or bibliography beyond the required reading list.
- # All courses require written product(s).
- # All courses include some form of student presentations, discussion leadership, or similar activities by students.
- # The predominant pedagogy for DPA courses should be seminar/discussion. Lectures should be used rarely, as necessary and appropriate.

Master's (500-level) courses approved as DPA electives should meet these criteria to the extent possible and may require extra work (i.e., papers, readings, leadership of class discussions). At the time master's-level courses are approved for a DPA plan of study, there should be an agreement between the instructor, the DPA program, and the student on the course requirements. Students must petition the program to use a master's-level course in a plan of study. The student's adviser and the DPA director must approve the petition.

Admissions Process

Admission to the DPA program is decided by the DPA program committee based on applications received each semester. Although most students seek admission for the fall semester, students may also be admitted in the spring. Admission requirements are:

- # a master's degree, with a minimum grade-point average of 3.25 in graduate work;
- # satisfactory performance on the Graduate Record Examination (GRE) taken within the past five years.
- # completion of prerequisite coursework. Students may be admitted before prerequisites are fulfilled, but must complete each prerequisite before taking the core course to which it applies.
- # demonstration of writing skills through submission of a recent copy of a research paper, report, or study.
- # demonstration of the ability to succeed in doctoral studies by the recommendations of at least three individuals knowledgeable about the applicant, at least one of whom is an academic reference.
- # demonstration of personal commitment to academic excellence through a three- to five-page statement of academic and career goals.
- # proof of English proficiency for international students who are not native English speakers through a score of at least 575 on the TOEFL.

In addition to the criteria above, applicants' goals and objectives must, in the judgment of the committee, be an appropriate fit with the mission and capacity of the DPA program. In a few cases, otherwise well-qualified students have not

been admitted because their educational goals were not within the capacity of the program. These students had applied because they wanted to study for a doctorate in a local program. Faculty advised them of other nearby doctoral programs that might fit their goals better.

Occupational Background of Applicants. Applicants to and students in the DPA program include directors and senior staff members from state agencies, local government, and nonprofit organizations; faculty from nearby community and four-year colleges; mid-career professionals; and some younger, recent MPA graduates. Both applicants and students are diverse in terms of demographics, race/ethnicity, and gender, as well as in interests within the general areas of public administration and public policy.

Admission and Enrollments. The following table shows the application and admission patterns of the program since Fall 1998. Total enrollments include continuing enrollment of students as well as new students. Enrollment fluctuates by semester since it is somewhat dependent on student responsibilities in their employment. In addition, some attrition has occurred when students determined they could not make the time commitment to the program after starting it or withdrew for other reasons.

| Semester | Applications | New Enrollments | Total Enrollment |
|-------------|--------------|-----------------|------------------|
| Fall 1998 | 33 | 23 | 23 |
| Spring 1999 | 9 | 4 | 16 |
| Fall 1999 | 18 | 8 | 20 |
| Spring 2000 | 3 | 0 | 16 |
| Fall 2000 | 15 | 8 | 21 |

In January 2001, there were 28 active students and two new admissions. Spring 2001 enrollments were not available at the time of this writing.

Organizational Placement and Staffing

The DPA program is part of the Department of Public Administration in the College of Public Affairs and Administration. The department offers both the master's and the doctorate in public administration. Each has a director, and one of these individuals is elected as the department chair. Each program also has a distinct faculty, although several MPA faculty members participate in the development, refinement, and delivery of the DPA curriculum.

DPA Faculty Membership. Criteria for DPA faculty membership and for recruitment of DPA faculty were developed by the program to ensure faculty quality. To be qualified to teach doctoral-level courses and to serve on dissertation committees, faculty are expected to meet the following qualifications:

- # hold a terminal degree (e.g., Ph.D., DPA, Ed.D., J.D.) in an appropriate field;
- # be an active scholar with a well-developed research/scholarship agenda and an active and relevant scholarship/research record, using the Boyer definition of scholarship; and
- # have sufficient background in the subject matter of the course to teach it at an advanced level, be current in the subject, and demonstrate that currency in the syllabus of the course.

Staffing. The doctorate program began in Fall 1998 with three new faculty members. The DPA Program Committee included these three new faculty members plus three from the master's program. All met the criteria above. In addition, interdisciplinary faculty members of the original DPA Planning Committee have remained as affiliated faculty of the program and serve on its Faculty Advisory Committee to maintain the interdisciplinary, campuswide nature of the program. To support DPA faculty and students, the program hired an academic professional as assistant to the director in the spring of 1998.

Two personnel changes have occurred since the program began.

- # One faculty member resigned at the end of the 1998-99 academic year when she and her husband were offered tenure-track positions at

another institution. She had come to UIS in the hope that they could both obtain faculty positions in the DPA program. When this did not happen, she sought other employment.

- # The DPA director, who was also chair of the Department of Public Administration, resigned both administrative positions during the 1999-00 academic year to concentrate on her research and teaching. She has remained on the faculty as a productive senior faculty member who is currently under contract for two books, has published several articles since joining UIS, and is managing editor of a professional journal. When she resigned, the MPA program director was elected department chair and the dean of the College of Public Affairs and Administration (also a public administration scholar and faculty member in both the DPA and MPA programs) assumed responsibilities as interim director.

Staffing Levels. The DPA implementation plan authorized two additional faculty members (for a total of five). The fourth search was scheduled for the 1998-99 academic year to start in Fall 1999. The fifth search was to take place in the 1999-00 academic year for Fall 2000. This would have completed the hiring of the five authorized positions for the program.

The search in 1998-99, however, was not successful. After the departure of the faculty member who left to take a position with her husband, the DPA had two faculty members (in addition to the MPA faculty members) rather than the four anticipated. Further, the program was in need of a director. Another search was conducted in the 1999-00 academic year for two positions (one new and one replacement). That search was also unsuccessful.

During the 2000-01 academic year, a search committee was formed and a search conducted for the director with rank of associate or full professor and a faculty member at the assistant or associate rank. This search appears at this time to be successful. An offer was made in January 2001 to a well-qualified individual for the position of DPA director. Negotiations are underway. Several interviews for the faculty position remain and will be conducted in mid-January 2001. UIS expects that an offer will be made for the faculty position as well and

that the campus will have acceptances of both positions to start in August 2001.

Under the direction of the new director, the DPA program will search for the fifth authorized and funded DPA position in the 2001-02 academic year, with the faculty member expected to arrive in August 2002. This will complete the planned DPA faculty hires by 2002, slightly later than planned originally.

Adjunct Faculty. Because the faculty hiring process was not completed as quickly as originally planned, the program has made use of two adjunct faculty members with experience teaching doctoral students. The first, a professor of public administration at the University of Nebraska at Omaha and a well-known scholar of public policy, was hired to teach PAD 604 Advanced Seminar in Public Policy Processes and Analysis in Spring 2000. The second is a professor of public administration and nonprofit organization scholar at Southern Illinois University-Edwardsville. He is teaching PAD 623 Nonprofit History and Philanthropy in Spring 2001. Both courses use the weekend format, which was well received by students in the Spring 2000 seminar.

Three MPA faculty members are also teaching in the DPA program during the 2000-01 academic year in courses for which they have strong expertise. DPA program faculty expect that MPA faculty will continue to teach for them and, similarly, that DPA faculty will teach in the MPA program as time and workloads permit.

Note: UIS' program is exploring further collaboration with the Department of Public Administration at Southern Illinois University-Edwardsville, which does not offer a doctorate.

Governance

The DPA Program Committee has jurisdiction over the curriculum and faculty of the DPA program, within the context of the University of Illinois rules and procedures. Tenure recommendations will originate in the DPA program, then proceed through the Department of Public Administration, the College of Public Affairs and Administration, and the campuswide Tenure Review Committee.

Promotion decisions will follow a similar route. MPA and DPA program bylaws have been adopted, and departmental bylaws are being developed within the context of the University of Illinois Statutes. The absence of a permanent DPA director has slowed this process somewhat, but it is expected to be completed in the 2001-02 academic year after the new DPA director is in place.

Resources

The DPA program began with a budget of \$300,000 for faculty, staff, and doctoral research associate salaries; travel, equipment, supplies, and operational expenses; and telecommunication. The initial budget was sufficient to fund approximately 3.5 faculty and four doctoral research associates (at a stipend of \$18,000 for the academic year, plus tuition and fees).

An additional appropriation of \$150,000 was requested and received as part of the UIS budget beginning in the 2000-01 academic year. This total amount of \$450,000 is adequate to fund five faculty members, one staff member, and six doctoral research associates, including all salary, travel, contractual, and operational expenses.

The program would benefit from additional doctoral research associate funding. Private as well as public support for more of these positions will be sought in the future, as well as support for named professorships or chairs in public administration and additional research, travel, and operational support. Overall, the DPA funding is adequate, especially in the context of the overall UIS budget.

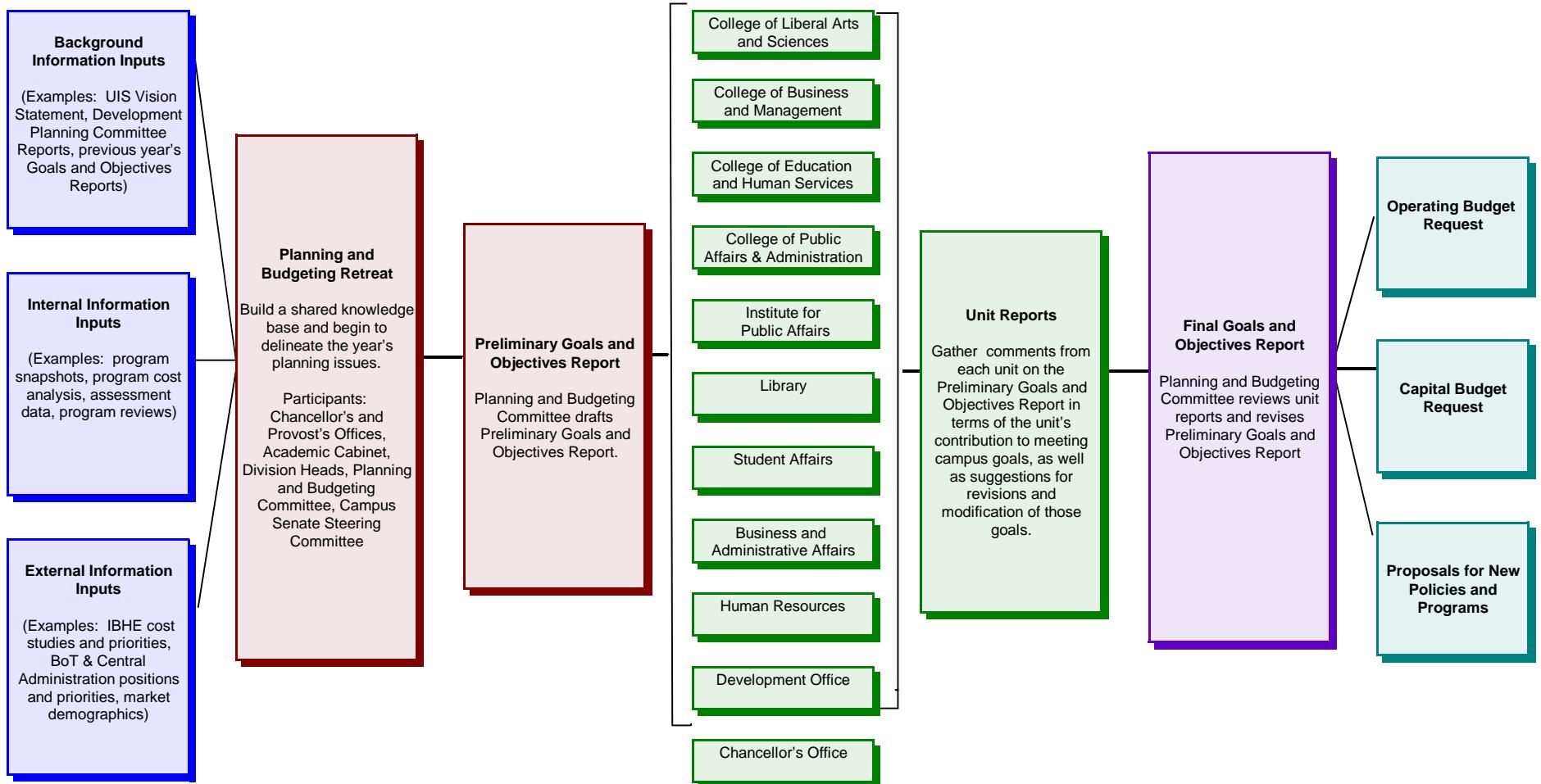
**University of Illinois at Springfield
NCA Focused Visit Report
February 12-13, 2001**

Appendix

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strategic planning chart

Figure I.1
University of Illinois at Springfield
Strategic Planning Process of the Planning and Budgeting Committee



JUL, AUG, SEPT ————— OCT, NOV, DEC ————— JAN, FEB ————— MAR, APR ————— MAY, JUN *

Table II.1: Department/Program Degree Offerings by Level as of Fall 1986

| Baccalaureate Only (9) | Baccalaureate/Master's (13) | Master's Only (9) | |
|--|--|---|--|
| Chemistry, B.S. Computer Science, B.A. Creative Arts, B.A. Labor Relations, B.A. Management, B.A. Medical Technology, B.S. Nursing, B.S.N. Social Justice Professions, B.A. Sociology/Anthropology, B.A. | Accountancy, B.A. and M.A. Biology, B.A. and M.A. Child, Family, and Community Services, B.A. and M.A. Communication, B.A. and M.A. Economics, B.A. and M.A. Health Services Administration, B.A. and M.A. History, B.A. and M.A. Individual Option, B.A. and M.A. Legal Studies, B.A. and M.A. Literature, B.A. and M.A. Mathematical Systems, B.A. and M.A. Political Studies, B.A. and M.A. Psychology, B.A. and M.A. | Business Administration, M.B.A. Community Arts Management, M.A. Educational Administration, M.A. Environmental Studies, M.A. Gerontology, M.A. Human Development Counseling, M.A. Management Information Systems, M.A. Public Administration, M.P.A. Public Affairs Reporting, M.A. | |

Table II.2: Department/Program Degree Offerings by Level as of Fall 1997

| Baccalaureate Only (10) | Baccalaureate/Master's (12) | Master's Only (9) | |
|--|--|---|--|
| Chemistry, B.S. Clinical Laboratory Science, B.S. Computer Science, B.A. Criminal Justice, B.A. Health Services Administration, B.A. Management, B.A. Nursing, B.S.N. Psychology, B.A. Sociology/Anthropology, B.A. Visual Arts, B.A. | Accountancy, B.A. and M.A. Biology, B.A. and M.A. Business Administration, B.B.A. and M.B.A. Child, Family & Comm. Services, M.A./Social Work, B.S.W. Communication, B.A. and M.A. Economics, B.A. and M.A. English, B.A. and M.A. History, B.A. and M.A. Legal Studies, B.A. and M.A. Liberal Studies/Individual Option, B.A. and M.A. Mathematical Sciences, B.A. and M.A. Political Studies, B.A. and M.A. | Community Arts Management, M.A. Educational Administration, M.A. Environmental Studies, M.A. Gerontology, M.A. Human Development Counseling, M.A. Management Information Systems, M.A. Public Administration, M.P.A. Public Affairs Reporting, M.A. Public Health, M.P.H. | |

Note: Degrees in red were affected when UIS focused its academic program in AY98-99. Those lined out were either consolidated, eliminated, or truncated. The M.A. in child, family, and community services was added as a consolidation of the M.A. in gerontology and the M.A. in child, family, and community services but was not a part of UIS' academic program.

Table II.3: Department/Program Degree Offerings by Level as of Fall 2000

| Baccalaureate Only (10) | Baccalaureate/Master's (10) | Master's Only (7) | |
|---|---|---|------------|
| Chemistry, B.S. Clinical Laboratory Science, B.S. Criminal Justice, B.A. Economics, B.A. Management, B.A. Mathematical Sciences, B.A. ¹ Psychology, B.A. Social Work, B.S.W. Sociology/Anthropology, B.A. Visual Arts, B.A. | Accountancy, B.A. and M.A. Biology, B.S. and M.S. Business Administration, B.B.A. and M.B.A. Communication, B.A. and M.A. Computer Science, B.S. and M.S. English, B.A. and M.A. History, B.A. and M.A. Legal Studies, B.A. and M.A. Liberal Studies/Individual Option, B.A. and M.A. Political Studies, B.A. and M.A. | Educational Leadership, M.A. Environmental Studies, M.A. Human Development Counseling, M.A. Human Services, M.A. Management Information Systems, M.S. Public Affairs Reporting, M.A. Public Health, M.P.H. | P C |

¹ The M.A. in mathematical sciences was redesignated as a master's degree in computer science in June 1997 but did not appear in the campus catalog. Programs in green (M.A. in human services and the doctor of public administration) were added between 1997 and 2000.

CAP spreadsheet

Table III.1
Capital Scholars Budget Projections
Expansive-Complete Program

| Revenue Sources | FY01 (Fall 00) | FY02 (Fall 01) | FY03 (Fall 02) | FY04 (Fall 03) | FY05 (Fall 04) | FY06 (Fall 05) | FY07 (Fall 06) | FY08 (Fall 07) | FY09 (Fall 08) |
|---|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Existing State Resources | \$ 254.0 | \$ 254.0 | \$ 254.0 | \$ 254.0 | \$ 254.0 | \$ 254.0 | \$ 254.0 | \$ 254.0 | \$ 254.0 |
| Carryover Funds from Prior Year | - | 200.0 | - | - | - | - | - | - | - |
| New State Funding | 1,050.0 | 1,300.0 | 1,550.0 | 1,800.0 | 2,000.0 | 2,000.0 | 2,000.0 | 2,000.0 | 2,000.0 |
| Application Fees | 6.0 | 12.0 | 12.0 | 12.0 | 12.0 | 12.0 | 12.0 | 12.0 | 12.0 |
| Tuition | - | 265.0 | 503.5 | 718.2 | 1,176.6 | 1,415.1 | 1,629.8 | 1,823.2 | 1,823.2 |
| CSP Fee (\$300) | - | - | 27.0 | 51.3 | 78.3 | 102.6 | 102.6 | 102.6 | 102.6 |
| Total Resources: | \$ 1,310.0 | \$ 2,058.0 | \$ 2,370.8 | \$ 2,835.5 | \$ 3,520.9 | \$ 3,783.7 | \$ 3,998.4 | \$ 4,191.8 | \$ 4,191.8 |
| Expenditures | FY01 (Fall 00) | FY02 (Fall 01) | FY03 (Fall 02) | FY04 (Fall 03) | FY05 (Fall 04) | FY06 (Fall 05) | FY07 (Fall 06) | FY08 (Fall 07) | FY09 (Fall 08) |
| Academic Program Needs/Instructional Support | | | | | | | | | |
| Lower Division Faculty | \$ 180.0 | \$ 315.0 | \$ 495.0 | \$ 495.0 | \$ 810.0 | \$ 990.0 | \$ 990.0 | \$ 990.0 | \$ 990.0 |
| Additional Faculty To Support Day Classes | - | - | 42.0 | 126.0 | 126.0 | 126.0 | 252.0 | 252.0 | 252.0 |
| Director (.50 FTE) | 50.0 | 50.0 | 50.0 | 50.0 | 50.0 | 50.0 | 50.0 | 50.0 | 50.0 |
| Associate Director (.50 FTE) | - | 33.6 | 33.6 | 33.6 | 33.6 | 33.6 | 33.6 | 33.6 | 33.6 |
| Administrative Assistant | 35.0 | 35.0 | 35.0 | 35.0 | 35.0 | 35.0 | 35.0 | 35.0 | 35.0 |
| Secretary | - | 20.0 | 20.0 | 20.0 | 20.0 | 20.0 | 20.0 | 20.0 | 20.0 |
| Graduate Assistants CSP (4) | 7.0 | 28.0 | 28.0 | 28.0 | 28.0 | 28.0 | 28.0 | 28.0 | 28.0 |
| Capital Scholars Program Expenses | 46.4 | 57.0 | 67.0 | 45.0 | 47.5 | 47.5 | 47.5 | 47.5 | 47.5 |
| Academic Enrichment Staff (2.0 FTE) | - | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 |
| Foreign Language Instructors | - | 69.0 | 93.0 | 93.0 | 93.0 | 93.0 | 93.0 | 93.0 | 93.0 |
| Academic Enrichment Expenses | - | 40.4 | 40.4 | 40.4 | 40.4 | 40.4 | 40.4 | 40.4 | 40.4 |
| Applied Study Term Staff (1.0 FTE) | - | - | - | 43.0 | 43.0 | 43.0 | 43.0 | 43.0 | 43.0 |
| Graduate Assistants CTL (2) | - | 14.0 | 14.0 | 14.0 | 14.0 | 14.0 | 14.0 | 14.0 | 14.0 |
| Library Staffing (3.0 FTE) | - | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Library Materials | - | 20.0 | 20.0 | 20.0 | 20.0 | 20.0 | 20.0 | 20.0 | 20.0 |
| Instructional Computing Staff (1.0 FTE) | - | 40.0 | 40.0 | 40.0 | 40.0 | 40.0 | 40.0 | 40.0 | 40.0 |
| Instructional Computing Expenses | - | 30.0 | 65.0 | 65.0 | 65.0 | 65.0 | 65.0 | 65.0 | 65.0 |
| Subtotal: | \$ 318.4 | \$ 942.0 | \$ 1,233.0 | \$ 1,338.0 | \$ 1,655.5 | \$ 1,835.5 | \$ 1,961.5 | \$ 1,961.5 | \$ 1,961.5 |
| Student Recruitment/Admissions Needs | | | | | | | | | |
| | FY01 (Fall 00) | FY02 (Fall 01) | FY03 (Fall 02) | FY04 (Fall 03) | FY05 (Fall 04) | FY06 (Fall 05) | FY07 (Fall 06) | FY08 (Fall 07) | FY09 (Fall 08) |
| Admissions Staff (4.25 FTE) | \$ 180.4 | \$ 180.4 | \$ 180.4 | \$ 180.4 | \$ 180.4 | \$ 180.4 | \$ 180.4 | \$ 180.4 | \$ 180.4 |
| Admissions Expenses | 175.5 | 181.2 | 181.2 | 181.2 | 181.2 | 181.2 | 181.2 | 181.2 | 181.2 |
| Financial Aid Staff (3.0 FTE) | 127.0 | 127.0 | 127.0 | 127.0 | 127.0 | 127.0 | 127.0 | 127.0 | 127.0 |
| Financial Aid Expenses | 14.1 | 14.1 | 16.8 | 18.1 | 18.1 | 21.6 | 22.1 | 24.6 | 28.6 |
| Awards and Grants | - | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 |
| Scholarships | - | 35.0 | 75.0 | 150.0 | 300.0 | 400.0 | 450.0 | 500.0 | 500.0 |
| Marketing Office Staff (4.5 FTE) | 90.0 | 120.0 | 150.0 | 170.0 | 170.0 | 170.0 | 170.0 | 170.0 | 170.0 |
| Marketing Office Expenses | 47.0 | 47.0 | 47.0 | 47.0 | 47.0 | 47.0 | 47.0 | 47.0 | 47.0 |
| Subtotal: | \$ 634.0 | \$ 784.7 | \$ 857.4 | \$ 953.7 | \$ 1,103.7 | \$ 1,207.2 | \$ 1,257.7 | \$ 1,310.2 | \$ 1,314.2 |
| Student Services/Residential Life/Recreation | | | | | | | | | |
| VCSA/Dean of Students Staff (2.0 FTE) | \$ 100.0 | \$ 100.0 | \$ 100.0 | \$ 100.0 | \$ 100.0 | \$ 100.0 | \$ 100.0 | \$ 100.0 | \$ 100.0 |
| VCSA/Dean of Students Expenses | 17.0 | 17.0 | 17.0 | 17.0 | 17.0 | 17.0 | 17.0 | 17.0 | 17.0 |
| Disability Services Staff | - | - | - | - | - | - | - | - | - |
| Disability Services Expenses | - | 11.3 | 11.3 | 11.3 | 11.3 | 11.3 | 11.3 | 11.3 | 11.3 |
| Health Services Staff (2.0 FTE) | 25.0 | 48.8 | 48.8 | 89.5 | 89.5 | 89.5 | 89.5 | 89.5 | 89.5 |
| Health Services Expenses | 5.0 | 12.0 | 12.0 | 15.0 | 20.0 | 20.0 | 20.0 | 20.0 | 20.0 |
| Counseling Center Staff (1.0 FTE) | 35.0 | 35.0 | 35.0 | 35.0 | 35.0 | 35.0 | 35.0 | 35.0 | 35.0 |
| Counseling Center Expenses | - | 1.0 | 1.1 | 1.3 | 1.3 | 1.6 | 1.8 | 1.9 | 1.9 |
| Career Services Staff (1.0 FTE) | - | 30.0 | 30.0 | 30.0 | 30.0 | 30.0 | 30.0 | 30.0 | 30.0 |
| Career Services Expenses | - | 4.5 | 4.5 | 5.0 | 5.0 | 5.5 | 5.5 | 6.0 | 6.0 |
| Minority Affairs Expenses | - | 7.0 | 7.0 | 7.0 | 7.0 | 7.0 | 7.0 | 7.0 | 7.0 |
| International Affairs Expenses | - | 5.0 | 5.0 | 5.0 | 5.5 | 7.0 | 7.0 | 10.5 | 11.5 |
| Student Life Staff (1.5 FTE) | 27.0 | 42.0 | 42.0 | 42.0 | 42.0 | 42.0 | 42.0 | 42.0 | 42.0 |
| Student Life Expenses | - | 20.0 | 20.0 | 20.0 | 20.0 | 20.0 | 20.0 | 20.0 | 20.0 |
| Housing Non-Residential Space | - | 52.3 | 86.7 | 87.3 | 87.5 | 88.5 | 89.6 | 91.7 | 94.3 |
| Police Department Staff (3.0 FTE) | - | 87.4 | 87.4 | 87.4 | 87.4 | 87.4 | 87.4 | 87.4 | 87.4 |
| Police Department Expenses | - | 76.8 | 66.8 | 66.8 | 66.8 | 66.8 | 66.8 | 66.8 | 66.8 |
| Subtotal: | \$ 209.0 | \$ 550.1 | \$ 574.6 | \$ 616.6 | \$ 620.3 | \$ 673.6 | \$ 674.9 | \$ 681.1 | \$ 684.7 |
| Total Expenditures: | \$ 1,161.4 | \$ 2,276.8 | \$ 2,665.0 | \$ 2,908.3 | \$ 3,379.5 | \$ 3,716.3 | \$ 3,894.1 | \$ 3,952.8 | \$ 3,960.4 |
| Expenditures Over/(Under) Resources: | \$ 148.6 | \$ (218.8) | \$ (294.2) | \$ (72.8) | \$ 141.4 | \$ 67.4 | \$ 104.3 | \$ 239.0 | \$ 231.4 |

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 a 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's 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 a 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.

**Fall 2000
Planning and Budgeting Retreat
Attendees**

Planning and Budgeting Committee – Members

Dan Matthews, Committee Chair/Associate Professor, Teacher Education
Joy Benson, Associate Professor, Management
Jeff Chesky, Professor, Human Services and Biology
Ernie Cowles, Director, Center for Legal Studies/Associate Professor, Criminal Justice
Laura Da Costa, Assistant Professor, Psychology
George Gore, Student Representative
Cherrill Kimbro, Assistant to the Dean, College of Liberal Arts and Sciences
Michael Lemke, Assistant Professor, Biology
Jan Peach, Assistant Professor, Library Instructional Services
Todd Rotroff, Network Specialist II, Technology Support
Michael Small, Associate Professor, Business Administration

Planning and Budgeting Committee – Ex Officio

Wayne Penn, ex-officio/Provost and Vice Chancellor for Academic Affairs
Pat Swatfager-Haney, ex-officio/Vice Chancellor for Student Affairs

Staff to the Committee

Harry Berman, Staff to the Committee/Associate Vice Chancellor for Academic Affairs
Aaron Shures, Staff to the Committee/Director of Budget and Planning
Becky Wilkin, Staff to the Committee/Executive Assistant to the Provost and VC for Academic Affairs

Campus Senate Steering Committee

Pat Langley, Chairperson/Professor, Women's Studies and Legal Studies
Allan Cook, Vice Chairperson/Associate Professor, Teacher Education
Beverly Rivera, Secretary/Assistant Professor, Criminal Justice

Deans/Institute Director

Bill Bloemer, Dean, College of Liberal Arts and Sciences/Professor, Chemistry and Clinical Laboratory Science
Glen Cope, Dean, College of Public Affairs and Administration/Professor, Public Administration
Nancy Ford, Executive Director, Institute for Public Affairs/Associate Professor, Legal Studies
Rassule Hadidi, Representing Dean, College of Business and Management/Professor, Management Information Systems
Larry Stonecipher, Dean, College of Education and Human Services/Associate Professor, Mathematics and Teacher Education
Ned Wass, University Librarian/Dean, Library Instructional Services/Assistant Professor, Library Instructional Services

Other

Ray Schroeder, Director, Office of Technology Enhanced Learning/Professor, Communication
Ann Larson, Capital Scholars Committee Representative/Professor, Biological Science
Vicki Hensler, Associate Chancellor, Development
Dave Barrows, Director, Physical Planning and Operations
Steve Rugg, Associate Vice President for Planning and Budgeting, University of Illinois

**Campus Senate Planning and Budgeting Committee
Fall 2000 Retreat
PAC Conference Room H
October 6, 2000**

| | | |
|---------------|---|---|
| 8:30 - 8:45 | Coffee | |
| 8:45 - 9:00 | Introduction: The Annual Strategic Planning Process | Dan Matthews |
| 9:00 - 9:30 | Illinois Higher Education Budget Trends: University of Illinois Perspectives | Stephen K. Rugg, Associate Vice President for Planning and Budgeting University of Illinois |
| 9:30 - 10:15 | State of the Campus FY01 Budget FY02 Request Key Performance Measures Assessment Data | Wayne Penn |
| 10:15 - 10:30 | Break | |
| 10:30 - 11:30 | College, Institute, and Library Perspectives and Initiatives | Marya Leatherwood Larry Stonecipher Bill Bloemer Glen Hahn Cope Nancy Ford Edward Wass |
| 11:30 - 12:00 | Discussion | |
| 12:00 - 12:45 | Lunch | |
| 12:45 - 1:45 | Recruiting and Serving Varied Student Clientele | Pat Swatfager-Haney Ann Larson Ray Schroeder |
| 1:45 - 2:00 | Break | |
| 2:00 - 2:15 | Physical Planning and Administrative Affairs | Joe Eck Aaron Shures |
| 2:15 - 2:30 | Development Office Initiatives | Vicki Hensler |
| 2:30 - 3:00 | Discussion and Next Steps | Dan Matthews |

Campus Senate Planning and Budgeting Committee
Fall 1999 Retreat
Ramada Inn South Plaza
October 8, 1999

| | | |
|---------------|--|--|
| 9:00 - 9:15 | Coffee | |
| 9:15 - 9:30 | Introduction: The Annual Strategic Planning Process | Dan Matthews |
| 9:30 - 9:50 | Illinois Higher Education Budget Trends: University of Illinois Perspectives | Stephen K. Rugg, Associate Vice President for Planning and Budgeting University of Illinois |
| 9:50 - 10:30 | Review of Recent Planning and Budgeting Themes | Wayne Penn |
| | Update on Enrollment Trends and Marketing Initiatives | |
| 10:30 - 10:40 | Break | |
| 10:40 - 11:40 | College, Institute, and Library Perspectives and Initiatives | John Munkirs Larry Stonecipher Bill Bloemer Glen Hahn Cope Nancy Ford Edward Wass |
| 11:40 - 12:00 | Discussion | |
| 12:00 - 12:45 | Lunch | |
| 12:45 - 1:00 | Student Affairs | Pat Swatfager-Haney |
| 1:00 - 1:15 | Physical Planning and Administrative Affairs | Carl Long |
| 1:15 - 1:30 | Assessment Findings | Douglas Woken |
| 1:30- 1:45 | Changes in the Regulatory Environment | Harry Berman |
| 1:45 - 2:00 | Development Office Initiatives | Vicki Hensler |
| 2:00-2.30 | Discussion and Next Steps | Dan Matthews |

CORRECTED

Agenda
Planning and Budgeting Meeting
Friday, September 18, 1998
11:45 a.m. – 4:00 p.m.
Ramada Inn South

- | | |
|---|------------------------------|
| 1. Introduction: The UIS Strategic Planning Process | Luther Skelton |
| 2. Strategic Considerations for 1998-99: Major Themes | Wayne Penn |
| 3. Discussion | |
| 4. Next Steps | Luther Skelton Wayne Penn |

Guiding Principles for Revised Graduate Faculty Policy

Based on input from the various college meetings and a discussion between representatives of the Graduate Council and the Campus Senate Steering Committee, which occurred on October 29, 1999, the following principles were identified as essential elements in the new or substitute bill that will be presented.

The Senate has agreed that its next meeting (scheduled for November 19, 1999) will be devoted to a discussion of these principles (not specific bill language). This Senate meeting is envisioned as a campus hearing and discussion, and all faculty will be invited to come and express their views.

1. The Senate bill that will be developed to address policy issues relating to graduate faculty should be framed in terms of responsibilities for graduate education and not in terms of privilege or entitlement. It is not the purpose of the bill to establish a group of faculty with special privileges. Neither is it the purpose of the bill to deal with questions relating to faculty workloads or faculty prerequisites. Workload is currently addressed in the faculty personnel policies; any proposed change would need to be addressed there.
2. The bill should speak to "criteria for involvement in graduate education," rather than criteria for membership in a separate graduate faculty. It is our intent to define these membership/involvement criteria broadly. The general criteria stated in the original bill (appropriate terminal degree or equivalent, full-time tenure-track or tenured UIS faculty, current record of active scholarship as defined in the personnel policy, and a commitment to fulfilling the responsibilities associated with graduate education) are appropriate general criteria.
3. Given the general criteria stated above, we assume that most faculty, with rare exceptions, will meet the criteria for involvement in graduate education. Since most faculty currently engage in some graduate education, this is appropriate. Note that this involvement may be different for various faculty: some will teach and supervise research in graduate degree programs; others will be involved through teaching graduate students enrolled in 400-level courses or serving on graduate closure committees. We consider all these activities forms of "involvement in graduate education."
4. The 1998-99 bill established a specific definition of scholarship that selected a portion (but not all) of the definition of scholarship in our current personnel policies and also specified scholarly products. It is our preference that the reference simply be to scholarship as defined in the personnel policies.
5. Primary responsibility for establishing specific standards to implement the general criteria stated above, and to make recommendations relating to specific faculty members, should be delegated to the college level. Each college will determine how it wishes to carry out this responsibility. Some may delegate this responsibility in turn to individual programs, departments, or divisions; others may prefer to work out a set of criteria at the college level generally.
6. Faculty who are (or wish to be) involved in graduate education but are not appointed in a graduate degree program will follow the procedures established within their college. It may be appropriate for the department to establish standards even though it does not offer a graduate degree; or, the college may agree that faculty appointed in non-graduate degree programs should be reviewed in terms of college-wide standards.
7. The college will establish a process to review standards for graduate faculty internally within the college. Since these are academic standards, it is appropriate that they be determined and reviewed within each college. This process will include the college dean. The college's standards will be reported to the Graduate Council and to the administrator with responsibility for graduate education.
8. The Graduate Council will be involved in the review and approval of individual faculty **only as an appeal board**, when agreement cannot be reached within a college.
9. The 1998-99 bill proposed that all faculty currently in graduate programs would be "grandfathered" in until their next scheduled review. We propose that all faculty who identify themselves as "involved in graduate

education" be included in the graduate faculty until colleges develop and approve specific standards. After that point the process of identifying faculty members would proceed through department and college recommendations. Those recommendations would be reported to (but **not** separately reviewed or approved by) the graduate administrator and to the Graduate Council.

10. Continuing faculty eligibility for involvement in graduate education is assumed. Formal review would occur as part of the tenure review process and as part of the scheduled post-tenure reviews. We discussed having graduate faculty include a section in their annual calendar-year activity report which addressed their graduate activities in relation to college standards; however, we want this process to remain brief and summative.
11. We agreed that non-tenure track faculty who are not eligible for graduate faculty status should be able to teach graduate courses and serve on graduate closure committees where appropriate. Each college will need to develop a process by which the unit that wishes to use the services of these faculty can establish the qualifications that they bring to the specific course or committee for which they are proposed. As with others involved in graduate education, this will be reported by the college to the graduate-level administrator and the Graduate Council.
12. The Graduate Council should remain a policy committee of the Senate. However, we agree that the majority of its members should come from graduate degree-granting programs. This change should be made in a companion bill that will be considered at the same time as the graduate faculty bill.
13. We agree that there is a need for an administrator with specified responsibilities relating to graduate education. This should be a vice provost or similar person, **not** a graduate dean. This must be a full-time position. Such an administrator would have responsibility in a number of different areas relating to graduate education, including admissions processes, financial aid, and housing and support services. This position would have some curricular responsibilities, but that should not be the exclusive or primary responsibility. Agreement by the administration to proceed with this position should be a part of the graduate faculty discussion.

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8 Approved
9 Campus Senate Meeting
10 April 7, 2000

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15 **Campus Senate AY99/2000**
16 **Resolution 29-16**

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19
20 **Graduate Education Policy**

21
22 **Whereas**, the campus offers a wide range of graduate educational opportunities, and

23
24 **Whereas**, there is a continuing need to improve the quality and quantity of graduate educational opportunities,
25 and

26
27 **Whereas**, proposals to improve graduate education have been advanced from a variety of sources including the
28 North Central Accreditation team and the Graduate Council,

29 **Be It Resolved** that the University of Illinois at Springfield shall implement the policies contained in this resolution
30 as a part of its continuing effort to improve the quality of the graduate education experience on this campus.

31
32 **I. Graduate Education**

- 33
34 A. The campus shall continue to develop and enhance graduate education as an important aspect of its
35 mission. The campus shall undertake appropriate actions to improve the quality of graduate education
36 and to develop and support faculty, students and staff who are engaged in graduate education.
37
38 B. Faculty and staff are engaged in graduate education if they teach graduate courses; participate in
39 graduate thesis committees or other graduate closure exercises; advise graduate students; or develop or
40 supervise research, public service activities, or internships in which graduate students participate.
41
42 C. Faculty engaged in graduate education must have an appropriate terminal degree or the equivalent; must
43 be full-time tenure track or tenured faculty; must have a current record of scholarship consistent with
44 standards set by their colleges; and, for continuing eligibility, must have demonstrated a commitment to
45 fulfilling responsibilities of graduate education.

46
47 **II. Office of Graduate Studies**

- 48
49 A. The Campus Senate recommends that the administration of the University of Illinois at Springfield develop
50 an administrative unit entitled the Office of Graduate Studies or some similar title in the Office of the Vice
51 Chancellor of Academic Affairs. It is further recommended that the office be staffed with an individual
52 who has experience in the development and delivery of graduate education, and that this assignment be
53 the full-time responsibility of this individual. This office should be created as soon as possible but at least
54 by November 2000.
55
56 B. The individual employed as the head of the Office of Graduate Studies in collaboration with the Graduate
57 Council shall develop an expanded position description which shall, at a minimum, include the following:
58
59 1. Advocating the quality of graduate education on the campus;
60 2. Promoting educational opportunities for faculty and staff engaged in graduate education;

- 60 3. Developing research, internship, and public service activities;
61
62 4. Developing activities and programs that enrich the educational experience of graduate students;
63
64 5. Developing graduate assistantships and other forms of financial assistance for graduate students and
65 providing assistance to students applying for admission to graduate programs;
66
67 6. Assisting the Graduate Council and the Colleges in the development of educational policy for graduate
68 education;
69
70 7. Developing programs and activities that encourage the development of diversity within the graduate
71 curriculum, student body, and the recruitment and retention of minority students.

72 C. The position description shall be submitted to the Graduate Council for review by March 1, 2001.
73
74

75 **III. Graduate Council**

- 76 A. The Graduate Council shall continue to be the primary campuswide governance organization monitoring
77 and developing policies for graduate education, and the administration shall consider a method of
78 compensating the chair of the Graduate Council.
79
80 B. The Graduate Council shall submit to the Campus Senate, for its review, any proposed bylaw changes or
81 other changes in educational policy necessary to implement this resolution.
82
83 C. Such bylaw or other policy changes shall include the following:
84
85 1. The Graduate Council shall include at least four representatives who are from programs that offer
86 graduate degrees. The remaining members must be faculty who are engaged in graduate education;
87
88 2. The head of the Office of Graduate Studies shall serve on the Graduate Council as an ex-officio
89 member;
90
91 3. A method of consulting with college executive committees and other committees a college may
92 establish to create graduate education policy;
93
94 4. A method of monitoring and advising the Campus Senate concerning the graduate education
95 policies developed by the colleges. However, the Graduate Council shall not be directly involved in
96 any appeal or hearing concerning any individual's eligibility to engage in graduate education.
97
98 D. The Graduate Council shall report to the Campus Senate by March 30, 2001, its efforts to implement this
99 policy.
100
101

102 **IV. Colleges**

- 103 A. Each college shall develop in consultation with the Graduate Council and the head of the Office of
104 Graduate Studies policies for graduate education within the College.
105
106 B. Policies developed by a College shall be consistent with the general educational policies established by the
107 Graduate Council and the Campus Senate, the personnel policies of the campus and the Statutes, General
108 Rules and policies of the University of Illinois.
109
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115 C. Such policies shall include:
116
117 1. Criteria and standards for determining initial and continuing eligibility to be engaged in graduate
118 education. Be it noted all faculty who are engaged in graduate education during the 1999-2000
119 academic year or earlier shall be considered initially eligible.

- 120 2. A process for establishing initial and continuing eligibility to engage in graduate education. Such
121 process shall include a method for appeal of a decision that a faculty is ineligible to engage in
122 graduate education.
- 123 3. A method for allowing individuals who have not been identified and approved as faculty engaged in
124 graduate education to teach graduate courses and to serve on graduate thesis and closure
125 committees. This provision will make individuals who have important expertise available for graduate
126 students.
- 127 4. A method for review of the policies developed and any modifications by the Graduate Council and
128 the Campus Senate.
- 129 D. The Colleges shall have adopted policies for graduate education necessary to implement this Resolution
130 by December 22, 2000.
- 131
- 132
- 133

**Doctor of Public Administration
Updated Implementation Plan as of January 2001**

Overview

| | |
|--|--------------------------------|
| New program request for doctor of public administration program approved by the Illinois Board of Higher Education. | February 1997 |
| Preliminary program planning and consultation completed. | February 1997 – April 1997 |
| Program committee appointed. | April 1997 |
| Informational materials developed and distributed. <ul style="list-style-type: none">• Program mission and objectives• Program fact sheet | May 1997 – present |
| Prospective students provided advising. | May 1997 – present |
| Admission requirements refined. | May 1997 – September 1997 |
| Faculty curriculum vitae collected. | May 1997 – September 1997 |
| Current UIS faculty to teach in DPA selected. | May 1997 – March 1998 |
| Core course requirements refined. | June 1997 – September 1997 |
| Catalog copy developed and approved. | July 1997 – October 1997 |
| DPA program director search conducted and director hired. <ul style="list-style-type: none">• Search plan for DPA director• Job description for DPA director• Advertising for DPA director | September 1997 – February 1998 |
| New faculty searches conducted and new faculty (2) hired. <ul style="list-style-type: none">• Search plan for DPA faculty• Job description for DPA faculty• Advertising for DPA faculty | September 1997 – February 1998 |
| Student recruitment materials developed. | October 1997 – November 1997 |
| Student recruitment materials distributed. | November 1997 – December 1997 |
| DPA assistant to the director search conducted. | December 1997 – March 1998 |
| Course schedule for 1998-99 developed. | October 1997 – May 1998 |
| Core course syllabi developed. | November 1997 – May 1998 |
| Elective course syllabi developed. | January 1998 – September 1998 |
| Students screened for admission and decisions made (23 enrollments). | January 1998 – April 1998 |
| DPA assistant to the director hired. | March 1998 |
| DPA office established. | March 1998 |
| Doctoral research fellows selected (2). | March 1998 – April 1998 |

| | |
|---|--------------------------------|
| DPA director arrives on campus. | July 1998 |
| DPA faculty arrive on campus. | August 1998 |
| DPA Planning Committee reorganized into the DPA Program Committee. | August 1998 |
| DPA student orientation conducted. | August 1998 |
| Program formally initiated with the beginning of fall classes. | August 1998 |
| DPA faculty position search conducted (unsuccessful). | August 1998 – February 1999 |
| Additional course development and revision undertaken. | September 1998 – May 1999 |
| Second class of DPA students recruited. | October 1998 – March 1999 |
| Students screened for admission and selections made (8 enrollments). | January 1999 – April 1999 |
| Second class of doctoral research fellows (2) selected. | March 1999 – April 1999 |
| DPA faculty position search conducted (unsuccessful). | August 1999 – February 2000 |
| Additional course development and revision undertaken. | September 1999 – May 2000 |
| Third class of DPA students recruited. | October 1999 – March 2000 |
| Students screened for admission and selections made (8 enrollments). | January 2000 – April 2000 |
| Third class of doctoral research fellows (1) selected. | March 2000 – April 2000 |
| DPA director and faculty searches conducted. | August 2000 – present |
| First graduates expected. | 2001-2002 academic year |