

INSTITUTIONAL ACCREDITATION



University of Illinois Springfield



Initiative

Process

[Home](#) / [INSTITUTIONAL ACCREDITATION](#) / [HISTORICAL REACCREDITATION DOCUMENTS](#) / [OVERVIEW OF SELF STUDY 2007](#) / [TABLE OF CONTENTS](#)

Table of Contents 2007

This detailed table of contents will automatically take you to that specific section of the self-study report simply by clicking on the link.

CHAPTER 1: INTRODUCTORY OVERVIEW

Organization of the University

Governing Board

Administrative Structure

Academic Structure

Governance

Major Developments Since 1997

Organizational Changes

Administrative Changes

Transition from Schools to Colleges

Elimination of Business and Administrative Services

Information Technology Services

Creation of Associate Chancellor of Constituent Relations

Creation of UIS Office of Development

Creation of Associate Vice Chancellor Positions

Elimination of Faculty Collective Bargaining Unit

Elimination of Degrees

New Degrees and Certificates

Creation of Senior Online Coordinator Position

Creation of Office of Technology-Enhanced Learning (OTEL)

Creation of a branch of University of Illinois Alumni Association

Creation of the Offices of International Student Services and International Programs

Analysis of Tuition and Fees**Comparative Analysis****Tuition decisions with respect to Financial Aid policy****Cost Sharing of Higher Education and Tuition Guarantee****Graduate Tuition****New Initiatives****Financial Resource Base****Doctorate of Public Administration****Online Delivery****Lower Division Expansion****Human Resources****An Infrastructure Designed for the Future****Physical Infrastructure****Technology Resources****Accreditation Background****Progress on Concerns from 1997 Site Visit Report****Graduate Education****Strategic Planning****Implementation of Capital Scholars and DPA****Institutional Research****Student Affairs****Approval of Distance Education****Institutional Planning at UIS****Strategic Planning Process—1992****Development Planning Committee—1995****National Commission on the Future of UIS—2002****Strategic Planning Process—2006****College and Division Strategic Planning****Fundraising****Annual Strategic Planning****Program/Unit Planning and Improvement****The Cycle of Continuous Improvement (Performance Indicators)****Student Satisfaction Inventory (SSI)****National Survey of Student Engagement (NSSE)****Cooperative Institutional Research Program Survey (CIRP)**

Assoc. of College and University Housing Officers (ACUHO-I)**Alumni Surveys****Campus Climate Surveys****Core Alcohol and Drug Survey****Local Surveys****The Self-Study Process****Steering Committee****Goals and Objectives****Process****Organization of the Self-Study Report****CHAPTER 2: AN EVOLVING MISSION AND CAMPUS CULTURE****Background of SSU/UIS Mission Statement****Creating a Brilliant Future—A New Vision and Mission in 2006****2007 Mission Statement for UIS****2007 Vision Statement for UIS****2007 Guiding Values for UIS****2007 Strategic Intent for UIS****An Evolving Mission****A New Campus Culture****Student Demographics****Student and Faculty Recruitment to Enhance Diversity****Undergraduate Recruitment****Graduate Recruitment****Scholarships****Collaborative Initiatives****Faculty Recruitment****Enrollment Management****Residential Life****Student Life****Athletics****Student Support Services****Counseling Center****Campus Health Services (CHS)****Women's Center**

Office of Multicultural Student Affairs (OMSA)
Office of International Student Services (OISS)
Office of Disability Services (ODS)
Career Development Center (CDC)
Office of Student Volunteers and Civic Engagement (OSVCE)
Recreational Sports
Campus Climate
Campus Security
The Distinctive Organization
Reflecting on UIS' Mission, Institutional Planning, and Campus Culture
Building on Strengths and Addressing Concerns

CHAPTER 3: TEACHING AND LEARNING

The Future-Oriented Organization
Teaching and Learning is the Cornerstone
Effective Planning for the Future
Strategic Planning Process (1992)
Development Planning Committee (1995-96)
Campus Master Plan (2000)
National Commission on the Future of UIS: A Vision for All Seasons (2003)
UIS Strategic Plan (2006)
A Responsive Curriculum
The Learning-Focused Organization
A Student-Focused Learning Environment
A Culture of Assessment
Creating Lifelong Learners and Engaged Citizens
Preparing Students for Productive Careers
Supporting Teaching and Learning
Center for Teaching and Learning (CTL)
Undergraduate Academic Advising Center (UAAC)
Faculty Development
Recognition of Faculty for Excellence in Teaching
Curricular and Co-curricular Activities that Support Learning
Facilities that Support Teaching and Learning
The Connected Organization

Experiential Learning and Engaged Citizenship
Institutional Collaboration
Communicating with External Constituencies
The Distinctive Organization
Reflecting on Teaching and Learning
Building on Strengths and Addressing Concerns

CHAPTER 4: SCHOLARSHIP

The Future-Oriented Organization
Pursuing the Scholarship Mission
Planning for the Future
The Learning-Focused Organization
Developing a Faculty of Teacher-Scholars
Faculty Personnel Policy
Assessment, Faculty Survey Results
UIS Strategic Plan Action Steps
Engaging Students in Scholarship
Undergraduate Curriculum
Graduate Curriculum
Graduate Research Assistantships
Research-Related Internships
Presentation and Publication of Student Scholarship
Showcasing Student Scholarship
Outstanding Master's Thesis Award
Verbal Arts Festival
Science Research Symposium
Emiquon Field Station
Online Student Research Symposium
Assessment, NSSE Results
UIS Strategic Plan Action Steps
Supporting and Recognizing Scholarship
Distinguished Professorships
Distinguished Visitor Program
Scholarship Recognition and Awards
Scholarship Workshop and Brown-Bag Seminars

Financial Support for Scholarship
Non-Instructional Assignments and Sabbaticals
Assessment, Faculty Survey Results
UIS Strategic Plan Action Steps
Providing an Institutional Infrastructure to Support Scholarship
Brookens Library
Assessment, Brookens Library
UIS Strategic Plan Action Steps
UIS Research Board
Office of Grants and Contracts
Office of Development
Institute for Legal, Legislative, and Policy Studies
Survey Research Office
Center for Geospatial Information Systems Applications
Center for Teaching and Learning
The Connected Organization
Serving the Disciplines and Society
Center for State Policy and Leadership
Downstate Illinois Innocence Project
Emiquon Field Station
International Scholarship
Online Learning Scholarship
Experiential and Service-Learning Institute
Assessment, Scholarly Presentation and Publications
UIS Strategic Plan Action Steps
Connecting with the Community
Sharing and Disseminating Scholarly Knowledge
Public Access to UIS Scholarly Facilities and Units
The Distinctive Organization
Reflecting on UIS Scholarship
Building on Strengths and Addressing Concerns

CHAPTER 5: PUBLIC AFFAIRS
The Future-Oriented Organization
Revisiting the Public Affairs Mission

Pursuing the Public Affairs Mission

Using Technological Advancements to Inform and Engage Constituencies

The Learning-Focused Organization

Integrating Public Affairs into the Curricula

Engaged Citizenship Common Experience (ECCE)

Service-Learning Courses

Applied Study Term (AST)

Experiential Learning Requirements in Particular Programs

Graduate Governmental Internship Programs, GPSI and ILSIP

“Intersession” Concept-Combining Courses with Policy Summits

Diversity

Graduate Closure Activities

Assessment, NSSE Results

UIS Strategic Plan Action Steps

Engaging Students in Public Affairs and Leadership

Campus Governance

Student Clubs and Organizations

Graduate Assistantships

Civic Engagement Opportunities

Volunteer and Service Opportunities

Recognition of Leadership

Assessment, NSSE Results

UIS Strategic Plan Action Step

The Connected Organization

Serving the Community and Society

Public Lectures, Forums, and Workshops

Applied Scholarship

Institute for Legal, Legislative, and Policy Studies

UIS Center for Entrepreneurship and Economic Development

Assessment, Grants and Contracts

UIS Strategic Plan Action Step

Forming Partnerships with the Community

Education Partnerships

Other Community-Based Partnerships

Informing and Engaging Constituents

Center for State Policy and Leadership Programs and Services**UIS Alumni Association****UIS Facilities****Sangamon Auditorium****UIS Fine Arts and Forensics Programs****Other Programs that Engage the Community****Advisory Boards and Community Boards****Assessment, Springfield Community Opinion Survey Results****UIS Strategic Plan Action Steps****The Distinctive Organization****Recognizing Strengths and Challenges****Building on Strengths and Addressing Concerns****CHAPTER 6: ONLINE EDUCATION****The Future-Oriented Organization****Preparing for the Future****Remaining on the Cutting Edge****The Learning-Focused Organization****Meeting the Mission of Teaching and Learning****Student Demographics****Focus on Academic Quality****Assessment of Student Learning****Facilitating Teaching Excellence****Supporting the Online Student****Online Program Coordinators****Online Orientation Website****Online Peer Tutors****Information Technology Services (ITS) Technology Support****Center (TSC)****Brookens Library****Center for Teaching and Learning (CTL)****Financial Aid Assistance****Illinois Virtual Campus Student Support Centers****Web Services****Office of Disability Services (ODS)****Webcasts of Campus Events**

Career Development Center (CDC)**The Connected Organization****Institutional Collaboration****Promoting a Culture of Service****Marketing and Outreach****Communicating with Online Students****The Distinctive Organization****Reflecting on UIS Online Education****Building on Strengths and Addressing Concerns****CHAPTER 7: CONCLUSION****Criterion One—Mission and Integrity****Criterion Two—Preparing for the Future****Criterion Three—Student Learning and Effective Teaching****Criterion Four—Acquisition, Discovery, and Application of Knowledge****Criterion Five—Engagement and Service****SUPPLEMENT A: FEDERAL COMPLIANCE****Credit, Program Length, and Tuition****Organizational Compliance with the Higher Education Reauthorization Act****Federal Compliance Visits to Off-Campus Locations****Advertising and Recruitment Materials****Professional Accreditation Requirements of Institutions Holding Dual Institutional Accreditation****Organizational Records of Student Complaints****SUPPLEMENT B: INSTITUTIONAL SNAPSHOT****Student Demography****Student Recruitment and Admissions****Student Retention and Program Productivity****Faculty Demography****Instructional Resources and Information Technology****Financial Data**

Institutional Accreditation

About



Assurance Argument

Departmental/Program Accreditation

Quality Initiative

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Consumer Information
Directions
Emergency Info
Employment
Online Course Complaints
Student Grievances
Title IX

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Initiative

Process

[Home](#) / [INSTITUTIONAL ACCREDITATION](#) / [HISTORICAL REACCREDITATION DOCUMENTS](#) / [OVERVIEW OF SELF STUDY](#)
[2007](#) / [CHAPTER 1: INTRODUCTORY OVERVIEW](#)

Chapter 1: Introductory Overview

“Academic Excellence, Enriching Individual Lives, Making a difference in the World,” the primary goals of the University of Illinois at Springfield (Strategic Plan, 2006) resonate throughout the heritage of its campus. Originally founded in 1969 as one of Illinois’s initial upper division institutions, Sangamon State University was mandated to be a “truly pioneering segment of public education” in the Master Plan for higher education in Illinois (1967). True to the mandate, founding President Robert Spencer and the faculty created a unique avenue for individuals to enter upper-division and graduate study. An environment was created in which professional and vocational objectives could be pursued within the framework of a liberal learning model. Located on 740 acres of prairie, six miles southeast of Springfield, adjacent to scenic Lake Springfield and to the 340-acre campus of Lincoln Land Community College, the Sangamon State University campus was originally comprised of ten one-story metal buildings. From the beginning, teaching and education in public affairs formed the cornerstones of the institutional mission. At its start, 45 faculty offered a curriculum with 13 majors to 800 students. Small classes, close connections between students and faculty both inside and outside the classroom, and innovation in education characterized the original vision for Sangamon State University.

As UIS approaches its 40th year since the original mandate, much has changed on its campus but the original vision, with its emphasis on teaching, remains very much alive. The UIS campus has evolved into a more comprehensive and traditional university. In 1995, the Board of Regents, the governing board of Northern Illinois University, Illinois State University, and Sangamon State University, was abolished and Sangamon State University was integrated into the University of Illinois system. Sangamon State University became one campus in a three-campus system: University of Illinois at

Chicago, University of Illinois at Urbana-Champaign, and University of Illinois at Springfield. This new name marked the beginning of momentous change for the university. UIS' first doctoral program was launched in 1998, and in the fall of 2001, the first class of freshmen was admitted. Today, 200 faculty across 22 undergraduate programs and 22 graduate programs deliver the curriculum. The UIS campus serves 4,761 students in both online and on-campus learning environments. The campus "on the prairie" has grown from the original ten metal buildings to several permanent buildings (Health Sciences Building, Public Affairs Center, Brookens Library), including UIS' newest classroom building (University Hall) with state-of-the-art classroom technology, a residence hall, and town houses. Additional town houses and a recreation center are currently under construction and a new residence hall is in the planning stages.

Of central importance for the future of UIS is that, in the short time since joining the University of Illinois system, the campus has begun to push toward its vision of becoming one of the premier public liberal arts universities in the country, offering an innovative, high-quality liberal arts education that serves local, state, regional, national, and international communities.

ORGANIZATION OF THE UNIVERSITY

As one of the three campuses of the University of Illinois system, UIS is governed by the University of Illinois Board of Trustees. Each campus is led by a chancellor who reports to the University President and the Board of Trustees. The Chancellor is UIS' chief executive officer charged with articulating a vision and direction for UIS as well as having ultimate responsibility for all campus functions and operations.

Governing Board

The University of Illinois Board of Trustees is the final authority over all campuses of the University of Illinois system. This governing body has control over all matters except those that are delegated to the authority of the president of the university, the chancellors, or other officers or agencies of the University of Illinois. The University of Illinois Statutes provide a governance framework for all three campuses, which includes administrative organization and responsibilities; legislative organization and functions; conditions of appointment and tenure for faculty members and administrative officers; and conditions relating to sponsored research, gifts, grants, patents, and copyrights. In

addition to the Statutes, the Board of Trustees has provided a set of regulations entitled The General Rules Concerning University Organization and Procedure. These regulations describe the organization and responsibilities of administrative offices that provide supporting services, outline in greater detail various business procedures mentioned in the Statutes, specify the conditions governing the use of university property, and describe in some detail employment policies and employee benefits. Further, the Guidelines for Administrative Procedures for University-Campus Relationships provide a framework for the application of the Statutes and the General Rules for campus administrators.

Administrative Structure

The UIS campus has three divisions: the Chancellor's office, Academic Affairs, and Student and Administrative Services. The Chancellor's division includes the offices of Access and Equal Opportunity, Development, Special Events, Constituent Relations, Public Relations, Marketing, Conference Services, Campus Services, Human Resources, and the Police Department. The Chancellor's division also links with the University of Illinois Foundation (through the Office of Development) and the University of Illinois Alumni Association. The division of Academic Affairs is led by the Provost and Vice Chancellor, who oversees the four academic colleges (see below for description), Brookens Library, the Grants and Contracts Office, Graduate Assistantship Office, Undergraduate Academic Advising Center, Center for State Policy and Leadership, Office of International Programs, Sangamon Auditorium, and the Ombudsperson Office. The Associate Vice Chancellors for Academic Planning, Undergraduate Education, and Graduate Education and Research, and the Associate Provosts for Information Technology and Budget and Planning report to the Provost and Vice Chancellor of Academic Affairs. The division of Student and Administrative Services is led by the Vice Chancellor of Student and Administrative Services. The Associate Vice Chancellor (Enrollment Management), Assistant Vice Chancellor for Student Affairs, Associate Dean of Students, and Assistant Dean of Students report to the Vice Chancellor of Student and Administrative Services. (See **Appendix 1.**)

Academic Structure

The institution is comprised of four colleges: Business and Management, Education and Human Services, Liberal Arts and Sciences, and Public Affairs and Administration. Each college is overseen by a dean who reports to the Provost/Vice Chancellor of Academic

Affairs. The policies and procedures for each of the colleges are approved by an executive committee led by the dean. Brookens Library is also overseen by a dean and the Center for State Policy and Leadership by an Executive Director. (See **Appendix 2.**)

Governance

The University of Illinois system has a long tradition of faculty, staff, and student governance. The idea of shared governance remains at the heart of campus decisionmaking. Today, the Campus Senate, a faculty-staff-student governance system, plays a vital role in the development and approval of academic policy (graduate and undergraduate), monitors new initiatives and program/unit review, and oversees faculty personnel policy. Members of Campus Senate are also elected to serve on University Senates Conference, a three-campus body that serves as an advisory group to the Board of Trustees, the president of the university, other administrative officials, and the campus senates on issues that impact the entire University of Illinois system. A student representative is also appointed to the Board of Trustees.

The Academic Professionals Advisory Council, Advisory Council for Civil Service employees, and the Student Government Association also play a critical role in campus decisionmaking.

MAJOR DEVELOPMENTS SINCE 1997

Organizational Changes

At the time of the last self-study in 1997, the campus had only recently merged with the University of Illinois. Since becoming a University of Illinois campus, UIS has undergone dramatic and dynamic changes. Faculty, staff, and administrators modified the campus' existing structures and policies to align with the University of Illinois system statutes. As institutional planning proceeded, it became evident that a number of organizational changes were necessary for the university to effectively fulfill its mission and prepare for its new initiatives.

Administrative Changes. Since 1997, a number of administrative changes have resulted from retirement, resignation, and reappointment. **Appendix 3** provides an overview of these changes.

Transition from Schools to Colleges. In 1998, the academic units of the campus were reconfigured as colleges to achieve consistency with the academic organization of the Urbana and Chicago campuses. This transition strengthened the administrative role of these academic units by decentralizing authority over policy, personnel, and budget. In 2002 the Center for State Policy and Leadership was moved out of the College of Public Affairs and Administration and became a freestanding unit within Academic Affairs.

Elimination of Business and Administrative Services. In 2006, the division of Business and Administrative Services was eliminated. Campus Police and Service Enterprises were moved to the Chancellor's Office. Physical Planning and Operations was moved to the division of Student Affairs. This change allowed for the elimination of an administrative line, Vice Chancellor of Business and Administrative Services, thereby creating a Vice Chancellor of Student Affairs and Administrative Services.

Information Technology Services. In 2006, a new unit that combined Educational Technology (from Academic Affairs) and Campus Technology Services (from Business and Administrative Affairs) was created within the division of Academic Affairs. This new unit, Information Technology Services, is overseen by an Associate Provost for Information Technology who reports directly to the Provost. This organizational change placed information technology services directly within the academic mission, eliminated costly redundancy, and improved overall service to the campus.

Creation of Associate Chancellor of Constituent Relations Position. In 2001, a position was created to advise the chancellor on matters relating to all branches of government and to serve as the liaison to the University of Illinois Government Relations Office. The Associate Chancellor of Constituent Relations also serves as Chief of Staff to the Chancellor, representing the Chancellor on campus and university committees and coordinating responses to various constituency issues.

Creation of the UIS Office of Development. Upon the merger with the University of Illinois, the SSU Foundation Office was eliminated and its assets were transferred to the University of Illinois Foundation. A University of Illinois Foundation Vice President was assigned to UIS. She also holds the title of UIS Associate Chancellor, oversees the UIS Office of Development, and reports to the Chancellor. This office leads the effort to secure financial support for academic, cultural, and extracurricular programs offered at the University of Illinois at Springfield.

Creation of Associate Vice Chancellor Positions. In 2001, an Associate Vice Chancellor of Graduate Education and Research position was created. This position was created in direct response to concerns of the NCA site visit in 1997. In 2005, an Associate Vice Chancellor for Undergraduate Education position was also created. The creation of this position was necessary for the effective oversight of the general education expansion on the campus.

Elimination of Faculty Collective Bargaining Unit. With the 1995 legislative action to merge Sangamon State University with the University of Illinois, the Illinois Education Labor Relations Act was amended to effectively eliminate the faculty bargaining unit on the UIS campus. The Collective Bargaining Agreement was honored through its expiration in June of 1997. All faculty personnel policies and procedures were governed by this agreement. With the expiration of this agreement, faculty personnel policies and procedures (guided by University of Illinois Statutes) were developed by administrative and faculty governance leaders. A governance committee of faculty and administration oversee and review current faculty personnel policy per the UIS Faculty Personnel Policies Handbook.

Elimination of Degrees. Master's degrees in Psychology (1997), Mathematical Sciences (1998), Economics (1999), Community Arts Management (1999) and a bachelor's degree in Health Service Administration (1999) were eliminated and phased down during the last 10 years. The nursing program was transferred to Southern Illinois University-Edwardsville in 2000. Individual master's degree programs in Child, Family, and Community Services and Gerontology were eliminated and combined to form an M.A. in Human Services.

New Degrees and Certificates. In 2004, the Teacher Leadership concentration within the Educational Leadership graduate degree became a separate master's degree. In 2006 Educational Leadership added a post-master's certificate in Educational Leadership for school superintendent endorsement and a post-baccalaureate certificate in Legal Aspects of Education. In 2007 a certificate in Emergency Preparedness and Homeland Security and post-baccalaureate certificates in Community Health Education and Epidemiology were also added. These new certificates were in direct response to constituency need. A new B.A. degree in Philosophy was also created in the fall of 2004.

Creation of Senior Online Coordinator Position. In 2006, this position was created within the Provost's office to facilitate communication among the online program coordinators, disseminate best practices in online education, and serve as principal contact with university offices for the resolution of concerns that are common across online programs.

Creation of the Office of Technology-Enhanced Learning (OTEL). In 1997, the Office of Technology-Enhanced Learning was established to assist faculty in the development of online courses. This unit was initially housed within the College of Liberal Arts and Sciences, but in 2007, it was moved to Brookens Library.

Creation of a branch of University of Illinois Alumni Association. Upon the merger with the University of Illinois, a branch of the University of Illinois Alumni Association was established. This unit coordinates with the Alumni Association branches at both other campuses to sponsor local events and provide services for University of Illinois graduates.

Creation of the Offices of International Student Services and International Programs. As a result of the expanding responsibilities of study abroad programs and the increasing numbers of new international students, in 2006 the Office of International Programs was divided into two distinct offices. One office, International Student Services, reports to Student Affairs and focuses on the needs of the international students, including administration of visa regulations, international student orientation and transitions, SEVIS compliance, and the traditional programs of the office. The other office, International Programs, now reports through Academic Affairs and maintains responsibility for the Global Experience Program (study abroad and exchange programs), faculty and staff visa advising, and the English as a second language (ESL) program.

Analysis of Tuition and Fees

The University of Illinois Board of Trustees has the statutory authority to set tuition rates for University of Illinois students and to collect funds based upon those rates. Beginning in FY 1997, with a change in state statute, public universities have the authority to retain and expend locally held tuition revenue as well. Prior to FY 1997, institutions were required to deposit tuition revenue in the state treasury and receive an appropriation before it could be expended. For public universities as a group, tuition revenue represents 43% of the former "appropriated funds" operating budget comprised of State tax funds

and tuition revenue. Since state tax funds remain so large a fraction of this total, the General Assembly and the Governor remain active participants in decisions about tuition levels through their ability to control tax appropriations for universities.

Comparative Analysis. Beginning in FY 2002, UIS experienced three years of state imposed budget rescissions. These rescissions ranged from 6.5% to 7.4%. The recent spike in tuition increases has been driven by declining and flat state support (FY 2005 and FY 2006). Tuition increases along with cost savings measures have helped UIS meet inflationary pressures. On top of these costs, tuition increases have helped make up for lost state support during the rescission years. **Figure 1-1** (UIS State Support per Income Fund Dollar, FY 1997–FY 2007) shows the history of state support versus tuition support for UIS. A decade ago, state tax funds represented 74.6% of the university's total appropriated funds budget, and tuition revenue represented 23.5% of the total. In academic year 2007, general tax support has fallen to 56.7% and tuition has risen to 43.1%. Again this trend is the same at the university level as found at UIS.

The demands on tuition revenue necessitated by declining state support have required UIS to increase tuition at a faster pace than the growth in the Consumer Price Index (CPI) and Higher Education Price Index (HEPI). UIS has long monitored its costs in relation to Illinois personal income, a readily available measure. **Table 1-1** reveals that after a long period of relatively stable tuition as a percent of Illinois per capita personal income (PCPI), an increase began in about 2002. Undergraduate 24-hour annual tuition as a percent of PCPI rose from 7.3% in 2002 to an estimated 10.0% in 2007. UIS believes that the increase reflects a move from a bargain price point to a more comparable price in comparison to UIS' peers.

The academic year 2007 undergraduate tuition and fee charges at UIS are \$7,244, which is significantly lower than the tuition and fee charges of UIUC (\$9,882) and UIC (\$9,742). (see **Table 1-2a** and **Table 1-2b**) The UIS charges largely reflect the former rates as a Board of Regents institution. At that time, tuition and fees were set in the context of Illinois State University (ISU) and Northern Illinois University (NIU). UIS' current tuition and fees remain more closely approximate to the rates at ISU (\$8,040) and NIU (\$7,871) than those at the sister U of I campuses. UIS' current rates rank the campus as seventh highest among the Illinois public universities, behind UIUC and UIC at numbers one and two, ISU and NIU at numbers three and four, and then Southern Illinois University Carbondale and Western Illinois University at fifth and sixth in the rankings.

Year-to-year percentage increases have also varied and continue to do so. For academic year 2007, the overall percentage increase for UIS tuition and fees was 21.6%. This increase outpaced both UIUC at 14.5% and UIC at 14.7%. Such a differential resulted from a \$125 per semester differential increase for all new UIS students to support core academic programs approved by the Board of Trustees for 2006 and will continue into 2009. The end result will be an increase in tuition and fees of \$1,000 per academic year at UIS above any other base tuition increases. (see **Table 1-3**) This program was initiated because UIS' base operating budget needed augmentation to adequately support the academic mission and ensure the quality of the academic programs. Funds are being used primarily to recruit and retain outstanding faculty and to sustain UIS' educational technology leadership. The purpose of this program is to help ensure that UIS achieves the same reputation for high academic quality that has been earned by the other two campuses of the university.

Tuition decisions with respect to Financial Aid policy. The Board of Trustees has established a financial aid policy which ensures that the full cost of tuition—not covered by the Illinois Student Assistance Commission Monetary Award Program—is covered for students eligible for a full MAP award. This so-called Map-Gap program ensures that the neediest students have their tuition costs covered. While tuition rates at UIS are below that of its sister institutions, UIS has now crossed over the MAP award threshold. For academic year 2007, \$87,500 has been set aside in awards and grant funds to make financial aid awards to students with a MAP program gap. The amount of funds set aside is adjusted each year and the increase is directly tied to the general tuition increases.

UIS is mindful of the increasing cost of attendance. The university recognizes that its cost of attendance has outpaced the price increase benchmarks, but it is also aware of rising financial aid available to students. A campus group with representatives from the administration, Student Affairs, Campus Senate, and the Student Government Association provides input to the tuition-setting process. As part of campus discussions regarding tuition increases, financial aid is examined by an internal group. **Table 1-4** is prepared each year to display changes in tuition, fees, and financial aid. The most recent analysis reveals that while UIS tuition and fees have increased more than 78% over the five-year period leading to academic year 2006, UIS' financial aid program has grown over 119%.

While the largest growth has been in loan programs (135%), growth in both grant and scholarship programs (109%) and student employment (88%) have outpaced the growth in tuition and fees.

Another view of financial aid at UIS can be found in the annual “Who Pays” analysis. (See **Figure 1-2**) For the most recent reported term, fall 2005 (AY 2006), 36% of UIS undergraduate students paid no tuition and fees out of pocket; 22% paid less than \$2,000; 6% paid more than \$2,000, but less than full tuition and fees; and 36% paid full tuition and fees. The percentage of UIS undergraduates paying full tuition and fees is significantly less than UIC at 46% and UIUC at 54%. While these results are somewhat dependant on the financial need of the student mix at the three institutions, it is largely a reflection of UIS’ lower tuition and fee rates. This analysis is another indicator monitored by the campus as UIS’ tuition and fee rates rise.

Cost Sharing of Higher Education and Tuition Guarantee. Calculations of instructional costs are made annually by the IBHE as cost data for past years become available. These costs exclude research and public service expenditures and the overhead attributable to those functions. The remaining costs represent the true costs of instruction in the absence of the other missions of the campus. These costs are then divided by total credit hours to arrive at instructional cost per credit hours. The most recent data available is from academic year 2005 and is displayed in **Table 1-5**. Over the period from AY 2002 to AY 2005, undergraduate tuition as a percent of instructional costs rose from 32.6% to 43.9%. This increase reflects both rising tuition rates and falling state support. UIS expects this percentage will continue to grow given the experience in AY 2006 and AY 2007 in terms of state support and tuition rates.

The fair share model also suggests that out-of-state students should pay the full cost of their instruction without a subsidy from the state of Illinois. Hence, the traditional non-resident tuition rate is set at three times the in-state rate. UIS, along with its sister campuses, has recognized the overall shift in tuition as a percent of instructional costs. To keep the non-resident rate from exceeding full costs, UIS is now adding the same dollar increase in per credit hour tuition to the non-resident rate rather than three times that dollar increase. In 2006-07, the entering undergraduate non-resident tuition was \$491 per credit hour, which was 2.6 times the resident rate of \$186 per credit hour. The 2005 data suggest that a 2.3 times difference would cover full costs for non-resident students.

As UIS continues the policy of incrementing the non-resident rates by the dollar increase rather than three times the dollar increase, it will bring the non-resident rate closer to the full cost benchmark.

Legislation passed in 2003 fundamentally altered the relationship between the university and undergraduate students, as well as their families, with regard to the costs of education. In that year, the University of Illinois Act (110 ILCS 305/25) was amended to include a four-year tuition guarantee for new Illinois-resident undergraduate students enrolled in a baccalaureate degree program on any of the three campuses of the university. The plan allows students and families to budget for tuition costs over a four-year course of study. Each student is considered part of a cohort defined by the date of entry to the university. Each cohort is guaranteed an unchanged tuition schedule for four years, making planning for the costs of a college degree substantially easier. The program is described in University of Illinois Guaranteed Tuition Plan.

Graduate Tuition. Tuition charges are expected to be higher for graduate programs. UIS has consistently maintained higher per credit hour charges for graduate students as compared to undergraduate students, although the margin historically has been small. In 2006-07, the credit hour rate for in-state graduate students was \$196.75, \$10.75 more per credit hour than their undergraduate counterparts. UIS recognizes that a differential for graduate study is warranted, but it has attempted to keep graduate rates as affordable as possible given the large number of non-traditional-age graduate students enrolled, who do not normally qualify for financial aid. UIS has tried to balance its concern for returning adult students with the costs of providing graduate instruction. The amount of the graduate differential is considered each year during the tuition-setting process.

New Initiatives

Several new initiatives have emerged on the UIS campus in the last decade. In 1998, UIS' first doctoral program, a Doctorate in Public Administration (DPA), was launched. In 2001, UIS added the Capital Scholars program and the first class of freshman were enrolled and in residence on the UIS campus. In 2004, the Board of Trustees approved a plan that allowed for a significant expansion of the freshman class in the fall of 2006. With the assistance of a number of external grants, the campus also added completely online degree programs: eight baccalaureate and seven master's degree programs, three academic minors, and four certificates. (See **Appendix 7.**) Most of these online degree

programs mirror the degree programs already offered on the UIS campus and are taught by full-time faculty. These new initiatives required careful and deliberate analysis and planning of UIS' organizational structure, financial resources, and infrastructure.

Financial Resource Base. The launching of these new initiatives demanded a large share of incremental funds. New state funds have been limited during the past 10 years. In fiscal year 2003, state imposed rescissions began that endangered these initiatives; however, UIS has provided incremental funds to support these activities. A summary of new state programmatic funding requests and appropriations is attached as **Appendix 4**. UIS has also seen a 10% increase in gifts and endowments during the last decade. (see **Figure 1-3**)

An overview of the origin of the funding for these four initiatives follows:

Doctorate of Public Administration (DPA)

UIS initially received \$300,000 from the state in FY 1998 to launch its first doctoral program. In FY 2001, the DPA program received another \$150,000 in state funds. The first increment funded the Director, the Assistant to the Director, two 67% faculty joint appointments, graduate assistantships (\$36,000), and operating expenses (\$53,000). The second increment funded an additional 2.33 FTE faculty appointments and \$36,000 in doctoral research assistantships.

Online Delivery

The particular interest in online courses and degree programs started under the direction of the leadership at the University of Illinois administration in the mid-1990s. The Vice President for Academic Affairs of the University of Illinois identified online education as a priority and made funds available to the three University of Illinois campuses for the use of technology in the classroom and the development of online courses. In 1997 the University of Illinois established the University of Illinois Online (U of I Online) as a unit in the Vice President for Academic Affairs' Office to provide coordination and support to the three campuses of the University of Illinois. Its main goal was "to increase the number of high-quality online education programs available to place-bound and time-restricted prospective students in the U.S. and internationally."

The implementation of UIS' online degree completion programs has been funded mainly through grants from the Alfred P. Sloan Foundation. The Office of Technology-Enhanced Learning (OTEL) was funded in 1997 through U of I Online. U of I Online also funded the start of the first online degree programs in liberal studies and management information systems, followed by funding for the Master of Arts in Teacher Leadership. In 2002 five additional online programs were launched (English, history, computer science, mathematics, and philosophy) with a Sloan grant and are now self-funding via tuition revenue. A second Sloan grant provided seed money for online degree development in an additional two baccalaureate programs (economics and business administration), as well as five graduate programs (environmental studies, public administration, legal studies, human services, and computer science). The proposals for each of these online programs included a business plan. Sloan grant funds are being used to develop the courses and carry first-year expenses before students are admitted to the programs. Matching funds were provided by the President's Office. In each case, the ongoing expenses of the program (generally one new faculty line, a half-time support position, and limited expenses) are fully funded by new tuition revenue generated by the program. The programs generate more than their cost and return the balance to the campus for allocation.

UIS currently offers twenty-two online academic degrees, minors, and certificates. In addition to the Sloan Foundation, UIS has also received substantial grant support from a number of other sources including FIPSE, SBC, Elluminate, Illinois Century Network, the Illinois Department of Public Health, and the IBHE. (See **Appendix 6.**)

Lower Division Expansion

The lower division at UIS has expanded in two phases. In the first phase, UIS received approval for the Capital Scholars Program (CAP) that included a small cohort of residential, highly qualified, traditional-aged students. The New Program Request for the Capital Scholars Program described an integrated, interdisciplinary curriculum that would provide the general education and much of the first two years of coursework for students entering as freshmen at UIS. The curriculum was designed to complement the coursework in the major and the upper division general education required of all undergraduates. In the early years of the implementation of CAP, course evaluations, exit interviews, and town-hall type discussions with students indicated that the curriculum was specifically suited to students who desired an honors-quality education and was less suited to a more

general population of freshmen and sophomores. UIS intended to expand the size and diversity of its entering freshman population beyond the 100-student cohorts of the Capital Scholars Program, but the institution needed a more flexible general education curriculum that would suit a more heterogeneous freshman class. It also needed a curriculum that would afford transfer students more opportunities for completing general education coursework that fit easily into the course categories of the state's articulation initiative. In January 2003, the Provost convened the General Education Working Group (GEWG), a faculty committee whose purpose was to develop a general education curriculum that would be broadly marketable and easily adaptable to different populations of students. The GEWG met for two and a half years and produced the UIS **General Education Curriculum** based on the two principles of lifelong learning and engaged citizenship. While the curriculum was being deliberated, UIS administrators determined the mechanism by which the expansion of the freshman class would occur. Given the IBHE mandate under which the Capital Scholars Program was created, the decision was made to expand the Capital Scholars Program to include two curricula—the original CAP curriculum and the curriculum developed by the GEWG. During academic year 2004-05, administrators of the original Capital Scholars Program were asked to determine the best way to incorporate two populations of students under the same rubric, and the CAP Steering Committee recommended converting the program into the campus honors program, with an expanded four-year honors curriculum. With that series of decisions, UIS began recruiting a larger class of freshman for fall 2006, divided between a general cohort and an honors cohort.

The original budget projections for the Capital Scholars Program called for \$2,000,000 in new state funds to supplement the tuition income to be generated by the students in the program. This funding provided the instructional faculty lines necessary to deliver the curriculum and also to enhance the support services available to students. The campus set aside \$254,000 in available state resources to devote to the new initiative in FY2000. The campus received \$300,000 in new state funding in FY 2001 and \$165,000 in FY 2002. The University Administration partnered with UIS in the launch of the program and provided, via permanent reallocation, \$750,000 in state dollars to UIS in FY 2001. In FY 2003, the state-imposed rescissions began and no further state funding was received for the program.

The incremental dollars available totaled \$1,469,000, leaving a shortfall of \$531,000. While small savings were achieved in Academic Affairs (mainly the salaries of new hires coming in below projections), the bulk of the program savings were attained in Student Affairs. In FY 2001, \$39,300 was saved in academic hires. The areas under student recruitment and administration were held to \$328,800 in new hires and expenses compared to planned expenditures of \$634,000. This resulted in \$305,200 in savings. The balance of the shortfall was made up in savings from other student services areas.

The current general education Capital Scholars expansion is being funded solely by tuition and fee revenue. The amount of campus infrastructure investments is less than was needed in the initial CAP implementation. The majority of the funds are being devoted to academic enhancements. Without an infusion of state resources or campus reallocation, the budget plan included deficit spending in the first four years. This deficit spending of approximately \$2,000,000 is to be made up by contributions from the campus, the University Administration, and by future tuition revenue. The campus contribution, thus far, has been made through cost savings and avoidance rather than direct cash transfer. It is anticipated that the program will generate enough tuition revenue to cover costs sometime during the fourth year and be self-sufficient at the fully planned expenditure level in the fifth year.

Human Resources. During the last decade there has been a 29.1% increase in staff at UIS. Nearly 90% of this growth is associated with the new initiatives described in the previous section. Overall, the staff at UIS increased from 654 full-time equivalents to 844 full-time equivalents. (see **Figure 1-4**)

The faculty base increased from 181.5 to 239.8 or 32.2%. Tenured faculty decreased by 29 FTE while tenure-track faculty increased by 44 FTE for an overall tenure/tenure-track increase of 15 FTE or 9.8%. The bulk of the increase in faculty is found in the other faculty category. This category includes full-time faculty not on tenure track, visiting appointments, and part-time faculty. (see **Table 1-6**)

The loss of tenured faculty results from the retirement of faculty hired in the early years of SSU. Nearly all of the early faculty members are now retired. They have been replaced by newer faculty members on tenure track. Tenure track faculty members were added for

the Capital Scholars Honors Program, the online degree completion programs, and the General Education expansion. These additions account for the overall growth in tenure/tenure-track FTE.

Student FTE enrollment in the fall of 1996 was 2,574.1. FTE student enrollment varied over the period, but has risen to 3,128.5 in the fall of 2006. This is an increase of 554.4 FTE or a 21.5% increase. (see **Figure 1-5**) The increase in total faculty has outpaced the increase in student FTE. However, the increase in tenure/tenure-track faculty, at 9.8%, has lagged the student FTE increase.

Some of this discrepancy is due to the usage of visiting appointments (with the title of Visiting Assistant Professor, for example). In the fall of 2006, the campus had five full-time faculty members on visiting assistant professor appointments for various reasons. In addition to the usage of the visiting title, the campus has increased reliance on part-time faculty. Some accreditation criteria demand the usage of current practitioners in the field as adjunct instructors to ensure currency and practical experience in the curriculum. Nonetheless, the fact remains that UIS has increased, on an FTE basis, its use of non-tenure/tenure track faculty from 15.4% in the fall of 1995 to 29.7% in the fall of 2006 (based on total FTE).

The rise in the numbers of academic professional employees is striking at 82.6%, an increase of nearly 83 FTE. Several major factors are involved in this increase and can identify nearly 90% of the growth. Over one-third of the increase (37.3% of the 83 FTE) results from additional academic professional employees paid from non-state funds through the Office of Development. These are employees paid through grant and contract funds and other local funds. The other local funds are largely comprised of student housing revenue. As UIS has added housing on the campus—Lincoln Residence Hall and town houses—the number of resident management and resident life staff has increased accordingly.

On the state-funded side, UIS has made large investments in student support services to accommodate its shift to a more residential, traditional-aged student population. These investments have been in the areas of student life and student services as well as admissions, records and registration, and student advising. Such increases account for nine FTE in the fall of 2006 related to the Capital Scholars expansion. Even greater

investments of 14 FTE in academic professional staff were made for the start of the Capital Scholars Honors Program in 2000-03. These combined increases account for 27.8% of the total increase.

Online coordinator positions also have been added as new online degree programs have begun. The campus has added 10.75 FTE academic professionals involved in the delivery of online programs, which represents 13.0% of the growth in academic professional staff.

The final factor has been the movement of functions and staff from University Administration reporting lines and accounts to campus reporting lines and accounts. Network Services and Human Resources both moved to the campus during the past 10 years. Academic professional positions in these units comprise another 9.5 FTE, or 11.5% of the overall growth.

An Infrastructure Designed for the Future

UIS is a relatively young institution, a trait that presents both benefits and difficulties. The campus is still building a permanent infrastructure to meet all of its programmatic needs. But the relative youthfulness of the campus also enables UIS to have an infrastructure that is on the cutting edge of design and structure of residential space, teaching and learning environments, and technological support systems.

Physical Infrastructure. In anticipation of the needs of UIS' new initiatives, a new Campus Master Plan for UIS was developed in 2000 to guide the long-range use and development of the campus. The rationale for expansion was based on (1)an existing space deficit of approximately 53,000 assignable square feet; (2)the extensive amount of academic and athletic space located in the temporary metal buildings; and (3)the anticipated growth in student enrollments requiring a significant increase in the existing permanent academic facilities. Further, it was noted that the increase in the residential student population would require an increase in parking facilities, athletic fields, tennis courts, and student residences. Since 2000, implementation of the new master plan includes the construction of a new classroom/office building (University Hall), a residence hall (Lincoln Residence Hall), and additional town houses. In response to the recommendations of the Campus Master Plan, a recreation center and additional town houses are under construction, an additional residence hall is in the design stages, and with the completion of University Hall and the Colonnade, the campus "quad" has begun take form.

Technology Resources. UIS has made significant investments in creating a technology-rich environment and promoting effective integration of technology with the curriculum to enhance learning outcomes. Today, UIS has a clear competitive advantage in effectively using technology to provide a more engaging learning environment for UIS' students, both on campus and online. UIS is ahead of many institutions in the areas of technological availability and integration.

A sampling of the new technologies and services implemented at UIS over the last 10 years includes the following:

- **Office of Technology-Enhanced Learning:** U of I Online provided funding to UIS in 1997 to establish the Office of Technology-Enhanced Learning (OTEL) as a unit to assist faculty in the use of technology. OTEL has played a significant role in advancing the use of technology in UIS teaching and facilitating the development of online courses and degree programs.
- **Wireless Campus:** UIS was the first university campus in Illinois to provide campus-wide wireless availability. A large number of wireless laptops are available for checkout by faculty and students or for delivery to classrooms.
- **Web Services:** Students are able to register, view their grades and financial aid status, vote in elections, submit course evaluations, pay their fees, and manage their campus cash account (iCard) electronically.
- **Smart Classrooms:** Over 90% of the classrooms at UIS are equipped with technology to enhance the teaching and learning experience. Technology-enhanced classrooms located throughout campus are designed to strengthen the integration of technology into the curriculum. The new University Hall building is the most advanced facility among public universities in Illinois. All classrooms are equipped with state-of-the-art equipment.
- **Computer Labs:** UIS students, faculty, and staff have access to state-of-the-art computing facilities with over 250 stations available for public access. In addition to common software for word processing, spreadsheets, and presentations, a variety of computer hardware and software suited for developing almost every type of multimedia project are available. Equipment such as scanners, CD and DVD burners, digital slide scanners, analog/digital video converters, and laser color printers are also available for use.

- **Learning Management Systems:** Nearly 70% of courses—whether online or on campus—use learning management software. The system connects students (anytime/anywhere) to course content, to the faculty, to other students, and to the university and all its services. UIS currently uses Blackboard as its primary platform.
- **E-Portfolios:** Several faculty members and academic units at UIS have begun to incorporate E-portfolios into the curricula. The software used is TaskStream, a collaborative web-based productivity tool for organizing and managing shared practices through electronic portfolio and web-page creation, instructional design, and professional development.
- **Class Capture:** A growing number of UIS faculty members are making course lectures available to students for online review. This technology enables students to improve comprehension and retention and enables professors to improve the effectiveness of class and office hours.
- **Podcasting:** UIS provides full podcasting support for classroom lectures and campus events. A podcast is a creative communication tool that provides faculty with another way to interact with their students. Among the possibilities, it allows faculty to present scenarios and questions to their students, put forward points to ponder, and help students come to class prepared to articulate the thoughts generated by the podcast.
- **Multimedia Production Support:** Services are available to support faculty creating multimedia materials for use in their courses, as well as multimedia assistance to students working on academic projects. Multimedia projects have included the creation of digitized collections from 35mm slides, conversion of video presentations to CD-ROM and DVD formats, and the creation of fully interactive multimedia presentations.
- **eSuite:** The Digital Editing Suite (eSuite) is a studio for digital audio and video production. Users can create CDs and DVDs, record voice-overs for presentation slides, and capture/mix audio in a studio environment. The eSuite is also used for recording audio lectures for course-related podcasts. A growing number of faculty members at UIS are taking a learner-centered approach at integrating podcasting into their courses.
- **Student Response Systems:** Many faculty members across all disciplines take advantage of student response systems, also known as Clickers. These devices are

used to increase interactivity and engagement in class. Clickers use infrared or radio frequency technology to transmit and record student responses to questions. They give faculty the ability to fine-tune their instruction based on student responses.

- **Banner Student Information System:** UIS was able to implement the Banner system along with the other two campuses in the University of Illinois system. The university would not have been able to afford an integrated student information and enterprise resource planning system on its own. The implementation was grueling, but the system now provides better planning data and has streamlined operations.

ACCREDITATION BACKGROUND

The University of Illinois at Springfield (as Sangamon State University) entered candidacy for accreditation in 1973. In 1975 the NCA granted the campus full accreditation up to the master's level. In 1997, it was granted accreditation at the doctoral level, but limited to the Doctorate of Public Administration. In 2006, UIS was granted approval for distance education at the baccalaureate and master's degree levels.

Progress on Concerns from the 1997 Site Visit Report

In the 10 years since UIS' last comprehensive visit, the campus has implemented a number of changes in response to the concerns of the 1997 report of a comprehensive visit. Follow-up to the 1997 visit included a focused visit in 2001 on strategic planning and graduate education, a progress report on assessment in the Capital Scholars (CAP) and Doctorate of Public Affairs (DPA) programs in 2004, and a distance-learning report in 2006. The following sections provide a discussion of actions and follow-up to each of the five concerns noted in the site visit team report.

Graduate Education

...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... 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.

As a result of these concerns, a focused visit was scheduled for 2001. The focused visit report delineated a number of changes in response to the 1997 site team report:

- **Graduate Faculty Membership, Appointment, and Reappointment Process**

In April of 2000, Campus Senate Resolution 29-16, Graduate Education Policy, was approved. This resolution set forth acceptable terminology in referring to faculty engaged in graduate education, responsibilities and criteria for faculty engaged in graduate education, an appointment process, and Graduate Council membership. The implementation of this resolution resulted in the development of college policies on faculty engaged in graduate education and their subsequent review by the Graduate Council in 2001.

- **Administration of Graduate Education**

In 2001 the Provost appointed an Associate Vice Chancellor for Graduate Education and Research and established the Office of Graduate Studies, whose responsibilities included oversight and advocacy for graduate education in the following areas: (1)graduate assistantship programs; (2)student services for graduate students; (3)data collection and information management on graduate education; (4)governance (Graduate Council); and (5)faculty development concerning graduate education.

In response to these changes the focused visit team stated:

The institution, its current administration, and its faculty are to be strongly commended for the several positive steps which have been taken since the 1997 visit pertaining to graduate education. All of the concerns expressed by that visit have now been greatly ameliorated. (Focused Visit Site Team Report, 2001, p. 9)

Since the focused visit in 1997, the role of the Associate Vice Chancellor for Graduate Education and Research has been further refined. This advocate has played an integral role in the continued success of graduate education at UIS, and the institution is committed to the integration of this role into Academic Affairs, which is evidenced by the recent hiring of a replacement for the previous Associate Vice Chancellor for Graduate Education and Research. Colleges have continued to refine their criteria for the identification of graduate faculty. Each year a master list of graduate faculty is compiled and held in the Provost's office. In 2001, the Outstanding Master's Thesis Award program was initiated. This program has been very successful and has recently acquired a donor

endowment for the award. In 2004-05, the UIS outstanding master's thesis was selected as one of the three distinguished theses by the Midwestern Association of Graduate Schools. The Graduate Council continues to oversee graduate program review. Finally, the former Associate Vice Chancellor for Graduate Education and Research served as the publication committee chair for the Midwestern Association of Graduate Schools and was a member of the Master's-Focused Institutions Committee of the Council of Graduate Schools.

Strategic Planning

“The time has come ... [to] incorporate all previous planning in a readily identifiable strategic planning process, and give evidence of continuing the review of planning to keep it current with university initiatives... the University of Illinois at Springfield must consolidate all planning, through its newly created planning committee and enhanced institution research data, into a strategic plan in the early stage of implementing the new program changes requested.

At the time of the 1997 site visit, the team recognized the previous planning efforts but felt that they did not constitute a strategic planning process that involved a continuous cycle of review and required a focused visit to evaluate campus progress in this area. The 2001 focused visit report outlined the planning initiatives and outcomes since the time of the site visit.

These initiatives included the establishment of a Campus Planning and Budget Committee (a governance committee) and the development of an annual planning process at UIS. The primary goals of the Campus Planning and Budget Committee were to (1)advise campus administrators on the development of UIS planning and budgeting priorities for all areas; (2)monitor and provide advice for current and future budgets as part of the comprehensive campus plan; (3)recommend changes in planning priorities to the Campus Senate and Provost; and (4)report to the Campus Senate on budgeting and planning issues.

The focused visit report outlined several outcomes of this strategic planning process that had occurred since the 1997 site visit. These included:

- A reduction in the number of degrees offered by five, which represented 11 percent of total campus offerings;
- The elimination of six programs, with the addition of one master's degree program, which was a consolidation of two that were eliminated;
- A sharpening of the focus of the college missions; and
- A shift from health-educated programming as a major UIS focus.

The team of consultant-evaluators who visited UIS in 2001 noted that:

UIS had its house in good order in the area of planning, having made substantial progress in its planning initiatives. UIS now has in place appropriate personnel and processes to prepare for the future and to develop goals and strategies for the future. (Focused Visit Site Team Report, 2001, p. 16)

Further, the team noted two decisions that exemplified successful planning efforts on the campus: the focusing of resources and the decision to hire a national firm for assistance in the area of marketing and student recruitment. They noted:

The experience Noel-Levitz will bring to the campus should be helpful, and the planning processes in place should enable the campus to make the most of the advice it receives. (Focused Visit Site Team Report, 2001, p. 17)

Since the focused visit in 2001, the campus has embarked on two major strategic planning initiatives. In 2002, the Chancellor announced the creation of the National Commission on the Future of UIS. Two hundred people from the UIS campus and the Springfield community were asked to create vision statements in 13 different areas. Their final report was issued in October of 2003, "A Vision for all Seasons," and led to the beginning of a formal strategic planning process that same year. In the fall of 2004, a 23-member strategic planning committee was created. This committee introduced a draft strategic plan to the campus in the fall of 2005 with the release of the final document in January 2006.

Implementation of Capital Scholars and Doctorate of Public Affairs

The NCA Team has found a problem in the timing of this current visit to fit the actual developments at the university. Because the implementation of the two requests for institutional change of adding a lower division component as well as a doctoral program, the NCA Team has struggled with what appropriate recommendation to make regarding the need for the fairly immediate review of the impact of the changes on the university along with the longer accreditation period. Accordingly, the NCA Team will recommend a Focused Visit to consider a unified planning process based on reliable data and also the initial implementation of the two new program areas.

The initiation of UIS' lower division program and its doctoral program closely coincided with the 1997 site visit. As a result, the team recommended a focused visit in 2001 to review the progress of these programs. However, in the case of the lower division, a delay in the approval of the program resulted in matriculation of the first class in the fall of 2001. As a result, the focused visit evaluated the status of the plans for implementing the program rather than its progress. The team noted that "planning is well underway for the first class: a core program is being prepared, students are applying, facilities are being planned, renovated, or constructed, student life programs are being discussed, financing is secure." However, they identified concerns "over the size of the class, completion of facilities, establishing the curriculum, the implementation of a program of activities for student life and an assessment program" (Focused Visit Site Team Report, 2001, p. 31).

The 1997 NCA team recommended approval of the campus' request for institutional change concerning the doctorate in public administration, but they also recommended that the implementation of the degree be reviewed during a focused visit in 2001. The focused visit site team noted that "the faculty for the Doctor of Public Administration degree is in place, soon to be augmented by faculty experienced in graduate education, a cohort group of students sufficient for a doctorate program is in place, the Graduate Council has adopted a policy for differentiating doctoral coursework and for comprehensive exams" (Focused Visit Site Team Report, 2001, p. 30). Overall they found "the new doctoral program settling in with sufficient students, student advisement, faculty, facilities, library services, computing resources, curriculum, policies, and oversight to be a successful program" (Focused Visit Site Team Report, 2001, p. 10). However, the team also noted that "an assessment program appears to be only in the planning stages" (Focused Visit Site Team Report, 2001, p. 30).

In light of these issues, the team recommended that a progress report on assessment in both the lower division and doctoral areas be submitted in 2004. The HLC staff analysis of this report noted that

...the university is cognizant of what it needs to do to improve student learning, and that it is committed to achieving this goal. The report describes assessment implementation at the graduate and undergraduate levels that seek to link and make more effective the teaching/learning paradigm. With the leadership of an Assessment Task Force and assessment liaisons, who have articulated the goal to make assessment not only systematic, but also systemic and cross-disciplinary, an assessment culture appears to be emerging. (Staff Analysis of Institutional Report, 2004, p. 2)

The progress report in 2004 was accepted by the HLC and no further reports were required. Since 2004, the Capital Scholars program (CAP) has become an honors program and has been renamed (CAP Honors) to differentiate it from students who will enter as part of the general education expansion. Its assessment program has continued to develop, along with the curricular modifications necessary for becoming an honors program. A feedback loop of assessing outcomes, gathering and analyzing data, and making changes based on the data was established early in the program and continues today, especially for indirect assessment data such as NSSE and course evaluations. Faculty discuss data each year at “CAP Camp,” a week-long faculty development workshop held for CAP Honors faculty each May. The shift to honors program status has necessitated revisions to the CAP Honors learning outcomes, which have been approved by the CAP Honors Steering Committee. Changes in the status of the program and changes in leadership have, in the last three years, led to reduced use of direct, course-embedded assessment as a tool for analysis. A new Assistant Director with a statistical background was hired in fall 2006, and a course-embedded assessment plan has been initiated for courses in the first year of the curriculum.

Just prior to 2005, the Doctorate of Public Administration (DPA) program began to experience enrollment and administrative difficulties. The Provost and Dean of Public Affairs and Administration brought in an outside evaluator to examine the program and provide suggestions on possible alternative courses of action. The consultant’s report concluded that the DPA program had gradually departed from its original vision as a practitioner-orientated doctorate for individuals serving as public administrators in state

and local government who plan to return to government service. Because the original goal of having university-wide faculty participation in the degree was not realized, offering courses and mentoring the doctoral students fell solely on the Public Administration faculty. The DPA program incrementally moved toward a more traditionally focused research degree. This change in orientation from a practitioner-oriented to a research-oriented degree was causing growing dissatisfaction and increasing complaints from practitioner students drawn to the original vision of the program. Nonetheless, the consultant reported finding strong support among students, faculty, and administrators for the continuation of a doctorate in the College of Public Affairs and Administration. He recommended that the program be redesigned to return to its original vision as a Public Affairs degree that draws on the faculty of multiple departments to provide a sufficient base for student mentoring and course offerings.

A committee of faculty in the College of Public Affairs and Administration and doctoral students met regularly from spring 2005 through summer 2006 to re-examine the direction and curriculum of the doctorate degree. A proposal for degree redesignation was drafted and introduced to the faculty of the college in fall 2006. Two general meetings were held during which faculty members were asked for feedback on the proposals and whether they would be willing to participate in a college-wide doctoral degree. The faculty were generally supportive of the new proposal and a sufficient number agreed to participate in the degree to allow the proposal to go forward to the formal governance procedure. The College Executive Committee approved the proposal for redesignation in November 2006. The proposal is currently undergoing review by the UIS Graduate Council

Institutional Research

The University of Illinois at Springfield must enhance its institutional research program in order to identify standard quantitative data that becomes a part of the institutional consciousness.

At the time of the 1997 site visit, the Institutional Research Office reported to the Vice Chancellor for Administrative Affairs. In an effort to better align the function of this office with academic decisions, it was moved under Academic Affairs with a direct line of reporting to the Provost in 1998. In 2004, the office was placed under the purview of the Associate Provost and has since been renamed the Office of Institutional Research (OIR).

These organizational modifications, along with the implementation of the Banner student information system, have led to considerable improvement in the ways institutional data are gathered and disseminated (both internally and externally). At the 2001 site visit, the team noted that this office was represented on the Campus Budget and Planning Committee and that members of this committee “...expressed satisfaction with the information and data available to them...” (Focused Visit Site Team Report, 2001, p. 16). Presently, the Office of Institutional Research continues to support the Campus Budget and Planning Committee and supplies needed data for their deliberations.

Further, the focus and activities of the OIR have been sharpened. The Strategic Plan (2006) for the Provost’s office provides a description of the OIR’s focus:

The Office ... gathers, analyzes, interprets, and disseminates timely and accurate data in support of academic management, decisionmaking, assessment, and planning. The availability of institutional (i.e., metrics) and comparative (i.e., benchmark) data is essential to facilitate organizational learning for the continuous improvement of the UIS campus as rational, data-driven decisionmaking processes yield more informed and successful decisions.

The Office of Institutional Research coordinates the campus’s response to statewide and national statistical surveys and data exchanges. Participation in these activities is required by mandate and/or benefit to increasing awareness of the UIS campus among members of the higher educational community. OIR provides data on an as-scheduled basis to external audiences, including other university offices, the Illinois Board of Higher Education, the Illinois Virtual Campus, and the National Center of Education Statistics. Data is also provided to survey publishers, such as College Board, Peterson’s, National Science Foundation, and U.S. News & World Report, in order to garner greater name recognition in the higher education community. Similarly, OIR provides datasets to various exchanges, including the State Shared Enrollment and Graduation Data Consortium and the High School Feedback Project, in order to garner access to data from other Illinois public schools.

Student Affairs

The NCA Team regards the organizational development of student affairs as in its formative stages... UIS must make significant early progress in reviewing its student services and make a broad range of changes to bring them in line with current practices in many universities in America. Student Affairs will need to create a participative management style, use conceptual frameworks that relate the division to the educational mission, assess student needs and educational outcomes, market and promote its services, prioritize budget needs, and add new technology systems.

Since the 1997 site visit, Student Affairs has undergone several organizational and leadership changes. With the departure of two Vice Chancellors of Student Affairs, the newly appointed Dean of Students was appointed as Vice Chancellor of Student Affairs in 2005. This individual brought an extensive student affairs background, strong leadership skills, and a management style that was widely affirmed by student affairs staff and students. In 2006, the division was combined with Business and Administrative Services, thereby strengthening its administrative position and role on campus.

With the advent of new leadership, the division implemented a new annual budget and planning process. This process provides an annual reporting cycle that integrates assessment of student needs information with strategic action plans as the division builds its student affairs initiatives. The division is in its fourth year of this annual planning process.

In response to the concerns of the NCA team, in 2001 the university formed a partnership with Noel Levitz, a nationally-recognized consulting firm specializing in strengthening student recruitment and retention practices in higher education. Over the next 10 months, Noel Levitz consultants examined various UIS practices and policies that were associated with enrollment management, specifically practices and policies that affect student recruitment, retention, and degree completion. In addition to examining current practices related to enrollment management, the consulting team engaged in a comprehensive assessment of enrollment data for the campus; conducted focus groups with students, faculty, and staff; facilitated strategic planning workshops in areas pertaining to recruitment and retention; and administered an assessment of student satisfaction. In an effort to determine the appropriate responses to this evaluation, in the fall of 2002, the Provost formed an enrollment management task force and charged one of its subcommittees to recommend actions that could be taken to enhance student retention and increase student satisfaction with the academic, student, and business

services on the campus. Using the results of the consultation and the UIS Undergraduate Retention Plan that was developed during the campus-wide strategic planning session held in July 2001, the retention subcommittee began working with various members of the campus community across the academic affairs, student affairs, and business services divisions to address the areas that had been indicated as priorities for action. The work of the enrollment management task force resulted in the launching of a number of new initiatives to enhance students' satisfaction with academic, business, and student services:

- The following positions were filled: a new dean of students, a new director of student life, a new director of records and registration, a new associate vice chancellor/director of enrollment management, a new director of athletics, and a new housing director.
- Staff in the Office of Development, in consultation with academic colleges and financial assistance, revamped the scholarship application process to allow for more decentralized selection and earlier award notification.
- Standardized times for scheduling courses were incorporated.
- Earlier registration time periods were created to facilitate the provision of student services.
- Hours were extended for various business services, including the bookstore and the bursar's office, to improve student access.
- The offices for student financial services, including student accounts and iCard, were relocated to facilitate easier student access.
- A final exam week and schedule was implemented.
- New technological systems were implemented that integrate student information and the enterprise resource planning system (i.e., Banner) and provide audits of individual student records (i.e., DARS).

The SSI data provides a comparison to other four-year public institutions (see SSI Data Summary). Comparative data for 2005 identifies areas that require attention in admissions, registration services, campus support services (see section on student support services) and campus life (see section on Student Life). A number of items in these areas show that UIS mean satisfaction scores are significantly lower than mean

scores at other four-year institutions. While some items indicate that not all issues with student satisfaction in these areas have been adequately met, some items are showing improvement and provide evidence that the campus is focusing on improvements in these areas.

Approval of Distance Education

In 2006, UIS requested approval for its existing online programs and for future online programs that would be developed, implemented, and supported in a similar manner. This change request followed prior North Central Association approval of distance delivery in 1996. At that time, the NCA approved a distance delivery nursing program at UIS, which utilized a combination of face-to-face and synchronous compressed video technology. Since 1996, UIS had expanded its distance learning to eight online degree programs, including two graduate and six undergraduate programs. Because of this expansion and as a part of a comprehensive review of online offerings at HLC institutions, the HLC requested a change request in 2006.

This change request was approved in February 2006 and UIS was given commission approval for the online delivery of six undergraduate programs, two master's degree programs, three certificate programs, and for future online baccalaureate degree completion and master's degree programs. Since this approval, UIS has moved forward with the development and implementation of two more online baccalaureate degree completion programs, five master's degree programs, and three certificate programs. (See **Appendix 7.**)

INSTITUTIONAL PLANNING AT UIS

At UIS, planning has become a part of the university's culture. While it is noted in the 2006 UIS Strategic Plan that the plan is the first comprehensive strategic plan for UIS since 1992, the plan also notes the university's history of planning. Over the past decade, UIS had convened university leaders three times to plan for its future. These collegial assemblies were comprised of faculty, staff, students, and external partners.

Strategic Planning Process (1992)

The last comprehensive strategic plan was prepared in 1992. This process began in 1990 at the direction of the Board of Regents. The 15-month process involved internal and external constituencies. These groups examined the internal and external forces that would shape the future of then Sangamon State University (SSU). The groups assessed the strengths and weaknesses of SSU, discussed how well SSU had met the community's past needs, and identified how SSU could position itself to meet future demands. Environmental scanning was prominent with four groups engaged in assessing the impact of external forces on the future of SSU. The efforts of this group resulted in a report, "Toward 2000: A Strategic Plan for Sangamon State University."

Development Planning Committee (1995)

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

The final report presented analysis and recommendations relating to strengthening the academic program, academic organization, off-campus programs (the Peoria Center), and academic support, public service, and research activities. In each area, committee discussions were guided by the ideas about the campus' future as elaborated in the UIS Vision Statement. The DPC Report also included an analysis of the budgetary implications of the recommendations and a discussion of the next steps in the planning process.

The UIS Vision Statement was intended to provide a sense of the direction in which UIS should develop over the next 10 years. Being a vision, it was less explicit than a plan, but it was intended to be specific enough to serve as a touchstone for making decisions. It correctly assumed that resource growth would be limited, that energy and resources would need to be focused to ensure quality and distinction, and that some opportunities would have to be foregone because of the institution's inability to be all things to all people.

The budgetary analysis section of the DPC report integrated known budgetary commitments with the resource requirements of new initiatives, showing sources of new funds and uses toward which new funds would be directed for the next five fiscal years. The budgetary analysis proceeded on the assumption that a modest level of revenue growth would occur. The UIS Planning and Budgeting Committee played a key role in reviewing the DPC analysis containing the recommendations for support of new initiatives over the next five fiscal years. (See **Appendix 7**.)

National Commission on the Future of UIS (2002)

In fall 2002, Chancellor Richard D. Ringeisen announced the creation of the National Commission on the Future of UIS (the Commission) as a visioning process that would be followed by a strategic planning process. The fundamental charge to the Commission was to envision what UIS would look like in 10 years and to talk boldly about UIS' aspirations. Eleven campus leaders organized task forces as part of the process. Each task force included faculty, students, staff, alumni, and external constituents. The Commission engaged in a decentralized visioning process. It was intended to be a broad-based collaborative effort at dreaming "boldly yet realistically" about what UIS might become in 10 years. It was intended to be a visioning process to precede a more formal strategic planning process. This was not a process designed to replace the UIS Vision Statement, approved in 1997, nor was it a strategic planning process. While the task forces were encouraged to envision the future, their 13 vision statements were not compiled into one overall vision statement for UIS. That process was left for the more formal strategic planning process to follow.

The Commission's primary effort consisted of 13 task forces and formally commenced in March 2003. Each task force was asked to apply the two general questions ("Where will we be in 10 years?" and "What do we aspire to be in 10 years?") to its own college, division, or specific area of interest. Serving on the Commission were 192 people, including more than 40 faculty (nearly 25% of all UIS faculty), more than 40 staff, and more than 100 alumni, students, and friends of UIS. Each task force was charged with producing a concise one-page statement responding to the questions in regard to each college, function, department, or area of interest.

The task forces were asked to make a few assumptions as they looked ahead 10 years. One was that the enrollment of students taking classes on the Springfield campus would increase to 6,000. At the time, the current enrollment at UIS was about 4,500, approximately 400 of which were degree-seeking students taking all of their courses online. The 6,000 Springfield-campus students that UIS projected in 10 years did not include online degree-seeking students or students taking courses exclusively at the Peoria Center. Of the 6,000 Springfield students, the number of residential students was expected to increase from 630 to 2,000 in 10 years.

The Commission produced a document, “A Vision for All Seasons: Looking Ahead 10 Years,” which was released October 31, 2003. It includes the task force’s 13 vision statements as well as summaries of those statements. Following the document’s release, the Chancellor formally announced the beginning of a strategic planning process for UIS. A representative campus committee was formed to recommend how best to begin the strategic planning process. The Commission’s vision was used as the starting point for their discussion. In the Chancellor’s remarks at the closing ceremony on October 31, 2001, he noted five general themes from the Commission’s report:

- UIS will become a nationally recognized regional leader in higher education;
- UIS will have a more diverse faculty of teacher-scholars and a more diverse student body;
- UIS will be on the leading edge of advances in technology;
- UIS will continue to be a national leader in providing online courses and online degrees; and
- UIS will promote the importance and significance of the words and writing of Abraham Lincoln.

The general vision that resulted from the Commission was that UIS will be one of the best small public liberal arts universities in the nation with high-quality professional-degree programs. This vision and the other themes developed in the process were carried forward into the most recent strategic planning process.

Strategic Planning Process (2006)

In fall 2004, UIS began its first comprehensive strategic planning process since 1992, which became part of a larger process in the University of Illinois system initiated by the new president. The committee included 12 faculty members, six administrators, four staff members, and two students. The process involved wide consultation with UIS constituencies and the plan was approved by the Campus Senate in January 2006. With this approval, the colleges and divisions of UIS created their own strategic plans. This planning process generated a new mission and vision statement, along with a statement of strategic intent and six strategic goals for UIS. The first three of these goals are considered UIS' primary goals, while the final three will assist in the achievement of the UIS vision and the implementation of UIS' goals.

Academic Excellence:

UIS will achieve academic excellence through excellence in teaching and learning and excellence in scholarship.

Enriching Individual Lives:

The University of Illinois at Springfield seeks to establish an atmosphere that contributes to the intellectual, cultural, social, and personal enrichment of all its participants.

Making a Difference in the World:

With its location in the state capital, UIS has always had a special emphasis on public affairs, citizen engagement, and effecting societal change. This goal echoes and updates those traditions through the theme of Making a Difference in the World. This theme is conceptualized as a series of activities related to reflection, dialogue, and action on public policy and civic culture, resulting in engagement with the world outside the university. The focus includes local, state, national, and global concerns. All undergraduates will participate in engagement activities, and graduate students will continue to have numerous opportunities for hands-on learning and research. The campus will continue to build on its solid record of accomplishment in public affairs, applied research, and training activities, paying special attention to public policy and the civic culture.

Strengthen Campus Culture:

Efforts will increase significantly to make UIS staff, faculty, students, alumni, and friends aware of the university's identity and direction. UIS will be known for its high

level of responsiveness to students and as an institution where respect and civility prevail in all interactions. Tolerance for a diversity of opinions will be a hallmark of the UIS culture.

Enrollment and Retention:

By improving access and opportunity, UIS will enroll, retain, and graduate a larger and more diverse student body engaged in classroom and technology-enhanced education. UIS plans to grow to 6,000 on-campus students and will always be a “small university” in the best sense of the word.

Resources and Infrastructure:

UIS has lofty goals and an inspiring vision. Many of the action steps to pursue UIS’ vision require the allocation of new resources and the reallocation of current resources—financial, human, and physical. UIS will make bold decisions and will find the resources to implement the goals in this strategic plan. This plan not only allows UIS to focus more specifically on what it wants to become but also provides a framework within which to allocate and reallocate resources.

Implementation of this plan includes a commitment to allocate and reallocate resources and a capital campaign consistent with the goals of this plan. Further, it is agreed that UIS will continuously implement and review the plan in pursuit of the major goals and vision. This plan marks the start of a period of development at UIS in which it has strategically looked to the future of the campus, developed the action steps to get there, and will continually reassess its progress. This plan is expected to have a major impact on the development of UIS in the next five years.

College and Division Strategic Planning

With the completion of the institutional strategic plan, all colleges and divisions were asked to develop their own strategic plans (i.e., College of Business and Management, College of Education and Human Services, College of Liberal Arts and Sciences, College of Public Affairs and Administration, Center for State Policy and Leadership, Brookens Library, Chancellor’s Division, Academic Affairs Division, Student Affairs Division). As Stage 3 of the University of Illinois Strategic Plan Development, each college and division was asked to develop a mission, vision, and a set of strategic goals along with action

plans that outlined how their units would strengthen and support the institutional strategic plan. Performance indicators were identified so that the colleges and divisions could track their progress in meeting their goals.

Fundraising

The Sangamon State University Foundation served as the chief fundraising arm until the university became the University of Illinois at Springfield in 1995. At that time, all fundraising activities at UIS fell under the administration of the University of Illinois Foundation. It was then that the Office of Development was established. At the time of the merger, the University of Illinois was in the midst of its second capital campaign, “Campaign Illinois.” In 1998, UIS joined the remaining years of this university campaign. A case statement was developed out of goals identified by campus administration, colleges, and units. “A Defining Moment,” the UIS campaign, was announced along with its goal of \$15 million. It was the first capital campaign in the history of the SSU/UIS campus and was embraced by the Springfield community. The first development publication, *Capital Investment*, was created for the campus, and it marked the first time such a publication was sent to regional friends and all alumni. In addition, the Chancellor’s Capital Council was created to honor donors to the campus with lifetime giving of \$5,000 or greater. The campaign’s goal was reached in 18 months including private support accumulated since 1995. During the campaign, UIS received its first endowed chair and two endowed professorships along with added scholarships and program support.

A development council composed of administrators, deans, directors, and development officers was established in 1999. The purpose of the council was to provide outreach and training in development to campus leaders in an effort to facilitate their engagement as participants as well as stakeholders. Special seminars and guest presenters have addressed topics such as: “The role of the dean in development, planning, giving, and annual giving,” “The role of friends and community advisory boards,” FACTS training, gift administration, and scholarship administration.

In 2001, the Office of Development prepared an analysis of opportunities and constraints for fundraising at UIS to assist with development planning and, in 2003, compiled a UIS Campus Profile to serve as a baseline and identify areas of greatest promise. Quarterly

reports, displaying progress in annual giving and major gift support, were distributed on campus. In 2004, vision documents from the National Commission for the Future of UIS and other strategic planning documents were used to prepare campaign plans for UIS.

In 2004, the campus' first corporation/foundation gifts officer was hired and was assigned the task of establishing basic procedures, inventorying the campus for areas that may be of interest for support, and identifying faculty who have strong interest in garnering such support. Today the corporation and foundation fundraising components at UIS are still in their early stages and results may not be realized for years to come.

In the last decade, the amount of UIS endowments (\$294,948.80 for 2007) has increased tenfold (as compared to the previous decade). (see **Table 1-7**) Overall, private support has increased from \$646,469 in 1997 to \$2,546,831 in 2006. (see **Table 1-8**) A number of major gifts acquired during the first capital campaign and thereafter are just now beginning to mature. The first endowed chair has brought stature and new opportunities on campus. The third professorship received by the university, the Wepner Distinguished Professorship in Political Science, will complement this endowed chair by advancing a focus on Abraham Lincoln and political science. A fourth professorship, the Louise Hartman Schewe and Karl Schewe Chair/Professorship in Liberal Arts and Sciences, has recently received a portion of its funding from the Schewe estate. Depending on the final size of this gift, this professorship may become an endowed chair.

The most recent University of Illinois strategic planning initiative will provide the foundation for the next major fundraising campaign for the three University of Illinois campuses. This campaign was announced by President White in June 2007. This campaign will be unique in that each campus will focus on its own strategic needs. For UIS, the fundraising campaign will focus on the priorities and three strategic goals identified in its strategic plan. (See **Appendix 9**.)

Annual Strategic Planning

Beyond these larger planning initiatives, the annual strategic planning initiative has been revamped so that it is more focused and has a more direct link to academic planning and the budget process. In 1998, the previous Long Range Academic Planning Committee and Campus Budget Committee were joined into the Campus Planning and Budget Committee (CPBC). This committee produces an annual Campus Goals and Objectives Report that is

informed by the UIS mission, previously by the mission statement developed by the Development Planning Committee in 1997, and now by the mission articulated by the recent strategic plan. In addition, the CPBC solicits input from the division heads and the deans each year, whose presentations are in turn informed by the units under their direction. This process has resulted in clearer and more deliberative objectives for campus planning. The Campus Goals and Objectives Report is presented to the Campus Senate in the spring of each academic year. This report 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. (See **Appendix 8**.)

Until about six years ago, annual budget and planning was focused on “themes” of funding established by the Illinois Board of Higher Education. With the budget crisis in the State of Illinois, the institution was faced with one budgetary priority: academic excellence. During this difficult time, the priority was to preserve the core academic function of the institution. UIS, along with the other University of Illinois campuses, has emerged from this crisis as a “state-assisted” rather than “state-supported” institution. While this change of status clearly has drawbacks, it now provides the campus with more opportunities for self-determination. The annual strategic planning process is now closely connected with institutional priorities through the use of incremental budget recommendations.

Program/Unit Planning and Improvement

Program review is a mandated process by the Illinois Board of Higher Education (IBHE). UIS is required to review all degree programs within a cycle of eight years and to submit a summary of each review to the IBHE. This review leads to the continuation of strong programs, the implementation of corrective measures to programs with problem areas, or the suspension or elimination of programs. The program review process has become an integral part of UIS’ program planning and improvement cycle. It is embedded in the governance structure for academic review. A program or unit review is not only reviewed by its college and dean but also by the Undergraduate or Graduate Councils. These councils provide an analysis of strengths and challenges of each program or unit under review and these are presented to the Campus Senate. The process has been useful in helping the institution focus on the needs of its programs and units and evaluate their status in the ever-changing market, while also identifying new academic initiatives and

strengthening those already in place. While UIS is required to review any program or unit that has been through the IBHE approval process, the campus has chosen to review other academic, research, or public service units for quality assurance purposes. Additionally, **program review guidelines** have been revised to centralize the assessment of learning outcomes.

The Cycle of Continuous Improvement (Performance Indicators)

Accountability has become an inevitable reality of higher education today. Institutions of higher education must quickly respond to demands from both internal and external constituencies. Institutions must provide education in a format and time that fits the needs of students and the community, balanced against academic and strategic parameters and at an affordable price. However, the only way to ensure that UIS is prepared to meet these demands effectively and in a timely fashion is by staying closely in touch with these needs and demands. To do this, UIS has embedded a cycle of continuous improvement into institutional planning to incorporate constituency feedback into this process. An array of performance indicators are used within the annual and strategic planning processes at UIS. Performance indicators are consistently linked with strategic intentions and action plans within institutional planning documents. Since 1997, UIS has begun to incorporate the findings of a number of standardized assessment tools that yield comparative performance indicators and the results of local surveys into its planning processes:

Student Satisfaction Inventory (SSI)

In 2001, UIS contracted with the Noel Levitz consulting firm for assistance in reviewing and developing action plans to strengthen its student recruitment and retention practices. One of the assessment tools used during this consultation was the Student Satisfaction Inventory (SSI). The SSI assesses the degree of importance students place on various academic, business, and student services as well as students' satisfaction with these services. The difference between the degree of importance and the level of satisfaction, referred to as the gap, provides an indication of the extent to which students' expectations are not being met. The SSI also provides normative data for 12 scales and individual items. UIS first administered the SSI in 2001, and then again in 2003 and 2005 to a stratified sample (by student headcount across colleges and undergraduate/graduate levels) that comprised approximately 30% of the UIS student body.

National Survey of Student Engagement (NSSE)

The National Survey of Student Engagement (NSSE) is designed to obtain information from colleges and universities nationwide about student participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college. NSSE provides information about the extent to which an institution's students exhibit characteristics and commitments known to be related to high-quality undergraduate student outcomes. NSSE provides a comparison of institutional results to that of peer institutions, Carnegie peers, and institutions nationwide (benchmarks) to assist in the identification of best practices. NSSE is administered on an annual basis (since 2002) to both freshmen and seniors at UIS, and the data is used to inform the action plans of both student and academic affairs.

Cooperative Institutional Research Program Freshman Survey (CIRP)

The Cooperative Institutional Research Program (CIRP) is a national longitudinal study of the American higher education system and is administered by the Higher Education Research Institute. The CIRP freshman survey involves normative data on some 1,800 institutions and over 11 million students. This normative data provides a detailed profile of each year's entering college students. UIS receives a profile of their entering freshman class along with a national normative profile for similar types of institutions. This profile provides data on demographics, expectations of the college experience, secondary school experiences, degree goals and school plans, college finances, attitudes, values, life goals, and reasons for attending college. Items from previous years are repeated to help institutions assess trends in the characteristics, attitudes, values, and aspirations of their entering freshmen. CIRP has been administered to all incoming freshmen at UIS (2002–06), and the data has been used to inform strategic planning in both student and academic affairs.

Association of College and University Housing Officers-International Housing Assessment (ACUHO-I)

The Association of College and University Housing Officers-International (ACUHO-I), in partnership with EBI, provide a benchmarking assessment for university housing. These assessments measure a student's perception of the effectiveness of an institution's housing program. ACUHO-I provides institutions with an indication of the dimensions of their housing program that are the strongest and which areas need to be improved. It

assesses a student's perception of either apartment or residence hall programs, policies, and resident assistants. This data is used to evaluate the impact of housing policies on resident satisfaction, identify infrastructure and support needs, determine residential programming needs, and assess the effectiveness of resident assistant training. This assessment has been administered to students in the residence hall, town houses, and apartments each year from 2003 to 2006.

Alumni Surveys

The alumni survey is a locally developed instrument that is distributed and analyzed by the UIS Survey Research Office. This survey is disseminated to UIS graduates one, five, and nine years after graduation. It collects information concerning the graduate's perception of educational practices in their major program and opinions about their UIS experience (quality of instruction, facilities and resources, program/course availability, participation opportunities). It also assesses usage and satisfaction with selected student and academic services and results of UIS educational experience. Finally, information is collected concerning employment and educational history after graduating from UIS. Alumni survey data is an integral part of the program review process. Academic programs use this data, along with that of their assessment of learning outcomes, to evaluate the effectiveness of their curriculum.

Campus Climate Surveys

The UIS campus climate survey was developed locally and has been distributed twice in the last 10 years by the Diversity Task Force (2000 and 2006). The survey is distributed in two forms, one survey for faculty and staff and one for students. The student campus climate survey asks students to indicate the extent of their agreement or disagreement with eleven statements about whether specified conditions exist in academic programs on campus. Most questions include a series of sub-questions that address particular types of diversity such as race/ethnicity/culture, gender, disability status, and sexual orientations/gender identity. The student campus climate survey also addresses student life/campus experiences with questions concerning student perceptions of campus climate/atmosphere, the existence of discrimination, and experiences they have had, seen, or heard about on the UIS campus. The faculty/staff campus climate survey asks faculty and staff to rate the racial climate, the gender climate, the climate for people with disabilities, and the climate for people who are LGBTQ (Lesbian, Gay, Bisexual, Transgender/Transsexual, and Queer/Questioning) on the basis of six pairs of opposites.

The survey also addresses faculty and staff perceptions concerning the existence of discrimination on campus, as well as experiences they have had, seen, or heard about on the UIS campus. The results of these surveys are used to inform strategic and annual planning processes and are integrated in the Report on the Participation and Success of Underrepresented Students and Staff that is submitted to the Illinois Board of Higher Education each year.

Core Alcohol and Drug Survey

The Core Alcohol and Drug Survey is provided by the Core Institute at Southern Illinois University, Carbondale. The **Core Institute is a leading research, assessment, and development organization serving alcohol and drug prevention programs across the nation.** This survey assesses the nature, scope, and consequences of alcohol and other drug use on college campuses. It includes questions on sexuality, campus violence, institutional climate, perceptions of alcohol and drug use, and extracurricular activity involvement. This survey has been administered to each entering UIS freshmen class since 2002. The results of this survey are used to guide programming and initiatives in student support services and housing. (See Core Data Summary.)

Local Surveys

A number of local surveys have been designed and distributed to collect data for institutional review and strategic planning initiatives. They include:

- **UIS Faculty Satisfaction Survey.** This survey was distributed in 2004 by the Campus Planning and Budget Committee. Survey questions covered demographic information, UIS quality, work environment, faculty voice, campus climate, and resource allocation. (See CPBC Faculty Satisfaction Survey.)
- **UIS Technology Survey.** This survey was distributed in 2005 by the Academic Technology Committee and examined the perception by faculty, staff, and students of the importance of and their satisfaction with UIS Information Technology Services. (See ITS Technology Survey Data Summary.)
- **UIS Classroom Technology Survey.** This survey was conducted in 2005 to assess how faculty utilize classroom technologies in their teaching. This survey was used to determine the classroom technology needs of faculty for technological planning. (See Classroom Technology Survey Report.)

- **UIS Academic Professionals/Civil Service Quality of Life Survey.** This survey was undertaken in 2005 at the request of the Campus Planning and Budget Committee (CPBC) to assist in their development of the Goals and Objectives Report. The survey was designed, administered, and compiled by the CPBC's Academic Subcommittee. Academic professionals and civil service employees were asked to rate the importance of and satisfaction with the reputation of UIS, administrative leadership and responsiveness, cooperation, respect and staff morale on campus, the UIS work environment, potential for career advancement and development, respect and autonomy in the workplace, workplace recognition, workplace procedures, compensation, workload, and the impact of Banner and selected services. (See Academic Professionals and Civil Service Employee Survey Report.)
- **Center for Teaching and Learning Survey.** In 2005, a task force was convened and charged with assessing the functions of the Center for Teaching and Learning (CTL) and developing recommendations for its future. The task force developed a survey for faculty, staff, and students that was designed to assess the perception, usage, and interest in the activities and programs of the CTL. (See CTL Task Force Report.)
- **Brookens Library Survey.** In 2005, the Survey Research Office developed and administered a survey of the UIS Community regarding perceptions and usage of Brookens Library. The purpose of this survey was to assess the library needs of users for the development of planning documents. (See Springfield Community Survey on Library.)
- **Applied Study Survey.** Every semester the Applied Study Term program surveys their students concerning the perceptions of their internship experience and their satisfaction with the functions of this office and staff. (See **Appendix 5**)
- **Springfield Community Survey.** In 2005, the Survey Research Office conducted a telephone survey of Springfield area households for the UIS Brookens Library and Springfield's public Lincoln Library. In addition to questions about library-related topics, questions were also included related to community attitudes about and contact with UIS. (See Springfield Community Survey Report.)

THE SELF-STUDY PROCESS

Since 1997, UIS has engaged in a number of institutional planning and reporting activities that have established the foundation for the current self-study process. The current self-study immediately follows an extensive period of institutional planning, culminating in the 2006 UIS Strategic Plan. The current effort gives UIS the opportunity to evaluate the effectiveness of the campus in meeting the elements of the new UIS mission as it prepares to meet the future needs of its many constituencies.

In fall 2005, the Provost and Vice Chancellor of Academic Affairs appointed three individuals—the Associate Vice Chancellor of Undergraduate Education, a Faculty Associate to the Provost's office, and a faculty member—as co-chairs of the accreditation steering committee. The members of the steering committee were selected in consultation with the Vice Chancellor of Student and Administrative Services and the Chancellor. The committee consists of 13 members who represent staff, faculty, and administration, each of the four colleges, undergraduate and graduate education, student affairs, institutional research, budget and planning, assessment task force, library and technology support services, and online education.

Following the end of the strategic planning initiative in fall 2005, the steering committee convened in the spring of 2006 and began to delineate the self-study process that would occur over the next year and a half. Chairs of the steering committee began to meet with small groups of faculty, staff, and administrators with expertise in specialty areas (e.g., graduate education, institutional planning, online education, internships, assessment, and enrollment management).

Steering Committee

Members of the steering committee include the following:

- Karen Kirkendall, (Co-Chair), Associate Professor, Liberal Studies and Individual Option
- Karen Moranski, (Co-Chair), Associate Vice Chancellor Undergraduate Education
- Beverly Bunch, (Co-Chair), Associate Professor, Public Administration
- Julie Chapman, Assistant Professor, Library Instructional Services
- Farokh Eslahi, Associate Provost for Information Technology
- Barbara Ferrara, Associate Director, Center for State Policy and Leadership

- James Hall, Associate Professor, Management Information Systems
- Adriel Ippolito, Coordinator, Credit for Prior Learning and Assistant Director, Applied Studied Term
- Sharron LaFollette, Associate Professor and Chair, Public Health
- Sandra Mills, Associate Professor, Social Work
- John Ringle, Director, Housing and Residential Life
- Aaron Shures, Associate Provost
- Teresa Szabo, Associate Director of Business and Stewardship, Office of Development
- Eric Thibodeaux-Thompson, Assistant Professor and Director of Theatre, Communication

Goals and Objectives

The primary goal of the self-study process is to engage the campus community in an open and objective review and analysis of the growth of the institution since the 1997 self-study was completed for the NCA-HLC. The following objectives guided the self-study process:

- To examine the ways in which the institutional policies, procedures, decisionmaking, and activities reflect its mission and guiding values;
- To evaluate the extent to which the campus has mobilized its resources to meet the future needs of its constituencies;
- To assess the effectiveness of UIS' continuous planning processes in promoting institutional improvement;
- To affirm and celebrate "institutional hallmarks" that validate the UIS mission; and
- To identify opportunities for improvement and propose institutional remedies consistent with the 2006 strategic plan.

Process

The self-study process included seven phases beginning in spring 2006:

Phase 1 – Organization

In the spring of 2006, the steering committee was convened. The committee began their work with a review and discussion of the criterion for accreditation and the goals and objectives of the self-study. A timeline was developed for self-study activities. The Vice Chancellor of Academic Affairs and the three self-study co-chairs attended the HLC Annual Meeting in Chicago.

Phase 2 – Data Collection

In the summer of 2006, the steering committee organized into teams addressing themes drawn from the HLC criteria and began to collect data. A Blackboard site was set up so that all members of the committee could have access to materials that were collected.

Phase 3 – Connecting with the Campus Community

In the fall of 2006, steering committee members developed working papers on their thematic assignments. These working papers involved descriptions of the campus and its activities, an analysis of performance indicators, and a presentation of hallmarks and challenges in the thematic areas. In October and November, a panel of steering committee members presented their findings to the campus community in four open forums. The campus community was invited to have lunch, listen to the findings of the panel members, and provide feedback to the self-study process. Each forum revolved around on one element of the UIS mission so that discussions could be focused. These discussions were recorded and transcribed. One hundred and forty-seven members of the campus community attended these open forums.

Phase 4 – Document and Website Development

In early spring 2007, the committee chairs and the reaccreditation coordinator began to prepare a draft of the self-study document and develop the reaccreditation website.

Phase 5 – Review and Conversation

In mid-spring 2007, a draft of the self-study was first reviewed by the steering committee and then released to the campus community. The reaccreditation website was released to the public at this time also. Two open forums were scheduled to collect feedback from the campus community. Feedback was also collected through a link on the website.

Phase 6 – Incorporation of Campus Feedback

In the late spring and early summer of 2007, feedback from the campus community was incorporated into the self-study draft. A final draft and supporting documents were submitted to the HLC and Site Visit Team in late summer. The development of the website and electronic resource room continued through this time period.

Phase 7 – Preparation for the Site Visit

ORGANIZATION OF THE SELF-STUDY REPORT

The self-study process for UIS followed on the heels of a strategic planning initiative. Energized by a new mission statement and committed to a self-study process that documents and analyzes a profile of the campus as it actualizes this mission, UIS has chosen to use this statement to frame the organization of the self-study. Chapters 3, 4, 5, and 6 each address an element of UIS' new mission statement: Teaching and Learning, Scholarship, Public Affairs, and Online Education. Each chapter addresses each of the four cross-cutting themes: Future-Oriented Organization, Learning-Focused Organization, Connected Organization, and Distinctive Organization. The Distinctive Organization section of each chapter will include a discussion and analysis of the identified institutional strengths and areas of concern. Finally, the summary provides an overview of the institution with respect to the five criteria for the Higher Learning Commission.

Read on to Chapter 2 »

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Chapter 2: An Evolving Mission and Campus Culture

Since 1997, the University of Illinois at Springfield (UIS) campus has evolved in ways that are a direct reflection of its institutional planning. It was critical that the campus respond to the changing demographics among college students, the use of emerging technology in higher education, and the needs of its students' future employers. At the same time, the campus was faced with a significant decrease in state funding. A perpetual planning process began that addressed these variables and ways the institution would need to mobilize its resources to meet the changing culture.

BACKGROUND OF SSU/UIS MISSION STATEMENT

The original Sangamon State University (SSU) mission was revised during the campus' first strategic planning process in 1992. Excellence in teaching was identified as the primary mission of SSU. Further, this new rendition of the mission moved from characterizing SSU as a "public affairs university" to a "university with a public affairs emphasis." This marked the beginning of a move toward liberal and professional studies, with public affairs as a unifying theme and was followed by the creation of new visions for UIS in 1995 (Development Planning Committee's Final Report) and again in 2002 (Chancellor's National Commission).

Creating a Brilliant Future—A New Vision and Mission in 2006

The strategic planning process in the 2005-06 academic year resulted in a new vision and mission for UIS. This new mission reflects a vision for the institution that embraces its heritage while at the same time prepares the campus for the needs of its constituencies.

2007 Mission Statement for UIS

The University of Illinois at Springfield provides an intellectually rich, collaborative, and intimate learning environment for students, faculty, and staff, while serving local, state, regional, national, and international communities.

UIS serves its students by building a faculty whose members have a passion for teaching and by creating an environment that nurtures learning. UIS' faculty members engage students in small classes and experiential learning settings. At UIS, the undergraduate and graduate curricula and the professional programs emphasize liberal arts, interdisciplinary approaches, lifelong learning, and engaged citizenship.

UIS provides its students with the knowledge, skills, and experience that lead to productive careers in the private and public sectors.

UIS serves the pursuit of knowledge by encouraging and valuing excellence in scholarship. Scholarship at UIS is broadly defined. Faculty members are engaged in the scholarship of discovery, integration, application, and teaching. Excellence in teaching and meaningful service depends on a foundation of excellence in scholarship.

One vital area in which UIS extends its scholarship, teaching, learning, and expertise beyond the campus is in the broad area of public affairs. From its location in the state capital, UIS shapes and informs public policy, trains tomorrow's leaders, and enriches its learning environment through a wide range of public affairs activities, programs, and organizations.

UIS empowers its students, faculty, and staff by being a leader in online education and classroom technology. UIS uses technology to enhance its distinctive learning environment and extend that environment beyond the boundaries of the campus.

2007 Vision Statement for UIS

UIS will be a premier small public university offering innovative, high-quality liberal arts education, public affairs activities, and professional programs dedicated to academic excellence, to enriching individual lives, and to making a difference in the world. (See UIS Vision Statement)

2007 Guiding Values for UIS

The University of Illinois at Springfield strives for excellence in all endeavors (see Guiding Values for UIS). UIS values:

Learning—an intellectually vital and flexible learning environment, quality teaching, high academic standards and scholarship, and opportunities for experiential learning;
Students—a student-focused environment characterized by personal growth and development opportunities within and beyond the classroom;
Community—a democratic, ethical, caring, and diverse community fostering the well-being of UIS' students, faculty, and staff; and
Engagement—informed engagement and service among the faculty, staff, and students, and between the UIS community and the local, state, national, and international communities.

2007 Strategic Intent for UIS

UIS will be recognized as one of the top five small public liberal arts universities in the United States.

UIS will achieve this by creating a world-class liberal arts oriented undergraduate educational experience reflecting many of the characteristics and best practices of small private liberal arts colleges while building on UIS' many strengths. Among those strengths are professional academic programs, graduate education, and public affairs activities.

An Evolving Mission

The 2007 Mission for UIS carries many of its traditional values into the future of the institution, emphasizing a number of institutional ideals that have strengthened over the years. At the same time, there are a number of new features associated with the new

mission that accentuate campus strategies for meeting the future needs of UIS students. Key elements associated with UIS' evolving mission include:

- Both missions stress the importance of teaching and learning. The new mission stresses an “intellectually rich, collaborative, and intimate learning environment for students, faculty, and staff,” thus emphasizing the importance of learning communities, a key component of building campus culture in future years.
- The new mission places more emphasis on the size of the institution, on small classes, and on the relationships between faculty, students, and staff.
- The new mission makes explicit reference to long-standing methodological hallmarks, including experiential learning and interdisciplinarity; while these methods have been part of teaching and learning at UIS since its inception, the new mission statement highlights them.
- Both missions mention preparation for careers as a learning objective; such an emphasis reflects the history of the campus in both the popularity of its professional degree programs and its service to non-traditional students and working adults. Additionally, in recent years, the campus has sought to attract new populations of traditional-aged students, who see career preparation as a crucial part of a college education.
- The new mission stresses scholarship, thus reflecting a change first recognized in the work of the DPC and its 1996 Vision Statement: “The UIS of the future will be a place where faculty are teacher-scholars, with greater recognition and support for scholarship than at present.” Nonetheless, UIS still uses a broad definition of scholarship based on Ernest Boyer’s model expressed in *Scholarship Reconsidered*. The new mission stresses the relationships between teaching, scholarship, and service. The UIS Strategic Plan (2005-06) renews commitment to building a culture in which the teacher-scholar flourishes.
- Both missions express the importance of engaged citizenship and public affairs. Both engaged citizenship and public affairs have been an active part of the history of SSU-UIS. In the last two years, both of those concepts have been defined more precisely than ever before. The new UIS general education curriculum, with its Engaged Citizenship Common Experience, provides a broad range of ways for students to serve the community and take an active role in society and the pursuit of societal change.

The UIS Strategic Plan continues to emphasize public affairs “by continuing and expanding [its] commitment to making a difference in the world through a broad range of activities that result in reflection, dialogue, and action on public policy and civic culture.”

- The new mission statement reflects changes in the way technology relates to teaching and learning. UIS has become a leader in online education in the last several years, with 15 online degree programs at the undergraduate and graduate levels as well as online certification programs. Online education has changed the culture of the institution as UIS finds new ways to reach out to online students and to provide those constituencies with the intellectual, social, and developmental activities and services available to on-campus students.

A NEW CAMPUS CULTURE

Teaching and learning is the central activity of any university. However, it is important to understand, first, who the students are and, second, the environment in which learning takes place. UIS has a rich and growing campus culture that has changed remarkably in the years since the last accreditation self-study in 1996-97. The initial catalyst for the change of campus culture occurred when SSU became part of the University of Illinois system in 1995. In the Final Report of the Development Planning Committee, which summarized the campus culture of the institution, Dr. Harry Berman, the Chair of the Committee, noted that:

... the fundamental character UIS developed in its early years will continue into the future. Features that give unique personality and strength to the campus will be part of the “new” UIS and include our preeminent commitment to teaching, our emphasis on public affairs, our liberal arts and professional programs that serve returning adult students, and our small class size. Nonetheless, our changed circumstances warrant an examination of the lessons learned from the past and the options before us as we make choices for the future.

One of the main changes to the culture of UIS in the past 10 years has been its transition into a four-year university. The initial Capital Scholars program at UIS (fall 2001) involved a cohort-driven curriculum, in which students take the same set of courses each semester. This type of curriculum fosters a learning community with a strong sense of camaraderie

among faculty and students. Moreover, the presence of traditional-aged freshmen and sophomores on campus revolutionized the campus culture. In classroom settings, traditional-aged students now mix with non-traditional and transfer students to create a richer more diverse student population. That mix presents challenges to faculty, who must find ways to retain, challenge, and nurture younger residential students, while still meeting the needs of commuter, transfer, and older students. This mix has the advantage of enlivening the classroom environment. Another change in the campus culture has been the addition of the online learning environment. Today, 20% of UIS' current students are enrolled in online programs. This initiative allows the campus to continue serving non-traditional students who might have limited options for receiving a university education and remain true to the UIS' heritage of promoting accessibility. (See **Chapter 6**)

In 2003, UIS began to create a comprehensive general education curriculum for the university. The curriculum needed to be distinctive enough to attract a new general population of freshmen (a complement to the cohort of freshmen in the original Capital Scholars Program), while being flexible enough to serve the needs of transfer students, who continue to constitute the majority of undergraduates at UIS.

UIS has emphasized the development of its campus culture over the last 10 years. As a largely commuter institution that served a large number of working adults, the university's culture was built around its constituencies; it had evening courses, family housing, a child care center, but an underdeveloped campus culture. The advent of traditional-aged students through the opening of the Capital Scholars Program in 2001 signaled a primary phase in the development of new student services, extracurricular activities, and student life programming.

Student Demographics

As might be expected, the demographics of the UIS student body have changed considerably since 1999. The average age of undergraduate students in 1999 was 30.8, falling to 28.2 in 2006. In 1999, only 19.5% of UIS students were under the age of 21, but in 2006 this number had nearly doubled to 32.9%. Today, 18% of UIS students live on campus, as compared to 9% in 1997. Further, a greater number of UIS undergraduates are full-time students. In 1999, 50.8% of undergraduates were full-time, compared to 59.6% in 2006.

Beyond age and residential status, the UIS student body has also become more diverse in both gender and ethnicity. In 1999, 61.7% of undergraduates were female, compared to 58.7% in 2006. Most notably, the percentage of undergraduates who are white has decreased from 88.5% in 1999 to 77.2% in 2006. During the review period, UIS has seen an increase in Hispanic (1.3% to 2.4%), African-American (7.5% to 10.2%), Asian (1.2% to 2.9%), and American-Indian (.4% to .7%) undergraduate students, with the number of non-resident alien students remaining fairly stable.

Similar trends appear in the graduate population on the UIS campus, but they are not as pronounced as that of the undergraduate. The average age of graduate students has decreased from 35.6 in 1999 to 32.7 in 2006. The percentage of graduate students who are between 20 and 30 years of age has increased from 39.4% (1999) to 53.9% (2006). The percentage of male graduate students has also increased from 41.8% in 1999 to 44.4% in 2006.

The UIS campus has also seen an increase in the diversity of the graduate student population. The percentage of graduate students who are white has decreased from 84% (1999) to 70.7 % (2006). However, this change is probably a function of the significant increase in the number of non-resident alien graduate students, from 4.7% in 1999 to 14.9% in 2006. The campus has seen only a slight increase in Hispanic (1.2% to 1.5%) and Asian (2.2% to 2.5%) graduate students and a slight decrease in African-American (7.5% to 6.5%) graduate students.

Student and Faculty Recruitment to Enhance Diversity

Undergraduate Recruitment. UIS recruiters visit more than 100 Illinois high schools that have self-reported minority student populations greater than 25%. The recruiters also participate in community college fairs that draw attendees from the entire community college district. The staff of the Office of Admissions, along with assistance from the UIS Student Ambassadors, follows prospective students through personalized notes, e-mail messages, and telephone calls. A campus official also has met with the secondary guidance counselor director for the Chicago Public School District and provided information for the district's guidance counselors.

The UIS Capital Scholars Honors Program also is implementing strategies to increase student diversity, such as engaging students in additional outreach activities. For example, in fall 2005, representatives from the Capital Scholar Honors Program attended the 100 Black Men of Chicago–2005 College Scholarship Fair, which attracted over 5,000 students and parents.

Graduate Recruitment. UIS recruiters attend graduate school fairs and distribute information about graduate programs and scholarship opportunities. University officials mail information about the two major financial assistance programs for graduate students, the Graduate Public Service Internship Program and the Graduate Assistantship Program, to historically African-American colleges and universities and to Hispanic organizations. Students from underrepresented groups also are encouraged to apply for the Whitney M. Young Fellowship Program.

Scholarships. During academic year 2003-04, the Office of Multicultural Student Affairs initiated the TANF (Temporary Assistance to Needy Families)/Low Income Degree Scholarship program. This program was designed to provide a “safety net” for low-income single-parent students. To be eligible, the student must satisfy the income criterion or be receiving TANF, have at least one minor child, be accepted and enrolled in a post-secondary education program leading to a degree and employment, and maintain a specified GPA. The scholarship program is funded through a grant from the Illinois Department of Human Services.

Collaborative Initiatives. During academic year 2004-05, UIS entered into a partnership with College Summit as a means to increase recruitment of students from underrepresented groups. College Summit is a national nonprofit organization whose mission “is to increase the college enrollment rate of low-income students by ensuring that every student who can make it in college makes it to college and by putting college access ‘know-how’ and support within the reach of every student.”

College Summit pursues its mission through partnerships with high schools and colleges and universities. In academic year 2004-05, College Summit partnered with 15 high schools nationwide, including several large districts within a reasonable distance from UIS—the Chicago Public School District, the Chicago Archdiocese, and the St. Louis Public

School District. The College Summit has 30 college partners, including six private colleges or universities in Illinois. UIS is the first four-year public university in Illinois to partner with College Summit.

One of the major events that College Summit sponsors is a series of workshops that are held throughout the nation. The workshop is an intensive, four-day event that brings together students, counselors, schools, colleges, and community partners. During the workshop, high school students are trained to serve as peer leaders, high school teachers are trained in college application management, and colleges are given the opportunity to host the workshop to introduce students to their campus. The student peer leaders are trained on how to submit applications for themselves and how to work with other interested students throughout the application process.

During summer 2005, UIS hosted a four-day residential College Summit workshop in which 30 soon-to-be high school seniors completed the college application process, learned more about financial assistance options available for them, enhanced their skills at navigating the higher education system, and experienced life on a college campus. UIS plans to sponsor a second College Summit and is working with the College Summit staff to encourage more students from downstate Illinois to attend.

Faculty Recruitment. The recruitment of new faculty members includes a concerted effort to increase diversity. Search committees reach out to candidates from underrepresented groups through activities such as contacting professional organizations and caucuses and advertising positions on Listservs and in publications that are targeted to underrepresented groups. Some of the deans provide extra funds for travel and informational material associated with reaching out to minority caucuses, bringing in extra candidates from underrepresented groups for campus interviews. As a result of the outreach efforts during the last two years, 20% of the 78 new faculty hires were minorities, including three African-American faculty members, 11 Asian faculty members, one Hispanic faculty member, and one American-Indian faculty member.

UIS also participates in the Diversifying Faculty in Illinois (DFI) program, which is designed to increase the number of faculty from underrepresented groups. UIS has nominated students for this program and, historically, has hired several minority faculty members from the program that preceded the DFI program.

Enrollment Management

The Office of Enrollment Management was created in November 2001 headed by an Associate Vice Chancellor reporting to the Vice Chancellor for Student and Administrative Services with the goal of improving the campus' ability to attract, retain, and graduate students who are seeking a high quality education at a small, but comprehensive, public institution.

The significant changes in the student body over the past six years, coupled with rapid technological transformations, have prompted the development of new programs and services in areas pertaining to enrollment and student support services in order to effectively serve the needs of a changing student population. New curricular offerings; an increased emphasis on marketing and recruitment; a new integrated information system for the campus; an increased need for financial support that follows from changes in the student populations served as well as dramatic increases in tuition, fees, and housing costs; a younger student body who are facing challenges in making the transition from living at home to living independently; an increasing number of students with special needs; and a more traditional student body who are seeking guidance with career choices have prompted a significant investment in staffing, programming, and technologies that will ensure students have opportunities to achieve their educational goals.

In order to effectively meet the changing needs of UIS' student body, offices in the areas of enrollment management and student support services have engaged in a variety of evaluative methods followed by program and service enhancements. In addition, the Associate Vice Chancellor for Enrollment Management and her staff have provided additional assistance and leadership by periodically assessing student perceptions through methodologies including nationally-normed surveys of the student body (NSSE and SSI), campus-based surveys, telephone or face-to-face interviews, focus groups, faculty and student advisory boards. The results from these assessments are shared with the chancellor's cabinet, the academic cabinet, and various other campus constituencies to identify actions that may be taken to enhance the educational experience of UIS' student body.

Other examples of assessments and subsequent actions taken include focus groups conducted with students, faculty, and alumni over the past three years, which have prompted significant changes in the campus' commencement ceremonies (allowing all

graduates to participate in a single ceremony) and to campus preview days (allowing for more interaction among prospective students and their parents, current students, faculty, and staff). Finally, systematic feedback is received from a faculty advisory board and a student advisory board who are asked to consider issues pertaining not only to enrollment and student support practices and policies but also to the broader division of student affairs.

The results obtained from these assessments have also played a major role in the development of the six goals, and corresponding action strategies, in the UIS Strategic Plan—especially goal five that addresses recruitment and retention.

Some of the hallmarks achieved over the past several years include:

- Increasing not only the size but the diversity of the student body, including the recruitment of a new freshmen cohort in fall 2006;
- The development of several partnerships with external constituent associations including the American Association of University Women, College Summit, and Golden Apple;
- The implementation of a new integrated information system enhances student services in areas pertaining to admissions and registration while web-enabled technologies improve student access to other types of student support services for both local and distance learners;
- Enhancements to the campus infrastructure, such as Lincoln Residence Hall, University Hall, and a new Recreation and Athletic Center will serve a critical role in UIS' ability to attract and recruit prospective students to the campus.

The UIS Strategic Plan sets forth a bold vision for the campus by aspiring to be recognized as one of the top five small public liberal arts universities in the United States. As UIS takes steps to achieve this vision over the next decade, there are several challenges that face the Office of Enrollment Management.

As a thirty-five-year-old university that primarily served upper division transfer and graduate students, UIS does not enjoy the name recognition that many other public universities have with prospective students. Although the comprehensive market research conducted by Noel Levitz in 2001 confirmed that UIS was not widely known, the research

also indicated that the campus offered many of the characteristics that are valued by the parents of prospective students: a safe campus located in a mid-sized community with opportunities for personalized educational experiences for students (see Noel Levitz Market Research Report Executive Summary). These characteristics, along with the opportunity to earn a University of Illinois degree, have also been confirmed as important by students choosing to attend UIS over the past few years. Thus, UIS has continued to affirm these marketing messages in its recruiting materials and events as well as in communications with donors, alumni, and other external constituents. While UIS is now attracting more students from both downstate and the Chicago area and collar counties, it must continue efforts to increase student awareness of UIS as a college of choice.

Although UIS has been one of the more affordable campuses in the state, recent changes in state appropriations, coupled with the costs of developing a new lower division curriculum, has prompted significant tuition and fee increases for the campus. Funding constraints are likely to require increases in tuition and fees to continue as enhancements in areas pertaining to academic and student services also continue. Further, UIS campus housing costs are fairly high because of their newness and the debt service associated with the building costs. If the campus is to be successful in achieving its enrollment targets for new freshmen, UIS will need to ensure that the university remains an affordable choice.

Finally, support services to increase student retention and graduation rates remain a high priority for the campus. As outlined in the UIS Strategic Plan, the division continues implementation of the Center for First-Year Programs that will include programming to enhance retention and graduation of both new students and transfer students. Through a campus-wide approach to enrollment management, UIS strives to provide its students with curricular, co-curricular, and extracurricular experiences that enable them to make a difference in their lives and in their world.

Residential Life

In 1997, 358 students lived on campus at UIS. These students lived in an apartment setting and were mostly older undergraduates, graduate students (25%), and families (10%). Today, the residential population of the UIS campus has grown by 60%; 835 students reside in apartments, a residence hall, and town houses. This change in residential life has created a new and exciting campus climate. Housing, recreation,

student life, and student government programming have created a more lively campus atmosphere. The location of UIS provides a safe and secure environment where students move freely and safely around campus. The residence hall includes a multipurpose room where many student life activities and housing programs occur, classrooms for small group discussion and tutoring sessions, lounges with microwaves and running water, televisions and gathering areas, exercise rooms, laundry facilities, and a café that is open during evening and weekend hours. Lincoln Residence Hall provides innovative, thematic residential choices including the Healthy Lifestyles and the Service Learning/Civic Engagement wings. The UIS Food Emporium (cafeteria) was renovated in 2001 and provides students with a wide array of food options. Basketball, volleyball, and tennis courts are scattered across the residential grounds. This metamorphosis of the UIS residential setting has created an active and vibrant campus life.

The increase in residential students has created a dynamic change on the UIS campus, but it has also provided quite a challenge. Previously, most of UIS' residential students were over the age of 21. Resident assistants (RA) and resident directors (RD) were faced with very different issues in the residence hall and town houses. The UIS Housing Office, with support from other student affairs units, modified their selection process and training of RAs and RDs to help prepare for these issues. Paraprofessional student-to-staff ratio is 1:35 in the residence hall and 1:46 in the town houses and apartments. These ratios compare favorably to ACUHO-I data from member institutions (1:34.5 for residence halls; 1:121 for apartments).

In 2003, the UIS Housing Office began to use the ACUHO-I benchmarked assessment to examine quality of life issues and satisfaction with facilities and services within the housing areas. Residential students have consistently (2003-06) indicated that they are very satisfied with the safety, cleanliness, and ground maintenance of UIS housing. Students have also indicated their satisfaction in community building programming in the residence hall, town houses, and apartments. UIS also compares well to peer and other institutions on these assessment items. Nonetheless, students have indicated that they are not satisfied with dining costs and services, the overall value of their housing, and their ability to study in the residence hall. Interestingly, while ratings of dining costs and services are low at UIS, they compare favorably to peer and other institutions. This normative data is corroborated with data from similar items on the SSI. (See SSI Data Summary) They are also dissatisfied with their fellow residents "respect for their living

environment, concern for their academic success, and respect for differences in sexual orientation” (in the residence hall). These items also show a negative significant difference when compared to peer and other institutions.

In response to this data, housing has implemented the following actions:

- Focused and directed planning on programming and events sponsored by the resident assistants and Housing Residents’ Council, which meet resident developmental and community-based needs;
- Safe Zone Training for all new and continuing resident assistants and resident directors;
- Regularly scheduled cleaning and painting of residential facilities during low occupancy times;
- Regularly scheduled cleaning and safety inspections to review facilities and amenities in those spaces in need of replacement or repair;
- Maintenance work orders are now an e-mail based form, accessible on the housing home page and can be used by students at all times;
- Carpet and appliance replacements have been an ongoing practice at low occupancy times and occur as reserve or operational monies become available;
- Updated laundry equipment by outsourcing/partnering with a privatized corporation;
- Addition of a full-time carpenter to address facility needs specifically found in on-campus housing;
- Pest control maintenance plan in place to address ongoing pest issues;
- Alteration of the parking process to include the requirement of area-specific decal purchase for all on-campus housing lots; and
- A follow-up survey to the ACHUO-I assessment concerning dining options.

Overall, the transition has been very positive. Housing has grown in size and diversity as the campus has expanded. It has supported the academic mission by:

- Cross-campus partnering and collaboration in direct support to and enhancement of the academic mission of UIS;

- Developing more appropriate standards of accountability for student actions and behaviors within housing;
- Increasing the professional backgrounds of staff;
- Recruiting more highly-qualified and academically-successful students to the better-compensated paraprofessional RA positions;
- Implementing more focused community-building events and activities, coupled with more educationally-based workshops and programs; and
- Integrating a benchmarking assessment method into housing's continuous improvement cycle.

Student Life

Intimate learning environments now exist in an array of culturally significant areas on UIS' campus: the rehearsals and performances of student theatre productions and student music events in the UIS Studio Theatre, the student art exhibitions in the Visual Arts Gallery, and the student forensics team practices in their squad room and travel to tournaments, to name just a few. All of these artistic events regularly perform and reach an audience which is local, state-wide, regional, and occasionally, national and international as well.

With the introduction of traditional-aged freshmen in the fall of 2002, the number of events sponsored by student organizations, the Office of Student Life, and other campus departments has increased dramatically. In fall 2002, 54 student events were registered with the Office of Student Life; by fall 2006, this number had increased to 506. Additionally, there has been an increase in the number of recognized student organizations, from 35 in fall 2002 to 71 in fall 2006. (see **Table 2-1**) While there has been a significant increase in student life activities, UIS students have continued to rate campus activities significantly lower than students at other four-year institutions on the SSI. Nonetheless, while UIS compares poorly to other institutions on this scale, the performance gaps are very small. The new Recreation and Athletic Center and new housing facilities scheduled to open in the next two years should have a positive impact on these perceptions of campus life.

Athletics

In 1995, the UIS athletic department consisted of five intercollegiate athletic programs: men's soccer, women's volleyball, men's tennis, women's tennis, and women's basketball. These programs served nearly 60 student-athletes. The athletic department was, and still is, a member of the National Association of Intercollegiate Athletics (NAIA) and was listed as an independent institution.

In the spring of 2002, the department added men's basketball and women's softball to the intercollegiate offerings in response to a student survey. The addition added approximately 35 opportunities for student-athletes to compete at the collegiate level. It also expanded UIS intercollegiate offerings to seven sports. At the same time, the department hired its first full-time Director of Athletics and then joined the American Midwest Conference in 2003.

The department then expanded to include two new professional positions: a full-time athletic trainer and sports information director. Through the athletic trainer, the department was able to provide all student-athletes with medical care and a liaison to team physicians at AthletiCare, a local sports medicine clinic.

Two support groups were created: a cheerleading team and the Blue Crew, a student organization that helps promote all of the athletic programs within the campus community. The Blue Crew has grown from 50 members to over 295 current members.

A governance committee, the Intercollegiate Athletics Committee, oversees academic policies and procedures concerning student athletes. Additionally, a faculty adviser reviews the academic eligibility of student athletes and monitors their academic progress.

The athletics program has expanded with the growing and changing student body of UIS. It has been a critical variable in vitalizing the campus culture. The most notable contributions include the following:

- The men's basketball program achieved their first national ranking, regular season championship, conference tournament championship, and their first trip to the NAIA national tournament.
- The men's basketball program achieved numerous individual American Midwest Conference honors, including Freshman of the Year, Coach of the Year, four players

named to the All Conference Team, and nine Academic All-Conference selections.

- The men's basketball team had one member receive national recognition as a member of the NAIA All-American Team.
- The women's tennis team advanced to the NAIA national tournament in 2003.
- The men's soccer team advanced to the NAIA national tournament in 2003.
- Over the past two years, student-athletes have earned 60 American Midwest Conference Academic All-Conference honors.
- Over the past two years, 26 student-athletes have been named to American Midwest Conference All-Conference Teams.
- During each semester over the past two years, over 50% of all student-athletes have been named to the Athletic Director's Honor Roll (GPA of 3.0 or higher).

Student Support Services

UIS' changing campus culture brings about the need to strengthen and enhance many of its student support services. As with housing, the dramatic change in the student population brought challenges and an increased amount of student needs.

Counseling Center

The UIS Counseling Center provides counseling and outreach services for UIS students and employees as well as psychological consultation for faculty, staff, and administrators needing guidance regarding the handling of specific student situations. The Counseling Center staff also provides training for housing resident assistants and other employees as needed.

Anticipating the need for a significant increase in this type of student support, the professional staff in the UIS Counseling Center was increased from 1.5 FTE in 1999 to 4.5 FTE in 2006. Staffing improvements include the addition of two full-time Clinical Counselors (in 2000 and 2006) and a full-time Alcohol and Other Drug Prevention Coordinator (in 2005). After-hours crisis coverage was implemented by the Counseling Center in 1999, making crisis intervention and consultation services available on a 24-7 basis. In 2004, a Health and Counseling Fee was initiated, providing student fees for staffing and programming enhancements.

The enrollment of more students, including freshmen, sophomores, and residential students, has presented new challenges for the campus and the Counseling Center. There has been a significant increase in the demand for campus counseling and crisis intervention services. The severity of student issues has increased substantially, resulting in the Counseling Center staff having to closely monitor numerous students and provide preventive and emergency assistance as necessary. Predictably, the addition of the lower division has resulted in more underage drinking, alcohol violations, and referrals to the Counseling Center.

The Counseling Center provides outreach programming on a variety of topics including substance abuse prevention, stress reduction, communication skills, depression, anxiety, and other psychological issues impacting the campus community. The Counseling Center's outreach programming is presented in a variety of forms including workshops, informational displays, and special events. In 2006, the Counseling Center sponsored 93 outreach programming initiatives, including educational programs, training seminars, informational displays, a social norming campaign, and articles in the student newspaper.

The Counseling Center has administered the Cooperative Institutional Research program survey (CIRP) to each entering freshman class since 2001 (see CIRP Data Summary). In fall 2006, survey results indicated that 35% of UIS incoming freshmen felt overwhelmed in the previous year by everything they had to do, and 13% reported feeling depressed. In comparison, 29% of freshmen at four-year colleges reported feeling overwhelmed by everything they had to do in the previous year, and 8% report feeling depressed. Fall 2005 data for these items were almost identical to the 2006 data. In most years since 2001, UIS data for these items have been higher than the national norms. The fact that one-third of incoming freshmen report feeling overwhelmed emphasized the need to assist these students in coping with stress. (see **Table 2-2**)

In response to these findings the Counseling Center initiated new programs to address the stress of UIS students. Guided relaxation and stress reduction workshops were conducted during mid-terms and finals week. In addition, a Stress-Free Zone was implemented during finals week, providing students with fun and relaxing activities in which to engage.

Further, the Counseling Center has administered the Core Alcohol and Drug Survey to incoming freshmen since 2002 (see Core Data Summary). The results from the survey indicated that 61% of UIS students consumed alcohol in the previous year. In addition, 28% of the students indicated that they engaged in binge drinking (five or more drinks in one sitting) at least once during the previous two weeks. In 2006, survey results indicated that 122 of the 311 UIS student respondents (39%) had driven a car while under the influence of alcohol or other drugs in the last year. This was a 5% increase from 2004 at which time 34% (104 of 306 respondents) had driven a car while under the influence of alcohol or other drugs in the last year. (see **Table 2-3**) In response to these findings:

- An Alcohol and Other Drug Prevention Coordinator was hired in 2005 to strengthen the substance abuse assessment and counseling provided by the Counseling Center.
- Alcohol and other drug prevention programming was enhanced, resulting in UIS receiving a statewide award in 2003 from the Illinois Higher Education Center for Alcohol, Other Drug, and Violence Prevention. UIS was selected for the award from 83 other colleges and universities in Illinois that are affiliates of IHEC.
- In 2004, UIS was awarded one of five \$5,000 Evidence-Based Prevention Grants from the Illinois Department of Human Services. The funds were used for a research project on the newly released Alcohol 101 Plus collegiate substance abuse prevention software. The results showed that university housing residents who viewed Alcohol 101 Plus reported consuming significantly fewer drinks than those that did not view the software.

In 2006, UIS received funds from The Network, an organization whose goal is to reduce alcohol and other drug problems at colleges and universities, to bring R5 to speak with students about responsibility, diversity, respect, and substance abuse prevention.

Campus Health Services

The Campus Health Services (CHS) provides cost effective, comprehensive, accessible professional health care to the campus community. CHS provides preventative services and resources that facilitate students' engagement in their own health care. CHS also serves as an advocate on behalf of the campus community in matters of health and health policies.

In 1997, the CHS staff included a director, who was an RN, and contractual physicians (from Southern Illinois University Medical School) who came to campus two days a week. In response to UIS' growing residential population, a medical director (M.D.), a sports physician, a half-time nurse practitioner, a health service nurse, and an athletic trainer have been added to the staff. CHS hopes to also add a half-time nurse practitioner and a health educator. The CHS staff are active in freshman, transfer, international, and graduate student orientation, preview days, and move-in days. The topics and frequency of health care programming have been modified to meet the needs of the younger, residential student population at UIS. Programming topics have included male and female sexuality and health care, HIV/AIDS, domestic violence, asthma, and pregnancy education.

Students are asked to evaluate their health care service and staff. Students report that they have received good service and feel comfortable with the health care providers. Nonetheless, in 2005 the SSI normative data indicated a drop in the level of student satisfaction with the competency of health services staff as compared to students at other four-year institutions (see SSI Data Summary). Evaluations identified issues with the timeliness and accessibility of appointments, but the increase in staff and the implementation of "open access" hours have since helped with these issues.

Women's Center

The growth of UIS to a four-year undergraduate curriculum, the continuing growth in the number of campus residents, and the overall growth in staff, faculty, and students, particularly younger students, have created new demands for the UIS Women's Center. Campus and women's safety needs, as well as cultural and co-curricular participation, have grown significantly. These factors have resulted in an increase in the number of events produced and participation rates and sophistication of Women's Center events.

The overall goal of the Women's Center is to improve the status of women in higher education at UIS. The Women's Center educates the campus community about gender-related issues, addresses matters of particular concern to women, and promotes a campus climate that is safe, healthy, and respectful for all people. The Women's Center enhances all students' academic experiences by offering information, support, advocacy, referrals, and programming on a variety of gender-related issues. Since 1997, the Women's Center annually awards the Naomi B. Lynn Award for outstanding contributions to women at UIS.

Notable programming for the Women's Center during the last 10 years includes:

- **WhistleSTOP.** Beginning in fall 1997, the Women's Center provided free nickel-plated whistles to students, staff, and faculty upon request. Approximately 850 whistles have been distributed in nine years. This program is enthusiastically supported by the UIS Police. Beginning in fall 2006, WhistleSTOP tags were added to the whistles. These 28 brightly colored tags include referral information, such as campus and area telephone numbers, as well as guidelines about what to do if you are raped, how to help a rape survivor, and other safety tips.
- **Rape Aggression Defense (RAD) for Women.** Beginning in 1998, the Women's Center has partnered with the UIS Police to present RAD free-of-charge to campus women once per semester. The Women's Center coordinates the publicity, recruitment of participants, and other logistics; and UIS police officers serve as trainers. Participation varies by semester but, on average, about 25 students and employees enroll per semester and about 17 of those complete the course.
- **Campus Acquaintance Rape Education (CARE) Workshops.** This program was modeled after the CARE program at University of Illinois at Urbana-Champaign. CARE materials were distributed to all first-year students beginning in fall 2002. The program consists of two-hour workshops conducted by the Women's Center director and trained peer educators. In fall 2003, 85 students participated in CARE, and an additional 65 students attended the workshop in spring 2004. Students involved in CARE requested that the Women's Center provide an additional CARE workshop for Springfest 2004 and a related event (1 in 4 No More) for Springfest 2005. The number of attendees for the 2004 and 2005 Springfest CARE workshops was 65 and 70, respectively.
- **First-Year Orientation.** In fall 2005 and 2006, the Women's Center director provided 25-minute "round robin" sessions to groups of first-year students on the subject of rape and acquaintance rape awareness, prevention, and survival. These were abbreviated versions of the CARE workshops. In fall 2005, 134 students attended these sessions, and 253 students attended in fall 2006.
- **Sexual Assault Awareness Month.** Each year Sexual Assault Awareness Month activities are conducted. These events include sponsoring a table at the annual Health Fair, and the theme of the display is UIS Students Ending Sexual Violence: We Can Do It. Students that complete a sexual assault awareness quiz are entered in a drawing for Rosie the Riveter prizes. In April 2005, 50 students completed the quiz, and 63

students completed the quiz in April 2006. Teal-colored ribbons and other awareness information are also distributed on campus.

- **Domestic Violence Awareness Month.** Domestic Violence Awareness Month activities are produced annually in conjunction with the Women's Issues Caucus (WIC) student organization and/or UIS housing. Events have included films, speakers, panel discussions, special displays, such as Illinois Silent Witness, and the Women's Center Clothesline Project. Each year, purple ribbons and information cards are widely distributed during this event.
- **Women's Safety Information.** The Women's Center has an extensive collection of women's safety, awareness, and survival materials on display. Individual appointments are available for support, information, and referrals. In addition, the Women's Center staff engages in guest teaching and leads discussions for classes and organizations.

Office of Multicultural Student Affairs (OMSA)

The Office of Multicultural Student Affairs (formerly the Office of Minority Student Affairs) is dedicated to developing healthy perspectives of cultural differences through educational, cultural, and social programming activities. OMSA actively supports student organizations, offers guidance on issues related to diversity, and strives to promote and incorporate an appreciation for the multicultural nature of society with the collective campus community.

OMSA has developed a marketing and student recruitment plan that focuses on the recruitment of students from underrepresented groups. OMSA has targeted schools and community colleges, as well as community organizations, that serve students/residents from underrepresented groups. OMSA's goal is to develop long-term relationships with these targeted schools and to build partnerships with local organizations. As an initial step, OMSA distributed information to more than 45 community and nonprofit organizations that primarily serve people from underrepresented groups. OMSA also sent information about the TANF/Low Income Scholarship Program and the Leadership in Public Service Program to community colleges. A recruiter position was moved from UIS Admissions to OMSA to focus on recruitment of students from underrepresented groups, and a Hispanic faculty member was given a non-instructional assignment to assist with recruiting Hispanic students.

OMSA provides funding for the Diversity Task Force, which sponsors activities that help create an environment supportive of the recruitment and retention of students from underrepresented groups. Participation in the Task Force is open to all interested members of the campus community. During academic year 2004-05, the Diversity Task Force provided funding for a variety of activities, including the following programs:

- “Chinese Culture Shock,” sponsored by the Chinese Student Association for their non-Asian colleagues;
- A film series sponsored by Active Minds, a disability awareness student organization; and
- “Merge,” an arts presentation of music, paintings, photographs, and poetry by African-American artists sponsored by the Visual Arts Gallery, College of Liberal Arts and Sciences, and the Illinois Arts Council.

OMSA has started a Student Academic Improvement Program (SAI), which is designed to increase academic retention and the graduation of at-risk undergraduate students. At-risk students are identified on the basis of admissions materials, including high school grades, class rank, and ACT scores. OMSA then contacts individual students and encourages them to participate in the SAI program. Under the SAI program, students meet individually for between 30 minutes and one hour on a weekly basis with a graduate assistant in the Office of Multicultural Student Affairs. During these meetings, the graduate assistant and the student discuss how classes are going and issues or concerns that the student may have about his or her academic progress at UIS. The graduate assistant and student use the Blackboard course management system to review the student’s performance on assignments and exams and to discuss upcoming assignments.

The graduate assistant also helps identify resources and makes campus referrals to assist the students. If a student is in need of tutoring, the graduate assistant will help the student identify tutoring services through the Center for Teaching and Learning or through the appropriate academic department. The graduate assistant and student also discuss other related issues such as time management, the choice of a major and a career, and issues related to personal growth and maturity, such as being accountable for one’s actions. The graduate assistant serves as both a coach and a mentor in helping the student make a successful transition to college.

Although it is too early to formally evaluate the impact of this program, the students participating in SAI have begun to consider issues such as how many courses they can reasonably manage and what major would be a good match for their interests, talents, and abilities. The graduate assistant notes that some of these decisions, along with improved study habits, have had a positive impact on the students' grades.

Office of International Student Services (OISS)

The Office of International Student Services (OISS) provides the primary support for international students attending UIS. While the Office of Admissions admits new students and issues the I-20 form, OISS assists new international students from the point of inquiry through their orientation and transition to the campus and for the duration of their attendance at UIS.

Primary functions of OISS include:

- Coordinating the arrival of new international students and orienting them to campus;
- Assisting new international students in the transition to U.S. customs and culture;
- Communicating the anticipated needs and estimated numbers of new students to appropriate offices, including student housing, health services, admissions, and various academic programs;
- Ensuring student and institutional compliance with the Student Exchange Visitor Information System (SEVIS) tracking and reporting requirements;
- Advising international students on visa and immigration issues;
- Advising international clubs and organizations;
- Overseeing and administering the work authorization program;
- Planning and promoting activities and programs for international students, as well as the broader campus community;
- Administering the host family program; and
- Developing and nurturing contacts with the greater Springfield community.

At the beginning of the self-study period (1997), OISS was named “International Student Affairs” and served a total international population that averaged between 90 and 100 students annually. At that time, the top four countries from which UIS received

international students were China, Thailand, Turkey, and India. Since that time the international population has expanded, growing to more than 280 students by the fall of 2005 and continuing to increase to over 400 in fall 2006. The increases are overwhelmingly due to the rapid increase in new graduate students from India. In fall 1997, seven Indian students attended UIS, and by fall 2006, this number had increased to 281.

OISS provides a variety of programming and activities for students including New International Students Orientation, America night, and tax workshops for international students. By far the best attended and most notable event is the annual International Festival, which draws students, participants, and attendees from across the campus and the entire Springfield community. This event has been sponsored for 29 years and is by far the longest running student event on campus. The 2006 festival drew more than 700 attendees and participants.

Office of Disability Services

In January 1995, students with documented disabilities at UIS were given minimal accommodations and adjustments on an individual basis. Without a formal name, this office was housed within the department of Student Life and made academic accommodations for 23 students. The office lacked a qualified staff and an operating budget to establish continual routine accommodations or to meet accessibility needs of the campus in general. In order to address some of these concerns, in 1997 the university took a proactive approach to the mandates of the Americans with Disabilities Act and created a formal office where students could go to request academic accommodations based on documented disabilities. As a direct result of noted areas of concern, the university hired a full-time director and implemented an adaptive technology computer laboratory. All of this was done as an effort by the institution to meet the academic and supportive needs of the increasing population of students with disabilities, as well as to comply with state and federal legislation.

Today, the Office of Disability Services (ODS) has 162 registered students. ODS has a strong commitment to providing equal opportunities in higher education to all academically-qualified students with documented disabilities, while striving to be a leader in the field of service provision.

Continuing on the path of excellence, ODS strives to implement innovative programs and accommodations in order to promote functional independence for individuals with disabilities. ODS provides an environment that enriches the educational experience through inclusion, advocacy, and support. With this support, it is anticipated that students become functionally independent, as well as self-advocating in both educational and personal pursuits. This is achieved by:

- Creating individualized accommodation plans based on the history, severity, and functional limitations of the disability, including adaptive technology and training;
- Providing leadership to the campus community to enhance understanding and support of ODS;
- Providing guidance to the campus community to ensure compliance with legal requirements for access; and
- Establishing a clear set of policies and procedures that define the responsibilities of both the institution and the student.

In order to ensure that the programs and services being offered are meeting the needs of those intended, ODS conducts an annual survey to solicit the level of satisfaction with services as well as to determine any areas of deficiency. The survey allows students a forum for making comments or addressing questions and concerns at the end of the academic term. In addition to the annual survey, the staff in ODS facilitates focus groups, participates in campus committees, and solicits feedback from faculty, staff, and students on a continual basis.

Throughout the last two years, several areas have been identified as potential concerns as a result of survey information and individual feedback. Below each concern is/are the corrective measure(s) established to address the concern.

- Students felt that the adaptive technology lab and ODS needed to have more flexible hours. In response, the office established early morning, evening, and Saturday hours.
- Students suggested a need for a more streamlined process for text conversion. In response, students can now receive e-text and audio files through a variety of storage media including a secure server, iPods, flash drives, or via e-mail.

- Students and faculty recommended that the process for alternate testing procedures needed to establish a better link between faculty and ODS staff. In response, instructors are now given a form to complete outlining specific testing requirements to be followed for all tests that each student will take in a particular course that semester.
- The university community expressed concern about how ODS would continue to evolve in a way that would meet the needs of future students with disabilities. In response, a strategic plan was developed to improve the evaluation and processing of resulting data to close any gaps that may exist, thus improving services. Further, an advisory board was established.

ODS has continued to expand its services to meet the needs of freshman who enter the institution with a documented disability. In recent years, the success of ODS has encouraged generous donors to provide funds for scholarships and for technology upgrades. Often ODS staff liaison with Individual Education Plan (IEP) teams (high school) for incoming freshmen. This helps ease the transition of these freshmen into the college setting. In 1997, only 1% of the students registered for ODS qualified for graduation; today approximately 16% of the students registered with ODS graduate at the end of each academic year.

Career Development Center

As the campus culture has changed during the last 10 years, student support in career development has been enhanced. In the SSI data, the mean satisfaction scores for UIS students were significantly lower than that of students at other four-year institutions for 2001, 2003, and 2005 on the SSI item concerning services to help students decide about a career (see SSI Data Summary). In 2005, the Career Development Center (CDC) began to expand its service areas by implementing web-based career services, increasing the availability and methods of service delivery to accommodate students with a variety of schedules, and adding programming suitable for traditional-aged freshman, sophomore, and online students without disrupting quality services to UIS' traditional base of constituents.

In 2006, CDC collected survey, focus group, exit telephone interview, and online needs assessment data from current and graduating students on the impact of and satisfaction with the services of CDC. This student data led to changes in the method and availability

of the CDC services; specifically, online services and walk-in hours were implemented to meet the needs of the both on-campus and online students. In 2006, the UIS-SUCCESS system was implemented, which is an interactive web-accessible system designed to complement the academic degrees and certifications unique to UIS. The system maintains current job and internship postings that aid students and alumni in finding internships, part-time jobs, and full-time careers.

Office of Student Volunteers and Civic Engagement

The Office of Student Volunteers and Civic Engagement (OSVCE) was established in January 2003. Initially OSVCE was funded through a HECA grant, but it is now supported by the Division of Student Affairs. The immediate and primary goals were to establish an office for student volunteers and service-learning at UIS and to foster and facilitate campus-community dialogues.

Over the years, OSVCE has slowly but deliberately grown to its present state with one full-time director, one part-time community coordinator, and one resident assistant/graduate assistant. Currently OSVCE maintains over 125 community partnerships with local agencies, services, schools, and public facilities to coordinate volunteer needs and opportunities with student and campus volunteer efforts. The primary purpose of this office is to connect service and learning to social justice and civic engagement while fostering responsive, reciprocal partnerships between students, faculty, staff, and the community.

Recreational Sports

Recreation is a critical part of any campus culture. Currently, the UIS Recreational Sports program is housed in the temporary buildings, along with the gymnasium, and includes a fitness area and multipurpose room. The new Recreation and Athletic Center (RAC) is scheduled to open in 2007. It is located on the south side of campus adjacent to the soccer field, town houses, and Lincoln Residence Hall. The RAC will house three collegiate-length basketball and volleyball courts that can convert to a 3,000-seat performance arena, a three-lane elevated running track, two racquetball courts that convert to squash courts via a sliding glass rear wall, a large multipurpose aerobics/exercise room, cardio and weight-training areas, and recreation and athletic department offices. The gymnasium will be home to the Prairie Stars varsity men's and

women's basketball teams and the women's volleyball team. This state-of-the-art center is part of the university's strategic plan to create a more vibrant campus for a growing number of residential and commuter students.

The UIS Recreational Sports program has grown in the number of participants and diversified programs during the last 10 years. The present fitness center was renovated and new exercise equipment purchased. A new outdoor recreational park area was constructed near the residence hall, including a lighted, sand volleyball court, a lighted, outdoor basketball court, a grass softball field, and additional grassy playfields for flag football and soccer. A second lighted outdoor basketball court was constructed at another site across campus. Recreational programming has included:

- Informal open recreation;
- Intramural sports, such as badminton, basketball, flag football, futsal, kickball, soccer, softball, tennis, and volleyball;
- Fitness and instructional programs, such as structured activities emphasizing lifetime recreation leisure pursuits, physical fitness, health, and wellness. Non-credit instruction classes, lessons, clinics, workshops, or clubs include tennis, golf, or fencing lessons; toning and conditioning, step aerobics, body-sculpting, kickboxing aerobics, yoga, martial arts or self-defense classes; weight-training clinics;
- Outings and trips include off-campus day or weekend excursions for participation in outdoor sports and recreation or attendance of spectator sporting events, such as include golf, disc golf, bowling, hiking, horseback riding, rock climbing, ice skating, skiing, college or professional sports games;
- Sport clubs, such as non-varsity athletic and recreation student clubs organized to compete extramurally with other local or college teams, including UIS Cricket Sport Club, UIS Ultimate Disc Sport Club, UIS Disc Golf Sport Club, UIS Baseball Sport Club, UIS Women's Club Soccer or UIS Men's Club Volleyball; and
- Special events include singly-held events; annual events observed; assisting with campus community recreational-related events. Examples of this include First Week, Homecoming, National Recreational Sports and Fitness Day, or UIS Springfest.

Campus Climate

Climate issues become critical in any kind of cultural change, and college campuses are no different. As the campus culture has evolved, UIS has used various methods to stay attuned with these climate issues. In the late 1980s, the Diversity Task Force (DTF) was established to “advocate for; nurture; honor; and model effective practices and foster an inclusive campus community rich in diversity, justice, respect and dignity.” One of the main activities of DTF is to support and encourage diversity awareness initiatives. In 2000, DTF conducted a student campus climate survey, and in 2006, they conducted both a student and a faculty/staff campus climate survey. Items on the Student Satisfaction Inventory (SSI) and National Survey of Student Engagement (NSSE) also provide an indication of the campus climate (see SSI Data Summary and NSSE Data Summary). These results are fully documented in the Report on the Participation and Success of Underrepresented Students and Staff submitted to the IBHE in August 2001 and again in January 2007.

Overall these measures of campus climate indicate that:

- Most students “feel comfortable” at UIS and would still attend UIS if they could start over.
- Most faculty and staff “feel comfortable” at UIS and would still work at UIS if they were to start over.
- Students are generally positive about the institution in terms of the university being responsive to the needs of students, providing equal opportunities for students to become involved in campus-wide activities and to be employed on campus, being treated fairly in student grievance/disciplinary processes and by campus police, and feeling comfortable in campus housing.
- Some student groups expressed lower satisfaction levels as compared to other student groups (although in each of the cases the percentage of positive replies exceeded the percentage of negative replies). When compared to all student groups:
 - Minority students, international students, and LGBTQ (Lesbian, Gay, Bisexual, Transgender/Transsexual, and Queer/Questioning) students were less satisfied with the university’s knowledge, concern, and responsiveness to the needs of students;
 - International students and students with disabilities were less satisfied with student employment opportunities on campus;

- International students were less satisfied with their ability to be involved in campus-wide activities;
 - International and minority students were less satisfied with fair treatment in grievance/disciplinary processes;
 - Students with disabilities were less satisfied with fair treatment by campus police;
 - Students with disabilities were less satisfied with facilities being accessible to people with disabilities;
 - International students, minority students, and LGBTQ felt less comfortable in campus housing.
- Faculty and staff are generally positive about the institution in terms of the university being knowledgeable, caring, and responsive to their needs; having an equal opportunity to become involved in campus-wide activities; and being treated fairly in the grievance/disciplinary processes and by campus police.
 - Some faculty/staff groups expressed lower satisfaction levels as compared to other faculty/staff groups (although in each of the cases the percentage of positive replies exceeded the percentage of negative replies, except for LGBTQ faculty/staff). When compared to all faculty/staff groups:
 - Female faculty, minority faculty/staff, faculty/staff with disabilities, LGBTQ faculty/staff, and female staff (responsive only) were less satisfied with the university's knowledge, concern, and responsiveness to the needs of faculty/staff.
 - Female staff, minority faculty/staff, and LGBTQ faculty/staff were less satisfied with fair treatment in grievance/disciplinary procedures.

The ACUHO-I housing assessment has also generated some findings concerning campus climate. Students have consistently indicated their satisfaction with resident assistants' appreciation of ethnic diversity (residence hall) and the extent to which living on campus enhances their ability to appreciate different cultures (apartments). Nonetheless, students living in the residence hall have consistently indicated dissatisfaction with fellow residents regarding respect for differences in sexual orientation. This finding is consistently and significantly lower than peer and other institutions.

In response to these findings, UIS has developed an improvement plan designed to enhance the campus climate for underrepresented groups. UIS will continue to offer programs and activities that are designed to promote diversity on campus and provide individuals from diverse groups a sense of belonging (see Campus Activities for Underrepresented Groups, 2005-07). Further, UIS will continue to support student clubs and organizations that encourage a sense of belonging for students from underrepresented groups (see Campus Organizations for Underrepresented Groups). As part of its strategic planning, the university has adopted the following action step:

Develop an institutional definition of diversity; more important, establish benchmarks that are appropriate for the institution. Determine how the institution will know when the benchmarks regarding diversity have been attained. (UIS Strategic Plan, Action Step 15)

The UIS Strategic Plan also includes a strategic thrust to “Improve Access and Opportunity for Traditional and Non-traditional Students.” This thrust states:

Recognizing the shifting demographics and economics of [Illinois’] citizenry, UIS will be recognized as a leader in providing access and opportunity for traditional and non-traditional learners. The Office of Enrollment Management will discuss plans with the Academic Cabinet to ensure that goals are communicated effectively. Assure that no Illinois resident is denied a UIS education solely on need constraints. (UIS Strategic Plan, Strategic Thrust 1)

To achieve this thrust, the university has identified the following action steps:

- Annually align recruitment plans with state demographics to increase diversity of the student body to mirror ethnic, racial, economic, geographic, physical abilities, and family demographic backgrounds (UIS Strategic Plan, Action Step 18)
- Expand participation in Project Midstate Student Support for Teaching (MSST), President’s Award Program (PAP), UIS Leadership in Public Service Program (LPSP), and Whitney M. Young Fellowship Program to support and encourage a diverse student body. (UIS Strategic Plan, Action Step 20)

Campus Security

The UIS campus is relatively free of crime. Crime statistics for the past three years are readily available from the UIS Police website. In 2000, the UIS public safety department became the UIS Police in response to jurisdictional and liability concerns. Since that time, the university has implemented a number of initiatives to ensure the safety of faculty, staff, and students: (1) increased the police force from 9 to 15; (2) implemented camera surveillance at card swipe entrances; and (3) performed emergency response upgrades.

Student responses on the SSI have continually identified “the campus is safe and secure for all students” as a source of satisfaction since 2001. Students also noted satisfaction that “parking lots are well-lighted and secure” in 2001 and 2003. Comparative data on these items has indicated that the satisfaction of UIS students is consistently and significantly higher than that of students at other four-year institutions. However, students indicated dissatisfaction with the speed in which “security staff respond to emergencies” in both 2001 and 2003. Satisfaction with this item increased in 2005, and the gap between importance and satisfaction increased. (See **Table 2-4**)

Further, the ACUHO-I housing assessment has consistently shown positive student ratings concerning safety in the residence hall, in rooms/apartments, walking on campus, and security of possessions. These items have consistently compared favorably to peer and other institutions.

THE DISTINCTIVE ORGANIZATION

The last 10 years has represented a time of dramatic change for the UIS campus and its culture. The lower division expansion and addition of an online learning environment (see **Chapter 6**) has presented the campus with significant challenges in building a culture that meets the needs of all of UIS’ constituencies. The self-study analysis provides evidence that UIS has engaged in a process of planning and review as the campus culture has evolved. This process involves recognizing not only UIS’ accomplishments but also the areas that need improvement and determining how the campus intends to improve the institution in the future.

Reflecting on UIS’ Mission, Institutional Planning, and Campus Culture

UIS’ major strengths in relationship to mission and campus culture are summarized below.

- UIS has completed a comprehensive strategic planning initiative that has produced a new mission statement reflecting its heritage, current strengths, and future aspirations. A cycle of continuous improvement has been embedded into institutional planning as a way to incorporate constituency feedback into this process. An array of performance indicators are used within annual and strategic planning processes at UIS.
- In the last decade, the UIS student population has become more racially and ethnically diverse. With the addition of a lower division, the campus has seen an increase in traditional-aged students, thereby creating a significant shift in the campus culture. The addition of a residence hall and town houses has generated a 50% increase in the residential population of UIS. As the student population has become more diverse and residential, there has been a dramatic increase in student life activities, residential programs, and athletic and recreational opportunities.
- Enhancements to the campus infrastructure and a thriving residential life enable UIS to attract and recruit prospective students. Student support services have been expanded in the areas of personal counseling, career counseling, and health service in response to the changing demographics of the UIS campus. The implementation of an integrated information system has enhanced student services in the areas of admissions and registration.
- An analysis of the campus climate survey indicates that most students, faculty, and staff feel comfortable at UIS, would still attend or work at UIS if they were to start over, and are generally positive about the institution in terms of the university being knowledgeable, caring, and responsive to their needs. UIS students have indicated that the campus is a safe and secure setting. UIS campus crime statistics, SSI data, and ACHUO-I housing assessment data support this perception.

Areas of concern or in need of improvement are listed below.

- UIS strategic planning has provided an ambitious vision for the campus, requiring continued growth in student enrollment and diversity. UIS has just emerged from a period of state-imposed budget rescissions, and it must assess which areas of campus have emerged from this period with the greatest need. UIS must expand and strengthen its outreach efforts to alumni and donors.

- Although UIS has been one of the more affordable campuses in the state, recent changes in state appropriations, coupled with the costs of developing and implementing a new lower division curriculum, have prompted significant tuition and fee increases for the campus. Fall 2006 tuition and fee rates rank UIS as seventh highest among the 12 Illinois public universities, moving it from one of the lowest schools in affordability to mid-level. UIS' campus housing costs are fairly high compared with other state universities that have a more diversified portfolio of housing stock. Consequently, the total cost of attendance at UIS is relatively high compared to other non-research public institutions. If the campus is to be successful in achieving its enrollment targets for new freshmen, UIS will need to ensure that the university remains an affordable choice.
- As UIS students become increasingly more traditional and residential, UIS will need to monitor and assess the adequacy of student support services. As UIS expands its lower division, the full implementation and further expansion of its Center for First Year Programs along with expanding outreach activities that are aimed at generating greater feelings of inclusion by those traditionally underrepresented on this campus will be critical to retention efforts.
- The climate survey revealed that the LGBTQ faculty/staff campus groups have negative perceptions of UIS' climate and support. Further, the ACUHO-I housing assessment shows that students living in the residence hall have consistently (2003-06) indicated dissatisfaction with fellow residents regarding respect for differences in sexual orientation. The Chancellor has determined that addressing this issue is a priority for academic year 2007-08.

Building on Strengths and Addressing Concerns

As UIS continues to build its new campus culture in response to the changing student demographics, it will also need to continually enhance its strengths and respond to items of concern. To do so, the campus must monitor performance indicators in a number of areas on an ongoing basis:

- Student enrollment (undergraduate, transfer, graduate, and online);
- Student demographics (age, gender, ethnicity, international status);
- Student Satisfaction Inventory (SSI) data;

- National Survey of Student Engagement (NESSE) data'
- Campus climate surveys;
- Housing assessment information;
- Campus safety statistics;
- Amount and availability of financial aid;
- Tuition and fee rates;
- Housing costs; and
- Rate of state funding.

Monitoring these indicators will be critical to UIS' ability to build a campus culture that is responsive to the needs of students and attractive to potential students. UIS' recent strategic planning initiative has produced a number of action plans responsive to many of the identified challenges. UIS has already begun to make progress on many of these action plans.

- The strategic plan and campus budget are directly linked. The Campus Planning and Budget Committee is aligning goals and objectives with the strategic plan so action plans will be funding priorities.
- The Diversity Task Force has identified measures that will assess variables associated with campus climate and provide comparisons with peer institutions.
- UIS has provided Safe Zone training and the creation of Safe Allies throughout campus. These educational opportunities will provide allies with effective strategies to communicate with individuals seeking a Safe Zone to discuss concerns. Participants also gain a better understanding of their own strengths and limitations regarding LGBTQ issues.
- Housing has added a new cable channel (LOGO) that provides LGBTQ programming.
- A new capital campaign, Brilliant Futures, for the University of Illinois was announced in June 2007. This campaign for the university will be unique in that each campus will focus on its own strategic needs. For UIS, the fundraising campaign will focus on the priorities and strategic goals identified in its strategic plan.

- A new residence hall (200 beds) and new town houses (24 units) will increase the number of residential students. The new residence hall will expand student social and dining opportunities and provide a larger and more conveniently located bookstore.
- The UIS Recreation and Athletic Center is scheduled to open in 2007. This state-of-the-art facility is part of the university's strategic plan to create a more vibrant campus for a growing number of residential and commuter students.

In keeping with the strategic goals of enriching individual lives and making a difference in the world, an Annual Campus Dialogue program will be developed and implemented at UIS, beginning in academic year 2008-09. The program will serve as a major integrative framework and an organizational foundation for various efforts to create and sustain a campus atmosphere that is intellectually, culturally, socially, and personally vibrant and enriching. The program will promote thoughtful reflection, learning through productive dialogue, and informed action on important and timely issues involving public policy and civic culture. The initiation of this program is in direct response to the strategic intent to create campus dialogue that facilitates and sustains a community that celebrates diversity and encourages civility.

Read on to Chapter 3 »

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Chapter 3: Teaching and Learning

UIS consistently and explicitly focuses on teaching and learning in its mission, its planning, its assessment, and its engagement with constituencies and the broader community. Faculty, students, and staff cooperate in a consistent cycle of reflection on and improvement of teaching and learning as the institution moves toward a vision that integrates undergraduate and graduate education, the liberal arts and professional programs, and lifelong learning and engaged citizenship.

Chapter 3 begins with an overview of teaching and learning within the UIS mission, and continues by analyzing recent planning efforts that provide a coherent vision of the institutional academic focus. The second section of the chapter focuses on the learning that takes place at UIS and how the campus measures and supports it. The third section explores the ways in which UIS collaborates with internal and external partners, engages with students and the community, and communicates its educational mission. The final section evaluates the strengths and challenges associated with teaching and learning.

THE FUTURE-ORIENTED ORGANIZATION

This section of the chapter demonstrates the consistency of the focus on teaching and learning in the UIS mission. The institution's recent planning efforts exhibit a remarkably unswerving vision of the future, a future that has already been partially realized by recent new initiatives. Analysis reveals that the past and the future of UIS are closely connected as the campus builds an identity and develops the means to realize it.

Teaching and Learning is the Cornerstone

UIS has a rich tradition of excellence and innovation in teaching and learning. In the 1970-71 Sangamon State University Catalog, the first catalog of the new university, President Robert Spencer explained that the academic programs were established at SSU “to respond to the age-old mission of the university as a center of teaching, of scholarly inquiry and criticism, and of an institution which is an authentic representation of culture and humane learning.” One of the most distinctive aspects of SSU/UIS throughout its history, and perhaps most forcefully expressed in the last 10 years, has been the continuity of its commitment to these goals of teaching and learning.

The new UIS mission statement clearly expresses the dedication of the institution to high-quality teaching and learning. A key component of the university’s mission is that “the University of Illinois at Springfield provides an intellectually rich, collaborative, and intimate learning environment.” The mission further states that

UIS serves its students by building a faculty whose members have a passion for teaching and by creating an environment that nurtures learning. [Its] faculty members engage students in small classes and experiential learning settings. At UIS, the undergraduate and graduate curricula and the professional programs emphasize liberal arts, interdisciplinary approaches, lifelong learning, and engaged citizenship.

UIS provides its students with the knowledge, skills, and experience that lead to productive careers in the private and public sectors. (UIS Strategic Plan)

The mission indicates that UIS has a particular conception of what teaching and learning means. The campus is committed to liberal education in the sense defined by the “Statement on Liberal Education” from the Association of American Colleges and Universities:

Liberal education requires that we understand the foundations of knowledge and inquiry about nature, culture, and society; that we master core skills of perception, analysis, and expression; that we cultivate a respect for truth; that we recognize the importance of historical and cultural context; and that we explore connections among formal learning, citizenship, and service to our communities.

For UIS, such a definition encompasses both the liberal arts and professional degree programs; it involves commitment to civic engagement and public affairs; it encompasses a commitment to preparing students to be productive, ethical, and open-minded citizens

in a pluralistic society, whose work and professions are informed meaningfully by a commitment to service. In practical terms, UIS is committed to a teaching and learning environment in which classes are small and focused on collaboration and active learning. Experiential and applied learning, as well as interdisciplinary and integrative learning, are infused in the general education program, in the honors program, in degree programs, and in undergraduate and graduate internships.

Effective Planning for the Future

Strategic planning efforts at UIS have traditionally reaffirmed the primacy of teaching and learning as a cornerstone of the institution's purpose and mission. Since the early 1990s, those planning efforts have included a commitment to:

- a four-year baccalaureate degree;
- lifelong learning;
- a public affairs emphasis or focus;
- an integration of liberal arts and professional studies;
- a teacher-scholar model for the faculty; and
- concern for the quality of the students and the institution.

While planning is never complete, UIS' strategic planning efforts have resulted in enhancing curricular and co-curricular offerings, expanding the faculty base, and creating new opportunities for teaching and learning on campus. The most recent strategic plan provides a blueprint for moving ahead in the future while staying true to the UIS mission.

Strategic Planning Process (1992)

Faculty and administrators involved in the planning process placed primacy on the need to serve a student body that was then composed mainly of commuters. The faculty recognized, however, that the population was changing, with a growing number of younger, full-time, and residential students ("Toward 2000: A Strategic Plan for Sangamon State University," p. 4), and the institution had begun to look ahead to a possible lower division, although the report concludes that the time for conversion to four-year status is somewhere in the future (p. 7). The document also takes on the task of promoting teaching excellence, although not at the expense of scholarly activity, a passage that

looks forward to the “teacher-scholar” model proposed by the Development Planning Committee (p. 6). It also recommends changes to undergraduate admissions standards to promote a higher quality student body and an assessment plan to “monitor student achievement” (p. 11). Many of the recommendations produced in the project were refined and strengthened by the work of the Development Planning Committee.

Development Planning Committee (1995-96)

The Development Planning Committee (DPC) produced a series of important recommendations for the institution as it moved forward as part of the University of Illinois system. The DPC produced a specific vision for improvement of teaching and learning at UIS. Some of the most significant elements for teaching and learning in the DPC Final Report include:

- Enhancing teaching and learning programs by adding a lower division and a Doctorate in Public Administration;
- Restoring the faculty base by adding new faculty lines;
- Achieving and maintaining accreditation of specific degree programs;
- Fostering inter- and intra-campus collaborations;
- Building external partnerships;
- Encouraging curriculum review that responds to societal change; and
- Developing an administrative structure for graduate education.

Over the last 10 years since the DPC Final Report, UIS has realized most of the improvements suggested by the committee, and those changes are discussed throughout the self-study report. Two examples of those improvements include the development of new initiatives and the restoration of the faculty base. UIS has realized its plans for both the lower division and a Doctorate in Public Administration, and the institution is beginning to see evidence for the way these new initiatives have impacted teaching and learning (see later sections of this chapter). In the process of implementing and expanding the lower division and the doctorate, UIS has increased its faculty base significantly. Concern for restoring the faculty base resulted originally from a decline in FTE faculty as a result of budget cuts. The total number of faculty dropped nearly 10% between 1993 and 1995. In academic year 1996-97, UIS employed 161 faculty, 81% of

whom held doctorates. In academic year 2006-07, UIS employed 199 faculty, 91% of whom hold doctorates. Most of the new lines were added as a result of new initiatives, including the Capital Scholars Program, online degree programs, and the new general education and freshman program expansion. The new lines have added significantly to the faculty base and allowed programs to add courses to the curriculum. Nonetheless, maintaining academic program and faculty commitment has been challenging for programs that are dependent on other academic units across campus, such as the Capital Scholars Program, the Online Liberal Studies Program, and even the Doctorate in Public Administration.

A third example of strategic planning identified by the DPC Final Report concerns the accreditation and reaccreditation of specific degree programs to ensure quality education at UIS. The campus has actively engaged in maintaining accreditation of the programs overseen by external quality assessment processes. UIS has been successful in regularly renewing accreditation in the following programs:

- Chemistry Program accredited by the American Chemical Society;
- Clinical Laboratory Science accredited by the National Accrediting Agency for Clinical Laboratory Sciences;
- Human Development Counseling Program accredited by the Council for Accreditation of Counseling and Related Educational Programs and the Illinois State Board of Education;
- Human Services Program accredited by the Illinois Alcohol and Other Drug Abuse Professional Certification Association;
- Educational Leadership Program accredited by the Illinois State Board of Education;
- Master of Public Administration Program accredited by the National Association of Schools of Public Administration and Affairs;
- Master of Science in Public Health with an option in Risk Sciences accredited by the National Environmental Health Science and Protection Accreditation Council (EHAC);
- Social Work Program accredited by the Council on Social Work Education; and
- Teacher Education certification and certificates in Educational Leadership and School Counseling accredited by the Illinois State Board of Education following the National Council for the Accreditation of Teacher Education (NCATE) standards.

During the 2006-07 academic year, UIS successfully pursued two new accreditations for academic programs and colleges. Human Services received certification from the Council for Standards in Human Services Education, and the College of Business and Management became accredited through the Association to Advance Collegiate Schools of Business. As noted in a 2007 press release, “only about 10 percent of business programs worldwide and about 28 percent in the U.S. presently have this accreditation.” The accreditation required several years of planning and commitment from college personnel and the institution, so the successful pursuit of that honor by UIS demonstrates an ability to plan strategically and realize a vision.

Campus Master Plan (2000)

The creation of a Campus Master Plan relates specifically to teaching and learning in two ways: the enhancement of academic space through the construction of a new classroom-office building and the creation of a living-learning community in Lincoln Residence Hall, neither of which were built at the time of the last accreditation self-study in 1997. A shortage of academic space was partially addressed with the opening of University Hall in fall 2004. Academic programs, as well as Admissions, Registration and Records, and Financial Assistance, moved to University Hall. The new building—intended as a crossroads for the university community to promote ties between residential, academic, services, and recreational areas of the campus—is designed as a showcase of instructional technology, with wireless access to the Internet and the most up-to-date “smart” classrooms. University Hall has caused a migration of faculty and programs from the “temporary” buildings on the east side of campus to the center. Uses for those buildings have changed, and the Student Affairs Division has particularly had room to expand. The Child Care Center, for example, now includes infant care for UIS students, faculty, and staff as a result of having added space in the WUIS Building. UIS now has a Visual and Performing Arts Building that offers studio and practice space for art, theatre, music, and forensics. The Visual Arts Program is the one academic program still housed in the East Campus because of the equipment and studio space available in the building. The building of University Hall has not, however, had the anticipated effect of easing the space limitations of the library because of growth in both the number of faculty and in student enrollments.

As the residential population has increased on campus, UIS Housing and Academic Affairs have developed a dynamic collaboration through the living-learning community in Lincoln Residence Hall (LRH). LRH opened in fall 2001 for freshmen and sophomores in the Capital Scholars Program (CAP Honors). The building was specifically designed as a living-learning community. It has two seminar rooms and a multipurpose great room that have been used to teach classes in CAP Honors. In addition, the honors program offices are in the residence hall, providing easy access for students to administrative services and promoting close links between faculty and students. Close cooperation between CAP Honors and housing has promoted the development of a peer mentoring and tutoring program that cooperates with the housing resident assistants to provide student development and academic support. A new residence hall, approved by the Board of Trustees in March 2007, will open in fall 2008 and will continue to integrate living space and academics through a flexible classroom space of more than 2,500 square feet.

National Commission on the Future of UIS Report: *A Vision for All Seasons* (2003)

One main element of the National Commission on the Future of UIS convened by Chancellor Richard Ringeisen in March 2003 was the participation of external constituencies in the discussion of teaching and learning at UIS. More than 100 alumni and friends of the institution participated in task forces that produced a vision emphasizing high-quality degree programs that promote the liberal arts, public affairs, and professional education; faculty as teacher-scholars; a heterogeneous population of students that is more traditional-aged, more full-time, and more residential; and a broader array of campus life activities and student support services. (For a more detailed description of the Commission, see **Chapter 1**.)

UIS Strategic Plan (2006)

The UIS Strategic Plan promotes a detailed map for directing the future of teaching and learning on campus. Teaching and learning pervade the entire document but are specifically addressed in the first three goals of the strategic plan: Academic Excellence, Enriching Individual Lives, and Making a Difference in the World. In the sections below, some of the major initiatives related to teaching and learning under each of the first three goals are identified:

Academic Excellence

Excellence in teaching and learning continue to take pride of place in the vision for the future, just as it has in all of [UIS'] recent strategic planning processes. The strategic thrusts and action steps of this goal speak to concerns about organizational structure, faculty development, assessment, coherence in the baccalaureate experience, online learning and support services, and the fostering of undergraduate and graduate research. Early progress on strategic planning initiatives in this goal includes:

- Creation of an Office of Undergraduate Education and hiring of an Associate Vice Chancellor for Undergraduate Education to provide organizational coherence, track data and assess student learning, promote faculty development, and insure the smooth implementation of the new general education curriculum;
- Hiring of an Associate Vice Chancellor for Graduate Education and Research to continue developing and improving processes for graduate admissions, graduate assistantships, assessment, and data management;
- Analysis of historical course evaluation data to determine the validity and reliability of the faculty evaluation form currently in use;
- Creation of a single set of baccalaureate skills outcomes, that incorporate the general education outcomes developed in the curriculum-building process;
- Strengthened learning support services available through the Center for Teaching and Learning by adding two clinical instructors and five graduate assistants, as well as adding a writing specialist to the honors program;
- Increased funding for faculty and staff development and scholarship by 67% from fiscal year 2006 to fiscal year 2007;
- Faculty development forums sponsored by the Office of Undergraduate Education and the Colleges of Liberal Arts and Sciences and Public Affairs and Administration related to advising, pedagogy, and teaching in the new general education curriculum; and
- Faculty development forums sponsored by the Office of Technology-Enhanced Learning and Information Technology Services to promote improved online teaching and use of new technologies in the classroom.

Enriching Individual Lives

Under this goal, strategic thrusts involve creating rich intellectual and cultural campus environments through collaboration between units. UIS plans to stimulate academic and co-curricular programming, including an Annual Campus Dialogue, and develop a master plan for the arts. In addition, the institution intends to emphasize tolerance, respect for diversity, and intercultural awareness through the curriculum as well as campus activities and to enhance civic engagement opportunities for faculty, staff, and students. Finally, UIS commits to developing a program for students in transition, especially first-year students, and to improving intercollegiate athletics. Early progress on strategic planning initiatives in this goal includes:

- An administrative committee established to set policies and guidelines for the Annual Campus Dialogue that will be implemented in the 2008-09 academic year;
- Establishment of several funds to bring speakers to campus, including the Distinguished Visitors Program;
- Substantial remodeling and expansion of the visual and performing arts spaces and the creation of a visual arts computer laboratory;
- Hiring of a service-learning coordinator and approval of service-learning courses as part of the general education curriculum; re-designation of Applied Study Office as Office of Experiential and Service-Learning;
- Hiring of a coordinator for the English as a Second Language program to increase international diversity of student body and support services to that constituency; and
- Beginning dialogue with UIS Study Abroad exchange partners (such as Charles Darwin University) regarding articulation of coursework.

Making a Difference in the World

Making a difference in the world encompasses active and applied learning, civic engagement, and experiential learning. The planners saw implementation of the general education curriculum, with its **Engaged Citizenship Common Experience (ECCE)** as a key component of this goal, but they were also cognizant of the importance of a “broad range of activities that result in reflection, dialogue, and action on public policy and civic culture.” Strategic thrusts in this goal focus on dialogue and transformative action surrounding public policy, civic culture, and engagement. Early progress on strategic

planning initiatives in this goal include the approval of more than 30 courses in the four categories of ECCE to date by the General Education Council and the implementation of the Speakers Series that is part of ECCE.

Colleges and other units on campus have also produced strategic plans linked to the campus document and impacting decisionmaking about curriculum, pedagogy, faculty development, and student support services. Campus faculty members and administrators are developing a detailed mechanism for tracking the ways in which the strategic plan will be implemented and assessing the effectiveness of efforts to implement the action steps.

A Responsive Curriculum

Through a variety of envisioning exercises and strategic planning initiatives, UIS consistently demonstrates a concern for the future, which includes a concern for the future of the constituencies it serves. Constituencies associated with teaching and learning include students and alumni, government, schools, businesses, higher education partners, and others. UIS seeks to work internally and with external partners to create an organization that fosters students who can “live and work in a global, diverse, and technological society.” UIS recognizes that to serve those constituencies effectively, it must create a set of curricula that anticipates the future in a variety of ways. Those curricula must be accompanied by learning outcomes and assessment processes that evaluate the way students are learning and how external constituents are benefiting from and valuing their collaboration with UIS.

The UIS general education curriculum was explicitly developed to meet the future needs of the students it serves. The curriculum was partially influenced by the monograph *Cultivating Humanity* by Martha Nussbaum and the Association of American Colleges and Universities publication *Strong Foundations: Twelve Principles for Effective General Education Programs* and is designed to help prepare students to be twenty-first century citizens. The curriculum is based on two major principles: lifelong learning and engaged citizenship. The lifelong learning component includes discipline-specific courses (English, communication, life and physical sciences, mathematics, humanities, and social sciences) that are designed to help students acquire knowledge and develop skills in critical

thinking, written and verbal communication, and quantitative, scientific, and information literacy that they can take with them well beyond the four years of the baccalaureate degree.

The Engaged Citizenship Common Experience (ECCE) is a set of courses that are designed to help students become aware of their roles in a complex, interdependent set of communities. Upon completion of this portion of the curriculum, students will be better prepared to make a difference in the world by recognizing and practicing social responsibility and ethical decisionmaking, respecting diversity, valuing involvement, and distinguishing the possibilities and limitations of social change. The learning outcomes based on these two principles have been infused throughout the course approval process developed by the General Education Council. A rigorous application and review process ensures that courses meet the needs of students as citizens of a diverse, pluralistic democracy. Each category of the curriculum has a separate set of course approval criteria with clear definitions and learning outcomes.

In recent years, faculty members in various professional programs have changed coursework in the major to respond to industry demand and accreditation requirements. One example is the undergraduate core curriculum in the College of Business and Management, which consists of six courses in the areas of organizational behavior, finance, marketing, management information systems, operations management, and strategy and leadership. The college revised its curriculum in 2003 to comply with the curriculum practices recommended by the Association to Advance Collegiate Schools of Business and to ensure coverage of foundational knowledge, to establish a common body of knowledge that informs the majors in the college, and to identify the multiple perspectives that provide contexts for business. Since 2004, the college has been using the Educational Testing Service major field test to evaluate student learning in the new curriculum. UIS average scores are on the upward trend of improvement over three years of testing as an increasing number of students are responsible for coursework in the new curriculum, and in most of the discipline-based areas, UIS compares favorably with national averages. (See Overview and Summary of ETS Scores.)

The Psychology Program has also made significant changes to its curriculum to respond to a changing marketplace for graduates. For the B.A. in psychology, all majors must complete two core courses that address the problem solving, critical thinking, and communication skills common to all social sciences and to all areas of psychology.

Beyond these core courses, the curriculum has been redesigned to accommodate students' varying interests and career goals by providing several course concentrations that reflect some of the most popular areas of emphasis within psychology and allow students to develop knowledge and skills with specific personal and career goals in mind. Concentrations include clinical/counseling, developmental, educational, and experimental psychology, and an individualized track. The program assesses its core courses using pre- and post-testing and evaluates learning within the major concentration using portfolios prepared in a capstone course that assesses specific complex competencies. Students also complete an exit survey assessing their perspectives on academic advising, course scheduling, and various dimensions of the curriculum and quality of instruction.

The Doctorate of Public Administration (DPA) was authorized by the IBHE in 1996 as a Doctorate of Public Affairs. It was designed as a practitioner-orientated doctorate for individuals serving as public administrators in state and local government who plan to return to government service. According to the DPA website, the mission of the program is "to educate students for careers in high levels of public service in state government and management or for careers in academia." The degree emphasizes the theory, analysis, evaluation, and practice of public administration and public policy. Graduates of the DPA program are equipped to contribute and utilize significant new knowledge about state government and agencies.

Recently, faculty and students in the doctoral program have begun to identify structural and curricular issues that need to be addressed. With the help of an external evaluator, the Dean, the Public Administration faculty, the college faculty, and the doctoral students have begun to reshape the degree, with decisionmaking and planning based on lessons learned and the evaluations of faculty and students within the program. A proposal is making its way through the college and campus approval process that would redefine the degree in its original mode as an interdisciplinary Doctorate of Public Affairs that utilizes faculty from multiple departments. Instead of being housed and administered by a single program, the DPA will be a freestanding program within the College of Public Affairs and Administration, administered by a director. This transition will expand the faculty base that participates in both the curriculum and the dissertation stage. Students will be

accepted for the degree in cohorts of 15 students and a new cohort will be admitted every two years. The implementation plan for the newly revised doctoral program anticipates admitting the first cohort of students in spring 2008.

The cyclical review process of all academic, research, and public service units at UIS enhances program strength and provides opportunities for reflection and improvement in teaching and learning. Program review guidelines explicitly ask the programs to address both the progress made in the last eight years as well as future needs, thus providing for both consistency and change over time. The Undergraduate and Graduate Councils oversee a process of continuous improvement for academic units through the program review process, ensuring that programs are prepared to meet the needs of both current and future students. Recommendations for the next eight years are shaped initially by the program, but are reviewed and revised by the Undergraduate and Graduate Councils. The recommendations are reported to the Campus Senate and are then shaped into Memoranda of Understanding with the programs, which can then be reviewed regularly by the programs and colleges, as well as at the next program review, so that continuous improvement is encouraged and properly monitored. Assessment of learning outcomes in the academic programs must be specifically addressed in the program reviews. The Assessment Task Force has begun tracking the progress of program assessment through a set of hallmarks devised in academic year 2003-04.

Student and faculty support services help prepare students and faculty to meet the challenges of a changing world through increased attention to information literacy. Brookens Library has identified the ways in which it can meet the needs of the future through its strategic plan. Strategic Goal Two calls on the Library to provide “Services that Anticipate and Respond to User Needs, Preferences, and Trends in Higher Education” by accomplishing the following action steps:

- Discern real user needs and respond to them in a timely and efficient manner;
- Design services that anticipate user needs and preferences;
- Monitor trends in higher education and scholarly publishing for innovative practices the Library should adopt;
- Promote Library services through a vigorous, active, and ongoing marketing campaign; and

- Enhance outreach to the local and regional community.

For more information on Brookens Library and its responsiveness to constituencies, see **Chapter 4**, Scholarship.

Information Technology Services (ITS) aims to respond to the current and future technology needs of faculty, staff, and students. In its recent strategic plan, ITS states, “We support our students, faculty, staff, and an ever-growing global community with customer-oriented service and a robust and reliable environment that encourages innovative ways of using technology in all facets of teaching, learning, research, and service.” Goal Five, for example, indicates a desire to “provide an environment that encourages the use of technology to facilitate and enhance learning.” A list of technology resources that support student learning, along with performance indicators, is available in the Institutional Snapshot. (See **Supplement B**)

Preparing students for productive careers once they leave UIS is a key part of the institutional mission, and the Career Development Center (CDC) has undergone extensive re-organization and transformation in the 10 years since the last self-study. CDC works to “conduct research and increase [its staff’s] knowledge in areas such as career development theory, interventions, resources, technologies, recruitment strategies, marketing of services, data collection, program evaluation and best practices, in order to [remain] current with national trends” (Student Affairs Strategic Plan, p. 56). Goals for CDC include:

- Enhancing formal avenues of networking with alumni and employers to promote career opportunities and information exchanges while intentionally tracking and reporting placement data;
- Utilizing constituent feedback to identify student needs not being met relative to academic programming and service delivery; and
- Providing career advising and counseling to clarify prospective students’ educational and career goals.

UIS also has developed new graduate certificates targeted at meeting the needs of particular segments of the market that employ UIS graduates. In 2002, the Graduate Council developed and approved “Policy Recommendations for Graduate Certificates.”

These policies were based on a discussion and review of existing UIS graduate certificate programs and related materials prepared by the UIS Provost's Office, the Council of Graduate Schools, the Illinois Board of Higher Education, and the University of Illinois at Urbana-Champaign. These guidelines address the recommended minimum and maximum number of semester hours in certificate programs, the relationship between certificate and degree program requirements, and the administration of graduate certificates. The recommendations also include an outline of items that departments should address when preparing a proposal for a graduate certificate.

Recently developed graduate certificates demonstrate the institution's ability to respond to changing markets and new social and legal trends. Two of the new graduate certificate programs were developed in recognition of the critical need for professionals to understand the legal aspects of their work environment. The Legal Studies Program developed a graduate certificate in Law for Human Services and Social Workers, and the Educational Leadership Program developed a graduate certificate in Legal Issues for Educators. In recognition of the need to prepare professionals for administrative positions in public education, the Educational Leadership program has also developed a post-master's certificate program, the Chief School Business Officials' endorsement. Graduate certificate programs also have been developed in recognition of the need for more specialized knowledge related to security issues. The Computer Science Program, in conjunction with Center for Systems Security and Information Assurance (CSSIA), developed two new graduate certificates, one in Information Assurance and the other in Systems Security. Additionally, the College of Public Affairs and Administration has developed a graduate certificate in Homeland Security and Emergency Preparedness, which is housed in the Environmental Studies Program.

THE LEARNING-FOCUSED ORGANIZATION

UIS has always maintained a culture that focused on teaching and learning. Faculty members experiment with student-centered and active learning strategies to create intimate and collaborative learning environments for students. Team-teaching has been used consistently as a way of fostering interdisciplinary and integrative thinking. The liberal arts and liberal education are valued in academic units throughout campus, both in the programs that offer traditional liberal arts curricula and those that provide applied

and professional degrees. A history of involvement in public affairs and professional education has led to the development of an extensive array of experiential learning opportunities for students.

In the last 10 years, UIS has developed an assessment structure that helps the institution focus on what students should learn and whether that learning has taken place. Assessment efforts in recent years have focused on the construction of appropriate and measurable student learning outcomes. In addition, faculty and staff have expanded systems, units, resources, and data collection that support effective teaching and learning and create effective learning environments.

A Student-Focused Learning Environment

From its inception, UIS has emphasized the importance of interaction between faculty and students in the educational setting. Small class sizes and one-to-one student-faculty interaction are critical to a student-centered educational process. As a result, UIS carefully monitors its student-to-faculty ratios. The institution sees these ratios as a manifestation of its identity as a small, public university committed to positive, productive relationships between faculty and students and academic excellence. The student-to-faculty ratio is one of the factors that UIS is using as a measure of institutional effectiveness, and it is discussed in some detail as a competitive advantage in the UIS Strategic Plan (pgs. 18-19), as well as in the benchmark analysis conducted by the College of Liberal Arts and Sciences in the completion of its own strategic plan. As noted in **Table 3-1**, student-to-faculty ratios are remarkably consistent over time.

Student retention rates are also important indicators of UIS' educational effectiveness. Over the first four years of the Capital Scholars Program (2001-2005), the average freshman-to-sophomore retention rate was 84.1%, a figure that points to some success in meeting the needs of this population. Transfer student retention rates are slightly lower. For example, at two years out the retention rate for the incoming class of 2004 transfer students was 74%. As the UIS Strategic Plan notes, data such as student-faculty ratios and freshman retention rates demonstrate that:

UIS tends to “look like” the private universities in terms of the *U.S. News* variables, but clusters with the regional public universities in terms of tuition. These data clearly have marketing implications (e.g., “value for the dollar”), but also prompt consideration of how

much could be achieved toward the goals of the strategic plan by a tuition strategy that moved UIS up in comparison to the other publics.

Thus, data related to teaching and learning are driving both the refinement of the institutional identity and strategic planning and budgeting for the future.

Student Satisfaction Inventory (SSI) data indicates that UIS has been successful in establishing a supportive learning environment that promotes academic excellence (see SSI Data Summary). UIS student perceptions on items that relate to the institution's "concern for the individual" and "student centeredness" have consistently been higher than that of students at other four-year institutions.

A Culture of Assessment

The assessment initiative at UIS now has a twenty-year history that mirrors the national trends of assessment during that time period. When assessment first developed at UIS, the Board of Regents and the Illinois Board of Higher Education both laid out a fairly rigid template for assessment. Consequently, the campus assessment initiative began with a mandate that assessment would occur at entry, mid-career, and exit; it would involve multiple methods; and it would encompass general education skills, baccalaureate skills, and discipline-based skills. Like many institutions, UIS struggled with acceptance of the assessment program among both students and faculty, and a set of guiding principles were established (see Guiding Principles for Academic Assessment). These principles have been revisited a number of times since their development and, to date, remain the foundation of the assessment initiative at UIS.

Because of the nature of the UIS mandate, along with its upper-division status, implementation of entry assessment occurred at the junior year. Faculty with expertise in English, mathematics, library skills, and critical thinking developed assessment tools internally, and the results were integrated into the student advising and program review processes. The Office of Assessment (housed in the College of Liberal Arts and Sciences) was established to oversee the entry/exit processes of assessment and assist programs in the development of discipline-based assessment. The director of this office (a faculty member) led the Assessment Task Force until 1999, when the activities of the office became mostly administrative. In 2001, the Assessment Task Force (ATF) was reinstated, overseen by the Associate Vice Chancellor, with representatives from all academic

colleges and student affairs. In the following years, ATF began to strengthen program-based assessment as the institution moved away from an institutionally-driven assessment process and toward a more course/program-imbedded approach. As a result, in 2003 the Assessment Office was closed and institutional assessment of baccalaureate and general education skills was terminated. Today the focus of assessment of student learning at UIS is at the program level and all efforts center on the strengthening of this process at both the undergraduate and graduate levels, with institutional coordination achieved through ATF.

The UIS Principles of Assessment delineate the institutional concern for maintaining broad participation, ownership, and responsibility for students and their learning. They form the foundation for establishing and maintaining a culture that encourages faculty and student participation and ownership in the UIS assessment initiative. In the last decade, the development of ATF has assured broad representation in the UIS assessment initiative. The work of ATF has been instrumental in sustaining faculty and program development activities, reviewing and evaluating program assessment plans, and developing materials designed to assist and support assessment activities.

During the last 10 years, the campus has undergone a transformation that has significantly impacted the development of institutional student learning outcomes. Because of its upper-level status, the institutional learning outcomes have traditionally been focused on the development of baccalaureate skills, while general education learning outcomes focused on the core experience of UIS' upper-level students. These outcomes were closely connected with the institutional mission and emphasized (1) reading, writing, critical thinking, and research skills; (2) lifelong learning; (3) public affairs; and (4) applied study.

With the addition of the lower division in 2001, the lower-division learning outcomes were operationalized entirely within the Capital Scholars Program and focused on the program's curriculum, which is interdisciplinary and integrated. With the shift to honors program status, the learning outcomes were reassessed and now reflect the burgeoning four-year nature of the curriculum. CAP Honors has been measuring student learning directly and indirectly. In fall 2006, a CAP Honors assessment report documented that 83.01% of students in CAP 111 Honors Composition reported having an understanding of the basics of integrating research with arguments. A recent direct assessment effort, with a very limited population of students in CAP 111, indicated that students effectively

formed critical arguments in their final projects but had more difficulty examining and analyzing cultural factors and providing their audience with substantial evidence and reasoning in support of their conclusions or inferences. The assessment report indicates how the honors program faculty will attempt to address those concerns in CAP 111 next fall.

At the campus level, UIS revised its baccalaureate skills outcomes in academic year 2004-05. With the development of a broad-based general education curriculum, specific learning outcomes were developed for general education at UIS and were implemented in 2006. These learning outcomes reflect a blending of a new general education initiative with that of some of the traditional elements of the UIS/SSU mission.

During the academic year 2006-07, the Assessment Task Force (ATF) initiated a process to combine the baccalaureate skills outcomes with the general education learning outcomes developed by the General Education Working Group. ATF developed goals for baccalaureate education that are partially adapted from the criteria for scholarship used in the faculty tenure and promotion process, criteria based on Ernest Boyer's *Scholarship Reconsidered*. This link creates a synergistic relationship between the learning that students do and the learning that faculty do. Each of the five goals of baccalaureate education contain learning outcomes or competencies that are measurable (see Goals and Learning Outcomes for Baccalaureate Education). The goals and outcomes were approved through the governance process in spring 2007. The new goals and learning outcomes have been incorporated into the general education approval documents and will be assessed initially within general education. Over the next year, ATF will begin helping the Office of Undergraduate Education and the academic programs determine methods for assessing the goals and learning outcomes throughout the baccalaureate experience.

Even before combining general education learning outcomes with baccalaureate skills outcomes, ATF implemented a number of programmatic efforts to assist programs in refining and strengthening their own stated learning outcomes. These efforts have involved the strengthening of assessment data analysis in program reviews; mentoring workshops for selected programs; and mentoring follow-ups for selected programs.

In academic year 2003-04, the progress of the assessment initiative was evaluated through a review of assessment reports. Each program's assessment practices were analyzed based on the extent to which the following hallmarks of assessment were

present:

- Program recognizes the essence of assessment is looking across students ;
- Program states goals in terms of student outcomes, rather than faculty goals;
- Program identifies specific assessment activities;
- Program links assessment activities to student learning outcomes;
- Program has a system (or a routine) for analyzing assessment data;
- Program documents ways in which the assessment process has affected curriculum, admissions policies, etc.;
- Program has undertaken curriculum mapping;
- Program uses multiple points of assessment;
- Program quantifies the assessment data; and
- Program uses technology in the collection, storage, or analysis of the assessment data.

Two readers reviewed the materials that were submitted and rated each hallmark for each program using the following scoring system: (1)not present, (2)somewhat present, or (3)clearly present. Following the initial scoring, the readers met to compare results and discuss differences. A single set of scores was then established for each program. This evaluation noted that:

- Approximately two-thirds (68%) of the programs submitted information that indicated that they have identified one or more assessment activities.
- At least one-half of the programs submitted information that indicated the presence of the following assessment components: identification of student learning outcomes, the use of multiple points of assessment, and the recognition that assessment involves looking across students.
- About one-third of the programs submitted information that indicated the presence of the following assessment components: linking the assessment activities to specific student learning objectives and using assessment findings to make program improvements.
- One-fourth or fewer of the programs submitted information that indicated that they have a system or routine for analyzing assessment data, they utilize a quantitative

analysis of assessment data, they have undertaken curriculum mapping, or they are using technology in their assessment process.

These findings indicated that assessment of learning outcomes at UIS had come a long way, but also highlighted directions for expanding institution-wide understanding of strategies to be used in conducting an effective assessment program. Specifically, as a next step, all programs need to clearly recognize that assessment of learning outcomes involves looking across students, objectives need to be stated in terms of student learning rather than program or faculty goals, and assessment activities need to have strong logical connections to the desired outcomes. Additionally, more programs should begin to make headway on developing a system or routine for analyzing assessment data, quantifying assessment data, and using technology in the collection, storage, and analysis of those data.

In academic year 2004-05, a follow-up to the 2003 analysis examined progress on the specific items highlighted as critical to an effective assessment program. This analysis examined whether programs assessed skills across students, provided student learning objectives, incorporated assessment activities into their initiative, linked their assessment activities to learning objectives, and had developed an assessment system and used assessment results in their evaluation of their curriculum. Improvement from 2004 to 2005 was found in all areas except in the use of assessment results in program improvement.

For academic year 2005-06, ATF developed a new protocol for programs reporting on assessment labeled “Annual Student Learning Report” in an effort to focus faculty attention on the subject of assessment efforts. Program administrators were asked to report specifically on progress made from the last assessment report using some of the hallmarks of assessment developed during the 2003-04 review process describe above. The protocol also kicked off a learning outcomes project, in which programs were encouraged to select one outcome and develop a plan for measuring student learning in relationship to that outcome and use the results to make curricular change. Analysis of the data from the Student Learning Reports was still occurring during the preparation of this self-study. Implementation of the learning outcomes project has been delayed from its original deadline but will continue in the 2007-08 academic year.

In spring 2007, ATF determined through analysis of the 2003-05 data and some preliminary analysis of the 2005-06 material that the assessment reports were not entirely successful in supplying the committee with the information it needed to do meta-analysis of assessment initiatives on the campus. ATF members designed web-based surveys (see Resource Center) for undergraduate and graduate programs that were deployed in late spring. Preliminary review of the results indicates that the surveys have produced a rich set of analytical materials on assessment, and ATF will analyze the results and disseminate its findings in fall 2007.

One of the challenges for ATF and for the assessment initiative on the UIS campus is organizational structure and coordination. In the last three years, leadership of the ATF, which used to be jointly organized by the Associate Vice Chancellor for Academic Planning and the Dean of the College of Liberal Arts and Sciences, has shifted yearly within the Provost's office. ATF has recommended that the institution create a position for Coordinator of Assessment, who would provide structure, logistical operations, data collection, and project management, and serve as a resource for programs enhancing their assessment plans. The coordinator would serve as staff support for ATF and be guided by the initiatives established by them. The Provost has agreed to find funding for the position, and ATF is moving forward with approval of a job description.

Evidence of student learning can also be gleaned from nationally-normed instruments, such as the National Survey of Student Engagement (NSSE) (see NSSE Data Summary). UIS has now compiled five years of NSSE data that provide evidence of student learning as related to institutional learning outcomes. NSSE items evaluate a student's perception of the extent to which the institution has contributed to their knowledge, skills, and personal development in:

- Acquiring a broad education;
- Acquiring job or work-related knowledge and skills;
- Writing clearly and effectively;
- Speaking clearly and effectively;
- Thinking critically and analytically;
- Analyzing quantitative problems;
- Using computing and information technology;

- Working effectively with others;
- Learning effectively on one's own;
- Understanding people of other racial and ethnic background; and
- Solving complex real-world problems.

Overall, UIS compares favorably to its selected comparison group (Benchmark) and national normative data on these items. Further, mean scores from 2002 to 2006 reflect an upward trend in student perceptions on institutional contributions to their knowledge, skills, and personal development in these areas.

The Student Satisfaction Inventory (SSI) also provides a strong indicator of UIS' educational effectiveness (see SSI Data Summary). A consistent finding of the SSI across 2001, 2003, and 2005 is that students identify the quality of their educational experiences at UIS as strong. Specifically, they report high levels of satisfaction with the content of courses in their major, the knowledge of faculty and advisers, instruction, the campus' commitment to academic excellence, and their ability to experience intellectual growth as a student at UIS. These findings indicate that students are comfortable with UIS' efforts to facilitate their learning and that the campus provides an effective learning environment. (see **Table 3-2**)

Further evidence regarding the quality of education at UIS can be analyzed using local survey data. In the 2004 **UIS Faculty Satisfaction Survey**, over 91% of the respondents ranked the quality of teaching in their department as good or very good. In other measures, 64.9% of the respondents ranked the Capital Scholars Program as good or very good, and 58.4% of the respondents ranked the quality of graduate students as good or very good. Undergraduate student quality was not ranked as highly (only 46.8% of respondents ranked the quality of undergraduates as good or very good), and those figures likely reflect lower admissions standards for undergraduates, particularly in the on-campus population, as opposed to the online population. UIS must continue to find new ways to recruit high quality students.

Alumni surveys of both undergraduate and graduate students one year after graduation reveal that students perceive the quality of their UIS education quite highly (see Alumni Survey Data Summary). From 1997 to 2004, 93% of undergraduates and 91% of graduate students responding have rated the quality of education in their major as good or very

good. Indicators of student perception of the quality of teaching at UIS are also positive. **Table 3-3** represents the total percentages of students using a ranking of good or very good for selected indicators on alumni surveys from 1997 to 2004.

To use the assessment data the campus has gathered most effectively, the Assessment Task Force will need to triangulate data across multiple measures of student learning and prioritize action steps for improving specific areas.

Creating Lifelong Learners and Engaged Citizens

As stated earlier in this chapter, lifelong learning and engaged citizenship are key components of the campus mission and the new general education initiative. Those goals resonate in all the academic programs on campus, both undergraduate and graduate and in the student support services that have grown toward maturity in the years since the last self-study report.

UIS has always valued lifelong learning, a concept that has been part of the mission of the campus for many years. With its commitment to serving non-traditional and returning students, UIS provides opportunities for working adults to gain promotions or pay raises by completing a degree, a certificate, or additional college credit. For example, the graduate-level Educational Leadership Program serves the professional growth and in-service needs of Illinois educators, including classroom teachers, State Board of Education personnel, central administrative staff, and school board members. Concentrations allow students to seek an administrative certificate, become a master in teacher leadership, pursue a post-master's degree superintendent's endorsement, or obtain the new Chief School Business Official endorsement.

The Capital Scholars Honors Program curriculum uses interdisciplinary courses and case studies to foster critical and integrative thinking, information literacy, problem-solving skills, and an appreciation for diversity, among other learning outcomes. Central to the curriculum are the four team-taught, interdisciplinary humanities and social science courses, called the “Question Courses” by students because of their thematic titles: How Do You Know, Who Am I, What is Good, and What is Power. Also part of the curriculum have been an interdisciplinary two-course sequence in the biology and chemistry of the environment, an art and music course, and a course on “Information, Technology, and Society” (although the last course, an interdisciplinary social science course, has changed

titles and topics since the beginning of the program). The cohort-driven nature of the curriculum, in which students take the same set of courses, fosters a learning community and a strong sense of camaraderie among faculty and students, teaching collaborative communication skills that students can take into the workplace or graduate education. Some indication of the success of the program in fostering a learning community is evident in the NSSE data (see NSSE Data Summary). **Table 3-4** identifies the NSSE questions most closely related to the evaluation of the Capital Scholars Honors learning community.

The data generally reveal success with the living-learning community in the Capital Scholars Program, although the most recent classes, the 2004-05 and 2005-06 cohort of freshmen, generally demonstrate flatter scores than previous classes on many of the indicators. The 2005-06 cohort was larger, at 137, than previous years, the largest cohort otherwise having been 116, and the size of that class may have affected the intimacy of the living-learning community. The data are being monitored by administrators to determine whether the flatter numbers represent a trend.

The new UIS general education curriculum is also central to lifelong learning and engaged citizenship, particularly since those two core principles inform the curriculum. The curriculum fosters the first learning principle through discipline-based categories, such as written and oral communication, math, science, humanities, and behavioral and social sciences. Courses in those categories are designed to fit easily into the Illinois Articulation Initiative's General Education Core Curriculum, so that students may easily transfer into and out of UIS. Other desirable outcomes of lifelong learning, such as information and technological literacy weave throughout the curriculum. Faculty report these outcomes in their syllabi of general education courses and through a general education checklist; both the syllabus and the checklist are assessed in the curriculum review process by the General Education Council.

Through UIS' general education curriculum, a substantial array of 100- and 200-level courses has been added in a variety of areas that were not available at the time of the last self-study. In addition to the general education courses, academic degree programs have added coursework for majors, particularly at the 200 level. Highlights of those curricular additions include:

- Freshman composition courses;

- Oral communication course (i.e., public speaking);
- 100-level math courses, including College Algebra, Quantitative Reasoning, and Mathematics for Everyday Life;
- Interdisciplinary humanities and social science courses;
- “Bridge” courses (prerequisites) in the majors and minors, including Financial and Managerial Accounting, Introduction to Psychology, Introduction to Social Work, and Introduction to Education; and
- Coursework designed to foster engaged citizenship and service-learning.

There are three notable features of the lifelong learning section of the general education curriculum. First, two of the lifelong learning courses intersect with the engaged citizenship part of the curriculum. Students enrolling at UIS with fewer than 30 credit hours of college coursework are required to take two 100-level Comparative Societies courses, one humanities and one social sciences, in the first year of the baccalaureate.

Second, students enrolling at UIS with fewer than 30 credit hours of college coursework are required to take at least six hours (two courses) of math. The General Education Working Group exchanged lively debate about the advisability of requiring six hours of math, three more than the minimum required in the Illinois Articulation Initiative’s General Education Core Curriculum. The committee ultimately decided that quantitative literacy should be valued as much in today’s world as written or oral communication, and that value should be represented in additional coursework in general education. Students may count coursework required in the major toward the six hours of math, provided the courses contain sufficient quantitative material and are approved by the General Education Council.

Finally, all undergraduates are either encouraged or required to take a course in the general education category entitled “Visual, Creative, and Performing Arts.” This category maps, in part, to the Illinois Articulation Initiative’s Humanities-Fine Arts coursework, but it was specifically designed to allow a choice between appreciation courses and courses that develop skills, such as music or theatre performance or creative writing.

Course-embedded assessment of general education learning outcomes in the 100- and 200-level courses will occur initially in composition. The English faculty member coordinating the composition program will use electronic portfolios to track the writing progress of students throughout the four-year baccalaureate, beginning in ENG 101: Composition I; the study will begin in fall 2007. More learning outcomes will be added and rotated each year, as the Office of Undergraduate Education and the Assessment Task Force develop processes appropriate for each outcome.

One other means of assessing lifelong learning is the UIS alumni survey. The alumni survey indicates student perceptions of how UIS has contributed to their learning. Alumni surveys of both undergraduate and graduate students one year after graduation reveal that students perceive the quality of their UIS education quite highly. **Table 3-5** represents the total percentages of students from 1997 to 2004 who rank UIS positively on selected indicators.

UIS must continue to find ways to provide its students with experiences that promote lifelong learning skills. More research with UIS alumni may reveal ways of enhancing such skills. In the UIS Strategic Plan, such research has become an action step under the first goal of academic excellence. UIS intends to “establish a process for soliciting feedback from alumni about strengths and limitations of their programs’ curriculum.”

Engaged citizenship, the second major goal of undergraduate education at UIS is met primarily through an array of interdisciplinary categories in the Engaged Citizenship Common Experience (ECCE):

- Comparative Societies (100 level humanities and social science courses; six hours)
- U.S. Communities (200-400 level; three hours)
- Global Awareness (200-400 level; three hours)
- Engagement Experience (200-400 level; three hours)
- ECCE Elective (200-400 level; three hours)
- Speakers Series (300 level; one hour)

One of the key elements of ECCE was the decision by the General Education Working Group to embed diversity, ethics, and civic engagement throughout the curriculum, rather than isolate those learning outcomes into a single course. The intent behind this is that multiple exposures to the values UIS wants its undergraduates to develop will enhance the effectiveness of the learning experience and prepare students more thoroughly for a rapidly changing world. The new curriculum continues to emphasize components of the traditional academic culture of UIS: interdisciplinarity, lifelong learning, and engagement. In fact, the requirement that all undergraduates have an engagement experience, in which students participate in “structured opportunities to integrate knowledge, practice, and reflection” harkens back to the SSU requirement that all students complete an applied study term. The new requirement, however, is informed by the growth of service-learning as a reflective practice in higher education and by an interest in globalizing students’ understanding of community service and engagement.

Academic units at UIS contribute substantially to fostering a learning environment in which students master skills for lifelong learning and practice engaged citizenship. Programs and departments reflect these principles in their goals, objectives, and learning outcomes and in their curricula. As might be expected of a liberal arts program, the English Program includes critical thinking, writing, oral communication, information literacy, and collaboration among its learning outcomes. Degree programs in every college on campus, however, espouse the values of liberal education. A recent fall 2006 forum hosted by the Provost at UIS on the liberal arts and their significance revealed the depth of commitment to the liberal arts not only from programs in the College of Liberal Arts and Sciences but also from professional programs and public affairs majors. The College of Business and Management, for example, lists as two of its objectives (1)emphasizing conceptual knowledge and the development of analytical and problem-solving skills and (2)nurturing a sense of personal, professional, and social responsibility.

A number of undergraduate programs on campus require or recommend that students complete internships, and the new ECCE curriculum has led to a re-examination of those internships, particularly in professional programs, to determine how internships promote engaged citizenship as well as building professional skills. Students may now use the Engagement Experience and the ECCE Elective to complete internships, when those internships meet the educational objectives of the ECCE categories. The Applied Study Term Program is undertaking a revision of the handbook for the internship program, and

students completing a six-hour internship that fulfills both the Engagement Experience and Elective categories of ECCE must now include an additional learning outcome for their placement that puts the internship in a context of social responsibility.

Assessment of learning outcomes is essential to measuring the ways in which programs promote student learning in these areas. When UIS began analyzing annual assessment reports in 2003-04, the reports indicated that about two-thirds (67%) of the undergraduate programs and one-half (53%) of the graduate programs submitted clearly-stated student learning outcomes. For all programs combined, 60% of the programs submitted clearly-stated student learning outcomes. In that same year, the Assessment Task Force began a series of workshops designed to help programs move forward in their assessment initiatives. The workshops focused on helping programs develop and find ways to articulate and measure learning outcomes.

The assessment survey completed by programs in spring 2007 asked programs to indicate whether they had outcomes, to provide examples of those outcomes, and to identify methods by which those outcomes are assessed through student work. Preliminary analysis of the survey results indicate that virtually all programs at UIS have created learning outcomes, so substantial progress has been made over the last three years. To assist programs with implementing an effective assessment plan, from development of learning outcomes to using assessment data to drive decisionmaking, the Assessment Task Force created a web page called the How-To's of Assessment that explains the steps of the assessment process and encourages programs to “close the feedback loop” by analyzing data and using it in curricular decisionmaking.

Preparing Students for Productive Careers

The new UIS Mission Statement indicates a renewed commitment to preparing students for productive careers in the public or private sectors. The strategic plan includes action steps that signal the directions for future development in this area, including encouraging faculty to involve students in professional organizations (Goal 1, Strategic Thrust 1, Action Step 1e) and expanding the Career Development Center's Employer Relationship Program, “which actively develops relationships with current and potential new employers of UIS students while supporting the environment (virtual or face-to-face) that brings students and employers together”(Goal 2, Strategic Thrust 4, Action Step 22).

Programs and units across campus participate in helping to build students' skills, knowledge, and experience for productive careers. Academic programs involved in the professional development of students are not limited to the "professional programs," which include Accountancy, Business Administration, Clinical Laboratory Science, Computer Science, Criminal Justice, Educational Leadership, Environmental Studies, Human Development Counseling, Human Services, Management, Management Information Systems, Public Administration, Public Affairs Reporting, Public Health, Social Work, and Teacher Education. All programs identify the careers available to students after the degree is complete. The Liberal Studies Program posts on its website an extensive list of possible careers for students with this interdisciplinary major, as well as a list of recent employers of program graduates. The History Program indicates that it provides students "with research capabilities, analytical methods, and communication skills that are useful in many fields. The curriculum prepares students for careers in history, politics, government, law, journalism, writing, and administration." Legal Studies also provides students with information about potential career opportunities:

Knowledge of the law and legal system is important for individuals in a wide array of careers including social workers, lobbyists, union representatives, personnel administrators, law enforcement officials, claims adjusters, librarians, probation officers, corrections personnel, human resource managers, and governmental agency and court administrators. Many professionals, especially in the public sector, need a comprehensive understanding of what the legal system is, how it works, how it interrelates with social change, and how it assists people in asserting their rights.

A number of academic programs have learning outcomes related to career-building skills and knowledge, such as Criminal Justice and Clinical Laboratory Science at the undergraduate level and Human Services and Educational Leadership at the graduate level.

UIS tracks the effectiveness of its ability to prepare students for successful careers through alumni survey data. One year after graduation, students are asked to evaluate the results of their UIS education using a variety of indicators. Table 3-6 represents the total percentages of students with a positive view of the selected career indicators from 1997-2006.

Both undergraduates and graduate students indicate that UIS has provided a firm foundation in ethics within the major. The composite percentages at both levels are also similar with regard to interest or involvement in public affairs. The percentages suggest, however, that only a little over half of both undergraduates and graduate students have become interested or involved in public affairs as a result of a UIS education. Students involved in the above set of surveys took the former upper division general education curriculum. The new Engaged Citizenship Common Experience is designed to increase the number of students interested in engagement, public policy, and civic culture (all of which are part of public affairs; for more information, see below). Differences between undergraduate and graduate education account for some of the differences between the composite percentages. For example, since the master's degree or doctorate is a terminal degree for many students, the composite percentage of students who are interested in pursuing additional academic work after the master's degree is less than after the bachelor's degree. The close relationship between graduate education and career goals may explain the higher composition percentage of graduate students who view UIS as helping them meet career aspirations.

UIS also uses empirical data to evaluate the ways in which it prepares students for productive careers. Included in those data are the percent of undergraduate degree/certificate recipients either employed or enrolled in further education within one year of graduation, and that information is submitted annually as a performance indicator to the University of Illinois Board of Trustees in the UIS Performance Report.

Central to the preparation for successful careers are two support units, the Experiential and Service-Learning Program (EXS-L) and the Career Development Center. EXS-L includes both the Applied Study Term Program and the Service-Learning Program. Applied study and the internship program have a nearly 40-year history at UIS. The program was initiated when the institution started, and UIS is one of the founding members of CAEL, the Council for Adult and Experiential Learning. The Applied Study Term (AST) has traditionally been one of the ways students fulfilled the 12 hours of upper division general education called "UIS Requirements." In the new general education curriculum, AST is one of the primary ways students can fulfill both the Engagement Experience and the ECCE Elective. AST is an individualized field experience providing students with the opportunity to apply theory, expand knowledge, determine additional learning needs, explore careers, and develop a public awareness and an appreciation of

diversity while earning academic credit. AST can take the form of internships, projects, travel, or study abroad for academic credit. Many of these opportunities have been extended to UIS' online students. Service-Learning is a relatively new unit at UIS. Formerly housed in the Division of Student Affairs, the office is now located in Academic Affairs under EXS-L. A new clinical instructor is not only developing service-learning courses from within the unit but also providing faculty development to increase the number of service-learning courses taught within the academic programs. Service-Learning received a \$5,000 internal grant for a faculty development workshop in summer 2007. The strategic plan for the College of Liberal Arts and Sciences identifies plans to strengthen service-learning on campus but notes that "our historic and current achievements are insufficiently recognized" in an area that has recently become popular in higher education but has been a long-standing part of the UIS baccalaureate experience. Both AST and Service-Learning offer students the opportunity to gain experience working in the community, which can enhance students' job prospects. Frequently, internship opportunities actually result in offers of full-time employment.

The Career Development Center (CDC) provides a full range of office-based and online services including career exploration and development, job search assistance, guidance with graduate school preparation, and career transitions. One of its primary services is career counseling that can assist students with deciding on a major, choosing a career path, or simply learning about various occupations. CDC counselors help assess students' interests, personality traits, work values, and skills so they can make informed decisions about their major choice and career goals. CDC has a particularly rich array of online services, available to both campus and online students, including:

- The Virtual Career Development Center Website, which includes information on a variety of topics that students frequently request;
- WinWay, a résumé software system;
- UIS-Success, a customized job posting and information exchange system (linking students with employers);
- CareerSearch, which provides fast access to over 6.5 million key contacts, addressing company descriptions, addresses, names, titles, and many e-mail addresses;
- DISCOVER, a developmental guidance system containing databases of occupations, college majors, schools and training institutions, financial aid/scholarships, and

military options;

- Vault, an online career library containing over 80 Vault guidebooks, over 3,500 company profiles, over 1,500 career advice articles, and an archive of over 2,000,000 message postings; and
- Perfect Interview, an innovative learning tool that can enhance job interviewing skills by creating a realistic simulated interview experience with over 1,500 interview questions and answers, putting the student in the “hot seat” and making them think on their feet quickly and effectively.

CDC hosts a Career Fair at UIS each year with over 100 employers, including in recent years Archer, Daniels, Midland (ADM); Ameren; Caterpillar; Horace Mann Insurance; the Office of U.S. Senator Barack Obama; United Parcel Service (UPS); and many state and federal agencies. For more on CDC, see Chapter 2.

Supporting Teaching and Learning

UIS has developed a number of support units that relate directly to its mission of creating an “environment that nurtures learning.” At the time of the last self-study, UIS reported 13 units that provided support services, about half of which were related fairly directly to teaching and learning. In the last 10 years, the number of support services and the units providing them has expanded significantly, primarily as a result of expanding the population to include a higher percentage of traditional-aged, residential, or distance-learning students. Regardless of the impetus for providing additional support services, all UIS students have the opportunity to benefit from the enhancements.

Center for Teaching and Learning

The Center for Teaching and Learning (CTL) opened in 1995 and was designed both to provide academic services to students and “to develop faculty members as teachers.” CTL is still housed in the College of Liberal Arts and Sciences, although it serves students and faculty across all four academic colleges. The staff and graduate assistants provide one-on-one tutoring in writing, grammar and usage, mathematics and statistics, science, reading, studying, and test taking. In addition, until February 2006, CTL provided ESL (English as a Second Language) intake testing and classes. The UIS Assessment Office was housed in CTL until it closed in 2003. The CTL staff estimate that 50% of their

appointments are for help with writing, 20% are for help with math (typically statistics), and 30% involve computer training for students, staff, or faculty. It is estimated that 50% of the demand for computer help comes from graduate students (e.g., GPSI, GAs), 30% from UIS staff, and 20% from faculty. (See the CTL Task Force Report)

Staffing in CTL has seen both stability and change in recent years. At the inception of CTL, an external hire for the director position produced a candidate who was not a good fit for the institution, and CTL has been run by existing faculty and staff leadership since that time. Faculty and clinical instructor positions in CTL have provided continuity as CTL's focus has changed in recent years. In the last two years, clinical instructors in math and writing have added substantially to the ability to develop supplemental instruction and tutoring services for students.

In 2005, a task force on CTL was convened by the Dean of the College of Liberal Arts and Sciences. The CTL Task Force was charged with addressing the following areas within the context of new initiatives for the campus:

- Expansion of services to a larger group of lower-division students;
- The scope of services to graduate students;
- The provision of online tutoring services;
- The scope and location of intake placement testing for entering students (e.g., math);
- The provision of ESL testing and ESL course delivery;
- Whether any component of , CTL's existing mandate should be transferred to another entity;
- Staffing needs to accomplish recommended changes; and
- The administrative location and reporting relationships of CTL.

The CTL Task Force concluded in October 2005 with a report in which it analyzed the current structure and effectiveness of CTL and made 17 recommendations. Surveys of both students and faculty conducted by the task force indicated the general usefulness of the services offered by CTL, although the visibility and accessibility of CTL's location may need to be addressed. The task force, in collaboration with the staff in CTL, recommended that it should narrow its focus and concentrate its resources on serving a larger population of students with expanded services.

One of the recommendations of the CTL Task Force was to provide supplemental instruction for general education, and that recommendation began implementation in fall 2006 with math, English, and science studios. During summer and fall 2006, students were placed into studio hours by faculty analysis of student performance, either in high school (for math) or in college (for English and science). The studios were provided to students free of charge, and students were not required to sign up for course credit for the hours. Students could be assigned to either one or two hours of studio per week. Graduate assistants working under the leadership of CTL staff worked with students in the studios. The studios were designed as supplemental instruction, but with a view toward using them as a possible alternative to developmental instruction, which UIS does not support currently. The focus of the studios was to address specific assignments and learning issues as they occur in the associated class.

Writing studios were convened to provide supplemental instruction primarily for ENG 101, the first semester of composition. Faculty whose courses were served by the CTL writing studios perceived them as valuable not only for helping students improve their grades as a result of attending, but also for helping students pass the course. The effectiveness of the studios is also assessed by surveys given to students participating in the studios. The data from both faculty feedback and the student surveys will be used to determine who best to maintain and utilize these studios.

CTL also conducted math studios to provide supplemental instruction for MAT 111 Quantitative Reasoning and MAT 112 Mathematics in Everyday Life. Math faculty identified 35 students from both courses as needing supplemental instruction. While attendance at the math studios was not required, the midterm and end of semester evaluations indicate that the studio was beneficial to those students who did attend. Additionally, science studios providing supplemental instruction for CHE 103 Nanotechnology and BIO 106 Environmental Biology were conducted in CTL.

In 2007, UIS began using COMPASS placement tests in writing and math, and placement into studios for academic year 2007-08 is occurring as a result of faculty and advisors analyzing placement test results along with ACT subscores. The Office of Undergraduate Education and the academic programs involved have created 0-credit hour, 0-billable hour, credit/no credit courses for the studios through math, English, biology, and chemistry. The aim of having students sign up for the studios as courses during summer orientation is to promote better attendance and improved motivation. In addition, all

faculty are now incorporating attendance in studios as part of participation in the content course. Assessment data and analysis compiled by the clinical instructors in CTL has led directly to changes in the management of the studios. Evaluation of the effectiveness of studios will continue through the next academic year. A decision about the relationship of supplemental instruction and developmental coursework will also be made in the next year.

The Undergraduate Academic Advising Center (UAAC)

Advising at UIS has traditionally been the province of the faculty, but the expanding student population and the new general education curriculum have necessitated the development of a professional advising unit on campus. As part of the budget plan for the lower division expansion, UIS committed itself to establishing an advising unit with 1.5 FTE for academic year 2006-07. In fact, due to increasing recognition of the time and energy needed to create an effective advising center, the FTE rose to 2.5 by September 2006 and to 3.0 by June 2007.

The Undergraduate Academic Advising Center (UAAC) opened in July 2006 and began serving students and faculty immediately. The two advisors hired initially met with each academic program on campus to create a collaborative framework under which the UAAC would work with programs. The UAAC serves freshmen and sophomores, undeclared majors, students transferring from one campus program to another, and faculty with questions about transfer student and general education advising. The current staff size does not allow for extensive advising of transfer students who have declared a major, and those students are directed to the major program for advising. All contact between advisors and students are tracked in a confidential database. In addition, advisors began developing four-year advising guides for majors in cooperation with faculty. Advising guides for first-year students and available four-year advising guides are posted on the general education website and will be posted to the upcoming advising website in development.

The UAAC is responsible for implementing the Early Warning System (EWS), devised by the Undergraduate Council from a proposal offered by the Enrollment Management Task Force in 2001. One of the three advisors was hired to administer the program. The EWS is a key component of UIS' retention strategy for first-year students. In fall 2006 and spring 2007, the EWS was administered via an electronic survey to faculty twice each semester.

Faculty were asked to identify students who were having trouble with a range of issues, including attendance, performance in courses, behavioral problems, and personal concerns. Faculty surveys were analyzed by the Office of Undergraduate Education and the UAAC. Students were contacted in multiple ways to seek guidance from the EWS advisor and/or another UAAC advisor. During academic year 2006-07, 53 students were identified through the EWS. The system proved an accurate predictor of difficulties in the first semester as all but two of the freshmen on probation at the end of the fall semester had been identified through the EWS. Analysis of the EWS' effectiveness is ongoing.

Assessment of the effectiveness of the UAAC will occur through periodic student satisfaction surveys and through the annual delivery of the ACT Survey of Academic Advising to a random sample of first-year students starting in spring 2008.

Faculty Development

UIS is placing increasing emphasis on faculty development, and the first goal and strategic thrust of the 2006 UIS Strategic Plan calls for the enhancement of a number of services to faculty to encourage innovative teaching practices, including the creation of a Faculty Development Center and a Teaching Academy (Goal 1, Strategic Thrust 1). Currently, UIS offers a variety of faculty development workshops and sessions on an annual basis:

- Each year the university sponsors an orientation for new faculty. This orientation addresses a variety of issues related to teaching excellence, such as the use of technology to enhance learning, the role of a public liberal arts college, and how to be an effective teacher-scholar.
- Several UIS faculty have used the Making the Virtual Classroom a Reality (MVCR) program to complete coursework toward certification in online teaching. (See also **Chapter 6.**)
- The Assessment Task Force each year offers several speakers and/or workshops on issues related to the assessment of student learning outcomes. For example, during academic year 2005-06, ATF brought in an external speaker to provide a workshop on how to use information obtained from assessment data to make improvements to degree programs. ATF also sponsored a workshop on assessment for programs that were scheduled to write their self-study for program review the following year.

- Each year the UIS technology units sponsor numerous sessions on how to utilize technology to enhance student learning.
- The Strategic Academic Initiatives Grant Program provides funds of up to \$5,000 per proposal in support of collaborative professional activities and projects that will promote the development of faculty as teachers and scholars by addressing UIS' Strategic Plan Goals for Academic Excellence and Making a Difference in the World and related initiatives in college-level strategic plans.
- The Office of Undergraduate Education and the Colleges of Liberal Arts and Sciences and Public Affairs and Administration host faculty development workshops related to advising and teaching in the new general education curriculum and advising.

Recognition of Faculty for Excellence in Teaching

UIS supports excellence in teaching by recognizing the achievements of faculty who devote themselves to developing high-quality and innovative pedagogy. UIS emphasizes the role of excellence in teaching in its criteria for faculty tenure and promotion and in its annual faculty recognition awards. The UIS Faculty Personnel Policy (2006), Article 3, states that “activities related to the academic development of students have the highest priority in the evaluation of faculty.” The university’s criteria for tenure (Article 7) state that “to be recommended for tenure, a faculty member shall demonstrate excellence in teaching.” UIS also offers merit pay as a way of encouraging teaching excellence through the policies and procedures set out by the Academic Staff Handbook.

Each year the university presents a variety of faculty awards that address excellence in teaching. These awards include:

- The Pearson Faculty Award of \$5,000 is given to a faculty member whose performance exemplifies the university’s commitment to excellence in teaching. The recipient of this award is recognized for a cumulative record of teaching excellence.
- The UIS Faculty Excellence Award recognizes “sustained, career-long accomplishments at UIS in teaching and scholarship.” The \$4,000 award “provides an opportunity to honor colleagues who best exemplify the ideal of the teacher-scholar and whom the faculty recognize as role models.”

- The University Scholars Program provides an award to a faculty member who excels in both teaching and scholarship. The award provides \$10,000 per year for three years to be used by recipients to enhance their scholarly work.
- The Capital Scholars Honors Program has recognized excellence in teaching since its inception through an annual faculty award. Voted on by the students, the award recognizes the faculty member who has most consistently and effectively contributed to student learning over the last year.

Curricular and Co-curricular Activities that Support Learning

UIS continues to undertake activities to enhance or complement classroom learning. Discussed in other sections of the self-study is the Emiquon Field Station in which faculty and students are studying the return of farmland to floodplain. Emiquon produces both curricular and co-curricular opportunities. (For more details on the Emiquon Field Station, see **Chapter 4**)

The Global Experience Program through the Office of International Programs adds to the curriculum by providing study abroad opportunities through courses offered by UIS faculty in foreign locales. Faculty members have taken students to England, Scotland and Ireland, Poland, Jamaica, and other countries (see also **Chapter 5**).

In fiscal year 2005, UIS established a new Pre-Law Center to assist students who are interested in taking the LSAT exam and applying to law school. In fiscal year 2006, a faculty member was hired with a part-time assignment to oversee the operations of the Pre-Law Center.

In the last six years, the visual and performing arts have become more prominent on campus through academic coursework, as well as co-curricular and extracurricular programming. Performance courses are now offered in theatre and music, and students can receive college credit for participation in instrumental ensembles, chorus, and the speech and debate team. Students can fulfill one category of general education through performance courses. The Visual Arts Program is developing a digital media minor in cooperation with the Communication Program.

The Graduate Public Service Internship Program (GPSI) had a record high number of participants (141) in fiscal year 2006. Under this program, students work in a state agency for 20 hours per week (full-time in the summer) and receive a tuition waiver and stipend. The public sector work environment allows the students to apply what they are learning in the classroom to what they are experiencing and observing in the workplace. GPSI also offers a chance for students to bring to their course work the realities of administrative life and policy-making (for more information on GPSI, see **Chapter 5**).

Several academic programs offer practicums that enhance learning opportunities for students in the major. Public Affairs Reporting structures its master's degree using a theory and practice model: students learn in the classroom first then apply what they have learned in external settings. The bachelor's degree in Social Work includes field work that consists of an intensive 400-hour experience in a social agency, where a student learns to assess and improve his or her own social work skills under supervision.

Facilities that Support Teaching and Learning

Brookens Library is the primary facility that supports teaching and learning on the UIS campus. The Library mission statement demonstrates its centrality to academics: "At the heart of the intellectually rich, collaborative, and intimate learning environment of UIS, Brookens Library selects, organizes, preserves, and provides access to and instruction in the use of information resources for research, discovery, and lifelong learning." The Library fosters a culture of inquiry both physically, through its substantial collections and its faculty and staff, and virtually, through its array of databases, online instructional services, and memberships and partnerships that extend resources throughout the world to faculty, staff, and students. The Library has made substantial progress in recent years to make the physical space more approachable and appealing to users, but the physical space in the building has limitations and the building's age and capacity for growth have created challenges, as the recent Brookens Library Strategic Plan notes. Funding renovations for Brookens Library has become a top priority in institutional budgetary planning. (For more information on Brookens Library, see **Chapter 4**).

Active learning in labs across campus is a much more visible component of learning today than it was 10 years ago. Lab facilities allow students to learn with hands-on experience and can be used for instruction, projects, research, and practical training. The Psychology Program now provides experimental and research laboratories and a

computer lab. The large multipurpose psychology laboratory is equipped with a variety of instruments to help students understand how experimental studies are conducted in the fields of memory, perception, learning, and other major areas. This equipment allows students to gain experience with some of the traditional evaluative and assessment procedures used within the discipline. Psychology also has several small lab rooms for research purposes. The computer lab houses approximately 12 computer stations specifically for psychology student use in conjunction with supervised lab exercises and course-related assignments.

Similar to the psychology labs is the multimedia lab in the Human Development Counseling master's program that allows students to enhance their counseling skills under supervision.

New labs in music and science further students' practical skills. The music lab allows students to explore computer music software. MUS 181 Introduction to Music Technology takes advantage of the lab space to help students understand the role of music technology in contemporary performance practice, composition, and computer-assisted learning.

THE CONNECTED ORGANIZATION

In a connected organization, integration and collaboration serve as conceptual frameworks for communication between the university and its constituents and between the university and the broader community, local to global. UIS serves the common good by deliberately fostering and evaluating the connections it makes. The heritage and thriving culture surrounding public affairs and engaged citizenship provide a vehicle for connections, and the campus prizes the institutional collaborations that create a community of service and promote healthy internal communication. UIS communicates with constituencies by learning from students and the community about our educational process and by conveying our educational mission in a variety of formats.

Experiential Learning and Engaged Citizenship

The 2006 UIS Strategic Plan notes that “With its location in the state capital, UIS has always had a special emphasis on public affairs, citizen engagement, and effecting societal change.” Recently, with the creation of a comprehensive general education

curriculum, UIS has also begun promoting “engaged citizenship,” a phrase common in higher education today. The Association of American Colleges and Universities’ report, *Greater Expectations: A New Vision for Learning as a Nation goes to College* notes the importance of creating responsible learners who:

[t]hrough discussion, critical analysis, and introspection ... come to understand their roles in society and accept active participation. Open-minded and empathetic, responsible learners understand how abstract values relate to decisions in their lives. Responsible learners appreciate others, while also assuming accountability for themselves, their complex identities, and their conduct. By weaving moral reasoning into the social fabric of life and work, they help society shape its ethical values, and then live by those values. (Greater Expectations, Ch. 3)

While the phrase “engaged citizenship” is part of recent innovations in curriculum, UIS has long been a leader in engaged learning through a variety of experiential learning opportunities available in academic classes, internships, study abroad, and student life. Also part of experiential learning and engaged citizenship is the preparation for specific careers through professional degree programs.

UIS has always fostered practice-oriented education for students in all its forms and has supported the integration of applied and academic learning. Experiential education is central to the institution’s public affairs emphasis within the framework of a liberal arts curriculum. This practice-based education stresses practical experiences, professional development, and experiential learning. UIS fulfills this role by providing academic and non-academic sponsored work-based learning experiences that give all degree-seeking students an opportunity to learn from the community—about its everyday tasks, its professional life, its problems, and its unmet needs. Experiential learning can involve hands-on experience such as part-time jobs, internships, service, or volunteering that relate to a student’s major and supplements a student’s education. Their experiences are important to clarify or confirm students’ career goals.

Experiential education is active learning, combining learning from books or lectures with experiential learning in the field. UIS requires students to test theory and challenge premise by putting them to the test in the real world. As mentioned above, the Engaged Citizenship Common Experience (ECCE) section of the UIS general education curriculum requires all UIS undergraduates to do an Engagement Experience. Engagement

experiences generally occur off campus and offer students structured opportunities to integrate knowledge, practice, and reflection. Students may fulfill this requirement through an internship, credit for prior learning, service-learning, research, study abroad, or a group project course. Courses approved as engagement experiences must meet selected learning outcomes for the category:

- Make valuable contributions to their communities;
- Conduct research in one or more disciplines and learn the methodologies of such research;
- Develop core skills and techniques in a laboratory, field, or professional situation;
- Offer possible explanations for and approaches to address social, political, cultural, environmental, or economic issues;
- Explain the importance of participation in the democratic process;
- Develop or apply their leadership skills with or without a formal position;
- Recognize other people's talents and the importance of collaboration, utilizing them in accomplishing a shared agenda and facilitating change;
- Demonstrate knowledge, awareness, and understanding necessary to contribute to a culturally diverse world, practicing respectful interactions with others different from themselves;
- Apply academic and disciplinary knowledge and personal experiences to addressing societal problems and/or research questions;
- Reflect on the strength of evidence supporting or refuting dominant hypotheses in their fields and/or communities (local, regional, national or international), while developing their own personal viewpoints;
- Develop core personal values and an ethical framework and apply them in action to research methodologies, public affairs, civic engagement, or leadership issues.

One form of experiential learning is the applied study term (AST) administered by the Experiential and Service-Learning Program (for more information on EXS-L, see the section earlier in this chapter). For the past 14 years, the UIS AST program has received an Illinois Cooperative Work Study Grant from the Illinois Board of Higher Education. The grants funds are used to provide matching money to use with agencies/businesses'

money to pay students a competitive wage for their internships. There are no administrative costs in the grant, and as a result, the students have shared in a total of \$1.5 million dollars over the duration of the grant. The AST Program is considered a 'model program' by the Grants Administration Office at the IBHE.

Three undergraduate programs require students to complete an AST (political studies, legal studies, and criminal justice). ASTs in these programs have included placements in organizations such as the Downstate Illinois Innocence Project, the White House, local police departments, the Illinois State Police, the FBI, and the Secret Service.

Appendix 5 summarizes the results over the past three years of an AST evaluation form that is filled out by students at the completion of their AST. The data shown cover the past three years (2004-2006) and include responses from 38.2% of the total number of students during those years. For most of the items shown, two-thirds or more of the students rated the various components of the AST as "good" or "very good." One-third of the respondents indicated that the placement resulted in a job upon completion and three-fourths of the respondents indicated that they were able to network in the job.

One of the keys to the continued success of engagement, service-learning, and internship opportunities is making the AST and service-learning courses accessible to online students. EXS-L has done this by creating online sections of courses, and it works with online students to find successful placements across the country and even outside the U.S. For more information on online students and internship opportunities, see **Chapter 6**.

UIS offers a variety of professional programs and graduate certificates aimed at providing students with specific skills to enter into or enhance specific professions. Professional programs are offered in all four academic colleges on campus, and nearly all of them require field experience or practicums, including the student teaching required through the Teacher Education Program, the Social Work Program's fieldwork experience, the Human Development Counseling internship, and the Public Affairs Reporting internship.

The value of the practical experience can be demonstrated through a couple of detailed examples at the undergraduate and graduate levels. At the undergraduate level, the Clinical Laboratory Science Program (CLS) provides opportunities for individuals with an interest in science who wish to pursue a career in a health/medical profession or other laboratory-related field. A CLS education provides preparation for medical and graduate

schools and also prepares for employment opportunities outside the hospital setting. Diverse job opportunities include employment in public health, research, forensic, industrial, and veterinary laboratories; pharmaceutical companies; fertility centers; laboratory computer specialization; education; and laboratory consulting. Student learning not only occurs in the classroom but also in clinical practicums in chemistry, hematology, microbiology, and immunohematology. The job placement rate for CLS graduates is 100%. CLS majors face challenges in meeting all general education requirements, both at the lower division and in ECCE or CAP Honors requirements because of the tightly sequenced nature of the curriculum. To meet the challenge, CLS prepares advising guides that show students how to complete the degree within four years.

At the graduate level, the Human Services Program provides an interdisciplinary advanced professional education for multiple roles and settings. Students are prepared to practice competently in four concentrations: alcoholism and substance abuse, child and family studies, gerontology, and social services administration. Within some concentrations, students are able to obtain certification; within others, students may prepare for licensure. Graduates of the program must complete an internship to integrate knowledge and skills into direct practice. The internship consists of intensive work experiences in a human services environment with supervision. A master's closure project or thesis is required of all graduate majors and creates opportunities for assessing student learning. This project or thesis may focus on a practice issue, an empirical study, or a human service policy review. The Human Services Program has recently developed a rubric for the assessment of its master's closure project/thesis to connect learning outcomes in the program to actual student performance.

Institutional Collaboration

UIS has a rich history of collaborations surrounding teaching and learning. The campus began as Sangamon State University in the premise that disciplinary boundaries were to be challenged while students and teachers focused on active learning strategies that provided alternatives to the faculty-centered classroom. The more recent history of UIS has continued to develop integrative learning, interdisciplinarity, and active learning, even as it moves into the era of online learning, another form of collaboration.

One of the hallmarks of UIS teaching and learning is interdisciplinary and integrative teaching and learning. At this point in the history of UIS, perhaps the most recent and pervasive examples of integration and interdisciplinarity occur in the Capital Scholars Honors Program (CAP Honors) curriculum and the new general education curriculum. The Capital Scholars Program, as it was approved by the Illinois Board of Higher Education in 1999, was always designed as an interdisciplinary and integrated curriculum. The New Program Request for Capital Scholars explains that:

Knowledge of the historical and cultural context of current issues requires that students examine both Western and non-Western intellectual and cultural heritages. Included in this examination will be the fine arts, which are an important aspect of the public life of the society. The contributions of a variety of disciplines, presented through interdisciplinary courses in the humanities and the social sciences and in environmental science, will provide the primary perspectives for exploring diverse intellectual and cultural heritages, as well as an appreciation of the values arising from many cultures.

Additionally, as the CAP Honors website states to students:

In CAP, your general education is as important a part of your college experience as your major. Each of the courses is integrated with the rest so that together they will provide you a broad understanding of the world before you.

Many courses are interdisciplinary, exposing you to the views of scholars from several disciplines. Each course is linked to and builds upon the skills and knowledge you have developed in previous courses.

Instead of having to choose between competing disciplines—history or philosophy, economics or anthropology—the integrated core will expose you to the knowledge and perspectives of each of the major disciplines, helping you to choose a major that fits your interests and to become broadly educated.

Central to the CAP Honors curriculum are the four interdisciplinary humanities and social science courses, the “Question Courses” discussed above. The curriculum of the program was also designed to be integrative: the humanities and social sciences, as well as the sciences, were designed to be sequential, guiding students toward a holistic, but increasingly more complex, set of multiple perspectives. In addition, one of the

humanities and social science courses, *How Do You Know*, has always been connected with one of the composition courses in the program, so that students experience team-teaching and interdisciplinarity in multiple ways. The learning outcomes for the program highlight the importance of the multiple perspectives to be achieved through integration and interdisciplinarity. For example, students who complete the honors curriculum are expected to be able to “analyze issues from multiple perspectives and disciplines, and recognize the value of interdisciplinary integration.” In a survey of the first graduating class of Capital Scholars students (2005), those students identified the ability to recognize, appreciate, and analyze multiple perspectives as one of the main benefits of the curriculum.

CAP Honors now plans to expand its curricular offerings throughout the baccalaureate experience. Curriculum changes are moving through governance during academic year 2007-08 that will create upper division seminars and a closure project (thesis) that will continue and provide culmination for the interdisciplinarity that is the hallmark of the program.

The general education curriculum is more traditional than the CAP Honors curriculum and therefore more segregated into disciplinary categories. Even within the disciplinary-driven lower division, however, there is opportunity for integration. One case in point is CHE 121/122 Materials of the Artist. The course fulfills a science general education requirement, but it is team-taught by faculty from art and chemistry and involves understanding the scientific methodology behind art-making processes.

ECCE, the other part of the UIS general education curriculum, explicitly emphasizes interdisciplinary teaching and learning. ECCE consists of courses at all levels of the baccalaureate experience (100-, 200-, 300-, and 400-level), and all categories involve interdisciplinary coursework. Moreover, the General Education Council has created course approval criteria that explicitly require faculty to demonstrate the interdisciplinary elements of each course submitted for approval. A checklist at the beginning of each set of course approval criteria call upon faculty to signify in their syllabi how their courses “[utilize] an interdisciplinary approach; that is, [they draw] on the content, concepts, and/or methodologies of two or more disciplines with a deliberate effort to achieve integration.” Category criteria explicitly indicate that as a result of these courses, students

should be able to “Explain how integration of disciplinary perspectives enhances their understanding of the issues.” Implementation of ECCE and assessment of learning outcomes, including integration of disciplinary perspectives, will begin in fall 2007.

As a result of UIS’ efforts to create interdisciplinary general education, the campus is an institutional member of the Association for Integrative Studies (AIS), “an interdisciplinary professional organization founded in 1979 to promote the interchange of ideas among scholars and administrators in all of the arts and sciences on intellectual and organizational issues related to furthering integrative studies.” Recognition of UIS’ commitment to interdisciplinary and integrative learning is signaled by the election of a UIS faculty member to the Board of AIS. UIS faculty and staff regularly give presentations at the AIS national conference, and UIS will host the thirtieth anniversary AIS conference in 2008 in Springfield.

General education is not the only site of integration and interdisciplinarity at UIS. The campus has a long track record of integrated and interdisciplinary degree programs. The Liberal Studies Program (LIS) and the Individual Option Program (INO) help both undergraduate and graduate students build majors from the academic programs across the campus, integrating the learning experience through a set of defined categories (using the work of Ernest Boyer). The UIS catalog provides a succinct statement about the purpose and structure of LIS:

The liberal studies program structure emphasizes the integration of key learning categories with a variety of instructional methods to form a well-rounded and individualized academic experience.... Liberal studies (LIS) learners design individualized degree plans consistent with the principles of a liberal education.... Although degree plans must be broad enough to meet the interdisciplinary goals of the program, students may choose a thematic focus for their programs. Examples are international studies, women’s studies, African-American studies, or human resource development. In addition, students may have a minor such as philosophy.

Other programs based on an integrative or interdisciplinary model include international relations, environmental studies, and communication. Most of these academic units discuss interdisciplinarity explicitly in their websites and promotional materials. See, for example, the environmental studies website, which explains:

The graduate program in environmental studies at the University of Illinois at Springfield offers interdisciplinary study in environmental planning, policy, and administration; the environmental sciences and risk sciences; the humanities; natural resources and sustainable development; and a graduate certificate in environmental risk assessment.

The goal of the environmental studies department is to enhance society's ability to create an environmentally acceptable future. Faculty with diverse backgrounds in the social and natural sciences are committed to developing interdisciplinary approaches to environmental problem solving.

Such an approach is consistent with definitions of interdisciplinarity promulgated by leaders in the field of interdisciplinary studies, such as Dr. William Newell of Miami University (Ohio) and Julie Thompson Klein at Wayne State University.

Other forms of institutional collaboration, such as team-teaching and cross-listing of courses, also support academic collaboration between disciplines. Historically, Public Affairs Colloquia and Liberal Studies Colloquia were often team-taught. But the fact that those courses were less frequently team-taught and were less frequently taught by full-time faculty became a factor in the decision made by the General Education Working Group (2003-2005) to replace the university requirements with ECCE. Currently, team-teaching occurs on an ad hoc basis between faculty in different programs, or even between faculty in the same program. The history and English programs have a regular set of courses that are team-taught, including HIS 464/ENG 452: Fedor Dostoevsky and the Church and HIS 469/ENG 469: Shakespeare's England. UIS needs to further investigate the impact of team-teaching on student learning.

One of the primary sites of collaboration at UIS is the Peoria campus, where UIS degrees are offered on a satellite campus. (See **Table 3-7** for Peoria Center enrollment information.) UIS has been serving the educational needs of transfer students in the Peoria area for more than 30 years from the campus of Illinois Central College, with which UIS has a positive relationship. UIS offers a variety of program and elective courses, including those leading to a bachelor's degree in accountancy, business administration, criminal justice, and management. Academic minors are also available in accountancy, criminal justice, and management information systems. UIS offers the Master of Business Administration by cohort in an accelerated weekend format on the

campus of the University of Illinois College of Medicine at Peoria. The program is designed to allow individuals who are employed full-time to complete degree requirements in less than two years.

Peoria students receive instruction from the same faculty as students on the main Springfield campus, thus insuring quality instruction. UIS faculty travel to the Peoria center to deliver degree programs using the same teaching methods and materials and seeking to have students achieve the same learning outcomes. The institution's long history in Peoria has helped create an active Peoria area alumni association. Delivering general education, particularly UIS Requirements and now the ECCE requirements, continues to be a scheduling challenge, although online course and blended course delivery increase options for Peoria students. The Peoria Center faces increasing competition for students from online and private institutions.

Cross-listings between programs are even more prevalent than team-teaching. Small, interdisciplinary programs such as women's studies and liberal studies frequently take advantage of cross-listings to create more elective opportunities for students.

The Teacher Education Program also enjoys collaborative arrangements with programs across the campus. UIS does not offer an education degree. Students seeking certification to teach in primary or secondary school settings must declare a major in an academic discipline and complete the minor in teacher education. Academic disciplines that support elementary certification include biology, chemistry, communication, English, history, liberal studies, mathematics, philosophy, political studies, psychology, social work, sociology/anthropology, and visual arts. Majors that support secondary certification include biology, chemistry, English, history, mathematics, political studies, and sociology/anthropology.

Other internal teaching and learning collaborations include the following:

- Public affairs programming coordinated by the Center for State Policy and Leadership in collaboration with UIS academic colleges and other units, such as the 2006 Public Policy Summit and PAC 459 Politics and Religion: Conflict and Coexistence at Home and Abroad, which involved collaboration with faculty in College of Public Affairs and Administration, College of Liberal Arts and Sciences, and College of Business and Management, and the Office of Technology-Enhanced Learning.

- Collaborations between the Experiential and Service-Learning Program and faculty in the academic colleges to supervise student internships and service-learning opportunities.
- Collaborations within the College of Business and Management to build a set of core courses for undergraduate majors and deliver coursework in the undergraduate majors and in the Master of Business Administration.
- Articulation agreements with community colleges and junior colleges to ensure smooth transfer of students into UIS degree programs in accountancy, business administration, clinical laboratory science, and computer science.
- One of the hallmarks of collaboration at UIS in recent years has been the relationship between housing and the Capital Scholars Program (CAP) administration. The collaboration began in fall 2001 through weekly meetings during the academic year in which the participants coordinate the experiences of the students in the academic program and in Lincoln Residence Hall. Participants initially included the Director and Associate Director of CAP, the Director of Housing, and the Residence Hall Director. In the third year, as a result of NSSE data, CAP satisfaction surveys, and focus groups with students, CAP began a peer mentoring program, and the faculty member supervising that peer mentoring program was included in the weekly meetings. Now, the weekly meetings include additional housing staff and academic staff coordinating the expanded freshman class. The weekly meetings allow staff to respond to student problems and concerns quickly and to work out coordinated responses.

Communicating with External Constituencies

Many of the external constituencies at UIS relate to the campus mission for public affairs activities, and those constituencies are discussed in detail in **Chapter 5**, but some communication with external constituencies relate directly to teaching and learning. One of the primary vehicles for communicating UIS' academic missions is the colleges, as the colleges recognize the importance of effective communication with external constituencies.

The colleges at UIS are working to improve communication with external constituencies in several ways. All are updating their websites to provide more information about events and links to their college strategic plans. They work with the Office of Campus Relations

to generate news releases about faculty and student awards, honors, and activities of interest to the general public. The deans and many faculty regularly share their expertise with the local and state community through media appearances and availability to reporters.

The strategic plans for each college identify clear directions in their communication with external constituencies. Both the College of Public Affairs and Administration and the College of Education and Human Services plan to reach out to the community through public affairs and public policy programming. The College of Business and Management intends to “strengthen its relationships with external constituents, including area businesses, governmental organizations, not-for-profits, peer and feeder institutions, and UIS alumni in the region and beyond, including internationally.” Like the College of Business and Management, the College of Liberal Arts and Sciences aims to globalize the curriculum through direct cross-cultural engagement involving study abroad, international internship experiences for graduate students, and expansion of its pilot program in online courses developed in collaboration with universities in other countries.

The colleges have formed college alumni councils with members representing departments within the college. The councils hold meetings and host educational and networking events. The College of Public Affairs and Administration has developed an alumni newsletter to keep alumni informed of events in the college, upcoming activities, and achievements of graduates. It publishes both print and electronic versions.

Within each college, some departments have their own advisory committees, including community members and alumni, and publish departmental newsletters for both students and alumni. For example, within the College of Education and Human Services, the Social Work Program utilizes an active community advisory board comprised of social service leaders in the community. Within the College of Public Affairs and Administration, the Master of Public Health Program utilizes external agency conduits, such as the intranet at the Illinois Department of Public Health and the website of the Illinois Public Health Association, to send notices. The College of Liberal Arts and Sciences Online Program Coordination Unit provides communication related to academic and student support services to students and faculty participating in web-based instructional programs. Online coordinators are the voice and face of UIS and their on-call communication is critical to meeting the needs of distant students.

THE DISTINCTIVE ORGANIZATION

UIS has consistently worked to improve teaching and learning, and as part of the accreditation process, the institution values the opportunity to reflect on its performance and accomplishments over the last 10 years. The process involves both recognizing and celebrating strengths and identifying areas that need improvement. This section provides a summary of the assessment of teaching and learning at UIS, along with a discussion of how the campus intends to improve those aspects of the institution in the future.

Reflecting on Teaching and Learning

UIS' major strengths in relationship to teaching and learning are summarized below.

- UIS has successfully launched a lower division curriculum, which involved implementation of the Capital Scholars Program in 2001, followed by a more flexible general education program, which began in fall 2006 with an expanded freshman class. Through curriculum development and interdisciplinary course offerings, UIS is making lifelong learning and engaged citizenship distinctive characteristics of the UIS graduate. In the process of creating the lower division, UIS has expanded the arts and languages through academic, co-curricular, and extracurricular programs in music, theatre, visual arts, forensics, and modern languages. To provide advocacy and oversight of undergraduate education, UIS created the position of Associate Vice Chancellor for Undergraduate Education.
- As noted in the 2001 Focused Visit Report, UIS has created and filled an Associate Vice Chancellor position that provides advocacy and oversight for graduate education and research.
- UIS offers students a variety of enhanced learning opportunities, including study abroad, internships, service-learning, and the opportunity to work with faculty on research or other projects. Experiential learning at both the undergraduate and graduate levels has a nearly 40-year history of excellence at UIS and remains a primary element of the educational experience on campus.
- UIS has successfully implemented a faculty-centered structure, the Assessment Task Force, which encourages buy-in across campus and actively supports assessment of student learning initiatives. The development of campus-wide baccalaureate-level

outcomes assessment and disciplinary-based assessment at the undergraduate and graduate levels has led to increased focus on the cycle of continuous improvement and the use of assessment data in decisionmaking. Institutional assessment has been incorporated into strategic planning initiatives at both the institutional and college levels, and evaluation of learning outcomes assessment has been incorporated into the program review process.

- Results from alumni surveys and the Student Satisfaction Inventory strongly and consistently indicate academics are a source of satisfaction for students at UIS. The campus recognizes faculty for excellence in teaching and encourages all faculty to be teaching scholars. The UIS Faculty Personnel Policies assert that teaching has the highest priority in the evaluation of faculty for retention, tenure, and promotion.
- With the infusion of technology into curricula and classroom pedagogy across the campus, UIS is preparing students for the future. Technology has led to changes in the methods faculty employ in teaching and in the way faculty teach.
- UIS now offers a broader array of academic student support services through units such as Brookens Library, the Office of Technology-Enhanced Learning, the Office of Disability Services, the Career Development Center, the Center for Teaching and Learning, the Undergraduate Academic Advising Center, the Office of International Programs, and the English as a Second Language Program.
- UIS continues to seek excellence through its accredited degree programs. It has maintained accreditation of programs that were already accredited 10 years ago and has sought new accreditations. In spring 2007, the College of Business and Management received accreditation through the Association to Advance Collegiate Schools of Business (AACSB); only 28% of business colleges nationwide have achieved accreditation through AACSB.

Areas of concern or in need of improvement are listed below.

- While pursuing new initiatives, UIS needs to maintain high-quality academic programs and sustain faculty commitment to the variety of activities being managed by the institution. UIS needs to strengthen support services for faculty, including the coordination of faculty development programming. Large numbers of new and tenure-track faculty present significant opportunities, but also present challenges in terms of

mentoring these faculty and ensuring that they have the resources they need to become effective teacher-scholars.

- In assessing student learning, there has been mixed progress toward closing the feedback loop (integration of assessment results into curricular review) at the program level in part because the institution lacks a centralized unit to provide support and resources for the assessment initiative. The institution lacks systematic and centralized coordination of assessment data collection, storage, and dissemination for institutional review.
- Enrollment numbers for transfer students at the baccalaureate level and graduate students in general present some challenges due to birth trends and increased competition. The institution needs to focus on recruitment and retention of these student populations. UIS needs to expand its communication strategies for non-traditional students and underrepresented groups for recruitment purposes. As UIS expands its lower division and competes in recruiting freshmen, effective strategies must be developed for obtaining high quality applicants and admitted students. The campus seeks to have the academic qualifications of entering first-year students commensurate with its aspirations to become a leading public liberal arts university.
- Learning support units are pressing ahead with new services, but funding, staffing, and physical space availability present challenges to the delivery of those services. New initiatives create increased demand for learning support services, while demand from transfer and graduate students remains steady. UIS needs to manage academic support services to meet current and future needs. UIS needs to focus on retaining students who are academically at risk and developing services for those students. Some programs, such as the Early Warning System and the Student Academic Improvement Program in the Office of Multicultural Student Affairs (see **Chapter 2**), have been initiated, but these must be maintained and consistent.

Building on Strengths and Addressing Concerns

UIS continues to make teaching and learning the primary focus of institutional efforts to improve. The campus must capitalize on existing strengths, solidify the gains made in recent years, and respond to the challenges of rapid growth and change in this area.

Strategic planning and a clear vision for the future have yielded significant changes in the culture of teaching and learning at UIS. New initiatives like the lower division, the doctoral program, and online degree programs have added to the faculty base, generated progressive curricula, built new forums for active, integrative, and experiential learning, and substantially altered the types and delivery of student support services. The liberal arts and professional degree programs have developed a common purpose in the principles of lifelong learning and engaged citizenship. Undergraduate and graduate curricula have actively responded to societal and technological change with new methodologies, new course content, and new pedagogical tools.

UIS has been able to transform its historical identity into a vision for the future, but what may be most striking about the transformation is the pace and scope of change. The challenge the campus faces in future years is to manage and buttress the new structures and curricula and provide adequate support to students and faculty as the institution adjusts to the changes. Strengthening student support services for new, traditional-aged populations as well as for transfer, commuter, and older populations will stretch institutional resources but will also continue to build student satisfaction with the institution and enhance student success. UIS must also develop structures and processes that support faculty as they find better ways to teach the many student populations UIS serves.

Assessment is central to managing change at UIS. The institution has made great strides in developing a faculty-owned approach to assessment, and the Assessment Task Force has helped programs develop learning outcomes and processes for evaluating student learning. In decentralizing assessment, however, UIS now lacks a centralized structure for helping programs “close the feedback loop” and that is the next stage of development. UIS has collected significant data to assess student perceptions of their learning, and the data suggest academics at UIS are strong and students are gaining substantial value from their educational experience. Nevertheless, the campus must address areas of concern expressed by students.

UIS must continually strive for excellence in the quality of its students and faculty and in the quality of its academic programs and support services. As the campus progresses, it must measure that progress using performance indicators for teaching and learning. Some of these indicators include:

- Quality of curricula and academic degree programs, using the campus curriculum and program review processes and the goals for baccalaureate and graduate education;
- Number of degree programs having active programs of assessment of student learning;
- Number of faculty teaching in general education curriculum;
- Satisfaction and engagement of students, as measured by the SSI and NSSE data;
- Number of students retained and graduated;
- Alumni satisfaction with their academic experience at UIS in general and in their degree program in particular;
- Number of students performing successfully on standardized outcome measures (e.g., Certified Public Accountant (CPA) exams, state exams for teacher certification, etc.); and
- Number of students participating in study abroad and exchange programs.

Monitoring these indicators, which include both measures of quantity and quality, will further help UIS identify strengths and areas for improvement in the area of teaching and learning. UIS is moving forward to strengthen the quality of this vital element of the mission by implementing some integral items from the campus strategic plan. The institution has already made progress by engaging in the following actions:

- Creation of an Office of Undergraduate Education and hiring of an Associate Vice Chancellor for Undergraduate Education to provide organizational coherence, track data and assess student learning, promote faculty development, and insure the smooth implementation of the new general education curriculum;
- Hiring of an Associate Vice Chancellor for Graduate Education and Research to continue developing and improving processes for graduate admissions, graduate assistantships, assessment, and data management;
- Analysis of historical course evaluation data to determine the validity and reliability of the faculty evaluation form currently in use;
- Creation of a single set of baccalaureate skills outcomes that incorporate the general education outcomes developed in the curriculum-building process;

- Enhancement of learning support services available through the Center for Teaching and Learning with the addition of two clinical instructors and five graduate assistants, and a writing specialist to the honors program;
- Sponsorship of faculty development forums by the Office of Undergraduate Education, the College of Liberal Arts and Sciences, and the College of Public Affairs and Administration related to advising, pedagogy, and teaching in the new general education curriculum;
- Sponsorship of faculty development forums by the Office of Technology-Enhanced Learning and Information Technology Services unit to promote improved online teaching and use of new technologies in the classroom;
- Hiring of a service-learning coordinator and approval of service-learning courses as part of the general education curriculum; re-designation of Applied Study Office as Office of Experiential and Service-Learning;
- Hiring of a Coordinator of the English as a Second Language program to increase international diversity of the student body and support services to that constituency;
- Approval of more than 60 courses in the lower division general education curriculum and more than 30 courses in the five categories of ECCE to date by the General Education Council, including implementation of the Speakers Series.

Read on to Chapter 4»

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Chapter 4: Scholarship

Excellence in scholarship is one of the major components of the UIS mission. As a university that values teaching and engagement in the world, UIS uses the Boyer model of scholarship as a framework for defining and assessing scholarly activities. This broad model of scholarship embraces the role of faculty as teacher-scholars and recognizes the importance of using scholarship to address problems and issues confronting society.

This chapter begins with a description of the scholarship portion of the UIS mission, followed by an overview of how that mission is being pursued. The second section addresses the relationship between scholarship and learning, focusing on the development of faculty as teacher-scholars, the engagement of students in scholarship, and the university's support and recognition for scholarship. The next section discusses UIS' scholarly contributions to society, the disciplines, and the community. The final section analyzes the strengths and challenges associated with the university's pursuit of its scholarship mission.

THE FUTURE-ORIENTED ORGANIZATION

This section presents the scholarship portion of the UIS mission and provides an overview of the university's policies, activities, and future plans that support the pursuit of this mission.

Pursuing the Scholarship Mission

The UIS mission affirms the university's commitment to excellence in scholarship. The mission states:

UIS serves the pursuit of knowledge by encouraging and valuing excellence in scholarship. Scholarship at UIS is broadly defined. Faculty members are engaged in the scholarship of discovery, integration, application, and teaching. Excellence in teaching and meaningful service depends on a foundation of excellence in scholarship. (UIS Strategic Plan, p. 8)

The importance of scholarship is further emphasized in the university's goals. Goal One of the strategic plan states that "UIS will achieve academic excellence through excellence in teaching and learning and excellence in scholarship" (UIS Strategic Plan, p. 23). The strategic plan states that:

UIS affirms its commitment to high standards of scholarly excellence based on varied forms of scholarship expressed in the Boyer model—an approach appropriate to a premier public liberal arts institution with strong professional programs that values teaching and engagement in the world. Consistent with [its] history, UIS will continue to support scholarship aimed at shaping and improving public policies and practices. Believing that active scholarship is essential to excellent teaching, UIS is committed to developing a faculty of teacher-scholars, students who collaborate with faculty on research and service projects, and staff who are engaged in advancing the professional practice in their fields. (UIS Strategic Plan, p. 25)

The UIS Faculty Personnel Policy stresses the importance of scholarship for faculty reappointment, promotion, and tenure. The Faculty Personnel Policy also describes the four types of scholarship under the Boyer model: discovery, integration, application, and the scholarship of teaching. UIS values teacher-scholars who are intellectually engaged in their substantive fields and in the pursuit of student learning.

Scholarly activities among UIS faculty are increasing. Using the same criteria over a three-year period as to what constitutes a scholarly publication or presentation, UIS faculty had 249 presentations and publications in 2005, which is a 19% increase over the number of presentations and publications in 2003. The number of faculty presentations and publications in 2005 is even more pronounced when compared to the 1996 level of 168. Some of this increase is due to a rise in the number of faculty, but much of it can be attributed to increased scholarly activity among faculty members. (More information on faculty presentations and publications is provided in the section of this chapter on The Connected Organization.)

A significant influx of new faculty will further strengthen UIS' scholarly activities. During the past two years, the university has hired approximately 70 new faculty members to replace those who have left or retired and to address the needs of new or expanded programs. As of 2006-07, approximately one-third of the UIS faculty had been at UIS for less than two years. These new faculty bring a wealth of scholarly interests and productivity to the campus.

As indicated in the UIS Strategic Plan, UIS has a tradition of conducting scholarship that is "aimed at shaping and improving public policies and practices" (UIS Strategic Plan, p. 25). This tradition is exemplified through the research conducted by the Center for State Policy and Leadership (CSPL), as well as the scholarly contributions made by faculty in each of the four colleges. CSPL conducts applied research on a broad range of policy issues, including those issues related to the criminal justice system, the state legislature, public finance, the environment, and civic engagement. Faculty in the colleges have addressed diverse public affairs topics such as

- College of Liberal Arts and Sciences
 - Lyme disease dynamics in oak forests
 - dealing with identity theft
- College of Education and Human Services
 - creating inclusive and safe environments for gay and lesbian students and parents
 - the importance of self-care in geriatric case management
- College of Business and Management
 - bank insolvency issues
 - the review of state legislation regarding the Uniform Electronic Transactions Act since E-sign
- College of Public Affairs and Administration
 - the benefits of self-defense training for sexual assault survivors
 - the new Gestational Surrogacy Act

UIS also provides opportunities for students to pursue scholarly activities in collaboration with or under the supervision of faculty. Such opportunities include undergraduate and graduate closure projects (e.g., senior seminar papers, master's projects/theses, capstone course papers), applied research projects affiliated with units such as the Center for State Policy and Leadership or the Emiquon Field Station, and various other programs and activities that promote student scholarship. (For more information, see the section in this chapter on The Learning-Focused Organization.)

Planning for the Future

The UIS Strategic Plan provides a framework for the university's pursuit of the scholarship mission. The strategic plan includes a series of action steps that address fostering student scholarship, supporting faculty scholarship, and addressing the physical and institutional infrastructure that is needed to facilitate scholarly activities. These action steps are discussed throughout this chapter. The university has already made significant progress in addressing these action steps. (See the Distinctive Organization section of this chapter for an overview of that progress.)

The strategic plan identifies interdisciplinary collaborative projects that will expand the university's generation and dissemination of scholarship and help the university move closer to its vision. These projects include (1) the Emiquon Field Station, (2) the Center for Online Learning, Research, and Service, (3) the Center for Geospatial Information Systems Applications, (4) the Experiential and Service-Learning Institute, and (5) the Center for Entrepreneurship and Economic Development. The university also will continue to support the Downstate Illinois Innocence Project. These projects are discussed later in this chapter under the sections entitled The Learning-Focused Organization and The Connected Organization.

As UIS plans for the future, it is important for the university to use technological advancements to support faculty, staff, and student scholarship. For example, Brookens Library will continue to adapt its services to patrons for whom the Internet is the first stop in seeking information. Plans for the future include enhancing the Library's web pages with transparent and intuitive navigation, RSS and CSS feeds, creating a digital repository, expanding the availability of audio books and podcasting materials, and

increasing the presence of information about library resources and services in course management system pages. The Library has recently filled a library faculty position to work with the online programs to enhance library services for online students.

THE LEARNING–FOCUSED ORGANIZATION

At UIS, scholarship and learning are interconnected. UIS values the importance of faculty who are teacher-scholars and students who are prepared for and engaged in scholarship. This is reflected in university policies, academic curricula, collaborative research projects and events, and the support and recognition that the university provides for faculty, staff, and student scholarship.

Developing a Faculty of Teacher-Scholars

UIS is committed to developing a faculty of teacher-scholars (UIS Strategic Plan, p. 2). Teacher-scholars are able to integrate knowledge from their own scholarship, as well as the scholarship of others, into the student learning environment. This is beneficial in ensuring that program curriculums and course content are current and that students will be well prepared for productive careers. Faculty who are active in scholarship also serve as role models for lifelong learning.

Faculty Personnel Policy

The UIS Faculty Personnel Policy states that the four types of scholarship discussed in the Carnegie Foundation Report, *Scholarship Reconsidered: Priorities of the Professoriate* by Ernest L. Boyer (what the UIS campus refers to as the Boyer model of scholarship), provide a suitable framework for evaluating scholarship at UIS. The UIS Faculty Personnel Policy (p. 17) describes the Carnegie categories as follows:

- *Discovery* has been the heart of the narrower definition of scholarship: original intellectual work such as basic research; or creative contributions such as artistic accomplishments. Discovery is important, but so are other forms of scholarship.
- *Integration*, which is often inter- or multi-disciplinary, gives meaning to isolated facts and puts them into a broader perspective making connections among and across disciplines and educating those who are not disciplinary specialists.

- *Application* is inquiry into the connection between theory and practice, and is commonly called applied research.
- Finally, the *scholarship of teaching* requires constant intellectual engagement in learning in the substantive areas of one's teaching and in the processes and methods of teaching as a profession.

The importance of scholarship at UIS is also addressed in the new faculty orientation. Prior to new faculty orientation, the Provost's office sends each new faculty member a copy of *Scholarship Reconsidered: Priorities of the Professoriate* as a means of acquainting new faculty with the Boyer model of scholarship. During the new faculty orientation or in a follow-up session, the Chair of the Campus Senate Personnel Committee makes a presentation to the new faculty on UIS faculty personnel policies, including the role of scholarship and the types of scholarship UIS values.

Scholarship is one of the criteria that are used in evaluating a faculty member who is applying for reappointment, promotion, or tenure. For reappointment, a faculty member "must document and demonstrate effective performance and accomplishment" according to the criteria for teaching, scholarship, and service as specified in the policies (Faculty Personnel Policy, p. 20). For a faculty member to achieve tenure and be promoted to Associate Professor, he or she "must demonstrate excellence in teaching" and "document and demonstrate a cumulative record of high quality in the combination of categories of scholarship and service as defined in Article 3; provided that his/her performance is, at a minimum, satisfactory in both categories" (Faculty Personnel Policy, p. 23). Promotion to Professor requires the faculty member to "demonstrate and document a clear record of excellence in teaching, scholarship, and service" (Faculty Personnel Policy, p. 24).

Scholarly activities also are considered as part of the annual faculty review and merit process. Each faculty member prepares an annual report that documents his or her activities, including scholarship, for the past year. This report is used by the faculty in the program and college to review the faculty member's performance and to make recommendations for merit and extra merit for exemplary performance.

The Campus Senate Personnel Committee periodically sponsors seminars to help faculty better understand the personnel evaluation policies and procedures. Related materials, such as PowerPoint slides and videos of the sessions, are made available on the Academic

Affairs website.

Assessment, Faculty Survey Results

Given the emphasis on scholarship, it is important to assess the quality of the scholarship that is being produced by UIS faculty. The 2004 UIS faculty survey that was administered by the Campus Planning and Budget Committee asked respondents to rate the quality of scholarship in their department on a scale of 1 “very poor” to 5 “very good.” The mean rating was 3.77. (For comparison, the quality of teaching was rated 4.40, and the quality of service was rated 4.35.) Among the respondents, 57% perceived scholarship in their department as “good” or “very good,” while 13% perceived it as “poor” or “very poor.”

UIS Strategic Plan Action Steps

In recognition of the importance of pursuing excellence in scholarship, one of the action steps in the UIS Strategic Plan is to “create and maintain standards for scholarly excellence in each college/program” (Action Step 15). This action step will prompt discussions regarding the definition of scholarly excellence and will help faculty better understand expectations in terms of their scholarship.

Engaging Students in Scholarship

The university engages students in scholarship through the academic curricula, as well as through other learning opportunities such as research assistants, internships, and programs and events that support and promote student scholarship.

Undergraduate Curriculum

Scholarship is integrated into the undergraduate curriculum. This integration shows in the baccalaureate goals and student learning outcomes and in the course work required for the majors, closure requirements, and discipline-based honors programs. The Capital Scholars Honors Program also integrates scholarship into its curriculum and activities.

In the adoption of the UIS Baccalaureate Goals and Student Learning Outcomes, Campus Senate Resolution 36-26, AY 2006-07, states:

By emphasizing scholarship skills in the service of the public good, UIS prepares students for lifelong learning and engaged citizenship. UIS prepares students to discover, integrate, apply, and communicate knowledge for the benefit of individuals, families, and communities.

The UIS Baccalaureate Goals and Student Learning Outcomes provide a list of student competencies, including the following related to scholarship:

- Exhibiting a knowledge of and ability to effectively locate, evaluate, interpret, and use information;
- Exhibiting a knowledge of and ability to use contemporary technologies;
- Identifying, interpreting, and analyzing quantitatively presented material and solving mathematical problems;
- Constructing intellectual projects independently and working effectively in collaboration with others;
- Expressing ideas, facts and arguments in a written format that depicts competency in the use of syntax, organization, and style appropriate to the audience (Campus Senate Resolution 36-26, AY 2006-07).

More than one-half of the undergraduate majors (in particular those in the natural, behavioral, or social sciences) require students to take at least one course in research or laboratory methods. In addition, about one-half of the undergraduate degree programs have a senior seminar or closure course, in which students usually are required to prepare a scholarly paper (see Undergraduate Closure Requirements).

Some majors offer additional opportunities for students to engage in scholarship. For example, students in the sociology-anthropology program have the opportunity to work on projects in archaeology, anthropology, and sociology both locally and abroad. Local options include a social science research methods course (SOA 411) in which students learn about conducting social research by choosing and designing a class project and conducting surveys and interviews with UIS students. Students also may conduct archaeological work in New Philadelphia, the earliest known town founded and registered in a state by an African American in the antebellum United States. In 2002 and 2004, undergraduate students joined a UIS professor for three and a half weeks in Blaubeuren, in southern Germany, to participate in a German-American research project on the Stone Age social and economic landscapes. In 2007, six undergraduate students and one graduate student received support to participate in a field course funded by the National Science Foundation to carry out test excavations on Neolithic sites near the modern city of Ulm, Germany.

During academic year 2006-07, the Undergraduate Council developed policies and procedures for the development of discipline-based undergraduate honors programs. The Biology Honors Program served as a model for the development of these policies. One of the central features of the honors programs is the preparation of a scholarly paper and the presentation of that paper in a public forum. In spring 2007, the Undergraduate Council approved new honors programs for the clinical laboratory sciences and chemistry programs. The university anticipates the development of additional honors programs in the future.

The Capital Scholars Honors Program (CAP Honors) sponsors research symposiums. In spring 2007, CAP Honors developed a freshman research symposium with the theme, “Thinking Outside the Bombshelter: Cold War Fear in American Culture” to showcase interdisciplinary research done in two CAP courses. The symposium offered students the opportunity to participate early in their academic career in a conference-like event and to present research to an academic audience. Senior honors students are required to turn in a paper and participate in a Capital Scholars Senior Symposium. Each student makes a 10-12 minute presentation based on a project or substantive research paper done in the last year. This can include a paper prepared for a course or in conjunction with the student’s experiential learning or service-learning project or a creative project in the arts or humanities.

In recognition of the importance of undergraduate scholarly activities, UIS is a member of the Council on Undergraduate Research (CUR). CUR is a national nonprofit professional organization whose purpose is to promote undergraduate research at colleges and universities across the country. CUR produces a quarterly magazine, sponsors an annual conference, conducts training, and does advocacy work.

Graduate Curriculum

Most of the graduate programs at UIS include a research course as part of the required coursework for the degree. In addition, UIS requires all graduate programs to have some type of closure activity. At the master’s level, the closure activity must include one or more of the following options: a master’s project, a master’s thesis, a comprehensive exam, or a capstone course with a paper requirement. Five programs require a particular type of closure activity, while the other master’s programs offer students a choice from among two or more types. Twelve programs require/allow a thesis, 14 require/allow a master’s project, five require/allow a comprehensive exam, and six require/allow a

capstone course with a paper requirement (see Graduate Closure Requirements). In the Doctorate of Public Administration (DPA) program, the closure requirement is the preparation and defense of a dissertation.

The dissertations and master's projects, theses, and capstone papers allow graduate students the opportunity to conduct in-depth research or analysis, to apply theory to practice, and to integrate material from their courses. For example, one of the environmental studies graduate students conducted an experiment in which she compared short- and long-term radon level measurements in central Illinois homes as the basis for her master's thesis. UIS masters' theses and projects are available through Brookens Library Archives and UIS dissertations are available through ProQuest digital dissertations.

Graduate Research Assistantships

Graduate students who are interested in obtaining additional research experience can apply for a graduate research assistant position. These positions provide tuition reimbursement and the waiver of select fees, as well as the opportunity for a student to work with one or more faculty or staff members on a scholarly project. Most of the research assistants are assigned to the Center for State Policy and Leadership and work on applied research projects related to public affairs, such as an analysis of the impacts of police overtime for methamphetamine cases and the evaluation of a new method for approving low-income children for the free school lunch program. Some research assistants are assigned to work with a particular faculty member or staff member on a special project. For example, a political studies student provided research assistance for a staff member who is writing a biography on a renowned Illinois politician, and a public administration student provided research assistance for a faculty member who was writing a book on Latino politics in Illinois.

Research-Related Internships

Some UIS students conduct scholarly work in conjunction with their internships. The position descriptions for over 20 of the internships offered through the Graduate Public Service Internship Program (GPSI) include some aspect of research. These internships include activities such as compiling and analyzing data from the HIV/AIDS surveillance program at the Illinois Department of Public Health, researching and writing reports on topics such as clean coal technologies and environmental regulations at the Illinois Department of Commerce and Economic Opportunity, assisting in the measurement of

and writing reports concerning radon at the Illinois Emergency Management Agency, and reviewing laboratory reports on samples submitted by public water supplies at the Illinois Environmental Protection Agency.

Several internships with nonprofit organizations also involve opportunities for students to engage in scholarly work. For example, the Taxpayers' Federation of Illinois has UIS interns work on research projects related to taxes and other state finance issues. The American Lung Association of Illinois, through GPSI, has an intern who prepares materials to explain and interpret specific environmental programs, such as those addressing radon, flexible fuels, and air quality.

Presentation and Publication of Student Scholarship

UIS faculty members encourage students who have produced exemplary scholarly work to make presentations at regional or national conferences. UIS Doctorate of Public Administration students have presented their research papers at conferences such as the American Society for Public Administration conference, Public Administration Teaching conference, and the Association for Budgeting and Financial Management conference. UIS graduate and undergraduate students have made presentations at conferences including the American Society for Microbiology General Meeting, Annual Meeting of the American Association for the Advancement of Science, Midwest Regional Meeting of the American Chemical Society, National Conference on Undergraduate Research, National Collegiate Honors Council, the Midwest Psychological Association-Psi Chi Division, Illinois Philological Association, the Association of American Colleges and Universities, the American Public Health Association, and the National Environmental Health Association.

Some UIS students have co-authored articles or book chapters with faculty. Examples include undergraduate students in chemistry who co-authored an article in the *Journal of Chemistry Education*, a graduate student in communications who co-authored a book chapter on treating substance-addicted juveniles, and a group of Doctorate of Public Administration students who co-authored an article in the *Journal of Public Administration Research and Theory*.

Showcasing Student Scholarship

UIS sponsors annual events providing students the opportunity to showcase their scholarly work. These events include the Outstanding Master's Thesis Award Ceremony,

the Science Research Symposium, and the Verbal Arts Festival. These events allow students the opportunity to present their work in a public setting and to discuss their work with members of the campus and the broader community.

UIS theatre productions, music events, forensic debates, and visual arts exhibits also provide opportunities for students to engage in scholarly activities and showcase their work.

Outstanding Master's Thesis Award

In academic year 2001-02, UIS began an annual Outstanding Master's Thesis Award to honor outstanding UIS master's theses. Each year, the UIS graduate programs are asked to nominate exemplary master's theses/projects for review by the UIS Research Board. The university holds a reception in the spring to honor the winner and nominees. The winner makes a presentation about his or her research and posters are displayed that provide highlights of each of the nominated theses/projects. The nominees are encouraged to stand by their respective posters and respond to questions and comments by the attendees. In 2005-06, an external donor provided funding to sustain the program and the official name of the award was changed to the Chapin Outstanding Master's Thesis Award.

The winner of UIS Outstanding Master's Thesis Award in 2003-04 received a 2005 Midwestern Association of Graduate Schools (MAGS) Distinguished Master's Thesis Award. The student's thesis, "Uptake Analysis of Fluorescently-Labeled Hydrophobic Organic Phosphate Substrates by Aquatic Hydrophobic Bacteria," was one of three winners chosen from among 56 nominations.

Verbal Arts Festival

UIS celebrates the joys of language and literature through an annual Verbal Arts Festival that is held in the spring. The festival includes a series of English-related events, including guest speakers from the UIS faculty and mainstream literary circles and an evening of selected readings from the UIS literary journal, *The Alchemist Review*. The preparation of this journal represents a 30-year literary tradition at UIS and includes creative writing projects selected from work prepared and submitted by UIS students, faculty, staff, and alumni. Students are in charge of reviewing the manuscripts, editing them, creating the layout, and overseeing the production of the publication. To prepare students for further publishing success, the guidelines for *The Alchemist Review* reflect

those of other peer-reviewed journals. Other Verbal Arts Festival events have included plays written and produced by students, poetry readings, and literary and critical presentations.

Science Research Symposium

The UIS Science Research Symposium was established in 2001 to foster the spirit of inquiry, an instrumental component of a liberal arts education. The overall mission of this annual event is to expand the educational options in the arena of science by encouraging students to engage in applied research. The symposium aims to encourage scientific dialogue among the colleges and participants and to provide a forum for scientific dialogue between the faculty and students of UIS and other central Illinois colleges. Faculty and students from the following UIS departments have presented at the symposium: astronomy/physics, biology, chemistry, computer science, environmental studies, library and educational technology, mathematics, management information systems, psychology, and sociology/anthropology.

The symposium follows the traditional science conference format that includes oral and poster presentations. While about 10 oral presentations are made each year, the number of posters has increased from five to 15 in the past few years. During the same time, the attendance at the symposium has grown from about 40 to about 200.

Although open to both students and faculty, the Science Research Symposium has been from its inception a student-centered event. The symposium provides students with an opportunity to hone their presentation skills in a setting less stressful than a national scientific conference. In addition, students not only participate in event planning but also act as moderators and judges along with the faculty. Finally, the symposium gives students a chance to collaborate with faculty from their own and other UIS departments. They are prizes awarded for best poster session and best project.

Emiquon Field Station

UIS students have the opportunity to experience applied research at the Emiquon Field Station. In conjunction with the Nature Conservancy (a nonprofit organization), UIS has established this field station to study the transformation of a 7,400-acre farmland area to its natural state, a large river floodplain. This station, which is about 45 miles from

Springfield on the Illinois River, supports the research of UIS students and faculty and allows UIS to work with the staff of the Conservancy and other collaborating scientists. (See later section in this chapter on the Emiquon Field Station.)

Online Student Research Symposium

The College of Liberal Arts and Sciences is planning an online student research symposium to be held in spring 2008. The symposium will include research presentations from online students presented in a scholarly online setting and will result in an online journal of student research. The symposium, which is being supported by a Strategic Academic Initiatives Grant from the Provost's office, will include all of the undergraduate online programs in the college. The goals for the symposium are to strengthen the academic experience of online students, to build mentoring relationships between faculty and online students, and to strengthen the reputation of UIS as a leader in online teaching and learning.

Assessment, NSSE Results

Given UIS' emphasis on student scholarship, it is important to assess the extent to which students are learning scholarly knowledge and skills. One means of assessing this is to examine questions that address aspects of scholarship from the National Survey of Student Engagement (NSSE) (see NSSE Data Summary). The NSSE results suggest that UIS undergraduate students are participating in scholarly activities at levels that are higher or comparable to students in other master's institutions. (See Table 4-1) The only questions in which UIS responses were significantly lower than responses for other master's institutions was "Prepared two or more drafts of a paper or assignment before turning it in" for freshmen in 2002 (although UIS responses were higher than other master's institutions in the following two years) and "Work on a research project with a faculty member outside of course or program requirements" for senior students in 2002-2006.

UIS Strategic Plan Action Steps

The UIS Strategic Plan includes action steps designed to help facilitate increased scholarship among UIS students, including student and faculty collaborations on research projects. These action steps include:

- Create opportunities for collaborations in research and creative activities (Action Step 7)

- Revive and update intersession concept as an opportunity for faculty collaboration as well as student learning. (The “intersession concept” is discussed in Chapter 5 in the section on The Learning-Focused Organization.)
- Develop a mechanism for matching student and faculty research interests.
- Foster the scholarly activities of students (Action Step 9)
 - Encourage and support student attendance at regional academic and professional conferences.
 - Provide formal recognition and incentives for faculty who sponsor or supervise student scholarship.
 - Find ways to support faculty/student interaction outside the classroom.
 - Recognize faculty’s student project supervision efforts.
 - Further develop student research symposia, building on the success of the UIS Science Symposium.

Supporting and Recognizing Scholarship

UIS supports and recognizes scholarship through (1) distinguished professorships, (2) the Distinguished Visitors Program, (3) scholarship awards and recognition programs, (4) scholarship workshops and brown-bag seminars, (5) financial support and time releases for faculty to pursue scholarship, (6) institutional units that support scholarship, and (7) as previously described, faculty personnel policies that include scholarship considerations in tenure and promotion decisions.

Distinguished Professorships

UIS established its first distinguished chair in 2001 and, since that time, has created an additional four distinguished professorships. Current distinguished professorships include (1) the Naomi B. Lynn Distinguished Chair in Lincoln Studies, (2) the National City Distinguished Professorship in Banking and Finance, (3) the Hanson Professional Services Faculty Scholar, (4) the Ameren Professorship in Business and Government, and (5) the newly endowed Wepner Distinguished Professorship in Political Science.

UIS expects to fill the Wepner Distinguished Professorship with someone who has a superior record in teaching and scholarship, as well as expertise and scholarly accomplishments relating to the place of Abraham Lincoln in Illinois and American political development. The Wepner Distinguished Professor will have a joint appointment in history and will be expected to help UIS develop and maintain strong relationships with the Abraham Lincoln Presidential Library and Museum and presidential studies.

Distinguished Visitor Program

In 2006-07, the UIS Chancellor established the Chancellor's Distinguished Visitor Program. Under this program, distinguished scholars, artists, and public figures will be invited to campus for a period from several days to a week to engage with faculty and students. Activities and events may include guest lectures or performances, seminars, symposia, work on specific scholarly or creative projects, and informal discussions. In some cases, the distinguished visitor may deliver lectures or presentations that are open to the community. The first person to visit UIS under the Chancellor's Distinguished Visitor Program will be a professor of history and gender and women's studies from the University of Illinois at Chicago.

Scholarship Recognition and Awards

Each year the university sponsors the Faculty Scholarly Recognition Luncheon. The Chancellor and Provost speak at the luncheon about the scholarly achievements of the faculty and a booklet is distributed listing the publications and presentations made by each faculty member during the prior year. The University Scholars Award also is presented at the luncheon, followed by a discussion by the winner about his or her scholarship. The University of Illinois University Scholars Program presents this award on an annual basis to a UIS faculty member who demonstrates scholarly excellence in both teaching and scholarship. The recipient of this award receives \$10,000 annually for a period of three years.

UIS also recognizes scholarship through the Faculty Excellence Award, which recognizes sustained long-term career accomplishments at UIS in teaching and scholarship. This award (\$4,000) provides the opportunity to recognize a faculty member who exemplifies a teacher-scholar and who serves as a role model for other faculty.

UIS recognizes scholarly contributions in various other ways. For example, the Center for State Policy and Leadership (CSPL) publishes an annual report that features its scholarly projects and recognizes the contributions of CSPL faculty, staff, and students. As previously stated, each year the university also recognizes outstanding master's theses.

Scholarship Workshop and Brown-Bag Seminars

Various units on campus sponsor presentations or workshops on issues related to scholarship. For example, in 2007 the College of Liberal Arts and Sciences sponsored a workshop entitled "Scholarship: Making the Case." This workshop included a faculty panel discussion on various types of scholarship and techniques for documenting scholarship in tenure or promotion applications. In 2007, the Provost's office sponsored two brown-bag discussions on "The Fountain of Funding: Strategies for Securing Financial Support for Your Project" and another discussion on "Promoting Ethical Student Research." In past years, the UIS Research Board and the Center for State Policy and Leadership have presented workshops on obtaining grants and writing for publication.

The university also offers opportunities for faculty to present and share their scholarship with their colleagues. For example, the College of Public Affairs and Administration has recently initiated a brown-bag series in which faculty present their scholarship.

Financial Support for Scholarship

UIS provides financial support for scholarship and professional development for faculty, staff, and students.

Faculty support includes the following:

- Each faculty member receives an annual specified amount of funds for professional development and travel to conferences;
- Additional support is available through the Scholarly Presentation Support Program for faculty who are presenting scholarly work at regional, national, or international conferences;
- Supplemental funds are available through the Chancellor's International Travel Support Program for faculty presenting at international conferences; and
- Some of the colleges and the Center for State Policy and Leadership have provided supplemental funding for faculty to make presentations at conferences.

Faculty may apply for Summer Competitive Scholarly Research Grants offered by the Office of the Provost. The Center for State Policy and Leadership and the colleges also provide funding for faculty research projects, usually through a competitive process.

Funding is available to UIS academic professionals each academic year to support professional development activities. Each academic professional who is employed at least 50% time may apply for up to \$1,200 for use toward any aspect of professional development during the academic year. Examples include journal subscriptions, conference and meeting registration, conference travel, training workshops, and costs associated with a college course.

Students may apply for funding for research projects through the Office of Student Life's Student Research Support Program. There also are funds available for particular types of student research. For example, income from the Skelton Endowment fund is used to help defray thesis expenses for graduate students in the Department of Environmental Studies whose research focuses on energy policy and energy research. Chapin Scholarships, which are made available through an endowment, support undergraduate or graduate student research that focuses on history, preferably United States history.

The science programs have had a growing number of students involved in research during the school year and in the summer. These students often are supported by internal or external grants and present their results at regional and national professional conferences. In 2006, the UIS science programs received a \$60,000 Merck/AAAS Undergraduate Science Research Program Grant to support summer student research projects. The grant is being paid out over three years and is being used to support four undergraduate science students in mentored, original research projects each summer. UIS is one of only 15 universities nationwide to receive this competitive grant. The science programs also have had students working on research at the Southern Illinois Medical School.

Non-Instructional Assignments and Sabbaticals

Faculty are eligible for non-instructional assignments (i.e., course releases) and sabbaticals to pursue scholarship. During the past three years, the university has awarded an average of 65 non-instructional assignments and seven sabbaticals per year for faculty to pursue scholarship. All of these sabbatical were for one semester.

According to the UIS Faculty Personnel Policy (p. 33),

A sabbatical leave may be used for one or more of the following purposes: improving professional competence in a field appropriate to the applicant's professional responsibilities; undertaking a public affairs project; conducting research; engaging in artistic or professional creative activity; developing instructional materials such as texts or laboratory manuals; or other purposes such as general professional development and renewal.

A faculty member who takes a sabbatical is required to make a presentation on the sabbatical to his or her colleagues and submit a report to their personnel file the year after the sabbatical.

Assessment, Faculty Survey Results

Given the university's various types of release time and financial support for scholarship, an important assessment issue is whether faculty perceive that they have sufficient resources to conduct scholarship. The Campus Planning and Budget Committee's 2004 faculty survey addressed aspects of this issue. Respondents to the survey were asked to report "actual" and "ideal" allocation of time among seven activities. The mean response for scholarship was that faculty spent 9% of their actual time on scholarship, whereas ideally they would like to spend 19% of their time on scholarship. Respondents also were asked to rate various items on a scale of 1 to 5, with 5 being the highest rating. "Funding scholarship activities" and "Funding scholarship projects" received mean ratings of 1.96 and 2.07, respectively. These results suggest that UIS faculty would like more time and financial support to conduct their scholarship.

UIS Strategic Plan Action Steps

In recognition of the need for increased support of scholarship, the UIS Strategic Plan includes the following action steps:

- Increase funding, non-instructional assignment availability, and joint appointments for pursuit of faculty scholarly and creative activities (Action Step 12).
- Increase funding for staff professional development and scholarly activities (Action Step 13).

- Regularly distribute information to students and faculty about institutional support for scholarship (Action Step 11).

Providing an Institutional Infrastructure to Support Scholarship

Brookens Library

One of the university's most important forms of support for scholarly activities is Brookens Library. The Library is a unit of Academic Affairs and the Dean of Library Instructional Services, who also is the university Librarian, reports to the Provost and Vice-Chancellor for Academic Affairs.

The mission statement for Brookens Library is:

At the heart of the intellectually rich, collaborative and intimate learning environment of UIS, Brookens Library selects, organizes, preserves, and provides access to and instruction in the use of information resources for research, discovery, and lifelong learning. (Brookens Library Strategic Plan)

The Library's vision statement further emphasizes its goal to effectively serve the campus:

Working together creatively and using technology ingeniously, we provide excellent information resources and services to the UIS community.

Brookens Library supports UIS with a collection of more than 540,000 volumes (including nearly 11,000 e-books), 2,600 periodical subscriptions, 200,000 government publications, approximately 135 databases providing tens of thousands of full-text journal articles, 1,800,000 microforms, and 4,000 films, DVDs, and video tapes. The databases, full-text articles, and e-books are accessible from anywhere through a proxy server. In addition, most reserve material is now available electronically through the course management system.

The Library has strong print collections in the areas of Illinois politics and public administration. It serves as a depository for United States and state of Illinois government documents, providing access to an extensive print collection and an increasingly large online collection. The collection also includes maps, audio books, and music compact discs.

Archives and Special Collections make available to the public the most significant historical records of Sangamon State University (1969-1995) and the University of Illinois at Springfield, as well as regional history records and manuscripts whose research strengths support the university's curriculum.

Brookens Library offers the UIS community access to a broad scope of databases, including the Web of Science Citation Indexes, ACM Digital Library, Science Direct, and Project MUSE, to which many universities of UIS' size do not have access. The library also offers access to the LexisNexis Academic service and the related LexisNexis databases: Congressional, Environmental, Statistical, and State Capital. Examples of other databases include PAIS: Public Affairs Information Service, PolicyFile, and Worldwide Political Science Abstracts. To support the Legal Studies program, the Library subscribes to a number of law reviews and loose-leaf services published by West and BNA— publications that are generally only found in law libraries.

By partnering with the Urbana and Chicago campuses, the Consortium of Academic and Research Libraries in Illinois (CARLI), and other organizations to acquire these resources, the library realizes significant cost savings. Approximately 80% of the databases available at UIS are purchased at a discount that is negotiated through such group purchases.

The Consortium of Academic and Research Libraries in Illinois (CARLI) is a statewide administrative agency that leads Illinois academic libraries to create and sustain a rich, supportive, and diverse knowledge environment that furthers teaching, learning, and research through the sharing of collections, expertise, and programs. Through Brookens Library's membership in CARLI, UIS students and faculty have access to the holdings of 65 other academic libraries in the state of Illinois, including the holdings of the library at University of Illinois at Urbana-Champaign. Students may search CARLI's I-Share catalog and request that books not owned by UIS be delivered to them at a library pick-up location of their choosing. CARLI's I-Share database includes records for over 31,000,000 books, journals, and other information resources.

Library faculty (Instructional Services Librarians) provide information literacy instruction and reference services in a variety of formats and modalities, including course-integrated research sessions, credit courses, individual research consultations with graduate students, Information Desk interactions, and chat and e-mail reference. Each member of the library faculty is assigned to be a liaison with several UIS academic departments. The

librarians work closely with the department's faculty to develop the appropriate library collection and to support the UIS curriculum. Librarians also participate in campus curriculum and governance committees.

The library faculty and staff utilize new technologies to enhance user services. For example, in academic year 2006-07, the library implemented a new electronic search system capable of simultaneously searching across multiple databases, including the library catalog. In the past, searches were conducted within a particular database or across a family of databases that had the same structure. The new search capabilities save time and improve search results for library users.

Brookens Library also works collaboratively with other libraries in the use of technology. The library belongs to the Ask?Away worldwide cooperative reference service, which consists of chat and email reference. This service allows students and faculty to have their reference and research questions answered online and in real-time 24 hours a day, seven days a week. This accessibility is especially important to online and commuter students who may have geographical or time limitations that restrict the amount of time they can spend within the physical library building. Brookens Library also has joined a national effort to preserve electronic journals in perpetuity. The Portico membership (a joint membership with Urbana and Chicago) will assure that academic libraries will have access to electronic content without having to commit local human and computing resources to preserve the material.

In academic year 2006-07, Brookens Library piloted a "personal library adviser" service with the students in the Capital Scholars Honors Program. This program was based on the belief that students who have access to a specific, known librarian will show better information literacy skills at the end of the year than students who were not assigned a library adviser. If the pilot is successful, this service will be extended to other students.

Assessment, Brookens Library

Brookens Library has undertaken a variety of service quality assessments during the past few years, including (1) a couple of questions relating to the Library were included in the UIS Student Satisfaction Inventory conducted in spring 2001, 2003, and 2005 (see SSI Data Summary); (2) the Library administered its own survey in spring 2003; (3) the Library Dean conducted interviews with the chairs of each academic program between fall 2002

and summer 2003, (4) the Library administered the LIBQUAL Library Service Quality Survey during spring 2007, and (5) evaluations of one-time, subject-specific library instructional sessions are routinely conducted.

The Student Satisfaction Inventory (SSI) includes two statements about the library: (1) “library staff are helpful and approachable” and (2) “library resources and services are adequate.” For the first item, the gap between the importance of and the satisfaction with this item decreased from .58 in 2001 to .49 in 2003, and then increased to .81 in 2005. Compared to peer institutions, UIS students were more satisfied than students at other institutions in 2001 and 2003, but less satisfied in 2005 (although the 2005 difference is not statistically significant at a .05 level). (See **Table 4-2**).

Brookens Library also has tried to create a more inviting space. The Friends of Brookens Library have helped to create several student lounges in the building: the Friedman Lounge on level four which includes a small browsing collection; the Everson Lounge on level two with a CD listening collection; and the MacDonald Lounge on level one with a popular magazine collection and spaces for laptops. The university also plans to develop a new café on the first floor of the library. Additionally, in 2003 several copier rooms were converted to small group study rooms for student collaboration.

Brookens Library has addressed the need for contemporary technology to be available to students and faculty for check out. Currently, the Media Desk in the Library offers the following equipment for check-out: 19 digital camcorders, 16 digital still cameras, two NEC projectors, and five laptop carts, each with 10-24 wireless laptops for classroom use. This equipment is on a three-year replacement cycle. Forty-eight PCs and two Macintosh computers are available for use on the library public service floors.

In spring 2003, the Library and Information Technology Services sent out a user satisfaction survey to all UIS students, faculty, and staff with a valid e-mail address. The Library received responses from 340 people, including a good representation from undergraduate students, graduate students, and faculty. In addition to satisfaction, the survey sought to determine what the main uses of the Library and Information Technology Services were, whether respondents used the Library in person or online, and how often they used the Library.

- When asked “How satisfied are you with the library and educational technology services at UIS,” 83.3% of the respondents reported that they were either satisfied or very satisfied with services.
- The main use of the library was for “getting books and journals” followed by “gateway to library databases.” All other uses fell at 20% or below, including “ask questions at Library Information Desk” (12.8%) and “producing multimedia” (11.2%).
- Approximately one-half of the respondents reported that they had either taken or taught an online course. Of this group, 84.1% reported that they were either satisfied or very satisfied with Library/Educational Technology services, a percentage similar to the overall satisfaction rate.
- Nearly one-third of respondents took the opportunity to offer specific suggestions as to ways the Library/Educational Technology could improve services. The Library is using these suggestions to identify areas for improvement.

The program review submitted by the Library in 2004 noted that “One of the motives behind the online survey of users in spring 2003 was to begin to establish a ‘culture of assessment’ within the Library and Information Technology Services.” The report notes “We are beginning to see that a ‘teaching library’ also needs to be a ‘learning organization.’ ”

Interviews with program chairs found that (1) most chairs thought their faculty liaison was doing an outstanding job, (2) the most common suggestion for improvement was that the library should subscribe to more journals, and (3) some faculty were concerned about various issues relating to media, specifically the lack of a media booking system and the demise of the printed media catalog. As a result of the last point, the Library has developed an automated booking system and circulation has created a CD of all of the Library’s media holdings.

Many of the program chairs would like to see more instruction in how to use library resources, how to conduct basic research, and more help with evaluating Internet sites. Some found the restriction of leaving materials on e-reserves after the first semester to be troublesome— another area that has now been changed based on this feedback. The Library will now seek copyright permission for items that a faculty member would like to leave on reserve for a second semester.

The results of the LIBQUAL Library Service Quality Survey are expected to be available in summer 2007. The strengths and weaknesses across several dimensions that define service quality will be identified, which will allow the Library to access and improve library service to the UIS community.

The Library faculty workshop evaluations completed each semester have been favorable. On a scale of 1 to 6, with 6 being the highest, most of the ratings for the questions “I feel more confident/comfortable in using the Library as a result of this workshop” and “this workshop was helpful to me in achieving my academic objectives” were either a 5 or a 6. The majority of class instructors who rated the Library faculty workshops gave them a 6, the highest rating.

Brookens Library also uses benchmarking to assess its quality of services. Colleges and universities report statistics on a national basis to the Association of College and Research Libraries (ACRL), which publishes statistics annually, and the National Center for Education Statistics, which publishes its Academic Library Statistics (ALS) biannually. Brookens Library’s analysis utilized the Council of Public Liberal Arts Colleges (COPLAC) institutions or Illinois Board of Higher Education (IBHE) peer group institutions that were identified as Carnegie “Master’s/Professional” classification (plus one doctoral institution on the IBHE list) for its group of nine peer institutions.

On almost every measure reported by ACRL, Brookens Library exceeded its peer libraries. Only two elite private liberal arts universities, Trinity University and Union College, and the one doctoral institution, the University of South Dakota, had higher volume counts than Brookens Library. Trinity, Truman State, and Union College all had larger total library expenditures than UIS, but only Trinity and Union College spent more on library materials. A major difference between Brookens Library and these two libraries is the status of the library building. The libraries at both of these universities have undergone major expansion or renovation during the past few years.

Brookens Library also has compared itself to the private liberal arts colleges in Illinois that UIS uses for benchmarking in its campus strategic plan. On nearly every measure reported to ACRL, Brookens exceeded the figures reported by this set of colleges. For instance, Brookens at that time had 536,743 total volumes while the nearest competitor,

Bradley University, had 435,366. However, several of these peer institutions are in the “Bachelor’s Degree” category rather than the “Master’s/Professional” category to which UIS belongs.

In spring 2003, the Library contracted with a building consultant to provide an assessment of the Brookens Library facility. The consultant, an experienced project manager for library building projects, brought in an architect with library design experience for parts of the assessment project. The report states that “key deficits include severe overcrowding and lack of growth space for the collection, technology, and services; lack of space for group collaboration and for opportunities for formal and informal interaction among library users, faculty, and staff; a confusing physical layout; an inefficient window system that creates uncomfortably cold and hot spaces; a poor lighting system; severe acoustical problems; worn, eclectic, and outdated finishes and furnishings; and inaccessible spaces as defined by the Americans with Disabilities Act of 1990 (ADA).” The building assessment report was transmitted to the university’s physical planning office for further review. During the past two years, the Campus Planning and Budget Committee has recommended continuing support for the capital budget request for the major remodeling of Brookens Library.

UIS Strategic Plan Action Steps

The UIS Strategic Plan includes the following action steps that are related to the Library:

- Identify research/scholarship space needs and include those needs in space planning (Action Step 10).
- Invest in Brookens Library and Educational Technology (Action Step 14).

UIS Research Board

Another unit that supports scholarship is the UIS Research Board, which is a Campus Senate Committee. The Research Board provides guidance and input to the administration on issues related to university research policies and practices, research support for graduate students, and programs to stimulate undergraduate research. The Research Board also serves as a review committee for the annual graduate thesis award and for university awards to support faculty scholarship, such as the competitive summer

research funds. The Research Board has sponsored workshops related to the promotion of scholarship, addressing topics such as seeking external support, writing for publication, and time management.

Office of Grants and Contracts

The UIS Office of Grants and Contracts assists faculty and students in identifying possible grant resources and applying for grants. This office resides in the Office of the Provost and Vice Chancellor for Academic Affairs and has primary responsibility for (1) internal approval of proposals submitted to external sponsors; (2) implementation of University of Illinois research-related policies, including conflict of commitment and interest, patents and copyrights, academic integrity in research and publications; and (3) review of research projects involving human or animal subjects. The office uses e-mail announcements and its website to make available information on funding opportunities and university research forms, policies, and procedures. It also prepares the UIS Grants and Contracts Bulletin, an annual publication that summarizes the number of proposals submitted each year and the grants and contracts that were awarded. The bulletin, which is available in hard copy or online, also describes the programs and services offered by the Office of Grants and Contracts.

Office of Development

In 2007, the UIS Office of Development hired an academic professional to assist in development, grants, marketing, and communication. One of the responsibilities of this individual is to help facilitate the development of grant proposals by faculty and staff. This person will help teach and coach others to prepare and manage successful grants and proposals.

Institute for Legal, Legislative, and Policy Studies

In summer 2007, the Institute for Legislative Studies and the Institute for Legal and Policy Studies combined to create one unit, the Institute of Legal, Legislative, and Policy Studies (ILLPS). ILLPS supports scholarship through research projects that are funded through grants. ILLPS will assist faculty who have joint appointments in the institute, as well as other faculty who are interested in working with the institute on particular projects, with the identification of grant funds, the preparation of grant proposals, and the budgeting and tracking of grant funds.

Survey Research Office

The Survey Research Office, one of the units of the Center for State Policy and Leadership (CSPL), offers faculty an on-campus means for conducting scholarly research that involves data collection through surveys. Some UIS faculty have incorporated services of the Survey Research Office into their grants. CSPL and the Survey Research Office have initiated scholarly activity as well by working with faculty and including theoretically relevant questions into surveys the office conducts. For example, a 2005 survey on politics and religion incorporated questions that lead to a scholarly article.

Center for Geospatial Information Systems Applications

One of the newest units that supports scholarship is the Center for Geospatial Information Systems Applications (GIS), which was established in academic year 2006-07. This center is equipped with state-of-the-art computing devices and the latest spatial data analysis/image processing software, which will be used to support GIS classes, workshops, and research activities in the UIS community. The center has established a campus-wide committee for collaborative geospatial research to promote multi-disciplinary teaching and research collaborations.

Center for Teaching and Learning

The Center for Teaching and Learning (CTL) provides scholarly support services in the areas of writing, research, and issues related to the scholarly process, such as appropriately citing resources and avoiding plagiarism. CTL provides workshops, in-person and online tutoring, and makes handouts available through its website. In the past, CTL assisted both faculty and students with their scholarly activities, but as of 2006-07, it is focusing on the needs of students. This transition was in response to a recommendation by the CTL Task Force, which conducted a study of CTL and student needs during 2005-06. (See also **Chapter 3**.)

THE CONNECTED ORGANIZATION

Scholarship provides a means for UIS to make a contribution to the disciplines, to society, and to the community. Through engaging in scholarly work, sharing the results, and making university scholarly support resources open to the public, UIS is able to stay connected to its constituencies.

Serving the Disciplines and Society

UIS faculty share their scholarly work with their respective disciplines and also use their scholarship to address issues and problems facing society. UIS faculty and staff are active in professional associations, serving as presenters and discussants at conferences, reviewers of books and manuscripts for journals, and in various other roles. Some faculty and staff members are currently, or previously have been, officers in professional associations or members of executive and editorial boards.

Individual UIS faculty members share their scholarly expertise with the community through activities such as working with community groups or individuals, proposing and analyzing legislation, and working with state agencies or other entities on projects. For example, UIS science faculty members mentor high school students working on science fair projects. A professor in public administration with an expertise in Latino policies was instrumental in the passage of a new state law designed to help state agencies increase hiring among the Hispanic community at supervisory, technical, professional, and managerial levels. This professor also has been appointed to the Illinois Advisory Committee for the U.S. Commission on Civil Rights.

UIS also makes a contribution to the scholarly community and society through interdisciplinary collaborative scholarly work that is disseminated to local, state, national, and international audiences. Faculty in different disciplines collaborate on a variety of research undertakings, such as scholarship related to online learning, the Emiquon Field Station project, and applied projects administered or co-administered by the Center for State Policy and Leadership.

Center for State Policy and Leadership

The Center for State Policy and Leadership (CSPL) supports the UIS mission through its scholarship aimed at shaping and improving public policies and practices. Examples of ongoing or recently completed CSPL projects are highlighted below.

- The Sunshine Project, which is funded by the Joyce Foundation, is a multiple-year project which promotes public awareness and understanding of money in Illinois politics through research and outreach. The project produces searchable campaign finance databases and reports that are often cited in news stories and are accessible through the Illinois Campaign for Political Reform's website.

- CSPL has a five-year grant to evaluate 14 after-school programs for academically at-risk children. The program provides 15 hours per week of academic tutoring, study groups, and recreation. Data are collected from students, parents, teachers, administrators, and staff through the use of questionnaires, report cards, school records, and program records.
- The CSPL staff evaluated a new direct certification (approval) program that was introduced by the state of Illinois as a means to increase the number of low-income students who are approved for the National School Lunch Program. This research was funded by the Illinois State Board of Education with federal funds provided by the U.S. Department of Agriculture. Due to the interest in this study as a result of the Congressional reauthorization debates for the National School Lunch Program, the CSPL staff were invited to Washington D.C. to present their findings to the staff of the Food Nutritional Services, U.S. Department of Agriculture.

The Institute of Legislative Studies (which, as mentioned above, is now part of the Institute for Legal, Legislative, and Policy Studies) in CSPL published *State Politics & Policy Quarterly*, a peer-reviewed international academic journal from 2001, when the journal began, through 2006. This is the official journal of the State Politics and Policy section of the American Political Science Association and is included in Thompson/ISI's social science citation index.

CSPL, in partnership with the Illinois Historic Preservation Society and the Abraham Lincoln Presidential Library and Museum, sponsors the Papers of Abraham Lincoln. This is a long-term documentary editing project dedicated to identifying, imaging, and publishing, comprehensively in electronic form and selectively in printed volumes, all documents written by or to Abraham Lincoln during his lifetime (1809-1865). This collection of documents represents an important reference source for Lincoln scholars and others who are interested in the life and times of Lincoln.

Downstate Illinois Innocence Project

UIS administers the Downstate Illinois Innocence Project. The mission of this project is to provide assistance to attorneys representing downstate Illinois inmates convicted of crimes they did not commit and to prevent conviction of innocent persons in the future. The project goals are the exoneration of innocent persons convicted of felony crimes in downstate Illinois and the reform of the criminal justice system in Illinois and the nation

through the education of students, citizens, and policymakers about problems, causes, and possible reforms of a criminal justice system that results in conviction of the innocent. This program offers the opportunity for faculty and students in legal studies, as well as other disciplines, to work toward improving the outcomes of the justice system.

Emiquon Field Station

The Emiquon Field Station, which was established to study the transformation of a 7,400 acre farmland area to its natural state as a large river floodplain, provides significant opportunities for sharing and generating knowledge about floodplain ecology, especially the Emiquon floodplain. The field station provides resources and a space to

- teach natural sciences and train students in field biology techniques, initially at the high-school, college, and graduate levels, and to continue to explore opportunities for other lifelong learners (e.g., grade-school field trips, regional citizens, online students throughout the country and the world);
- learn more about the natural processes of the floodplain, freshwater ecology, and restoration and management strategies; and
- research cooperatively by incorporating national and international experts through symposia and cooperative projects, by involving UIS professors across disciplines, by consulting regional experts intimately familiar with the rhythms of the river, and by applying the lessons of nature and restoration.

The field station facilitates “hands-on” learning in the field and in the laboratory for students of many ages and for their teachers.

The Emiquon Field Station will contribute to society through various means. From a scientific perspective, research at the field station may discover principles of nutrient export that can be immediately applied to practice or may pave the way for future discoveries. Better management of floodplains will likely have significant effects on Gulf Hypoxia, fisheries loss, and species diversity. The Emiquon restoration will become a model for improved floodplain management.

The field station also will have historical significance. The Emiquon region has supported different communities for thousands of years. Until 1923, when levees were built, Thompson Lake was famous for its abundant wildlife and attracted outdoor enthusiasts

from all over the world. The restoration is another chapter in the history of humans learning to live productively on the Illinois River floodplain.

International Scholarship

UIS faculty contribute to their disciplines and society through their international scholarship. Examples are noted below.

- A political studies professor conducted research on opinion formation in developing democracies, specifically Eastern Europe, while he was at the National School of Political and Administrative Sciences in Bucharest, Romania in academic year 2003-04.
- Two professors have conducted research at the Southampton Solent University in England. A communication professor studied the British media system and British media education and how they compare to those in America. A business professor explored work-life balance issues. She also visited a Caterpillar manufacturing facility in Peterborough to establish a relationship with a Caterpillar United Kingdom counterpart and to be able to relate to Caterpillar International when teaching UIS students who work for Caterpillar in Peoria, Illinois.
- A philosophy professor has been an invited speaker at various universities in Poland and serves on the board of several professional journals in Poland. This professor also has been instrumental in the coordinating and offering of two online courses that combined students from UIS and from The Warsaw School of Economics.
- A management professor has done extensive scholarship aimed at educating Chinese entrepreneurs about strategic management. He has had a book published by Peking University Press (in English) and by CITIC Press (in Chinese). He was a visiting scholar to Hong Kong University of Science and Technology in 2001-02 and is regularly invited to serve as a guest instructor at the China Center for Economic Research at Peking University.
- A biology professor has conducted a comprehensive study of the various species of Mexican red oaks, some of which are found nowhere else in the world. Many of these species are threatened by their ecosystems being cleared for pasture. Her research directly contributes to the conservation of the world's biodiversity.

Online Learning Scholarship

Another area in which UIS is making a significant scholarly contribution to the professions and to society is in the area of online learning. Over the past decade, UIS has moved to the forefront of institutions engaged in online learning and the uses of technology in instruction. UIS faculty members' responsiveness to adopting the Internet and other technologies for instruction has been followed quickly by their scholarship on online learning and emerging educational technologies. For example, UIS faculty have conducted scholarship or made presentations on issues related to teaching a philosophy curriculum online, information processing by individuals and virtual teams, factors promoting and impeding faculty willingness to develop and deliver online courses, electronic portfolios in teacher education, buddy-finding in the mobile environment, and web standards.

The UIS Office of Technology-Enhanced Learning (OTEL), through the blog of the director, has become a global clearinghouse for current news and research on online learning. This blog has been in continuous operation since June 2001 and, as of January 2007, had 6,500 searchable postings in archives. People from all over the world access this service.

UIS seeks to build on its record of online education accomplishment by establishing a Center for Online Learning, Research, and Service (COLRS), one of the "Stretch Ideas" noted in the UIS Strategic Plan. COLRS will become the UIS hub for the study and application of online learning pedagogy, technology, and best practices. It will provide support for both original scholarly research and the dissemination of results. It will build synergies between discovery research and the enhancement of current online educational practices. COLRS will inform, empower, assist, and support the faculty of UIS in the delivery of courses, degrees, and certificate programs through the Internet. It will reach out around the globe to build exciting new online collaborations among educational institutions, government agencies, and businesses.

Experiential and Service-Learning Institute

UIS also is planning to establish an Experiential and Service-Learning Institute, one of the "Stretch Ideas" noted in the UIS Strategic Plan. This institute will draw on UIS' expertise from an almost 40-year history of integrating experiential learning into the graduate and undergraduate curriculum. (See also **Chapter 3** for a discussion of UIS'

experiential learning programs.) The institute will foster the scholarly investigation of experiential and service-learning and promote best practices to colleagues at other institutions.

The Experiential and Service-Learning Program was awarded funding under the UIS Strategic Academic Initiatives Grant program for the 2007-08 fiscal year to support two pilot programs. One pilot program will encourage and support faculty research on experiential and service-learning and the other will support student research.

Assessment, Scholarly Presentations and Publications

As part of the annual UIS Performance Report, the university tracks the number of scholarly presentations and publications made by UIS faculty. The number of scholarly presentations and publications made by UIS faculty has increased steadily from 168 in 1996 to 249 in 2005. (See **Figure 4-1**). The average number of presentations/publications per faculty member (tenured and tenure-track) has increased from 1.2 in 1997 to 1.6 in 2005. (See **Figure 4-2**).

During the past ten years (1996-2005), UIS faculty presentations and publications have addressed a variety of issues, including approximately 230 related to public affairs, 250 related to the scholarship of teaching, and 180 related to diversity issues.

UIS Strategic Plan Action Steps

The UIS Strategic Plan includes the following action step:

- Organize a variety of forums to support faculty scholarly skills and activities (Action Step 6):
 - Organize brown-bag series to encourage research collaboration.
 - Promote discussion of achieving balance among the components of the faculty role, i.e., teaching, scholarship, and service.
 - Conduct a dialogue on the multiple forms of scholarship and creative activities and the assessment of scholarship in its various forms.
 - Conduct workshops on providing advice on the process of publishing scholarly works

Connecting with the Community

In the area of scholarship, UIS connects with the community through the sharing and dissemination of scholarly information and perspectives and by making university scholarly resources available to the community.

Sharing and Disseminating Scholarly Knowledge

The university shares and disseminates scholarly knowledge to the community through a variety of means. This section highlights some of the ways in which that occurs.

The university hosts a multitude of public events in which UIS and other scholars share their knowledge and perspectives with the community. Annual events include the Lincoln Legacy Lecture Series, the Public Policy Summit, the Friends of Brookens Library Lecture, and speakers brought to campus to celebrate Constitution Day, Earth Day, and International Women’s Day. UIS also hosts or co-sponsors other events that are open to the public, such as The Crisis in Environmental Health Conference that was co-sponsored by the Institute for Legal and Policy Studies and the Illinois Environmental Health Association in 2007. In conjunction with this conference, the institute hosted two free public lectures each night of the conference.

The Center for State Policy and Leadership disseminates scholarly knowledge to the public through its programming for the WUIS-WIPA public radio station, its publication of *Illinois Issues*, its applied research projects conducted for state agencies and other entities, and its training for government employees. The programming for WUIS-WIPA includes nationally produced shows, as well as locally-produced shows, including “State Week in Review.” *Illinois Issues* provides analysis and in-depth coverage of important issues within the state, such as alternative energy sources, toxic chemical sites, and health care.

UIS also reaches out to other groups and organizations within the community. For example, over the years the Science Symposium has had a significant positive impact on collaborations with area universities (SIU School of Medicine, Illinois State University, and Millikin University), with agencies that foster research (Illinois State Police Research and Development Lab and Illinois Chapter of the Nature Conservancy), and with select out-of-state universities and research centers (University of Wisconsin–Madison and American Museum of Natural History, New York). Local high school students engaged in research projects with UIS science faculty also present at the symposium. In response to the

ongoing collaborations between UIS and science scholars from Springfield's sister city in Japan, a poster was presented at the symposium in 2005 by a faculty member from the Ashikaga Institute of Technology.

Public Access to UIS Scholarly Facilities and Units

UIS offers public access to many of its scholarly facilities and entities. The community has access to many of the resources of the Brookens Library, including its collections, the Central Illinois Nonprofit Resource Center (CINRC), and the Archives/Special Collections. The new Center for Geospatial Information Systems Applications at UIS intends to become a central Illinois resource for geocoded data, spatial analysis research, and training. The center is open to companies and agencies with employees who need to be trained in how to use this technology and interpret the data as it relates to their business or purpose. The Survey Research Office in the Center for State Policy and Leadership is available on a contract basis for organizations and agencies that would like to have a survey prepared or conducted.

THE DISTINCTIVE ORGANIZATION

UIS understands the importance of reflecting on past performances and accomplishments as a means of identifying strengths as well as areas that need improvement. This section provides a summary of the assessment of scholarship at UIS, along with a discussion of how the university intends to make improvements to its pursuit of the scholarship mission in the future.

Reflecting on UIS Scholarship

UIS' major strengths in relationship to scholarship are summarized below.

- The importance of scholarship is noted in the UIS mission, strategic plan, and faculty personnel policies. The university embraces a broad definition of scholarship (discovery, integration, application, and the scholarship of teaching) that supports the pursuit of the UIS mission. UIS utilizes the teacher-scholar model that values faculty being engaged in their fields and sharing their work with students and others.
- The Center for State Policy and Leadership (CSPL) makes significant scholarly contributions through its applied research, engagement of students, training, public

lectures and forums, and collaborations with agencies and the community. CSPL's sponsorship of the Papers of Abraham Lincoln and the Lincoln Legacy Lecture Series, along with the university's two distinguished scholar positions related to the study of Lincoln, further the legacy of President Lincoln.

- As indicated by responses to the National Survey of Student Engagement (NSSE), UIS undergraduate students are obtaining scholarly knowledge and skills at or above the rate experienced at other master's institutions.
- Brookens Library compares favorably in most areas measured by the Association of College and Research Libraries (ACRL) when compared to libraries at peer institutions, private liberal arts institutions in Illinois, and institutions in the Council of Public Liberals Arts Colleges (COPLAC). The Brookens Library uses the results from the assessment of library resources and services to identify and implement improvements.

Areas of concern or in need of improvement are listed below.

- Like faculty at other institutions, faculty at UIS face the challenge of balancing time devoted to teaching and service with time devoted to scholarship. The faculty survey results indicate that faculty want to be able to spend more time on scholarship.
- Until recently, the institution did not provide sufficient funds and support (e.g., travel funds) for scholarship and dissemination of scholarship. However, this area was identified as an important priority in the UIS Strategic Plan, and the funding for faculty and staff development and scholarship was increased by 67% in 2006-07.

Building on Strengths and Addressing Concerns

As UIS continues to pursue the scholarship component of the UIS mission, it will be important to build on existing strengths and to address challenges and areas of concern. The university's use of the Boyer model as a framework for identifying and assessing scholarship will allow the university to continue to pursue the scholarship of teaching and to conduct research in applied areas. This approach will help support the university's focus on quality teaching and public affairs and civic engagement.

UIS' new and existing collaborative projects (e.g., the Emiquon Field Station; the Center for Online Learning, Research, and Service; the Center for Geospatial Information Systems Applications; the Experiential and Service-Learning Institute; the Center for

Entrepreneurship and Economic Development, and the Downstate Illinois Innocence Project) will help the university enhance the generation and dissemination of scholarship. The university will also continue to make scholarly contributions through the applied research conducted by the Center for State Policy and Leadership.

One of the biggest challenges faced by UIS will be obtaining a balance between scholarship and the other demands on faculty time. Major new teaching initiatives (e.g., the new general education curriculum and the development of online courses and programs) have increased the difficulty of balancing teaching and scholarship. While some of the developmental aspects of these new initiatives will be less time-consuming in the future, it will be important for the university to consider how these initiatives and other possible new initiatives will impact scholarship.

The university has many of the components that are needed to support faculty scholarship, such as personnel policies that recognize and reward scholarship, funding for travel to conferences and competitive research grants, sabbaticals and non-instructional assignments to allow faculty time to pursue scholarship, the Grants and Contract Office to help identify funding opportunities and prepare proposals, and access to library materials. Looking forward, UIS will need to evaluate the effectiveness of recent initiatives to support scholarship, such as the increase in faculty development funds and the addition of a position in the Office of Development to assist faculty with grants.

UIS is engaging its students in scholarship through curricular and extracurricular opportunities. Some students are presenting their research at conferences and several have had joint research articles published with UIS faculty. However, more needs to be done to encourage both students and faculty to engage in collaborative research projects. Planned action steps, such as providing recognition and rewards to faculty who sponsor or supervise student scholarship, are a step in this direction.

The university will need to continually monitor performance indicators related to scholarship to help identify strengths and areas that need improvement. Key indicators include:

- Annual number of scholarly publications, presentations, juried exhibitions, and performances;

- Average number of scholarly presentations and publications per tenure-track/tenured faculty member; and
- Annual number of student presentations at campus, regional, and national scholarly and professional conferences.

UIS is making progress in the implementation of the strategic plan action steps that relate to scholarship.

- As previously noted, progress has been made in that the university has increased funding for faculty and staff development and scholarship by 67% in 2006-07. About one-fourth of the faculty took advantage of a new program that provides additional funds for faculty to attend a conference to present a juried paper.
- The university has established the Strategic Academic Initiatives Grant (SAIG) program to provide funds in support of collaborative professional activities that will promote the development of faculty as teachers and scholars in relation to campus initiatives.
- The university has established a Collaborative Projects Council, consisting of representatives from selected projects with the potential to bring high visibility to UIS research activities. The university has also hired a consultant to work with those projects on funding opportunities.
- The university is building a field station at the Emiquon site.
- In 2007, UIS opened a new Center for Geospatial Information Systems Applications (GIS), which is equipped with state-of-the-art computing devices and the latest spatial data analysis/ image processing software.
- Several of the colleges and the Provost's office have sponsored brown-bag seminars and faculty development workshops that address issues related to scholarship and allow faculty to share their scholarship with their colleagues.
- The College of Business and Management has analyzed the scholarship produced by its faculty over the past five years and has developed policies for faculty scholarship. The College Faculty Development Committee has administered a summer research stipend program since 2001 to recognize and encourage faculty efforts to publish in peer-reviewed academic journals and, in 2003, approved a policy for distributing stipends to faculty who present at prestigious conferences in the field.

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Chapter 5: Public Affairs

Public affairs has been an important aspect of the UIS mission since the university was created. Over the years, UIS has had an ongoing dialogue about what constitutes “public affairs.” The most recent strategic planning process provided the opportunity to discuss and update what the public affairs portion of the mission entails and how it will be pursued in the future. Public affairs at UIS is viewed broadly as encompassing public policy, civic engagement, and connections between the university and the community.

This chapter begins with a discussion of the portion of the university’s mission that addresses public affairs and provides an overview of how the university is pursuing this mission. The following section addresses how public affairs and civic engagement are integrated into the curricula and enhanced through extracurricular learning opportunities. The next section addresses UIS’ contributions to the common good and its interactions with the community. The final section addresses UIS’ strengths and challenges in the area of public affairs and civic engagement and how the university plans to address these issues in the future.

THE FUTURE-ORIENTED ORGANIZATION

Public affairs has been, and will continue to be, a major aspect of the learning environment and community outreach at UIS. The university’s mission, as well as one of the strategic plan’s major goals, “Making a Difference in the World—Local, State, National, and Global,” emphasizes the university’s commitment to public affairs and civic engagement. This section describes the public affairs mission and related components of the strategic plan. It also discusses what the university is currently doing and plans to do in the future to pursue the public affairs mission.

Revisiting the Public Affairs Mission

During the development of the most recent UIS Strategic Plan, there were serious, intense discussions about the way that the campus' long-standing focus on public affairs education and activity would be integrated into the new, emerging identity of UIS. One of the main issues was how to view public affairs in a way that is consistent with and builds on the university's past contributions and accomplishments, yet is broad enough to be a vital and viable part of the vision for UIS to be a premier, small public liberal arts university.

After much discussion, the university adopted the following statement as a portion of the UIS mission:

One vital area in which UIS extends its scholarship, teaching, learning, and expertise beyond the campus is in the broad area of public affairs. From its location in the state capital, UIS shapes and informs public policy, trains tomorrow's leaders, and enriches its learning environment through a wide range of public affairs activities, programs, and organizations. (UIS Strategic Plan, p. 8)

The public affairs mission is further reflected in goal three of the strategic plan, "Making a Difference in the World—Local, State, National, and Global." This goal is conceptualized as "a series of activities related to reflection, dialogue, and action on public policy and civic culture, resulting in engagement with the world outside of the university" (UIS Strategic Plan, p. 32). This goal reflects the UIS tradition of focusing on public affairs, civic engagement, and societal change, but it has been updated to reflect the need for the university to recognize and be involved in global issues. The "Making a Difference in the World" goal is intended to include the activities and accomplishments of faculty, staff, students, and alumni from all parts of UIS, including multiple disciplines and perspectives. At UIS, "Making a Difference in the World" is viewed as a shared responsibility.

Pursuing the Public Affairs Mission

The public affairs mission at UIS incorporates three major facets: (1) making a contribution to society through participation in the policy arena, (2) promoting and facilitating civic engagement, and (3) involving the community in campus life. As stated

in the UIS Strategic Plan, the public affairs mission is pursued through activities that involve reflection, dialogue, and action.

Reflection refers to a learning process for fostering awareness and understanding that is necessary for action on public policy and civic culture. Examples of ways in which UIS facilitates reflection are noted below.

- The Engaged Citizenship Common Experience (ECCE) portion of the undergraduate curriculum helps students develop an awareness of and respect for the diversity of cultures and peoples in the United States and in the world. ECCE also encourages students to reflect on the ways involvement, leadership, and respect for community occurs at the local, regional, national, or international levels.
- Graduate and undergraduate courses that address public policy, diversity, civic culture, and engagement (e.g., service-learning, internships), as well as the university's study abroad program (the Global Experience), provide students with the opportunity to better understand societal and policy issues.
- Faculty, staff, and student scholarship on a broad array of issues provides in-depth reflection on particular issues.

Dialogue is a process of engagement that exposes participants to different perspectives, as well as new knowledge and ideas. UIS facilitates dialogue through a variety of means.

- The university sponsors public affairs events, forums, and speakers. For example, the university's celebration of Earth Week 2007 included a keynote address on "Politics, Women, and Environmental Justice" by internationally respected Native American and environmental activist, Winona LaDuke and a panel discussion on "The Future of Renewable Energy in Illinois."
- The university also engages the campus and community through multicultural programs and events sponsored by the arts and forensics. For example, each year UIS has an international festival that features students and community members performing music and dance from other countries, followed by a buffet of international foods. This event provides the opportunity for UIS international students to share their culture with the campus and the community.

- Through the media units of the Center for State Policy and Leadership, the university helps statewide and community audiences stay informed about and engaged in public affairs.
- UIS provides support for faculty, students, and staff to participate in regional or national conferences, thus providing an opportunity to present findings from scholarly work and to exchange ideas with other scholars.

Action involves engaging with the world outside the university in matters related to public policy and civic culture. UIS engages in action through various types of activities such as the ones identified below.

- Students develop leadership skills through their coursework, participation in student organizations and governance, and volunteer and service-learning opportunities.
- Faculty, staff, and students undertake applied research and assist in the development of policy.
- Faculty and staff provide training to help professionals become more productive and effective. For example, the Center for State Policy and Leadership provides training in areas such as adult and juvenile detention, drinking under intoxication assessment, and the state budgetary and legislative processes.
- UIS interacts and partners with civic organizations, businesses, governments, and schools in projects that are designed to improve the community or make a positive contribution to society.

As part of its mission, UIS will continue to stress the importance of having a diverse campus in which students are exposed to different perspectives and where students from all backgrounds are provided with leadership skills. One of the strategic thrusts stated in the UIS Strategic Plan is “Providing a Culturally-Diverse Campus Environment.” The intent of this thrust is described as:

Students, faculty, staff, outside partners, and other constituents will be exposed to a university community that is infused with an appreciation of diverse cultural perspectives. The UIS environment will be characterized as an inclusive and safe place for different perspectives to be explored. (UIS Strategic Plan, Strategic Thrust 3)

The university will continue its efforts to recruit students from underrepresented groups and to enhance programs and services to support the academic success of these students. The university's programs to recruit and support students from underrepresented groups (e.g., Project Midstate Student Support for Teaching, Whitney M. Young Fellowship Program, and Student Academic Improvement Program are discussed in **Chapter 2**).

Using Technological Advancements to Inform and Engage Constituencies

The use of technology is important in UIS' pursuit of the public affairs mission. As technology has advanced, UIS has identified ways to use new technology to improve its outreach to internal and external constituencies. This helps the university's constituents stay informed and broadens the opportunity for constituents to participate in UIS' public affairs offerings.

The Office of Web Services is using cutting-edge technology to maximize the functionality of the UIS website as the portal through which constituents can obtain information on what is happening at UIS and find information on contacts and services. The website now features a "MediaQuad" with links to slideshows and audio and video presentations. Many live webcasts of campus events are conducted each semester. For example, the Center for State Policy and Leadership regularly webcasts its public forums and, for some events, provides web-viewers the opportunity to participate in the question-and-answer session with speakers by e-mailing their questions.

UIS also is increasing its usage of podcasts. In October 2005, the Office of Web Services and the Information Technology Services department (ITS) created the first public podcast at UIS, "What's New on the UIS Website." This podcast features five campus websites each month. This project capitalizes on a modern marketing technique where the same content is distributed in several ways. "What's New on the UIS Website" is not only a podcast, it is also a website and an e-mail that is sent to all campus faculty, staff, and students. Also, a "What's New" e-blast, or mass e-mail, is created and sent via special software to a list of nearly 10,000 UIS alumni, donors, and friends of UIS.

The Office of Web Services, also in conjunction with ITS, has created a mobile UIS website, a completely separate website designed for cell phones, personal digital assistants (PDA), and other small, Internet-connected technologies. The Office of Web Services also worked with ITS on the UIS at iTunes U collaboration with Apple, Inc. This

initiative collects all of the university's podcasts, and eventually other media, for distribution to the public and to students. With a single login, students are able to access not only UIS public podcasts but also the podcasts created by UIS faculty and students as course material.

As UIS expands the information and services it offers through its website, it becomes increasingly important to ensure that the website is accessible to individuals who have disabilities. UIS has chosen the W3C Web Content Accessibility Guidelines 1.0 (WCAG 1.0) as the university's accessibility standard. The initial accessibility review and improvements are focusing on the 46 pages that are one link deep from the campus home page; however, the staff is also beginning to address all academic and department websites in a campus-wide initiative called the UIS Website Project.

UIS will continue to use technology to provide online courses and training to students, as well as other constituencies including government officials. The Institute of Legal, Legislative, and Policy Studies (ILLPS), a unit of the Center for State Policy and Leadership, currently offers some of its government training courses online and the new Certificate Public Manager Program of Illinois (CPMPI) will also offer some of its courses online. The online training and academic courses will continue to integrate new technologies, such as those that enhance audio and facilitate "live" interactions, as they become available and reliable. More and more campus support units, such as the Career Development Center, now offer their services online.

Technology also offers a way for UIS to pursue the diversity component of its public affairs mission. UIS has offered joint courses online with Chicago State University (a university with a high percentage of African-American students), Northeastern Illinois University (an ethnically-diverse university in the Chicago area), The Warsaw School of Economics in Poland, and BRAC University in Bangladesh. (See **Chapter 6**.)

UIS faculty and staff are continually thinking about ways in which technology can be used to address other important public policy issues. For example, when Hurricane Katrina forced higher education institutions in several southern states to close, a UIS faculty member/administrator and a University of Illinois administrator played a major role in initiating the establishment of free online college courses for displaced students. Funding for this program was provided through the Alfred P. Sloan Foundation. In 2007, the UIS Computer Science Program, in conjunction with InfraGard and the Center for

Systems Security and Information Assurance, sponsored a one-day conference on “Cyber Defense and Disaster Recovery: Preparing for a Pandemic.” The conference addressed emergency response and disaster recovery and included presentations and a tabletop exercise based on a realistic pandemic scenario.

THE LEARNING–FOCUSED ORGANIZATION

Integrating Public Affairs into the Curricula

Public affairs is integrated into the academic curricula at UIS. All undergraduate students participate in engagement activities as part of the Engaged Citizenship and Common Experience curriculum requirements. Both undergraduate and graduate students have numerous opportunities for hands-on learning and research. UIS has an almost forty-year history of incorporating experiential learning into undergraduate and graduate education. Experiential education is central to the institution’s public affairs emphasis within the framework of a liberal arts curriculum. This practice-based education stresses practical experiences, professional development, and experiential learning.

Engaged Citizenship Common Experience

The Engaged Citizenship Common Experience (ECCE) curriculum includes coursework in the categories of U.S. Communities, Comparative Societies, and Global Awareness; an experiential learning experience (e.g., an internship, research project, service-learning course, or study abroad); and an ECCE Speakers Series (see **Chapter 3** for a description of the ECCE curriculum). The ECCE curriculum strives to prepare students to be able to engage in questioning and critical thinking that will lead them to explore peoples, systems, values, and perspectives that are beyond their usual boundaries. Under goal three, the UIS Strategic Plan notes that “One of the signature qualities of UIS graduates will be an ability to engage a world in which the distance between local and global communities grows continuously smaller.”

Service-Learning Courses

UIS offers service-learning courses to provide students with an opportunity to provide community service and learn about community-based problem solving. Some of these courses address local needs, while others address needs in other parts of the country or

abroad. These courses allow students to explore the connections between academic theory and the practical needs of a community and to expand their understanding of community-based problems.

For example, UIS has offered a service-learning course in which the students travel to Jamaica for a three-week program. While in Jamaica, the students interact with the local community, tour the country, and learn about its culture. The students work side-by-side with Jamaicans in community organizations and schools, addressing needs such as hurricane relief, teaching, craft demonstrations, or computer instruction.

In spring 2007, the university initiated two new service-learning courses, AST 200 and AST 201. In AST 200: Learning and Serving in the Community, students provide 60 hours of direct service and participate in a seminar. Students also prepare a reflection journal and a final project concerning their service experience. In AST 201: An Inconvenient Truth: Learning and Serving the Environment, students work in groups with a community partner on an issue related to the environment. In spring 2007, the students in AST 201 partnered with the City of Springfield, Department of Public Works on an anti-littering campaign. The students participated in a recycling extravaganza, organized a litter pick-up event in which about 75 high school students participated, and developed artwork that the city can use as part of the anti-littering campaign. The City of Springfield intends on making the high school litter pick-up event an ongoing partnership due to the efforts of the UIS students.

In summer 2008, UIS plans to offer a course in Los Angeles that will focus on the rhetoric of advocacy and allow students first-hand opportunities to work with the Union Rescue Mission in downtown Los Angeles. Students will stay on the campus of Pepperdine University and classes will be held on that campus. Students will travel to Union Rescue Mission each day to participate in services to the homeless, work with those advocating for the homeless, and work through the dichotomies of the ultra-wealthy in Malibu in such close proximity to the ultra-poor in downtown Los Angeles.

UIS also plans to offer another service-learning course in summer 2008 that will address the origins of Western rhetoric and community service. The students will be traveling to Athens, Greece; Rome, Italy; Florence, Italy and Assisi, Italy to explore various philosophical and psychological theories from classical times through Roman times, as

well as to investigate the ethical dimensions of rhetoric and how it affects the community service people do. Community service will be performed in students' local communities, as well as in Italy.

Applied Study Term

One form of experiential learning is the Applied Study Term Program (AST). AST is an individualized field experience that provides students with the opportunity to apply theory, expand knowledge, and develop a public awareness and an appreciation of diversity while earning academic credit. AST can take the format of internships, projects, or travel or study abroad for academic credit. Many of these opportunities have been extended to UIS online students.

For the past 14 years, the UIS AST program has received an Illinois Cooperative Work Study Grant from the Illinois Board of Higher Education (IBHE). The grant funds are used to provide matching money to use with agencies and businesses' money to pay students a competitive wage for their internships. There are no administrative costs in the grant, and as a result, the students have shared in a total of \$1.5 million dollars over the duration of the grant. The AST Program is considered a 'model program' by the Grants Administration Office at the IBHE.

Experiential Learning Requirements in Particular Programs

Some academic programs have specific requirements regarding experiential learning. For example, four programs in the College of Education and Human Services (human development counseling, human services, social work, and teacher education) and the educational leadership post-master's certificate require an experiential component (e.g., internship, practicum, clinical experience) that provides students with the opportunity to apply what they are learning in a practitioner setting. Some of these options allow or require students to work in a diverse setting. For example, the Social Work Program has made arrangements for students to intern in Romania (although as of 2006-07, no students had taken advantage of the Romania internship). In the Teacher Education Program, at least one of a student's field experiences occurs in a school that is considered diverse in ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and/or geographical area.

As mentioned in Chapter 3, in the College of Public Affairs and Administration, three undergraduate programs (political studies, legal studies, and criminal justice) require students to complete an Applied Study Term (AST) and two graduate programs (public health and public affairs reporting) require students to do an internship. Past ASTs at the undergraduate level have included placements in organizations such as the Downstate Innocence Project, the White House, local police departments, the Illinois State Police, the FBI, and the Secret Service.

The Public Affairs Reporting Program (PAR) offers a one-year program in which students combine academic and hands on experiences in the Illinois Statehouse press corps to earn a master's degree and to gain a solid professional background for a career covering government and politics. Students begin an internship during the spring semester with an experienced professional journalist covering state government and the Illinois General Assembly. During the summer, the internship is more intense as it coincides with the conclusion of the legislative session. During the academic courses and internship, each student is responsible for completing a professional portfolio that demonstrates mastery of public affairs journalism.

About 500 students have gone through Public Affairs Reporting Program over the last 30 years, and roughly two-thirds of them are currently employed in the media or in media-related fields, including editors, columnists, and reporters at the *Chicago Tribune*, *Chicago Sun Times*, *St. Louis Post-Dispatch*, *New York Times*, *Washington Post*, and other major metropolitan newspapers, as well as with the Associated Press, Reuters, and *Business Week* and *New York* magazines. Broadcast alums are producers and reporters with television and radio outlets in the Chicago, St. Louis, New York, Atlanta, Seattle, Tampa, Pittsburgh, Orlando, and Indianapolis markets, and with C-SPAN in Washington, D.C. More than one-third of the statehouse press corps is PAR alumni, including the bureau chiefs for the *Chicago Tribune*, the Associated Press, and four other outlets.

Graduate Governmental Internship Programs, GPSI and ILSIP

UIS also has two well-established governmental internship programs for graduate students. For more than 30 years, the university has administered the Illinois Legislative Staff Intern Program (ILSIP) and the Graduate Public Service Internship Program (GPSI). These programs provide paid internship experiences within Illinois state government and provide a strong connection between UIS and various state agencies and the legislature.

The ILSIP experience is intended to broaden a student's perspective and understanding of the legislative process and to provide legislative leaders with research and other professional staff assistance. With the capitol as both workplace and classroom, ILSIP interns work ten and one-half months full-time and earn eight hours of graduate credit from UIS. Students work as professional legislative staff members with either the Illinois General Assembly or Legislative Research Unit and participate in an academic seminar conducted by UIS faculty.

After completing the program, interns often continue on as staff members or find employment in other government offices or firms related to the legislative process. ILSIP attracts up to 100 applicants per year for the 24 internship positions. Since 1973, ILSIP has placed 790 interns.

The Center for State Policy and Leadership sponsors a Hall of Fame for alumni of the ILSIP and Public Affairs Reporting (PAR) internship programs. This helps UIS maintain contact with alumni and recognizes the accomplishments of outstanding alumni.

- The Graduate Public Service Internship Program (GPSI) allows students to pursue a master's degree at UIS while beginning professional careers through placements in state agencies and nonprofit entities. Under this program, students work in a state agency or nonprofit agency for 20 hours per week (full-time in the summer) and receive a tuition waiver and stipend. The public sector work environment allows the students to apply what they are learning in the classroom to the work place and to bring to their class discussions the reality of administrative life and policy implementation. The GPSI program accepts applications from eligible students in all UIS academic programs and requires all interns to complete four credit hours of GPSI seminars that address the organization environment in public service, conflict management and interpersonal skills, career development, and facilitation and presentation skills.
- After completing the two-year program, many GPSI interns continue working in state government while others gain employment at other levels of government or pursue opportunities in the private sector. In 2006-07, GPSI had 150 intern placements in 16 state agencies. This represents about a 50 percent increase in the number of interns compared to 2004-05. Over the 32-year history of the program, GPSI has placed 1,500 students in internships in state agencies and commissions.

- Figure 5-1 shows the funding the three internship programs (AST, GPSI, and ISLIP) have received from the state government over the past 10 years. The GPSI program, in particular, has experienced significant gains in recent years. This increase is partially attributable to cutbacks in full-time state employees, but also reflects the high quality of work performed by GPSI interns.

“Intersession” Concept—Combining Courses with Policy Summits

Public affairs also is present in the UIS curriculum through what was initially referred to as the “intersession” concept. For many years, the university offered one-week, two credit-hour public affairs colloquia (PAC) courses during the January or March semester break. These “intersession” courses combined class sessions that met during the day taught by UIS faculty with public lectures by guest speakers in the evening that were open to the public. The courses presented multidisciplinary perspectives on broad public affairs topics such as “The Bill of Rights after 200 Years,” “Preparing for the 21st Century,” and “Race: Myth, Reality and Public Policy.”

In 2004, the Center for State Policy and Leadership (CSPL) revived the “intersession” concept. In recent years, CSPL has combined its annual public policy summit with a summer Public Affairs Colloquium online course. The “Policy Summit on Issues in Cyberspace” held in June 2004 was presented in conjunction with a summer online course on Cyberethics taught by a faculty member in computer science. The “Policy Summit on Politics and Religion” held in June 2006 was presented in conjunction with a summer online course taught by a team of five faculty representing four different disciplines. In 2007, a practitioner conference, public lectures, and a PAC course on the “Crisis in Environmental Health” were offered by CSPL’s Institute for Legal and Policy Studies (now the Institute for Legal, Legislative, and Policy Studies).

Diversity

As part of its public affairs mission, UIS recognizes the value of having diverse perspectives represented in its curriculum.

UIS offers a minor in African-American studies and a minor in women’s studies and, starting in 2007-08, will offer a graduate certificate in Women’s Studies. UIS also offers individual courses that address, in whole or in part, other dimensions of diversity, such as sexual orientation and ethnic studies.

Students also have the opportunity to learn about other cultures and perspectives through participation in international learning experiences. The UIS Global Experience Program offers students the opportunity to study abroad in Japan, Australia, Mexico, China, Greece, and England and service-learning options in Jamaica and Romania. Study abroad programs are available through affiliation agreements between UIS and partnering institutions and agencies.

UIS also offers courses in which students travel abroad as part of a specific course. For example, students enrolled in a course called Research on Globalization and Gender in Nicaragua studied human rights issues and the political culture in Nicaragua and then visited Nicaragua to assess local working conditions. The students participated in activities such as meeting with management and interviewing employees from a local maquila and visiting urban and farming areas to see how people live and the challenges they face that are associated with local and international economic policies.

The university has offered faculty development workshops to help faculty learn more about how to address diversity issues in the classroom. In 2005-06, the College of Liberal Arts and Sciences sponsored a campus-wide workshop on “Pluralism in the Classroom,” which was presented by Diana Eck, professor of Comparative Religion and Indian Studies at Harvard University and director of the Pluralism Project. Dr. Eck discussed productive ways to engage students in dialogues regarding differences, especially as they involve issues of religious identity and values, and she presented strategies for conducting “difficult dialogues” and conflict resolution. In spring 2007, the College of Liberal Arts and Sciences also sponsored a faculty workshop on “Discussing Sensitive Topics.”

Graduate Closure Activities

At the graduate level, all degree programs are required to have some type of closure activity, such as a master’s project or thesis or a capstone course with a paper requirement. These activities often provide students with the opportunity to integrate and apply what they have learned in the classroom to a particular policy issue or setting. For example, a graduate student in the Individual Option program has developed a degree that examines the connection between health/wellness and movement. As a dance teacher, this student became interested in the positive impact movement could have on well-being and life satisfaction. These ideas were translated into the development of a workshop for Down Syndrome children that will form the basis of her master’s project. (See Graduate Closure Requirements.)

Given the practitioner-focus of the Doctorate of Public Administration program (DPA), many of the students conduct research on applied policy or managerial issues. For example, one DPA student analyzed why African Americans have disproportionately higher infant mortality rates, and another student addressed short-run financial vulnerability in nonprofit organizations.

Assessment, NSSE Results

Several of the questions from the National Survey of Student Engagement (NSSE) address the extent to which students participate in public affairs-related activities as a part of their course work (e.g., community-based projects, internships, foreign language courses, study abroad) (see NSSE Data Summary). **Table 5-1** shows how the responses from UIS undergraduate students compare to the responses from students at other master's institutions. The replies from UIS freshmen students were equal to or better than the replies for students from other master's institutions for each of the questions except the practicum/internship question in 2004 and 2005. However, the responses from UIS seniors were lower than those at other masters' institutions for each of the four questions.

Consequently, while UIS offers strong internship opportunities, study abroad options, and foreign language courses, these survey results suggest that undergraduate students at UIS may not be fully taking advantage of these programs. The UIS internship responses may be at least partially due to a higher percentage of part-time non-traditional students enrolled at UIS, some of which most likely already have full-time jobs. As the proportion of full-time undergraduate students increases over the next several years, UIS expects the responses in these items to move toward being higher than the national norm for master's institutions.

UIS Strategic Plan Action Steps

The UIS Strategic Plan includes the following action steps that are designed to enhance the civic engagement and public affairs aspects of the curriculum. The university has already made significant progress in implementing these steps.

- Implement the ECCE portion of the undergraduate general education curriculum (Action Step 1)

- Develop new courses that have public policy, civic culture, and engagement themes (Action Step 2)

Engaging Students in Public Affairs and Leadership

Opportunities for students to learn and experience public affairs extend beyond the academic curricula. Students can obtain public affairs knowledge and skills through activities such as involvement in campus governance, clubs, organizations, and graduate assistantships.

Campus Governance

UIS has a tradition of including students in campus governance and related activities. There are student representatives on the UIS Campus Senate and its committees, Graduate Council, Undergraduate Council, and academic program and college executive committees and personnel committees. Students who serve as representatives are able to experience firsthand the responsibilities, challenges, and opportunities associated with participation in governance.

A UIS student also serves as a student trustee on the University of Illinois Board of Trustees. Students at each of the three University of Illinois campuses (Springfield, Chicago, and Urbana-Champaign) elect a student trustee for a one-year term. One of these student trustees is designated by the Governor as the voting student trustee. Academic year 2006-07 was the first year that the UIS student was designated as the voting student trustee.

Students at UIS have established the Student Government Association (SGA) as the representative body for the students. Students are actively involved in learning while being members of the SGA and its sub-committees, the Student Activities Committee, and the Inter-Club Council Board.

Student Clubs and Organizations

Student clubs and other organizations provide additional leadership and public affairs opportunities for students at UIS. The number of officially registered/recognized student organizations has grown from 35 in fall 2002 to 71 in 2006-07. These organizations address a wide range of issues, such as politics (e.g., College Democrats, College Republicans), public health (e.g., Public Health Club), the environment (e.g., Students

Allied for a Greener Earth), community service (e.g., Habitat for Humanity) and issues of interest to underrepresented groups (e.g., Descendants of Africa, Queer-Straight Alliance, and the Women's Issues Caucus). *The Journal*, the UIS student newspaper, which has been in existence since 1970, also offers experiential opportunities in writing and photojournalism.

UIS is considering the creation of a student radio station as one of WUIS' new digital channels. The station would have programming aimed at students and would actively involve students in the operation of the station. A student radio station would provide an outlet for campus and community dialogue, artistic expression, commentary, and personal enrichment.

Graduate Assistantships

The university's Graduate Assistantship Program offers graduate students another opportunity to become engaged in campus activities. Assistantships are available in each of the campus' 20 master's degree programs, as well as in over 30 campus support and research units. Assistantships have a nine-month appointment and work 20 hours per week. The work responsibilities vary depending on the placement and may include activities such as conducting survey research, mentoring undergraduates, developing websites, creating print materials, conducting library research, participating in program or departmental meetings, serving on search committees, and helping with classroom instruction. Some assistantships, such as those with the research and media units of the Center for State Policy and Leadership, offer students the opportunity to be involved in applied public affairs work and to interact with leaders in the public sector.

Civic Engagement Opportunities

UIS offers a variety of programs and events to help students become more informed and engaged in a democratic society and more respectful of diversity. These opportunities include the Model United Nations project, the Model Illinois Government project, training and experience in lobbying, the Downstate Illinois Innocence Project, plans for two new projects: the American Democracy Project and the Illinois Democracy Project, and events that address diversity.

The goal of UIS' Model United Nations project is to gain an understanding of the United Nations, to increase international understanding, and to develop the art of peaceful negotiations. Program participants are assigned a country that they will represent in a

simulated General Assembly session. Several international political issues are identified that will serve as the focus of discussions. Participants meet, caucus, prepare policy papers, debate issues, and draft and vote on resolutions. The UIS Model United Nations group has competed at the Midwest Model United Nations conference in St. Louis and at the National Model United Nations conference in New York.

UIS participates in the Model Illinois Government consortium of Illinois universities, colleges, and community colleges dedicated to the teaching of state government. The purpose of this program is to foster understanding of government and politics through simulation of the government of Illinois and related institutions. The major activity is a student-directed four-day simulation each spring at the Capitol Complex in Springfield.

In 2005, UIS hosted “Raise Your Voice—Lobby Day,” a two-day conference of students from 13 public and private colleges and universities all over the state. Students attended forums and training on civic engagement and lobbying the first day and then attended a rally and met with their legislators the second day. The event was jointly sponsored by groups at UIS, The McCormick-Tribune Foundation, and the Illinois Campus Compact.

Students also have the option of participating in the Downstate Illinois Innocence Project. Students in the Legal Studies Program and other degree programs provide research and investigative assistance to individuals who have been arrested, tried, found guilty, and imprisoned for crimes they most likely did not commit. The Downstate Innocence Project, housed in the Institute for Legal, Legislative, and Policy Studies, was recognized as the only undergraduate innocence program at the National Innocence Project conference in San Diego in January 2002. At present, it is one of only two undergraduate innocence programs in the country. The most recent case the project focused its efforts on was the Julie Rea Harper case. On July 26, 2006, the jury found her not guilty at the new trial.

UIS is in the initial stages of developing the American Democracy Project. The American Democracy Project is a national multi-campus initiative that seeks to create an intellectual and experiential understanding of civic engagement for undergraduates and graduates enrolled at institutions that are members of the American Association of State Colleges and Universities (AASCU). The goal of the project is to produce graduates who understand and are committed to engaging in meaningful actions as citizens in a democracy.

The university also is in the preliminary stages of establishing an Illinois Democracy Project, which will be dedicated to increasing citizen participation and strengthening democratic institutions and processes in Illinois. This project will use integrated strategies of research, application, engagement, and participation to increase civic engagement, to help UIS students become more knowledgeable and engaged in public policy and civic activities, and to improve the quality and effectiveness of public officials and the media coverage of public affairs.

During the past year, UIS observed a Day of Dialogue and a Day of Silence to reflect on issues faced by people from underrepresented groups. On January 16, 2007, UIS observed a Day of Dialogue, an interactive session designed to discuss issues of stereotypes, prejudice, and discrimination among all members of the campus community. The purpose of the dialogue was to create productive communication on controversial topics, allow members of the community to share in a safe environment, and to celebrate the life and legacy of Dr. Martin Luther King, Jr. On April 18, 2007, members of the UIS campus community were encouraged to observe a Day of Silence. The Day of Silence is a national event held to commemorate and protest anti-LGBTQ bullying, harassment, and discrimination in schools. Participants observe the day in silence to reflect the silence that LGBTQ students face everyday.

Volunteer and Service Opportunities

In 2003, UIS established the Office of Student Volunteers and Service-Learning. In 2006-07, the office was renamed the Office of Student Volunteers and Civic Engagement (OSVCE). The primary purpose of this office is to connect service and learning to social justice and civic engagement while fostering responsive, reciprocal partnerships between students, faculty, staff, and the community. Initially the office was funded through a grant, but it is now supported by the Division of Student Affairs. The office has a director and a resident assistant/graduate assistant. (For additional information about OSVCE, see **Chapter 2.**)

Through an M3C grant, OSVCE administers a M3C STARS (Students Taking Action through Responsible Service) Fellowship, which supports the participation of nine first-year, first-generation and/or low income students in a volunteer program that provides 300 hours of service to the campus and community. These STARS Fellows have been involved with activities such as initiating the first campus Relay for Life in conjunction with the

American Cancer Society Relay for Life, promoting diversity awareness during Black History Month, supporting mentoring for the Big Brothers, Big Sisters organization, and providing tutoring and mentoring services at a local junior high school.

In conjunction with a community organization and The Mayor's Task Force on Homelessness, UIS sponsored an Ox-Fam Hunger Banquet in recognition of Hunger and Homeless Awareness week. This is a luncheon in which some individuals get an elegant meal, others get a middle class buffet style lunch, and most get basic foods of rice and bread to represent the proportion of those throughout the world who suffer from hunger and homelessness. UIS has institutionalized the Campus Cancer Relay for Life and the Ox-Fam Hunger Banquet as annual events involving not only the campus but also community organizations.

Several of the UIS programs for students from underrepresented groups have a service component. Each year, Whitney Young Fellowships participate in some form of research or community service project. Examples of past activities include mentoring and tutoring students at a middle school, working with a neighborhood association to address code enforcement, and drafting a proposal to explore the feasibility of adding the Children's Colored Home to the state or national historic registries. Several Fellows also have worked with IMAGE, an organization that addresses issues of interest to the Hispanic community. Project Midstate Support for Teaching (MSS) also has a community service requirement of 10 hours per semester.

Some of the student clubs on campus, such as the Women's Issues Caucus and Students Allied for a Greener Earth (SAGE), have a special service focus and are actively engaged in advocacy and service activities.

Recognition of Leadership

The University of Illinois Alumni Association presents Student Leadership Awards to recognize outstanding student leaders at UIS. The awards are made to students who demonstrate exceptional leadership through their involvement in campus and/or student organizations. Leadership might be exemplified through an officer or chair position or through outstanding loyalty and commitment by a person whose actions inspire others. Recipients are honored by the alumni association at a program that is held close to graduation time.

The Center for State Policy and Leadership (CSPL) has collaborated with the Capital Scholars Honors Program in presenting the Capital Scholars Forum on Leadership and Public Service. This forum provides students the opportunity to meet the recipient of the Annual Motorola Excellence in Public Service Award, cosponsored by the CSPL, and hear the recipient's advice on beginning a career in public service.

Assessment, NSSE Results

Table 5-2 shows how responses from UIS undergraduate students compare to those from students at other master's institutions on the National Survey of Student Engagement (NSSE) survey questions that relate to campus and civic engagement (e.g. volunteer work, co-curricular activities, campus events and activities, voting, and contributing to the welfare of the community). These results suggest that UIS freshmen generally have participated at higher rates in co-curricular activities and at comparable or lower rates for the other activities listed. The replies from UIS senior students generally indicate lower rates of participation compared to students at other master's institutions for each of the items listed, but more analysis needs to be conducted to determine why this is the case. Again, this is likely to change over time as the proportion of full-time undergraduates increases.

UIS Strategic Plan Action Step

The UIS Strategic Plan includes the following action step as a means to engage UIS students more in public affairs.

- Develop leadership skills in students by expanding the number of student organizations and increasing participation in student government (Action Step 9)

THE CONNECTED ORGANIZATION

Serving the Community and Society

As stated in the UIS Strategic Plan, the university facilitates reflection, dialogue, and action on public policy, civic culture, and engagement. UIS achieves this by sponsoring events that inform people about important social and policy issues, conducting and disseminating research on policy issues, providing training to help workers become more effective and productive, and working with state government agencies and other organizations in a variety of ways to improve the well-being of the residents of Illinois.

Public Lectures, Forums, and Workshops

As noted in **Chapter 4**, UIS sponsors a series of annual events that are open to the campus, and the general public. These events include the Lincoln Legacy Lecture Series, the Public Policy Summit, and events held in celebration of particular days (e.g., Earth Day, International Women’s Day, Martin Luther King’s Birthday, and U.S. Constitution Day) or particular groups (e.g., Disabilities Week, the International Festival). These events, which cover topics such as environmental justice, politics and religion, and ethics, provide the community the opportunity to hear people who are experts in their fields.

Faculty also have prepared materials that are designed to inform the public about particular issues. For example, a UIS professor and the UIS Office of Electronic Media produced an hour-long film, *The Sangamon River: A Sense of Place*, which profiles and celebrates the people, ecology, history, and economy of the Sangamon River Valley. This movie was showcased at the university and also has been shown at various locations within the community.

The Human Services Program has hosted and conducted several series of community workshops on “Caring for Aging Faculty Members.” These series have addressed topics such as understanding late life dependency, cognitive changes and management issues associated with Alzheimer’s disease, and navigating the Medicare maze.

Applied Scholarship

UIS faculty, staff, and students throughout the university are involved with research and projects that help inform and shape public policy. The dissemination of this information occurs through a variety of outlets, such as presentations at conferences, publications, training, and speeches to organizations. For example, faculty in the colleges have addressed diverse public affairs topics such as policy options for addressing structural deficits in the state of Illinois, health care resource allocation, collaboration and advocacy as a means to reform schools, and management and restoration strategies for the Emiquon flood plain of the Illinois River.

Institute for Legal, Legislative, and Policy Studies

As mentioned in **Chapter 4**, the Center for State Policy and Leadership merged the Institute for Legal and Policy Studies with the Institute for Legislative Studies in 2007 to

create the Institute for Legal, Legislative, and Policy Studies. The merger allows for increased operational efficiency and for a synergy in the projects and activities addressed by the institute.

The Institute for Legal, Legislative, and Policy Studies (ILLPS) conducts projects and programs that contribute to the understanding and improvement of the legal system and executive branch of government in ways that are accessible to scholars, policymakers, practitioners, and the general public. Over the years, the ILLPS has become known for its work in developing training and educational programs for members of the court, including the judiciary, state's attorneys and prosecutors, and probation officers. Its long-standing training programs in the adult and juvenile probation fields and with driving under intoxication (DUI) assessment and risk education demonstrate the ILLPS' commitment to the development of partnerships and customized training programs with public and private agencies. Currently, a social work faculty member who is affiliated with the ILLPS has received funding from the Illinois Community Action Association to provide multi-year research and training.

In 2007, the ILLPS initiated the Certified Public Manager Program of Illinois (CPMPI). CPMPI training is presented in a series of daylong classes conducted by experts in public management and administration, including UIS faculty. The training addresses a number of core areas, such as leadership, ethics, cultural sensitivity, problem analysis and problem solving, organizational and human resource management, and improving productivity and quality.

ILLPS also has sponsored various workshops on issue related to the legislature, including (1) "The Illinois Legislative Process: The Basics and Beyond," a day-long workshop on how law gets made in Illinois and how to work effectively in the General Assembly, (2) "Illinois State Budget: Tax and Spend 101," a half-day workshop on how the state budget process works in Illinois and how to work effectively to impact the budget-making process, and (3) "The Third House: Workshop on Lobbying," a day-long series of training workshops and lectures on how to effectively lobby the Illinois General Assembly. ILLPS also publishes the *Almanac of Illinois Politics*, a biennial reference book on the Illinois General Assembly and Illinois politics.

UIS Center for Entrepreneurship and Economic Development

The College of Business and Management recently re-established the UIS Center for Entrepreneurship and Economic Development (CEED) and appointed the UIS National City Distinguished Professor to be the Director of the center. CEED is uniquely positioned to unite central Illinois business and academic resources to promote entrepreneurship and economic development in the region and beyond. The region relies on state government jobs, health care, government-supported employment, insurance, banking, and agriculture. In a survey of the region's business and government leaders, 54% of respondents identified entrepreneurial assistance as a weakness, followed by a weakness in support for small business development (50%).

CEED has been actively involved in promoting economic development in central Illinois and beyond. The Governor has designated the center as one of 13 centers to administer state grants to entrepreneurs. In 2006, with grant funds provided by the state, CEED awarded a total of \$50,000 in matching grants to 10 small businesses in Springfield in order to foster innovation and further economic growth.

CEED is conducting research including an economic impact study for a \$1.2 billion capital investment in central Illinois, an economic impact study on rising energy costs to Illinois, and a study that addresses barriers to commercialization of nanotechnology. CEED also is teaching courses on entrepreneurship, small business management, and franchising; developing new academic program tracks in entrepreneurship and leadership; and working with local small businesses, entrepreneurs, and the Chamber of Commerce as well as others.

Assessment, Grants and Contracts

One indicator that can be used to examine UIS' contribution to society and connections with the community is UIS' grant and contract activity. The university tracks this activity and presents it annually in the university's Performance Report. The amounts shown in **Figure 5-2** and **Figure 5-3** reflect all grants and contracts except for those associated with the university's student internship programs (GPSI, ILSIP, AST), which were shown in a prior section.

The number of grant and contract applications and awards has decreased over the past 10 years. (See **Figure 5-2**) The average annual number of applications in the first five-year period (1997-2001) was 92 compared to 73 in the second five-year period (2002-2006).

Similarly, the average annual number of grant and contract awards was 74 in the first five years, compared to 54 in the second five years. The average annual dollar value of the grant and contract applications for the past five years (\$8.6 million) is higher than the dollar value for the first five years (\$7.8 million). (See **Figure 5-3**) However, the average annual dollar amount of the grant and contract awards has decreased from \$5.3 million in the first five years to \$4.3 million in the second five years.

UIS Strategic Plan Action Step

The strategic plan includes the following action steps to enhance UIS' service to the community and society.

- Provide increased support for applied research and program evaluation (Action Step 11)
- Encourage faculty to become involved in policy development and to improve policy processes through the application of professional expertise and research findings and participation in private associations, nonprofit groups, and public organizations (Action Step 12)
- Develop faculty skills for securing grants through mentoring and workshops (Action Step 16).

Forming Partnerships with the Community

UIS partners with community organizations to further the public affairs mission. Examples include projects undertaken with local school districts, the mayor's office, neighborhoods, and other community-based organizations.

Education Partnerships

UIS has partnered with community and school organizations in projects that focus on improving public education. These projects include the GEAR UP project, the Midstate Student Support for Teaching Program, and a series of symposiums on closing the educational achievement gap.

The GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) project was a six-year initiative that focused on increasing the number of local low-income students who are prepared and able to pursue postsecondary education. The project, which was funded through a grant from the U.S. Department of Education, was a

partnership that included UIS, Springfield Public School District 186, Lincoln Land Community College, and the Springfield Urban League. Services included student tutoring, one-on-one contact with students and parents by the project's parent coordinator, college classroom visits combined with individual college placement testing, campus tours, and various parent workshops.

UIS also is a partner in the Midstate Student Support for Teaching Program (MSS), formerly known as Project Minority Student Support for Teaching. This is a partnership designed to prepare students from underrepresented groups for college and a teaching career and assist the Springfield and Decatur school systems in the recruitment of teachers from underrepresented groups. Partners in this program are UIS, Lincoln Land Community College, Richland Community College, and the two local school districts, Springfield School District 186 and Decatur School District 61.

During 2005-2007, the Center for State Policy and Leadership and the Springfield Mayor's Office co-sponsored a series of forums on closing the educational achievement gap between minority and non-minority students. The purpose of the series was to engage the public and the education community in a dialogue and to spur action to address the educational achievement gap. The planning for the forums was undertaken with the input of an advisory group of education professionals and community leaders and the forums were co-sponsored by private and nonprofit entities. Approximately 100-200 education professionals, community leaders, and members of the general public attended each of the three forums.

Other Community-Based Partnerships

UIS partners with community-based organizations on issues and concerns that are important to the Springfield community and/or society in general. Recent examples include a community-based partnership called the Springfield Project, participation in an economic development initiative sponsored by the Greater Springfield Chamber of Commerce, the restoration of an historical landmark in partnership with a local historic preservation organization, and the university's ongoing relationship with the World Affairs Council.

The Springfield Project, which was established in 1996, is a partnership between UIS and numerous other institutions and individuals in the community. Its mission is to help generate and target resources on Springfield's most pressing problems. In 1998, UIS

received a Community Outreach Partnership Center (COPC) grant from the United States Department of Housing and Urban Development. The mission of the UIS COPC was to support the work of the Springfield Project by leveraging UIS faculty and student efforts, as well as those of other educational institutions in the area, on “neighborhood revitalization and capacity building” by conducting research, providing technical assistance and engaging in outreach activities leading to the solution of community problems on the east side of Springfield.

UIS is a partner organization in the Greater Springfield Chamber of Commerce’s Quantum Growth Partnership (Q5). This is a five-year, \$4.3 million strategic plan for economic growth in the greater Springfield metro area. The intent is to develop and implement strategies for creating new jobs and wealth and for bringing new firms into the metro area. UIS is contributing faculty expertise, student internships, and meeting space for the effort.

UIS also is partnering with a local historic preservation organization to restore the Strawbridge-Shepherd House, an 1840s-era farmhouse located on campus-owned property. UIS is leasing the house and the two acres on which it sits to the Elijah Iles House Foundation and, in exchange, the foundation will restore and preserve the house and plan for its use. UIS is responsible for maintaining the grounds and for providing security through the UIS Police Department.

UIS also has maintained a close and mutually beneficial relationship with the World Affairs Council of Central Illinois (WACCI) since its inception in 1988. Former and current UIS faculty have held leadership positions in WACCI, and UIS hosts the organization’s dinner/speaker program. This partnership has brought noted speakers on international affairs (including such luminaries as former Economics Nobel Laureate James Tobin and former National Security Adviser Anthony Lake) to campus for presentations that are open to the campus and the general community. Not only do faculty regularly bring classes to these events, but WACCI regularly sponsors five UIS students to attend the dinners free of charge. The Center for State Policy and Leadership also has partnered with the WACCI to cosponsor presentations on campus by major speakers, such as Constitutional scholar Louis Fisher of the Congressional Research Service, Noah Feldman of New York University, and political scientist James Morone of Brown University.

Informing and Engaging Constituents

Goal two of the UIS Strategic Plan states:

The University of Illinois at Springfield's community is characterized by students, faculty, staff, alumni, and outside partners and constituents as providing an atmosphere that is vibrant and actively engaged with comprehensive and integrated initiatives that contribute to the intellectual, cultural, social, and personal enrichment of all its participants.

UIS entities, such as the Center for State Policy and Leadership and Friends of Brookens Library, sponsor public events and programs that enable participants to gain new knowledge, to hear ideas debated, and become more informed and engaged. For example, the Friends of Brookens Library, along with several co-sponsors, hosted two presentations in 2006-07 by renowned poet/storyteller Robert Bly. The first was entitled "Poems and Ideas: An Evening with Robert Bly" and the second was titled "What Responsibility Do We Have for the Iraq War."

Other units, such as those associated with the university's fine arts programs, expand the cultural offerings and help build a sense of community among the university and the organizations and residents in the central Illinois region.

Center for State Policy and Leadership Programs and Services

The mission of the Center for State Policy and Leadership (CSPL) is "to identify and address public policy issues at all levels of government, promote governmental effectiveness, foster leadership development, engage in citizen education, and contribute to the dialogue on matters of significant public concern."

CSPL is unique among university-based policy centers in that it houses not only applied research, training, and internship units, but also three media units. The media units include the WUIS/WIPA public radio station, CSPL Publications/*Illinois Issues*, and the Office of Electronic Media.

CSPL helps facilitate informed and engaged constituents through the sponsorship of speakers series, forums, and publications/programming produced by CSPL's media units. In academic year 2005-06, more than 2,600 people attended CSPL events, plus those who viewed the live webcasts. These events included the annual Lincoln Legacy Lecture Series and the annual Public Policy Summit offered in conjunction with an online summer course.

CSPL collaborates with the University of Illinois Institute of Government and Public Affairs in cosponsoring an annual luncheon series on Public Policy, Governance, and Administration held in downtown Springfield. Six programs are held each year drawing an audience of 80–100 individuals in state government, education, associations, civic organizations, and the media. These programs cover a variety of topics such as the state budget, diversity in state government, and election results.

CSPL maintains a large mailing list for promotion of its annual Lincoln Legacy Lecture series, policy summits, and other forums and special events. CSPL advertises its events in local media and also targets specialized audiences. The Illinois Channel, the state's version of C-SPAN that was launched by CSPL, re-airs CSPL programs on its network, thereby giving UIS statewide visibility.

WUIS/WIPA reaches an audience of more than 22,000 listeners every week in central and western Illinois. WUIS/WIPA is the hub for the Illinois Public Radio Network, providing daily reports from its statehouse bureau to 13 public radio stations across the state, including stations in the Chicago and St. Louis areas. The station produces a weekly news and analysis program called "State Week in Review," which features representatives of the media and UIS faculty. The station also recently produced a special show entitled "With Malice Toward None: Lincoln's Second Inaugural and His Views on Religion."

The station provides live coverage of election results and the Governor's budget message and sponsors community events, such as the Young Musicians contest and the "This I Believe" writing contest for area students. WUIS/WIPA is in the process of completing a performing arts studio, which has been financed primarily through private donations. As a community service, WUIS/WIPA provides the Radio Information Service, a special channel for the visually impaired. The station also offers podcasts and downloadable programs from its website and streams its programming on the website. WUIS is converting to a digital signal and in the future will have additional digital channels. In addition to its 24-hour radio service, including community calendar announcements, WUIS communicates with the community through meetings of its Campus and Community Council, its website, its quarterly member newsletter, fund drives, and speaking engagements.

Illinois Issues, written, edited, and published by UIS for over 30 years, is the state's leading public affairs magazine with a circulation of 3,500 and an estimated readership of 12,000. With two-thirds of its subscribers in the Chicago region, *Illinois Issues* is an

important connection between UIS and Chicago. Moreover, its readers are the opinion leaders of the state. It is published monthly and is considered an authoritative, nonpartisan source of reporting and analysis on state government and politics. The magazine also communicates through its website, statehouse blog, advertising, and the semi-annual meetings of its statewide advisory board held in Chicago. *Illinois Issues* maintains editorial independence from the university. Faculty with expertise in public affairs issues and who can write for a general audience are among the writers who are featured.

The Office of Electronic Media (OEM) produces broadcast-quality video recordings of UIS events as well as contract production work, such as public service announcements, documentaries, and training materials. For 20 years the unit ran the local community access cable television channel until 2006, when Insight Communications decided to operate the channel itself. OEM videotapes UIS forums, lecture series, guest speakers, and a variety of campus events, which enables live webcasts and later video-on-demand and podcasts of the events, extending the audiences for these programs. OEM also videotapes commencement each year. It produces DVDs of the programs it tapes and makes them available for faculty use and for sale to the public at a nominal charge.

OEM is currently developing the UIS Campus Channel, a “closed-circuit” television channel that will be available in buildings throughout the campus and will feature a campus calendar of events, broadcast of guest lectures and special events, films, and sporting events. The channel can now be seen in University Hall, student housing, and select other buildings and soon will be available over the UIS website. To date, programming has included the campus calendar, Student Government Association meetings, CSPL’s Lincoln Legacy Lecture Series, student musical performances, a variety of guest speakers, and the local weather forecast.

The partnership between the UIS Center for State Policy and Leadership (CSPL) and the Illinois Channel, the state’s version of C-SPAN, is a unique example of collaboration. The CSPL provides the Illinois Channel with broadcast quality tapes of CSPL events. The Illinois Channel then distributes these tapes to educational and local government cable television stations around the state, thereby extending the reach of UIS public affairs programs.

CSPL also communicates with its constituencies through various other mechanisms, including an annual report that highlights the accomplishments of the CSPL's units; an annual convocation for all CSPL faculty, staff, students, and guests where each unit makes a presentation; an electronic newsletter; and the CSPL website.

The UIS Survey Research Office (SRO), another unit in CSPL, specializes in serving the survey needs of state and local government agencies and nonprofit organizations. To illustrate, since spring 2001, SRO has conducted the annual Illinois Motorist Opinion Survey for the Illinois Department of Transportation (IDOT), a mail-out survey that is sent to 3,500 Illinois households. Since spring 2002, SRO has completed 2,000 to 2,800 telephone interviews each year for IDOT's Division of Traffic Safety, conducted both before and after major seat belt and DUI enforcement and media campaigns. SRO is in its third year of surveying over 3,000 clients and employers who have been served by the Workforce Investment Act program for the Illinois Department of Commerce and Economic Opportunity.

Recently, the Survey Research Office conducted an Illinois Statewide Survey on Citizen Views of and Participation in State Government. The results were presented at a forum on state government and citizen participation and are available on the web.

UIS Alumni Association

Another group that informs and engages UIS constituencies is the Alumni Association at UIS. As one of three branches of the University of Illinois Alumni Association (UIAA), the UIS Alumni Association publishes a quarterly magazine called *Horizons*. It also sponsors a series of Taste of UIS luncheon programs held in downtown Springfield each year, featuring alumni and faculty as guest speakers.

UIS Facilities

UIS engages the public through making its facilities available for conferences, meetings, and community events that bring a variety of constituents to campus. The Office of Conference Services coordinates over 800 events yearly. While about 78% are campus-sponsored events, the remaining 22% are community constituents. In fiscal year 2006, events sponsored by outside groups drew 14,506 people to campus. Summer institutes, such as those for independent-living youth leadership, judicial education, or small public library management, create an especially strong bond with the campus.

Brookens Library is open to the public. People with a Springfield public library card have borrowing privileges. UIS alumni have borrowing privileges and members of the University of Illinois Alumni Association (any campus) also have borrowing privileges as well as access to a journal database. Additionally, membership in the Friends of Brookens Library is open to the public. The Library sponsors special events open to the public such as guest speakers and satellite teleconferences. Brookens Library participates with other local libraries in offering Black History Month programming.

Brookens Library houses the Central Illinois Nonprofit Resource Center (CINRC). CINRC is a Cooperating Collection of the Foundation Center, the nation's leading authority on philanthropy dedicated to serving grant seekers, grant makers, researchers, policymakers, the media, and the general public. As a member of their nationwide network of libraries, community foundations, and other nonprofit agencies, Brookens Library provides visitors with free public access to grant maker directories, books on fundraising and nonprofit management, and the Foundation Center's electronic database—the Foundation Directory Online Professional. In addition, CINRC subscribes to Illinois Funding Source, a database produced by the Donor's Forum in Chicago listing many foundations located in and focusing on Illinois. CINRC at Brookens Library offers workshops and electronic and print resources to help nonprofit organizations find private grant funding.

The UIS Observatory also is open to the public. The UIS Observatory has welcomed more than 125,000 people since 1977 to its Friday night "Star Parties," hosted by UIS astronomy professors. UIS developed the world's first telescope dedicated to people with disabilities. People who use wheelchairs or have other physical disabilities are invited to Sunday night "Star Parties."

Sangamon Auditorium

Among UIS' greatest assets in reaching out to the community is Sangamon Auditorium, a 2,000-seat performing arts venue that serves Springfield and central Illinois with a broad spectrum of local and touring cultural, arts, and entertainment events. Since it opened 25 years ago, over two million people have attended events held at the auditorium. The Illinois Symphony Orchestra and Springfield Ballet Company are resident organizations of Sangamon Auditorium and present performances throughout the year. Many community organizations rent the auditorium or the UIS Studio Theatre to present events. The auditorium has a volunteer usher corps of over 300 individuals.

The mission of the Sangamon Auditorium is “to present and support varied cultural and educational professional art activities of high quality to the many audiences on campus, in Springfield, in Sangamon County, and in the surrounding areas, reflecting a broad representation of music, theatre, and dance in all their forms.”

The auditorium communicates with the campus and public on local television through a weekly feature about events at the auditorium, media advertisements throughout central Illinois; participation in public radio on-air fund drives, local magazine features, participation in Arts Connection, a community-wide arts service effort in Springfield, as well as through direct mail, the website, speaking engagements, and other means.

Since 1997, Sangamon Auditorium has offered an educational outreach program, Class Acts, in which students in grades K-12 in the Springfield and surrounding areas attend special performances at the auditorium. Sangamon Auditorium offers an average of 13 performances each year that are geared toward Illinois Learning Standards set by the state and in support of the arts and arts education. The Class Acts program also offers seat scholarship opportunities, which are underwritten by donations from local businesses and individual donors.

The auditorium also offers other educational programs. A program called Class Pass provides discounted tickets to main stage performances that have an educational value. These tickets are offered to schools in the area that have interest in experiencing professional performing arts. The auditorium also encourages UIS, Lincoln Land Community College, and Southern Illinois University students to partake of the arts by offering a student discount to all of the main stage performing arts performances with the hope that these productions will help these students learn to appreciate the arts and carry on the tradition to future generations. In compliance with various different grants that the auditorium receives, the auditorium often provides a workshop experience for local students and others within the community. For example, a professor from Illinois State University spoke to two different groups of students within the community about opera in preparation of them seeing *The Barber of Seville* in the Sangamon Auditorium.

Sangamon Auditorium uses a variety of mechanisms to promote the arts and arts education. Examples include the OnStage Magazine, which identifies performances in the performing arts season and is mailed a few times each year to an active patron mailing list of 35,000 names within central Illinois. Class Acts brochures and Learning Stages are

mailed to approximately 7,000 educators in the Springfield area. Posters are distributed around the community that advertise events in the performing arts season as well as other attractions that come to the auditorium. The auditorium also uses e-mail blasts, the Friends Newsletter, and postcard mailers.

UIS Fine Arts and Forensic Programs

As a result of efforts to enhance student life on campus in the early 2000s, UIS now has thriving theatre, music, visual arts, and forensic programs. These programs not only provide increased opportunities for students, but they also offer performances and events that are open to the public.

- A major theatre production is produced every semester and theatre coursework is offered to students. In 2006, the UIS Theatre Program and Sangamon Auditorium hosted the Illinois State High School Drama Festival.
- The Music Program includes organized groups (band, chorus, chamber orchestra, jazz combo) and affiliated organizations (UIS World Percussion Club, the UIS Native American Flute Circle, and the 10th Illinois Volunteer Cavalry Band). The Music Program has biannual showcase concerts and offers music courses in areas such as music technology. The music organizations participate in public performances in the community and the Music Program hosts the All-City music festival and a Band Day, which was held for the first time in 2006 in conjunction with the UIS Homecoming.
- The Visual Arts Program includes student gallery exhibitions, student art club activities, studio art workshops/lectures, as well as art coursework. The Visual Arts Gallery is open to the public.
- Through the Forensics Program, students participate in forensics tournaments and performance showcases. Courses in forensics are also offered.

The events sponsored by UIS fine arts programs provide cultural value to the community and may serve as a means for encouraging dialogue. For example, in 2006-07, UIS hosted a panel discussion of the life and work of sculptor Preston Jackson, along with an exhibit of some of Jackson's work. In describing Jackson's work, a UIS Visual Arts professor noted that Jackson "creates bronze figurative work, monumental steel sculptures, and small

abstract pieces as well as two-dimensional work. His pieces are often politically charged, and they explore themes such as war, racism, sexism, violence, and forgotten histories” (UIS Press Release, September 15, 2006).

Also in 2006-07, the UIS Theatre Program encouraged reflection and dialogue with its production of *Two Rooms* by Lee Blessing. This play features a hostage drama set in the Middle East with the two rooms being a small room in Beirut where an American is held hostage by terrorists and a room back home that his wife has emptied of furniture to symbolically share in his ordeal. The play centers on these two rooms, the imaginary conversations between the hostage and his wife, and real meetings between the wife and an ambitious reporter and a detached State Department official.

Other Programs that Engage the Community

UIS also hosts a variety of other programs that engage the community. For example, each year UIS hosts an International Festival that features dance, music, and food from a variety of countries. UIS international students play a major role in providing the dance and music for this event. The university also attracts members of the community to the campus through UIS athletic events and the youth baseball and soccer fields that are located on the UIS Campus.

Advisory Boards and Community Boards

The university’s relationship with the community is enhanced by having UIS administrators, faculty, and staff serve on community boards and by having community members serve on UIS advisory councils or “friends” groups.

UIS administrators—including the Chancellor, Associate Chancellor for Constituent Relations, Vice Chancellor for Student Affairs, Provost, Deans, Center for State Policy and Leadership Executive Director, and others—serve on numerous community boards and maintain a regular schedule of speaking engagements to community groups. UIS participates in the Springfield Area Chamber of Commerce Business and Education Committee and the Chancellor meets regularly with the Mayor of Springfield.

Members of the community serve on many of UIS’ community advisory councils or friends groups. This includes the Chancellor’s Community Advisory Council, the WUIS Campus and Community Council, the Friends of Brookens Library, the Friends of Sangamon

Auditorium, the Development Advisory Board, the Campus Alumni Advisory Board, and alumni councils of the colleges.

Assessment, Springfield Community Opinion Survey Results

In spring 2005, the UIS Survey Research Office conducted a telephone survey of Springfield area households for the UIS Brookens Library and the Springfield public library. In addition to questions about library-related topics, the survey included questions that related to community attitudes about and contact with UIS. The results reported in this section are based on responses from 361 respondents who were selected randomly from the Springfield community.

Respondents were asked “Overall, would you say your opinion of the University of Illinois at Springfield (UIS) is: very positive, somewhat positive, somewhat negative, very negative; or would you say you don’t know enough about it to have an opinion here?” Among the respondents, about three-fourths (73.5%) expressed a positive evaluation, while about one-fourth (23.3%) said they did not know enough about UIS to have an opinion. Less than one in twenty (3.2%) had a negative opinion about UIS. Among those with a positive impression, those who had a “strong” impression outnumbered those with a “somewhat positive” impression by more than a two-to-one margin (44.5%:19.2%).

The survey also asked whether a household member had been to the UIS campus in the past 12 months, not including for school or work. For those households with no current UIS student/employment connection, 63.4% replied affirmatively to this question. Among the households with no current UIS student or employee, the reasons for UIS visits included: Sangamon Auditorium event (57.1%), soccer/softball games (17.0%), meetings/training (12.2%), library (11.5%), and other events (12.2%). (See Springfield Community Survey Report.)

These results suggest that UIS is viewed favorably in the community and that many households are taking advantage of university resources or events.

UIS Strategic Plan Action Steps

Action steps in the UIS Strategic Plan that relate to informing and engaging constituencies include:

- Develop public affairs events and forums, speakers series, and academic and policy conferences
- Promote and facilitate faculty presentations and service activities to community, business, professional, and advocacy groups (Action Step 5)
- Increase public recognition of UIS activities and accomplishments (Action Step 8)
- Take the university to the community through outreach to civic organizations, businesses, governments, and schools (Action Step 314)

THE DISTINCTIVE ORGANIZATION

Recognizing Strengths and Challenges

UIS' major strengths in relationship to public affairs are summarized below.

- UIS has a strong tradition in public affairs and civic engagement. This emphasis is stated in the university's mission and is reflected in the university's internship programs, the curriculum (e.g., the Engaged Citizenship Common Experience requirements, service-learning opportunities), the teacher-scholar model, public events, and community collaborations.
- The Center for State Policy and Leadership (CSPL) plays a leadership role in promoting public affairs at UIS. Through the CSPL's training, applied research, internship programs, media units, and many collaborative programs, it successfully connects with both internal and external constituencies.
- UIS supports diversity through its recruitment and academic support programs, its curriculum, campus activities and clubs, community volunteer opportunities, and collaborative projects with the community and other institutions of higher education.

Areas of concern or in need of improvement are listed below.

- Integration of the public affairs mission with UIS' vision of becoming a premier public liberal arts university with professional programs will create both challenges and opportunities.
- Given the university's successful track record in community engagement projects, it is important for the institution to develop means to sustain partnerships.

- The National Survey of Student Engagement (NSSE) results for UIS undergraduate students indicate that UIS students are not participating in some of the university's public affairs-related activities (e.g., internships, community service/volunteer work opportunities) and are not attending campus events and activities (e.g., special speakers, cultural performances) to the extent that students at other master's institutions are. Further analysis and research is needed to identify why this is the case and what type of improvements may be needed. The expansion of service-learning courses and the integration of speakers into the Engaged Citizenship Common Experience may have a positive impact in the future.

Building on Strengths and Addressing Concerns

UIS has a proud heritage in public affairs engagement. As the university prepares for the future, it will be important to build on past successes and to address weaknesses and challenges.

The university has a good track record in producing applied scholarship and conducting training for governmental and nonprofit entities. It has good relationships with the city and other educational entities in the community. Nonetheless, as the funding for several major initiatives (the COPC and GEAR UP programs) is no longer available, it will be important to find other sources of funding or other means for supporting public affairs in the Springfield community and beyond.

Engaging students in public affairs also will be a challenge. While some students are attracted to UIS largely because of its public affairs offerings, other students, such as older students with family and work commitments, may have less time available to participate in these offerings. As faculty, staff, and students seek to balance the competing demands on their time, the university will need to find ways to make it possible for individuals to participate in public affairs offerings. These methods may entail further efforts to integrate course requirements with public affairs and civic engagement (similar to the Engaged Citizenship Common Experience approach) and utilize technology to help facilitate participation.

As the university continues to pursue the public affairs mission, it will be important to monitor performance indicators and to evaluate the impacts of new initiatives, such as the expansion of service-learning opportunities. Performance indicators that will be

tracked include:

- Number of experiential learning placements—graduate and undergraduate;
- Annual number of grant applications, grant awards, and dollar value of grants and contracts;
- Number of events, forums, and lectures; and
- Number of community outreach activities.

UIS is making progress in the implementation of the strategic plan action steps that relate to public affairs.

- UIS is expanding its service-learning course offerings to provide students more opportunities to participate in volunteerism and civic engagement. These courses are addressing community issues in the Springfield area, as well as in other parts of the country and abroad.
- In 2007, UIS observed a Day of Dialogue and a Day of Silence in recognition of diversity and social issues associated with diversity.
- In 2006-07, the UIS fine arts programs engaged the campus and the general public in dialogue through an exhibit of Preston Jackson's art work, along with a discussion panel on his work, and the production of Lee Blessing's *Two Rooms*, a hostage drama set in the Middle East.
- As noted in **Chapter 2**, a planning committee has begun working on the first annual campus dialogue which is expected to take place in 2008-09. The Annual Campus Dialogue will focus on a theme involving a broad issue or topic of local, state, national, and/or global relevance and will include a variety of opportunities for intellectual and experiential engagement among students, faculty, staff, alumni, as well as constituents in the external community.
- The Center for State Policy and Leadership (CSPL) also is undertaking activities that are tied to civic engagement.
- In June 2007, CSPL sponsored a public forum on state government and citizen participation which featured a speech by Alan Ehrenhalt, Executive Editor of *Governing*, one of the nation's premier professional magazines on state and local

governments. Ehrenhalt’s speech on “The Role of the States in the 21st Century” was followed by a presentation by the Director of the Survey Research Office, who discussed the results of a new Illinois state-wide survey on the community’s perception and knowledge of state government.

- CSPL is developing the Illinois Democracy Project, which will be dedicated to increasing citizen participation and strengthening democratic institutions and processes in Illinois. The project will use integrated strategies of research, application, engagement, and participation to achieve its goals. As part of this initiative, CSPL plans to establish an Advocacy Academy, which will consist of a series of seminars to provide training and develop leadership skills for individual and nonprofit organizations to make them more effective in outreach and lobbying.
- CSPL is continuing its partnerships with other civic and governmental entities. For example, it is developing a partnership with the Abraham Lincoln Presidential Library and Museum, and the Papers of Abraham Lincoln has entered into a joint project with the U.S. Library of Congress to help make additional Lincoln papers available to the public and scholars.

Read on to Chapter 6 »

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[2007](#) / [CHAPTER 6: ONLINE EDUCATION](#)

Chapter 6: Online Education

From its very beginning, innovation and access have permeated the foundation of the educational mission of the University of Illinois at Springfield. Planning documents since UIS' founding date substantiate the institution's commitment to innovative teaching methodology and approaches that extend higher education to student populations beyond that of the mainstream. Innovation for UIS has meant being responsive to the changing needs of society. The utilization of technology for outreach and as a means for enhancing student learning has been an ongoing practice at UIS. It dates back to earlier years when the institution (then Sangamon State University) offered courses that were broadcast over the radio and television. As technology has evolved, so has the university's utilization of technology as a means to expand student learning opportunities. Advances in Internet availability resulted in technological innovation in educational delivery in higher education in the mid-1990s. UIS immediately seized the chance to open another door to students who have limited (or no) options of receiving a university education with this innovative delivery mode.

Today, UIS is a national leader in online education. Since 1997, it has been the recipient of \$3,161,000 in external funding for program start-up, establishment of support units, and online research. (See **Appendix 6**.) In May 2006, UIS' online initiative was showcased in a *Wall Street Journal* article on online education in which the campus' online success was portrayed alongside that of University of Massachusetts and University of Maryland. Two of UIS' online programs (business administration and history) were in the top 10 programs and two others (liberal studies and computer science) in the top 20 programs accessed by potential students through the Illinois Virtual Campus website (see the IVC Utilization Report). UIS teaching and research has enhanced both the national reputation of the online degree programs as well as the university as a whole (Sloan Report). During

the spring of 2007, the College of Business and Management received accreditation through AACSB International. The final report from the peer review team commended the college for developing and delivering “high quality, on-line degree programs.” Further, the report stated

...the institution has invested in infrastructure, including facilities and the latest technological equipment and support staff to deliver online programs. The programs have received substantial positive publicity including recognition by the *Wall Street Journal*. The College has diligently developed and used the same faculty, syllabi, texts, and assessment rubrics for on-campus and online deliveries of the same courses to insure consistent, comparable, and equivalent learning outcomes. (AACSB Team Report)

UIS’ online degree programs have been the topic of numerous international and national conference proceedings and presentations. The leadership of the university’s online initiative is externally, nationally and internationally, recognized through awards, invited keynote and plenary addresses, and publications in peer-reviewed journals.

This chapter begins with a discussion of the emergence of UIS’ online education initiative from the institutional mission, the ways UIS has aggressively pursued support for its online programs, and the planning that will ensure that UIS remains on the cutting edge in online education. The next section provides an overview of the UIS model for online education, its programs and students, the ways the campus ensures academic quality and teaching excellence, and the support systems available to the online student. The following section addresses the role of UIS’ online initiative in institutional collaboration and in promoting a culture of service to the community. The final section addresses UIS’ strengths and challenges in the area of online education and how the university plans to address those issues in the future.

THE FUTURE-ORIENTED ORGANIZATION

The online initiative began to appear in UIS’ planning documents years ago. The rapidly developing technology, the merger with the University of Illinois, the creation of University of Illinois Online, and UIS’ history of using technology to provide educational access converged with the start of course offerings in 1998.

In 2003-2004, the final report of the National Commission on the Future of UIS noted that technology will have a significant role in the future development of UIS. The Student Body Vision Statement noted that “a significantly larger proportion of the student body will be students enrolled in online degree programs ... contributing to the diversity of the student body and enhancing access to UIS’ educational offerings.”

In 2006, after an extensive strategic planning initiative, UIS adopted a new mission statement. The strategic planning initiative analyzed previous planning documents, societal context, institutional challenges, resource issues, and future directions. This analysis generated a new mission statement that reflects for the first time in UIS/SSU history the ways that technology intersects with teaching and learning. This element of the UIS mission confirms the institutional commitment to the integration of this new method of delivery:

UIS empowers its students, faculty, and staff by being a leader in online education and classroom technology. UIS uses technology to enhance its distinctive learning environment and extend that environment beyond the boundaries of the campus. (UIS Strategic Plan)

Further, the UIS Strategic Plan identified a specific strategic thrust affirming that it will provide classroom and technology-enhanced education that meets student’s educational goals.

UIS seeks to continue its reputation as a national leader in technology-enhanced and delivered education that extends beyond the university’s classrooms to students seeking coursework, certificate programs, or degrees aligned with their education goals. (UIS Strategic Plan)

The following action steps delineate the initiatives for achieving this strategic thrust:

- Develop an early warning system to identify students at risk of dropping an online course;
- Ensure students in online and on-campus courses have comparable access to educational and student support services;
- Strengthen faculty and staff development opportunities, both on- and off-campus, that address best practices in educational pedagogies and technology-enhanced

learning;

- Monitor and identify changing needs of students as well as the state of Illinois for an educated citizenry; and
- Develop and revise curricular offerings (degrees, certificates) that are aligned with these changing needs.

Finally, the UIS annual strategic planning and budgeting process has also addressed the online initiative. In the 2006 Goals and Objectives Report, the goals were focusing on academic quality and enrollment growth, increasing diversity of students, faculty, and staff, becoming a technology leader, and improving efficiencies. The Campus Planning and Budget Committee used these goals to identify priorities for UIS. The report identified “maintaining a technological edge” as the fifth highest priority for UIS. In describing this priority, the report notes that “UIS online instruction has been the source of increased enrollments—it has been successful and should be continued and improved.”

Preparing for the Future

Since the onset of the online initiative, UIS has carefully anticipated and planned for the future needs of programming, support, and technology. The merger of Sangamon State University with the University of Illinois provided the platform that allowed UIS to enhance its technological infrastructure and begin its online initiative. The origins of UIS’ online initiative are traced not only to University Illinois support but also to that of grant activity, specifically that of the Alfred P. Sloan Foundation (see Appendix 6), either through direct grants or through University of Illinois Online. As noted in Chapter 1 of this document, grant funding was used to launch most of the online programs and most are now self-funding via tuition revenue. Each department that proposes an online degree program is required to prepare a business plan that includes enrollment projections, revenue and cost estimates, and the expected rotation for course offerings.

In an effort to anticipate and fund present and future support and resource needs, UIS implemented an online course fee in 2005 and developed a distribution model that funneled these fees back into online support, course and faculty development, and technology enhancement. UIS charges a \$25 per credit hour course fee for online courses. These funds are used to support the additional costs incurred in offering online instruction. The allocation of these revenues has evolved slightly over time (increasing

the amount available to the Library and to Information Technology Services). The current model provides 25% of the total expected revenue to the Office of Technology-Enhanced Learning (OTEL), 2.5% to the Brookens Library, and 12.5% to Information Technology Services (ITS). The balance of the funds is returned to the colleges. The remaining course fees generated by the online majors are given to the college that houses the academic program of the major. Fees paid by non-online majors are returned to the college that offered the course in which the student enrolled. The most recent change was to increase the amount allocated to ITS in recognition of increased bandwidth and related costs driven by increasing online enrollments. This change, as with all others, was approved by the deans.

In addition to the implementation of a fee structure, the institution has closely monitored the technology needs of the initiative. During the last five years, the campus organizationally restructured its Information Technology Services division. This restructuring involved combining technology units that were spread across business and academic divisions. The resulting unit, Information Technology Services, was then placed within Academic Affairs. This restructuring strengthened UIS' academic mission relating to online education. Further, the technology infrastructure has been maintained so that it is consistent with the newest advances in the field. UIS continues to dedicate considerable resources to researching, developing, and deploying new technology solutions in support of the ever-increasing infusion of technology in all areas of teaching and learning. The campus has a robust and scalable technology infrastructure for the learning management system and other critical systems, such as Internet, e-mail, and streaming and collaboration applications. There are hardware and software redundancies at all levels to ensure high availability; consolidated storage and sophisticated back-up systems that allow UIS to perform live back-ups without impacting users; and high performance Internet connection allowing access to advanced Internet technologies. The following are just some examples of modifications of the technological infrastructure:

- In 2001-02, the UIS campus became completely wireless;
- In 2004, the campus-wide network was completely upgraded;
- In 2004, the opening of University Hall resulted in over 95% of the campus classrooms and teaching labs becoming “smart”; and
- In 2004, registration for classes became completely electronic.

Remaining on the Cutting Edge

At the beginning, those who embraced the challenge of online delivery were called “innovative and pioneering” (Sloan Report). Those individuals who developed courses, programs, and instructional methods for online delivery did so independent of the mainstream. Today the culture has changed, “principal policy makers, faculty, support staff, and academic professionals all now consider online students in campus decisions and recognize the benefits online learning offers to both our student population and our campus” (Sloan Report). University of Illinois administrative initiatives, budget and planning proposals, curricular and program review, and strategic planning all consider the needs of online students, faculty teaching and developing online courses, programs offering online degrees and certificates, units developing support systems, and infrastructure development when making decisions and allocating funds. For example, in 2002-03, \$1.5 million was allocated for back-up power and network upgrade, and 134 course development stipends have been provided through the Sloan I and II funds that total \$804,000.

THE LEARNING–FOCUSED ORGANIZATION

Teaching and learning is at the heart of the UIS mission and culture, and this is no different for the online initiative. UIS is committed to ensuring that its online programs are of the same high quality as its on-campus programs, which is facilitated by having the online programs utilize the same curriculum and primarily the same faculty as the comparable on-campus programs.

Meeting the Mission of Teaching and Learning

The UIS mission portrays a commitment to making higher education accessible to non-traditional and mature students, increasing diversity by attracting students from different backgrounds and geographical areas utilizing technology to enhance learning. The UIS online programs are designed to facilitate this mission.

UIS began offering online courses in 1998. The first degree program, Management Information Systems (MIS), began in fall 1999 with an enrollment of 32 students. UIS now has 15 online degree programs in various stages of development and implementation (UIS 2006 Performance Report) and online enrollments have grown by

30% each year since 1999 (Sloan Report). Online degree programs occur at the undergraduate and graduate levels and in all four academic colleges and can be completed entirely online. **Appendix 7** identifies the online degrees and the certificates that UIS offers and their start-up dates.

UIS' model for online delivery is to take existing on-campus degree programs and offer them online with the same curricular requirements. Each of the online degree programs, with the exception of the Philosophy B.A. and the Master of Arts in Teacher Leadership program, already existed as a traditional on-campus degree program at the time the online program was established. UIS utilized its on-campus philosophy minor as a foundation for the establishment of both an on-campus and online philosophy degree program in 2004. The Master's in Teacher Leadership program previously was offered as a concentration under the Master's of Education Leadership program, but it now is a separate degree that is offered only online.

UIS online degree programs are developed to offer students an alternative means of access to education. Having both an on-campus program and a comparable online program in particular degree areas allows students the opportunity to select the type of course delivery that best meets their needs. Online degree courses, along with those through on-campus delivery, have created a rich array of course offerings for UIS. Further, online course offerings often assist the on-campus student in the completion of their degree. Wait lists and demand reports for online courses document the student demand for these offerings.

UIS also offers a number of online graduate certificate programs. In the College of Liberal Arts and Sciences, the Computer Science Program offers one in Systems Security and another in Information Assurance. The curricula focus on developing a cadre of teachers qualified to teach information assurance and systems security classes at community colleges and universities. These certificates are offered only in an online format and are open only to college faculty participating in faculty development courses offered through the Center for Systems Security and Information Assurance at Moraine Valley Community College. An online Career Specialist certificate, formerly offered by the College of Education and Human Services, has been suspended due to resource limitations. A certificate in secondary education in Mathematics was added in 2004 and a post-master's certificate in Chief School Business Official in 2007.

Student Demographics

Since the inception of the online initiative, enrollments in online programs and courses have flourished. (see **Figure 6-1**). In the fall of 2006, UIS enrolled 958 online majors (514 undergraduate and 444 graduate) increasing from 743 in 2005. (see **Table 6-1**) Further, in 2005 online majors accounted for 16% of the student headcount (15% of undergraduate students and 18% of graduate students) and 20.1% in 2006. As of fall 2005, 24% of the total credit hours generated at UIS were in online classes (Sloan Report), and this increased to 26.5% in fall 2006 (see Figure 6-2).

Enrollment in online courses has steadily entered the mix of undergraduate and graduate course choice. A little over 40% of UIS students took at least one online class in the fall of 2006, up from 37% in 2005. In 2005, the mixed (online and on-ground) student enrollment in online courses accounted for 15% of total headcount and 20% of total FTE. In 2006, these percentages increased to 17% and 22%, respectively. (see **Figure 6-3**) In 2005, the mixed student enrollment accounted for 15% of total headcount and 20% of total FTE.

Data from fall 2005 and 2006 on the characteristics of UIS online students compared to UIS on-campus students indicate that there is little difference in race/ethnicity or gender between these two groups. This data suggests that the online programs are accessible and inclusive in terms of race/ethnicity and gender. (see **Table 6-2**) Nonetheless, there are differences between on-campus students and online students in terms of the average age. The data for fall 2005 and 2006 indicate that online students, on average, tend to be older than on-campus students. The average age for online students in 2005 and 2006 was 35 years of age, compared to 30 for on-campus students. Further, a larger percentage of online students reside outside of Illinois and outside of Sangamon County (the county in which UIS is located): 37% (2005) and 38% (2006) of online students report mailing addresses from outside Illinois. These data suggest that the existence of online degree programs may offer older students and students who are not geographically close to UIS the opportunity to pursue higher education. This type of outreach and inclusiveness is consistent with UIS' mission and role.

Focus on Academic Quality

UIS is committed to academic excellence in the quality of its online degree programs, just as it is to the quality of its on-campus degree programs. As previously stated, UIS' approach to online education offers the same curriculum taught primarily by the same faculty for both on-campus and online degree programs. Further, UIS has integrated best practices in online education into the creation of program curricula, and the development of pedagogy specific to online education has been emphasized in faculty development initiatives. A wide array of workshops, teleconferences, and national conferences that feature best practices in online education are widely supported and attended by both faculty and staff on the UIS campus.

The UIS strategy for online programs is to integrate online teaching with on-campus teaching. Operationally, this means that the same faculty are responsible for teaching both online and on-campus core courses within a particular degree program. This practice ensures that the rigor and quality of the online courses is comparable to the on-campus courses. It also facilitates the development of an integrated academic community, both in terms of faculty and students.

The faculty who are responsible for an online program play the lead role in proposing and developing such a program. Their involvement is critical since they will be responsible for delivering the online courses and ensuring that it is a high-quality educational program. University administrative officials also are involved in reviewing online program proposals and ensuring that sufficient resources will be available to develop and sustain the programs. These proposals are reviewed by a curricular review committee for the college where the course originates, the same process for on-campus programs and courses. Proposals for online programs are prepared by the faculty in the department that will be responsible for developing and implementing the program. Each proposal is required to address the educational and economic viability of the program, which includes issues such as estimated enrollments and the characteristics of students who will be served. (See Sloan Grant Program Guidelines.)

The university also manages the enrollment in online programs. As new programs are proposed, targeted enrollment levels are developed. During implementation, if the demand for a program exceeds the targeted levels, the program will analyze its options, which may include raising the admissions criteria to be more selective or expanding the program enrollment if sufficient resources are available to support that option.

Additional quality control issues are addressed at the course level. Maximum targeted enrollment levels have been established for the online sections of a course. The intent is for these classes to have a maximum of 15-25 students, depending on the nature of the course. The average online class size is 16 (compared to the average on-campus class size of 17 for undergraduate courses and 14 for graduate courses).

Additionally, UIS has developed processes for ensuring that online majors are given priority registration in online courses. Enrollment of student majors in academic programs offering online courses is coordinated both on an individual departmental basis as well as in conjunction with related units/programs. Graduate programming is scheduled within individual academic departments since these curricula are targeted to a specific student audience. However, undergraduate programming requires additional coordination, largely to accommodate the online liberal studies students, who draw from the university-wide curricula as they complete their degrees.

Each Online Program Coordinator managing enrollment in undergraduate online majors communicates with his or her program's students prior to semester registration to ensure they can access preferred and/or needed coursework; this is particularly important as students plan specific curricular emphases or prepare graduation contracts. Once they have information about student preferences and specific needs, the coordinators prompt students via telephone and e-mail communications to register according to time tickets distributed by the Office of Admissions.

Several online programs utilize WPI designations (with permission of instructor); these necessitate that students requesting registration in such courses contact the Online Program Coordinators for permission to enroll in online courses (in some departments this responsibility has been assigned to the program secretaries, but is overseen by the Online Coordinators). If courses are not filled with online program majors by pre-determined deadlines, coordinators collaborate to recruit students throughout the university into online course openings. The informal prioritization of student registrants is:

- First third of registration cycle, online students can register for online courses in their majors;

- Second third of registration cycle, online students can register for online courses outside of their majors; and
- Final third of registration cycle, online courses are open for registration by all students regardless of whether they are online or on-campus students.

This informal scheduling approach ensures that online students in need of specific courses are able to enroll according to their individual academic plans. Coordinators currently collaborating on this “course sharing” system include those in the undergraduate programs of business administration, economics, liberal studies, English, history, and philosophy. This process continues to evolve and changes are based on program capacities and enrollment deadlines, market demand, and availability of online programs.

The Mathematics Program, located in the College of Liberal Arts and Sciences, and the Teacher Education Program, which offers certification in secondary education in mathematics and is located in the College of Education and Human Services, have a particularly unique circumstance regarding the enrollment of their shared student population insofar as the certification program relies on the Mathematics Program to provide discipline-specific coursework to their students. The Online Program Coordinators for both programs closely manage enrollment, with the Mathematics Program routinely allocating 50% of its online course seats to the Teacher Education Program.

Finally, Online Program Coordinators collaborate closely with departmental chairs in advance of submitting semester course schedules to ensure courses are being scheduled that meet the needs of their online majors.

UIS utilizes various measures to evaluate the online programs, including enrollment data, retention and degree completion data, and data on assessment of student learning outcomes. The university tracks the total number of students enrolled in online programs, the total number of credit hours generated in online courses, and the characteristics of students enrolled in online programs compared to those of students enrolled in on-campus programs. The university also tracks online enrollment data on a program-by-program basis. (See Office of Institutional Research Databook)

With recent improvements in the student data system, the university is now able to monitor student retention and graduation rates in the online programs. As the online programs mature, the university plans to compare the retention and graduation rates for online programs to the rates for on-campus programs. Some of the first retention data indicates that online retention rates approximate that of the campus as a whole. For example, for the undergraduate students entering in fall 2004 (FY 2005), their “after three years” retention rate is 59.1% for on-campus majors and 58.9% for online majors. The university also monitors retention rates for online courses. In 2005 and 2006, the student retention rate for UIS online courses was above 90% and comparable to non-online courses (see **Table 6-3**).

Finally, UIS alumni have provided a positive assessment of the quality of the courses in online programs and other academic programs. UIS Alumni Survey results indicate that the majority of graduates of online programs report that they were very satisfied with the quality of both online courses within (69.9%) and outside (69%) the major (see Alumni Survey Data Summary).

Assessment of Student Learning

UIS has made a major commitment to the assessment of student learning outcomes through the Assessment Task Force. Each program is expected to “Take a Second Look”; in other words, to evaluate individual student performance and then go back to analyze the collective performance of the students. The results of that “second look” are used to identify changes that may enhance the quality of the program.

Each academic program is responsible for developing student learning outcomes for each of its degree programs and identifying or developing one or more assessment activities linked to those outcomes. Each online program has the same student learning outcomes as the comparable on-campus program.

The importance of the assessment of student learning outcomes for online programs is emphasized under the educational viability section of the Sloan online program grant proposal guidelines. The guidelines ask that particular attention be paid to a number of items, one of which is “that the program has clearly stated student learning outcomes and appropriate mechanisms in place for their assessment.”

The existing online programs use various mechanisms to assess student learning outcomes. Some programs are utilizing tests, while most others implement some form of closure paper, such as a senior paper or master's thesis/project, as the major assessment tool. At least one program has begun using electronic portfolios to assist in the assessment process.

During summer 2004, the university undertook a review of various electronic portfolio software products that could be used in the assessment of student learning outcomes. After a careful comparison of the products and their features, a recommendation was made to adopt TaskStream software. TaskStream helps facilitate the electronic submission of materials (e.g., lesson plans, papers) prepared by students and allows faculty to evaluate individual students and then look across student results for assessment purposes.

The Master of Arts in Teacher Leadership has begun using TaskStream and other programs and instructors are experimenting with or considering using it. The Office of Technology-Enhanced Learning is sponsoring funding for several faculty members utilizing TaskStream to research its effectiveness. The findings from these research projects will be shared with the campus community.

UIS faculty and staff continue to explore other ways to effectively implement systems for assessing student learning outcomes in both on-campus and online programs. For example, during the summer of 2005, several UIS faculty attended a workshop at Northern Illinois University, "Assessment of Online/Hybrid Course and Curricula: Concepts, Tools, and Frameworks." The UIS technology staff also have identified and procured software tools, such as **Illuminate**, that can be used to add voice transmission and interactions to the assessment mechanism options for online programs.

The selection of appropriate assessment tools is important, but the real value from an assessment system comes in the feedback loop when the results are used to make changes. Although many UIS academic programs have been doing this informally, the programs are now expected to systematize their approaches and document how assessment findings are being used to make improvements to the programs. For the past two years, each academic degree program has been asked to submit an annual report

that describes the program's student learning outcomes, the mechanisms that are used to assess those outcomes, and how the results have been or will be used to make improvements to the program.

Facilitating Teaching Excellence

Faculty who are interested in teaching online have various forms of assistance available to help them prepare and deliver an online course. The staff of the Office of Technology-Enhanced Learning (OTEL) provides workshops and one-on-one assistance to faculty in a variety of areas, such as using online technology and designing an online course to enhance pedagogy. Many of the faculty who teach online have received additional compensation for the initial development of an online course (financed from the Sloan grant or from online fee revenues).

Through the University of Illinois, UIS faculty also have access to courses on teaching online. The Making the Virtual Classroom a Reality program (MVCR) offers a series of courses designed to provide faculty members with the knowledge and skills to teach effectively online. A number of UIS faculty have obtained the Master Online Teaching Certification, which requires that they complete four required courses, one elective, and a practicum; and many other faculty have completed one or more of the courses.

The Library staff works with faculty to place course reading materials on electronic reserves and to ensure that the use of these materials complies with copyright laws. In addition, intellectual property agreements with faculty who develop online courses specifically address the issues of fair use and securing permission for the use of copyrighted material.

UIS technology staff in Information Technology Services (ITS) are a key component to the online programs. The technology staff train faculty and students in the use of online technology and respond to questions from students and faculty.

Teaching excellence in the online initiative is also evident in the increasing amount of faculty scholarship on online learning and teaching. UIS faculty regularly make presentations at professional conferences and publish reports on scholarship related to online education issues. Faculty scholarship in this area has increased incrementally since the start of the online initiative.

Both individual faculty members teaching online courses and the directory and staff of the university's Office of Technology-Enhanced Learning (OTEL) have contributed significantly to the growing body of scholarship on online education. A few of these publications and presentations include:

- “Facilitating and Assessing Student Engagement in Online Education” (2006);
- “The Three Keys to Quality Online Education: Interactivity, Interactivity, Interactivity” (2005);
- “The Online Literature Classroom” (2003);
- “Revisiting an Accounting Educator’s Online Teaching Experiences Through a Project Development Lens” (2001);
- “Development and Implementation of an Interactive Graduate-Level Online Course, MID 564” (1999); and
- “Using Technology to Provide Team Work for Students” (1998).

In the fall of 2006, the Community of Practice for E-Learning (COPE-L) was established by a group of cross-disciplinary faculty and professional staff at UIS. COPE-L aspires to (1)share knowledge and best practices related to e-learning; (2)develop informal networks and mutually helpful relationships among members; (3)identify problems and seek solutions to problems shared by members; and (4)provide opportunities for members to explore and innovate in the area of e-learning. By maintaining a website and sponsoring outside speakers, COPE-L provides the UIS community an opportunity to discuss research, best practices, and innovations in technology-enhanced, blended, and online learning environments.

Supporting the Online Student

Students who are enrolled in a UIS online program have access to a variety of learning resources and support services to help them address their learning needs and to obtain information about the university and its policies and procedures. Below is a list of these learning resources and support services.

- **Online Program Coordinators**

The Online Program Coordinators, who are assigned to work with particular academic

programs offering online degrees, are responsible for helping students obtain information about the online programs, apply to the programs, and register for online courses. These coordinators are the central point of contact with the campus for online students.

- **Online Orientation Website**

UIS has an online orientation website for new and existing students. This website provides students with information on a variety of topics related to online learning, such as a tutorial on using Blackboard and information on online services offered through Brookens Library and the Center for Teaching and Learning.

- **Online Peer Tutors**

During 2004-05, UIS introduced the use of students as online peer tutors in some online courses. Typically, these peer students have already taken and performed well in the course with which they are working. Their role as peer tutors is to help the online students in a manner similar to the types of assistance a fellow student in an on-campus class might provide.

- **Technology Support Center (TSC)**

The ITS Technology Support Center (TSC) provides the initial point of contact for technology questions, problems, and issues. The services it provides are available to all UIS faculty, staff, and enrolled students. TSC provides daily support via telephone and around-the-clock support through eSupport. The TSC system also provides faculty, staff, students, and visitors access to its problem-tracking and knowledge-base software via the Internet. This system can be used to search for answers to common problems in TSC's knowledge-base, create a problem report for TSC consultants to address, monitor the status of a current case, and review old cases.

- **Brookens Library**

The extensive online services offered through the university's Brookens Library evidence the paralleled academic support offered to both online students and on-campus students. Through a significant investment by the university, the resources of the Library, including its databases of online journals and magazines and books, are available to online students through the Internet. Students can request a book through I-Share Online (a consortium of libraries in Illinois) and then pick up the book at any of the I-Share libraries. Students who live more than 30 miles from the campus can request a photocopy of a journal article from the I-Share library collections, and

electronic copies of journal articles can now be delivered to the students' desktop. The Library also provides a variety of other services to online students. Many of the readings for online courses are provided electronically through Blackboard, and the Library also provides copyright compliance services. The Library's website provides detailed assistance in conducting research and navigating databases. In addition, the Library offers an online course on library research methods, which guides students in using printed and electronic resources to access information. Students learn about how to plan an effective research strategy and find books, journal articles, data, Internet resources, and other sources of information. Online students who want help from a reference librarian can call the reference desk during designated hours or can contact them via e-mail any time of the day. Students also can access a virtual reference service in which they can communicate in real time with a reference librarian through Ask?Away. The Library has recently created and filled a library faculty position to work with online programs and enhance library services for online students. The Library is preparing to further adapt its services to patrons for whom the Internet is the first stop in seeking information. Plans for the future include enhancing the Library web pages with transparent and intuitive navigation, RSS and CSS feeds, creating a digital repository, expanding availability of audio books and podcasting materials, and increasing the presence of information about library resources and services in course management system pages.

- **Center for Teaching and Learning**

Online tutoring is available through UIS' Center for Teaching and Learning. Students needing assistance with math, writing, and Microsoft Office software can schedule an online appointment, which can be conducted asynchronously (through a discussion board) or synchronously (through a virtual classroom or a chat session), depending on the nature of the need.

- **Financial Aid Assistance**

The Office of Financial Assistance provides online entrance and exit loan counseling to students. Students are also able to complete master promissory notes online for both FFELP (Federal Stafford) and PLUS loans through the financial aid website.

- **Illinois Virtual Campus Student Support Centers**

The Illinois Virtual Campus provides student support by linking them to locations in

their area. There are 40 centers around the state that provide services such as technical assistance and access to computers, library services, and test proctoring.

- **Web Services**

Students are able to register, view their grades and financial aid status, vote in elections, submit course evaluations, and manage their campus cash account (iCard) all online.

- **Office of Disability Services**

The Office of Disability Services (ODS) has seen an increase in the number of students with documented disabilities who enroll in online-only education (5.7%). Similarly, 94% of the students registered in ODS are engaged in a combination of blended and on-campus style instruction.

- **Webcasts of Campus Events**

UIS is committed to providing access for online students to be a part of activities that occur on campus. The university provides webcasts of university events, such as guest speakers, annual convocation, sports events, and graduation. In most cases, students can either watch these webcasts live or view them later through the university's website. Online coordinators help keep online students informed about these events.

- **Career Development Center**

Recently the Career Development Center (CDC) has added the Virtual Career Development Center. Students now have the opportunity to receive online assistance 24 hours a day, seven days a week. CDC workshops are offered synchronously via Elluminate and/or via webcasts for major CDC workshops and events. Through these methods, UIS is providing state-of-the-art services in career guidance to online students. The CDC staff often serve as consultants to other universities who are interested in implementing similar services.

THE CONNECTED ORGANIZATION

As the UIS online programs have evolved, numerous avenues for collaboration and engagement with constituencies have emerged. These connections help UIS meet its mission of facilitating access and diversity, as well as academic quality.

Institutional Collaboration

Learning partnerships between UIS and other campuses have emerged as a direct result of the involvement of faculty and staff in disseminating scholarship and training opportunities to other institutions. Online and blended learning partnerships include the following:

- The MIS Department is exploring offering the MIS master's degree in Dalian, China through a blended format that includes online and face-to-face delivery.
- Collaboration with the Warsaw School of Economics in Poland is underway to offer online PHI 447 Rationality and Moral Choice with a co-instructor from the Warsaw School.
- UIS has developed an online partnership with Chicago State University. As part of this partnership, the two institutions offer joint classes that pair together a class from each university so that students can share discussions or work on projects together using online learning tools. This inter-university online collaboration brings diversity of views and perspectives into class discussions and projects at both institutions. This partnership creates a unique learning experience by having students from UIS (a down-state university with a high percentage of white students) and CSU (an urban university with a high percentage of African-American students) interact in discussions and collaborate on assignments.
- Several UIS instructors have collaborated with instructors at Chicago State University (CSU). For example, students in the Internet in American Life course at UIS and the Web and Society course at CSU participated in a weekly combined online discussion forum. The discussions addressed case studies and research questions related to the impact of the Internet on American society. The students in these two classes were then joined by students from a third institution, Columbia University Teachers College in New York, for a synchronous online session with audio exchanges. The online collaboration provided the opportunity for students at these institutions to hear the views of a more diverse group than would have been possible in a traditional class at one of the universities. The Illinois Board of Higher Education (IBHE) highlighted this collaborative initiative on their website.
- A peer mentoring grant is being developed between members of the Illinois Community Colleges Online program (ILCCO) and UIS to pilot the UIS Peer Mentoring Project in Illinois community colleges. ILCCO is a consortium of Illinois community colleges that share online courses and programs. The grant activity for this project will

most likely begin in spring 2008. The grant will focus on adopting the UIS peer mentoring model and training for implementation in community colleges. The community colleges will develop their own pool of mentors for their courses and UIS will supply mentors to work with the community college mentors. A web-based forum is also planned to organize the collaboration.

Promoting a Culture of Service

UIS' legacy includes a focus on experiential learning, which began with the founding faculty and continues today in the "engaged citizen" general education component. Online students are encouraged to participate in experiential learning to meet their graduation requirements. Students may enroll in an online section of the experiential course in association with an internship in their own locality. The students' experience is overseen by an on-site supervisor and a campus adviser, and site visits are conducted via telephone or Internet conferences.

Over the last two years, 44 students in online majors completed an Applied Study Term (AST). AST placements were located in a wide range of cities in Illinois and other states including California, Colorado, Arizona, Kansas, Mississippi, Michigan, North Carolina, Georgia, Indiana, Iowa, Florida, and Texas, as well as an international site in Austria. Business placement sites included companies such as Seiman's, Oracle, Northrop Grumman Space Technology, Caterpillar, State Farm Insurance, and Wendy's International. A number of placement sites were collaborative efforts at institutions such as University of Illinois at Chicago and Rock Valley Community College. Government placement sites included Illinois Veteran's Medical Center (Wheeling, Illinois), the Federal Bureau of Investigation (Tucson, Arizona), and the U. S. Coast Guard (Opa Loka, Florida).

Marketing and Outreach

To achieve increased student access, enrollment, and diversity outcomes, UIS has begun extensive marketing and outreach to attract students to its online programs. These efforts have included advertising the online programs in newspapers and online media and participating in the Illinois Virtual Campus, an electronic catalog of online and distance learning courses available from approximately 70 Illinois colleges and universities. UIS coordinates its outreach efforts with the University Outreach and Program Services (UOPS) unit that is a part of the University of Illinois.

Individual programs and colleges also have conducted their own outreach. For example, the Director of Online Programs for the College of Liberal Arts and Sciences has developed a statewide network of about 30 community colleges. In fall 2004, about 50% of the entering online students in the college came from that network of community colleges.

Beginning in fall 2003, UIS initiated an e-tuition policy whereby students who are not Illinois residents and are enrolled in an online degree program qualify for a special tuition rate lower than the on-campus non-resident tuition and pay minimal fees for campus services. This policy has had a significant positive impact on out-of-state enrollments. In fall 2004 and fall 2005, online enrollment from students outside of the state of Illinois accounted for about 35-40%, compared to 5-7% prior to the implementation of the e-tuition policy.

In the last year, President White has proposed the implementation of a University of Illinois Global Campus. This initiative was approved by the University of Illinois Board of Trustees in spring 2006 and is scheduled to be launched in 2008. This broad-based online initiative has the potential to saturate both near-distant and distant student markets, complicating UIS' future recruitment efforts. Arguably among the most dramatic of these is the anticipated competition from the quickly-organizing U of I Global Campus Partnership, which is in the process of developing very aggressive marketing and recruitment campaigns, fueled by a large budget. The extent to which UIS' online programs will be impacted by the Global Campus Partnership depends in large part on the programs that become available through this entity, as well as on the academic calendar by which they are delivered. While it is expected that the Global Campus Partnership will target a different student population than UIS, it is entirely possible that parallel programming will be made available, therefore, directly competing with UIS. While the initiation of the Global Campus may provide new and exciting collaborative opportunities, it is unclear what benefits, if any, UIS will reap from this initiative. Currently, there are plans underway for Brookens Library to be the library services provider for the Global Campus.

Communicating with Online Students

UIS has hired additional staff at the program level to assist in the administration of the online programs. Most of the online programs have at least one half-time coordinator for the program. The primary responsibility of the coordinator is working directly with the students, e.g., answering inquiries from prospective students, assisting students with the admissions process, and working with the students on problems or issues that they encounter after they are enrolled. The coordinators also are available to help students understand and participate in the student grievance procedure. Online program coordinators work closely with the Office of Admissions and the Office of Records and Registration.

The online faculty and online program coordinators have the most direct contact with the students. The faculty have the primary responsibility for helping the students learn the course material. Online faculty also can play a vital role in referring students to other sources of assistance or information. The advising function is the responsibility of either the faculty advisor or the online program coordinator, depending on the program.

The College of Liberal Arts and Sciences has a College Online Advisory Group that consists of a faculty representative from each online program, the online coordinators, the dean, and the dean's assistant. This group addresses issues, such as student entrance policies, enrollment and retention trends in online student cohorts, and capacity building issues related to online delivery, e.g., test proctoring for online students.

UIS also has a Senior Online Program Coordinator who is responsible for facilitating communication among online program coordinators, disseminating best practices in online education, and who also serves as the principal point of contact for resolving concerns that are common across online programs.

Online program coordinators meet monthly to share resources, consult to resolve problems, plan and coordinate shared activities (such as preparation for and attendance at student recruitment events), compare and analyze curricular or program concerns, and attend training and technical assistance events provided by both internal and external services in order to strengthen the coordination function within the university. Such training events have included personnel from the Career Development Center, Office of Admissions, Registrar, Information Technology Services, Alumni Services, Student Affairs, and the Provost, among others. This level of coordination is particularly important as the university plans and implements new programming.

THE DISTINCTIVE ORGANIZATION

The initiation of online education at UIS has enabled the campus to provide access to students who may have limited educational options. As part of the University of Illinois, UIS has been able to rapidly enhance its technological infrastructure and begin the online initiative. Online education has grown dramatically in the last 10 years and it is important to recognize the strengths of this initiative, along with the challenges and the ways the campus is preparing to meet those challenges.

Reflecting on UIS Online Education

UIS' major strengths in relationship to online education are summarized below.

- The campus mission to provide educational access to a broader range of students created the framework for UIS' online education initiative. UIS has developed online partnerships and collaborative initiatives with other campuses both nationally and internationally and, as a result, has enhanced its access to diverse student populations.
- UIS has built a national reputation in online education. Student enrollment in UIS online programs and courses is thriving. The campus has been the recipient of multiple grants from the Sloan Foundation for initial start-up costs in its online initiative. A state-of-the-art and secure technological infrastructure, along with appropriate oversight and course evaluation processes, has been developed in support of this initiative. The campus has created an Associate Provost for Informational Technology position to ensure that technology is directly linked to the academic mission.
- UIS faculty and programs have played a fundamental and central role in the development and delivery of online courses and programs of study. The university has provided curricular and pedagogical support to the online education initiative through the Office of Technology-Enhanced Learning and the Information Technology Services unit. The UIS campus is committed to ensuring the academic quality of online delivery through careful consideration of best practices in online pedagogy and optimal class size. Numerous funded opportunities for professional development and networking in online delivery for both faculty and staff have been established.

- UIS is committed to evaluating the quality of its online programs through assessment of student learning outcomes and tracking of online student enrollment and retention/degree completion.
- The UIS Division of Student Affairs has expanded its outreach and services to online students. Academic support services to online students also have been enhanced. Additional staff at the program level (online coordinators) have been hired to assist in the administration of online programs and to provide support for the online student.

Areas of concern or in need of improvement are listed below.

- With the institutional mission and vision in mind and as student enrollment in online courses and programs increases, UIS will need to determine the appropriate balance of online/on-campus student enrollments.
- UIS will need to increase ways in which online students can experience the campus culture.
- It will be imperative that UIS sustain its technological infrastructure in support of the online initiative.
- While there has been an increasing focus on online students, student support services that provide individualized services for the online student should be strengthened (e.g., personal counseling, disability accommodations, career counseling).
- UIS is supportive of best practice initiatives in online pedagogy and will need to sustain faculty and staff development in this area. UIS also will need to monitor the impact of online teaching on faculty workloads.
- The impact of the University of Illinois Global Campus initiative on UIS' online programs needs careful consideration. As the breadth of its outreach increases, the campus will need to monitor its impact on student enrollment in UIS online programs.

Building on Strengths and Addressing Concerns

UIS has become a leader in online education. This is consistent with UIS' history of serving non-traditional students and using technology to enhance learning. The university has targeted its online programs based on student demand and the ability of

the university to offer high quality offerings that are comparable to those offered to on-campus students.

The development and delivery of online programs at UIS allows the university to offer its programs to a broader range of students. The online programs have made higher education accessible for students whose geographical location or personal responsibilities might otherwise prevent them from pursuing a university degree. Online programs also provide an opportunity for UIS to further examine how dedicated teachers and advanced technology can be used together to enhance student learning.

UIS is committed to ensuring that its online programs are of the same high quality as its on-campus programs. This commitment is evidenced by the online programs using the same curriculum and primarily the same faculty as comparable on-campus programs. Other key components to UIS' approach to quality control include the tracking of online student enrollment and retention/degree completion and the assessment of student learning outcomes.

As UIS continues to build its online initiative, it must maintain its strengths and respond to areas of concern. To do this, the campus must continually monitor performance indicators in a number of areas:

- Student enrollment in online programs (undergraduate, graduate) and comparisons to on-campus enrollments;
- Student retention in online programs and comparisons to on-campus retention;
- Online student satisfaction with course availability and scheduling (SSI data);
- National Survey of Student Engagement (NESSE) scores for online students;
- Funding provided for updates in the technological infrastructure;
- Assessment of student learning outcomes and comparison to on-campus students; and
- Alumni survey data for online majors.

Monitoring these indicators will be critical to UIS' ability to continue to build its online programming so that it is responsive to the needs of students and attractive to potential students. UIS' recent strategic planning initiative has produced a number of action plans

addressing many of the identified challenges. UIS has already begun to make progress on many of these action plans.

- A campus committee has begun to address new ways to market UIS' online programs and marketing activities have already been increased.
- The Library has recently filled a library faculty position to work with online programs to enhance library services for online students.
- Student “portals” will be launched next year and will provide each student with an individualized entry to the campus community to enhance their connection with activities, events, and resources.
- The e-support toll-free number to the technology “get help” desk has been extended outside of Illinois.
- An internet triangulation of the three University of Illinois campuses, Intercampus Communications Network (ICCN), will allow UIS to join Internet 2.
- In spring 2007, UIS began using a version of the Student Satisfaction Survey (SSI) available to online students.
- During the last year, the campus has begun to plan ways to strengthen its virtual campus. This initiative represents an intra-university collaboration between the Offices of Academic Affairs, Information Technology Services, Admissions, Web Services, Marketing, and Online Program Coordination to develop a model online campus in which students, faculty, and staff can participate, regardless of the instructional delivery system by which they study, teach, or work. The goal of this initiative is to reinforce direct relationships between support services and the curriculum, thus perpetuating an integrated approach to support that surpasses that provided in traditional campus-based programming.
- The College of Liberal Arts and Sciences is planning an online student research symposium to be held in spring 2008. The symposium will include scholarly research presentations from online students conducted in an online setting and will result in an online journal of student research.

Read on to Chapter 7 »

Institutional Accreditation

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Student Grievances

Title IX

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INSTITUTIONAL ACCREDITATION



University of Illinois Springfield



Initiative

Process

[Home](#) / [INSTITUTIONAL ACCREDITATION](#) / [HISTORICAL REACCREDITATION DOCUMENTS](#) / [OVERVIEW OF SELF STUDY 2007](#) / [CHAPTER 7: CONCLUSION](#)

Chapter 7: Conclusion

The mission statement for UIS has provided the framework for its reaccreditation, self-study process. A blending of the HLC cross-cutting themes and the elements of the UIS mission statement produced a self-analysis that not only created a useful and pragmatic approach to the process but also allowed UIS to demonstrate evidence that the institution meets the five accreditation criteria for the Higher Learning Commission. UIS' self-study process resulted in a delineation of its institutional hallmarks and the challenges it faces presently and in the future.

CRITERION ONE — MISSION AND INTEGRITY

“The organization operates to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.”

As documented throughout the self-study report, UIS has emerged from two decades of institutional review and planning with a carefully articulated mission statement that emphasizes teaching and learning, career preparation, scholarship, public affairs, and online education. While traditional components of the institution resonate through UIS' new mission, it also represents UIS' evolving vision and culture. UIS' mission statement represents a commitment to past and future constituencies and to the enhancement of access and diversity through an expansion to a full four-year baccalaureate degree and the launch of online initiatives. The UIS mission is articulated throughout its student learning goals, strategic planning documentation, budget and planning activities, fundraising activities, and communication with constituencies and the community.

Strategic plans developed by colleges and units across campus further reinforce the UIS mission in the areas of curriculum development, master planning, student affairs, technological enhancement, and collaborative and community outreach initiatives.

As one of three campuses within the University of Illinois system, UIS is responsive to that larger administrative structure and operates within the oversight of a centralized University of Illinois Board of Trustees. UIS articulates its mission and its position within the system through regular presentation of new initiatives to the Board, including its recently completed strategic planning process. Internally, the institution's governance and administrative structure support and enhance the campus mission. The prominent roles of the Campus Senate, the Undergraduate Council, the Graduate Council, and the recently formed General Education Council demonstrate the importance of shared governance in implementing the new mission. The governance structure plays a critical role in the oversight of academic policies that relate to program review, budget and planning, faculty personnel policy, academic standards, and strategic planning. In addition, several administrative positions have been created and filled that are directly linked to UIS' desire to strengthen both academics and student affairs.

UIS publications and communications represent the institution fairly and accurately to its constituencies. Historically UIS has been closely connected with state government, the Springfield community, and the Central Illinois region, and these relationships have flourished over nearly four decades through long-standing internship programs and the activities of the Center for State Policy and Leadership, as well as through the work of students, faculty, and staff that connect teaching and learning and student development with community activism. Collaborative initiatives with state government, community agencies, and educational institutions nourish UIS' integrity and help promulgate a coherent identity for the university. UIS is responsive to the needs and concerns of all its constituencies and views their input to be a critical component in the development of the campus.

CRITERION TWO — PREPARING FOR THE FUTURE

“The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.”

In the early 1990s, it became apparent to campus leaders that UIS needed to change directions. As an upper-level institution in a world of increasingly competitive markets for transfer students and declining numbers of non-traditional students, expanding to a four-year baccalaureate program became a necessary vision for the future. At that point, UIS began a strategic planning process that spanned the next 15 years, a process accelerated by the integration of Sangamon State University into the University of Illinois system in 1995. As the University of Illinois at Springfield, the institution experienced new opportunities: the ability to create lower division curricula and enroll students directly out of high school, the capacity to enhance the technological infrastructure of the institution, and the option to begin online degree programs. Through regular re-envisioning and sustained strategic planning efforts, the campus was able to take advantage of the opportunities presented by becoming part of a larger university system. UIS has widened its scope and extended educational access to a broader range of students than it ever had the opportunity to do in the past.

In 2007, UIS has successfully implemented a lower division expansion that includes both general education freshmen and an honors program, while sustaining the university’s commitment to transfer and graduate students. This expansion has resulted in an increase in traditional-aged students, a significant increase in the residential population, and a more diverse student body. As the student population has become more diverse and residential, infrastructure and support initiatives have been enhanced accordingly. The opening of Lincoln Residence Hall in 2001, the planned opening of a new recreation center in fall 2007, and the designing of a second residence hall are milestones in the campus’ preparation for a future characterized by that broader student population. Over the last six years, the campus has experienced a dramatic increase in student life activities, residential programs, and athletic and recreational opportunities. This thriving residential life further enables UIS to attract and recruit prospective students.

Over a decade ago, UIS began to strategically consider the ways that the technological advances seen around the world could be used to enhance the institutional mission. With dramatic changes to its technological infrastructure, UIS developed an online curriculum, online partnerships, and collaborative initiatives with other campuses, both nationally

and internationally, and provided curricular and pedagogical support to the online initiative. UIS has built a national reputation in online education, and thriving enrollments in UIS online programs and courses offer evidence for the success of planning efforts in this area.

Critical to UIS' success in the implementation of these new initiatives has been the integration of a cycle of continuous improvement. Periodic reviews of student, faculty, staff, alumni, and community performance indicators have provided UIS with an assessment of its effectiveness in meeting the current and future needs of these constituencies. The campus now needs to institute a regular system for data collection and analysis so that change and improvement can be systematically driven by evidence. The Provost's office has begun to develop a database to trace the progress of performance indicators noted in UIS' recent strategic plan.

Despite declines in state support for higher education over the last five years, UIS has continued to build a resource base in support of its new initiatives mainly through increases in student enrollment and increases in tuition and fees. Faculty and staff resources have increased in support of the lower division expansion and online initiatives. The institution has continued to invest in the technological infrastructure of the campus and push forward on housing and recreational expansion as student enrollment has increased and diversified.

CRITERION THREE — STUDENT LEARNING AND EFFECTIVE TEACHING

“The organization provides evidence of student learning and teaching effectiveness that demonstrates that it is fulfilling its educational mission.”

Over the last 10 years, the campus has strategically set out plans for its educational mission and successfully accomplished those plans. UIS has created a lower division and a doctoral program in public administration, enhanced the faculty base, structured graduate education, and responded to social change through new partnerships and increasingly globalized curricula. With the educational culture enhanced by greater

diversity in the study body, particularly among freshmen, the academic environment has changed to reflect that diversity through coursework, support services, and extracurricular programming.

Excellence in teaching has been the cornerstone of UIS since its inception. A central consideration in the hiring and development of faculty is excellence in teaching. Teaching is evaluated by the institution through retention, tenure, promotion, and merit review processes. Governance committees and college units provide faculty development, mentoring, and oversight of curricular and program review processes. The institution has provided critical curricular, technological, and pedagogical support to online course development through Information Technology Services and the Office of Technology-Enhanced Learning. UIS embraces innovation and creativity in teaching pedagogy, which is evident in the use of interdisciplinary team teaching in the honors program, the integration of a living-learning community in the residence hall, special attention to the real-world applications of education through internships for both undergraduates and graduate students, increasing study abroad opportunities, and an emphasis on engaged citizenship. As the technology infrastructure has been enhanced, faculty have taken the opportunity to find new methods for teaching and helping students to become active learners.

UIS' assessment culture dates back to the late 1980s, when the structure and timing of assessment of learning outcomes was dictated by the Illinois Board of Higher Education and UIS' governing board. Since that time, the nature of the assessment culture has changed considerably. During the last 10 years, the institution has begun to decentralize the assessment initiative so that it is now based in the programs and disciplines. The Assessment Task Force, a group of administrators, faculty, and staff from across the campus, oversee the assessment initiative. Reports on assessment are now incorporated into the program review process, and programs are expected to incorporate assessment results into their curricular review process. Additionally, programs provide annual reports on assessment results and progress to the Assessment Task Force. UIS has successfully made this transition from a centralized initiative to one that is focused at the program level. Nonetheless, the campus continues to work on comprehensively closing the feedback loop. At the institutional level, assessment of student learning and the quality of the academic mission has been reviewed for the past six years using a variety of performance indicators. Both the Noel-Levitz Student Satisfaction Inventory and the UIS

Alumni Survey results indicate academics are a source of satisfaction for students at UIS. Further, the National Survey of Student Engagement indicates that UIS compares favorably to national normative data and selected peers: students perceive that campus academics have made positive contributions to their knowledge, skills, and personal development in a variety of cognitive and behavioral areas.

Support of student learning has been enhanced during the last decade in ways that specifically address the more traditional and residential student population and the expansion of the online initiative. This enhancement has included an assessment of the Center for Teaching and Learning, resulting in online tutoring and the initiation of studios for supplemental instruction in general education areas. An Undergraduate Academic Advising Center was initiated to support the advising needs of freshmen and sophomore students. Student Affairs has enhanced services in the Career Development Center and the Office of Disability Services in their support of both on-campus and online students. Further, Brookens Library has initiated support services for online students and continues to use feedback from users to improve services.

Recognizing the need to enhance practices that ensure the quality of graduate education at UIS, the campus created and filled an Associate Vice Chancellor position for graduate education and research. This position provides advocacy and oversight of graduate education at UIS. The university has created policies and guidelines for the designation of graduate faculty, the development of graduate certificates, and the assessment of student learning in graduate programs.

Academic excellence at UIS is recognized through the professional accreditation of many of its academic programs. Not only have these accreditations been maintained but new accreditations have been achieved during the last decade. Most noteworthy among new accreditations is the spring 2007 approval of the entire College of Business and Management through the Association to Advance Collegiate Schools of Business.

CRITERION FOUR — ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

“The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.”

UIS supports the professional and educational development of its faculty, staff, and students. Achievements in these areas are recognized through scholarships, awards, and regular personnel evaluation. UIS sponsors numerous professional development workshops, speakers series, and co-curricular activities in support of a culture of learning.

The Center for State Policy and Leadership plays a pivotal role in the institution’s mission in support of scholarship. It makes significant scholarly contributions through its applied research, publications, engagement of students, training, public lectures and forums, and collaborations with agencies and the community.

Historically, UIS has embraced a broad definition of scholarship (including theoretical, integrative, applied, and pedagogical scholarship) that supports the pursuit of the UIS mission. Further, UIS encourages the teacher-scholar model that values faculty engaging with their disciplines and sharing their work with students and others. The Faculty Personnel Policy and the faculty awards system recognize the important role of scholarship in faculty development. UIS must now find ways to help faculty manage sufficient time for scholarship at an institution that values teaching and the service that comes with shared governance.

UIS has revised its undergraduate student learning goals and competencies to ensure that the UIS graduate is competitive in the contemporary workforce. In developing these goals and competencies, the campus recognizes the need for graduates to think and reason in a world where technology, diversity, global issues, and social responsibility are central. UIS’ curriculum is regularly assessed through program and academic standards reviews, and the policies and guidelines of these activities ensure that courses parallel the UIS mission and institutional learning goals. The National Survey of Student Engagement provides evidence that the UIS student is obtaining scholarly knowledge and skills at or above the rate experienced at other peer institutions.

Brookens Library is the academic core of the institution and provides critical support for scholarship on the UIS campus. The resources and services of the Library are regularly assessed and are positively evaluated by students and faculty, and they compare

favorably to the resources and services of libraries at peer institutions. Ensuring that resources are allocated toward maintaining and expanding this critical part of the campus infrastructure and academic mission is a strategic goal for the UIS campus. A further challenge that is already being addressed is making library services fully accessible to online students.

CRITERION FIVE — ENGAGEMENT AND SERVICE

“As called for by its mission, the organization identifies its constituencies and serves them in ways both value.”

UIS has a strong tradition of being involved in public affairs, experiential learning, and community service. Campus facilities (e.g., recreational facilities, the Sangamon Auditorium, conference rooms, and classroom areas) are regularly used by the Springfield community, state agencies, regional schools, and state and regional organizations. Recently developed or enhanced programs in music, theatre, and art now actively engage the public in the cultural and artistic life of the campus. The Center for State Policy and Leadership sponsors workshops, training, speaker events, and forums throughout the year that play a critical role in connecting UIS with both internal and external constituencies. In addition, the Center for State Policy and Leadership’s print and broadcast media services, including the radio station and the magazine *Illinois Issues*, create critical forums for community and region-wide discussions of public policy and American culture.

Experiential learning at both the graduate and undergraduate levels has a nearly 40-year history of excellence at UIS and remains a key element in the educational experience. Recently this experience has been enhanced with the creation of a service-learning unit and the integration of service-learning into the general education curriculum. The campus sponsors a number of graduate internships and assistantships with agencies in state and local government. These programs are well-respected and have been able to sustain or increase funding from external sources. Experiential and service-learning plays a critical role in maintaining and promoting the visibility of UIS to external constituencies.

Evidence of UIS' responsiveness to external constituencies can also be viewed through its numerous collaborative initiatives. These initiatives can be found in programs of the Center for State Policy and Leadership, exchange agreements in the Global Experience Program, institutional collaboration with the Office of Technology-Enhanced Learning, COPC (Community Outreach Partnership Center) and GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grants that supported community outreach, and training for state government officials and others. The strength of this institutional commitment is evidenced by the recent establishment of a Collaborative Projects Council and the hiring of an external consultant to assist in the expansion of efforts in this area.

In sum, the University of Illinois at Springfield has experienced a decade of intense and dynamic change. In spite of state funding cutbacks, the institution has rallied its resources and launched several major initiatives that are responsive to its mission, strategic planning efforts, and constituency needs. While UIS has met its own strategic goals, it has also prepared itself for meeting the expectations and needs of its future constituencies. In meeting the Higher Learning Commission's criteria for reaccreditation, UIS has demonstrated that it is prepared to meet its challenges of the future and continue to serve its constituencies with excellence and integrity.

[Return to Table of Contents »](#)

Institutional Accreditation

[About](#)



[Assurance Argument](#)

[Departmental/Program Accreditation](#)

[Quality Initiative](#)

[Contact](#)

[Site Map](#)

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INSTITUTIONAL ACCREDITATION



University of Illinois Springfield



Initiative

Process

[Home](#) / [INSTITUTIONAL ACCREDITATION](#) / [HISTORICAL REACCREDITATION DOCUMENTS](#) / [OVERVIEW OF SELF STUDY 2007](#) / [SUPPLEMENT A: FEDERAL COMPLIANCE](#)

Supplement A: Federal Compliance

CREDITS, PROGRAM LENGTH, AND TUITION

Credit

The University of Illinois at Springfield operates on the semester system, offering courses in the fall, spring, and summer of each year. Within those semesters, all classes are classified into three categories: full-term (16 weeks), first-half (eight weeks), and last-half (eight weeks). Full-term courses begin prior to the midpoint of the semester and end after the midpoint, first-half courses begin and end by the midpoint, and last-half courses begin and end after the midpoint of the semester. Any courses that do not fit into the categories above by definition (e.g. courses designated with “To Be Arranged” days/times) are considered to be full-term courses, unless otherwise indicated in the current course schedule. Information pertaining to the way UIS courses are classified can be found in the current course schedule and online on the Registration Semester Information webpage.

Program Length

All undergraduate degree programs require a minimum of 120 semester hours to earn a bachelor’s degree at UIS, including 48 hours earned at the upper-division level. Other general requirements for a bachelor’s degree can be found on page 13 of the 2007-08 Guide to Programs. The information can also be found in the **online UIS catalog**. In addition, each specific program’s degree requirements can be found on the website and on pages 41 to 147 of the Guide to Programs.

All master's degree programs require students to earn the amount of graduate credit required by the chosen academic program. Other general requirements for a master's degree can be found on page 23 of the 2007-08 Guide to Programs and in the **online UIS catalog**. In addition, each specific program's degree requirements can be found on the website and on pages 41 to 147 of the Guide to Programs.

To earn a Doctorate of Public Administration degree from UIS, students must meet program matriculation requirements and earn at least 54 doctoral-level hours. All other general requirements for the DPA degree can be found on pages 24-25 of the 2007-08 Guide to Programs and in the **online UIS catalog**. The specific degree requirements are also on the website and on pages 135-136 of the Guide to Programs.

Tuition

The table here lists the undergraduate and graduate rates for summer 2006, fall 2006, and spring 2007 (note: the academic year runs fall-summer, but tuition amounts are approved by the University of Illinois Board of Trustees summer-spring). This information is published each term on the UIS website (www.uis.edu/registration/tuition). Tuition rates are divided into three general categories: Illinois resident, non-Illinois resident, and senior learners. Residents of Illinois pay the appropriate Illinois resident rate (note: information pertaining to University of Illinois residency for tuition purposes can be found on pages 10-11 of the 2007-08 Guide to Programs and in the **online UIS catalog**). Students who are not residents of Illinois pay the appropriate non-Illinois resident rate.

Students who are classified as senior learners pay the senior learner charge (note: information pertaining to the Senior Learner Program can be found on page 17 of the Guide to Programs and in the **online UIS catalog**). Students not participating in the Senior Learner Program (residents and non-residents) pay the appropriate tuition amount based upon the date they were admitted to UIS.

Undergraduate students, who were admitted prior to summer 2004 and those who are non-degree seeking, pay the undergraduate continuing rate. Students who were admitted in summer 2004, fall 2004, and spring 2005 pay the undergraduate guaranteed rate for 2004-05. Students who were admitted in summer 2005, fall 2005, and spring 2006 pay the undergraduate guaranteed rate for 2005-06. Students who were admitted in summer 2006, fall 2006, and spring 2007 pay the undergraduate guaranteed rate for 2006-07.

These varying rates are a result of the state law requiring all public institutions to participate in the Undergraduate Guaranteed Tuition Plan (UGTP). This law requires that students entering UIS be guaranteed a certain rate of tuition for four years following their first semester of admission. Graduate students pay a set rate, depending upon whether they are an Illinois resident or a non-Illinois resident.

ORGANIZATIONAL COMPLIANCE WITH THE HIGHER EDUCATION REAUTHORIZATION ACT

Default Analysis

The following documents related to Title IV funding are available in the Office of Financial Assistance:

- The University of Illinois at Springfield Title IV Program Participation Agreement expired on March 31, 2007. Recertification materials were submitted to the Department of Education on December 15, 2006, and UIS is waiting on approval.
- Eligibility and Certification Approval Report (ECAR) and the approval letter.
- Consolidated financial statements for fiscal years 2004 and 2005, audited by BKD, LLP (see **Institutional Snapshot**).

The following documents are housed in the Office of Financial Assistance and may be viewed there by members of the HLC site team:

- 2005-06 Fiscal Operations Report and Application to Participate (FISAP) for funds for 2007-08 federal campus-based programs, consisting of Federal Supplemental Education Opportunity Grants and Federal Work-Study. FISAP Reports for previous years are also available in this office.
- UIS participates in the Federal Family Education Loan Program (FFELP) for Stafford Loans. Students must complete a Federal Stafford Loan acceptance form asking for a specific amount each year.
- Default initiatives include in-person entrance and exit loan counseling. When the Office of Financial Assistance receives delinquent student reports from guaranty

agencies that insure the loan or services that collect on them, the university assists the agencies by updating the delinquent borrower's name, address, and telephone number if known. The following table shows UIS' Federal Stafford loan default rates and national rates from 2000-05.

FEDERAL STAFFORD LOAN DEFAULT RATES

| Fiscal Year | UIS | National |
|-------------|------|----------|
| 2005 | 2.4% | |
| 2004 | 4.2% | 5.1% |
| 2003 | 1.8% | 4.5% |
| 2002 | 2.6% | 5.2% |
| 2001 | 2.2% | 5.4% |
| 2000 | 2.5% | 5.9% |

Student Right-to-Know and Campus Security Act

The Student Right-to-Know and Campus Security Act of 1990 requires institutional disclosure of all student graduation rates, financial assistance awarded, and campus crime statistics. With the exception of crime statistics, UIS' Office of Institutional Research coordinates all submissions to the Integrated Post-secondary Education Data System (IPEDS) of the National Center for Education Statistics. The UIS Police Department collects and submits crime statistics data directly to IPEDS. The National Center for Education Statistics publishes **College Opportunities Online**, which provides information to the public on institution prices, financial aid, enrollment, graduation rates, and campus security.

The university publishes information required by the Student Right-to-Know and Campus Security Act in both printed and online forms. Catalog and handbook references are provided in the table below. Please see the university's **online catalog** and **online Student Handbook**.

| Information | Document(s) |
|--|---|
| Satisfactory academic progress for financial aid | Under graduate catalog Graduate catalog Financial |
| Refund policy | Undergraduate catalog Graduate catalog |
| Procedures for withdrawing | Undergraduate catalog Graduate catalog Student Handbook |
| Disability services | Undergraduate catalog Graduate catalog Student Handbook |
| Degrees, curriculum, and educational opportunities | Undergraduate catalog Graduate catalog |
| Family Educational Rights and Privacy Act | Undergraduate catalog Graduate catalog Student Handbook |
| Course descriptions | Undergraduate catalog |

Annual statistics on crimes on the UIS campus are published on the university's website at www.uis.edu/police/crime-stats.

UIS' policy on a drug- and alcohol-free campus is as follows:

In compliance with federal, state, and local law, university policy prohibits the unlawful manufacture, dispensation, distribution, sale, possession, or use of a controlled substance or alcohol by students, faculty, and staff in the workplace or while conducting university business or activities. In carrying out this commitment, University at Illinois at Springfield will fully comply with the Federal Drug-Free

Schools and Communities Act of 1986 as amended by Public Law 101-226 and the Drug-Free Workplace Act of 1988 (Public Law 100-690, Title V, Subtitle D, Section 5160).

This policy, as well as information regarding health risks, standards of conduct, sanctions for violations, and campus resources available, is published in the **online Student Handbook** and the **online student affairs policies**.

FEDERAL COMPLIANCE VISITS TO OFF-CAMPUS LOCATIONS

UIS has been serving the educational needs of transfer students in the Peoria area for more than 25 years from the campus of Illinois Central College. A variety of program and elective courses are offered, including those leading to the bachelor's degree in **accountancy, criminal justice, or management**. Academic minors are also available in accountancy, criminal justice, and **management information systems**. The **master of business administration** degree is offered by cohort in an accelerated weekend format on the campus of the U of I College of Medicine at Peoria. UIS is approved by the Higher Learning Commission for one in-state, off-campus site, the Peoria Center, and for one course locations.

ADVERTISING AND RECRUITMENT MATERIALS

Reference to UIS' affiliation with the Higher Learning Commission is listed in the printed and online versions of the **UIS Catalog**. In the electronic version of the UIS Catalog, the affiliation is accompanied by the appropriate contact information. College websites also note our affiliation and direct links to the HLC website are provided.

PROFESSIONAL ACCREDITATION REQUIREMENTS OF INSTITUTIONS HOLD DUAL INSTITUTIONAL ACCREDITATION

UIS does not hold dual institutional accreditation with any other federally recognized institutional accrediting body. At the institutional level, UIS is fully-accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The following organizations accredit specific UIS colleges, programs, or certificate course sequences:

- National Environmental Health Sciences and Protection Accreditation Council, M.S. in Environmental Studies with concentration in Risk Sciences
- National Accrediting Agency for Clinical Laboratory Sciences, B.S. in Clinical Laboratory Science
- National Association of Schools of Public Affairs and Administration, M.P.A in Public Administration
- American Chemical Society, B.A. in Chemistry
- Council on Social Work Education, B.S.W in Social Work
- Council for Standards in Human Services Education (pending), M.A. in Human Services
- Illinois Alcohol and Other Drug Abuse Professional Certification Association, M.A. in Human Services
- Council for Accreditation of Counseling and Related Educational Programs, M.A. in Human Development Counseling (Community Counseling and School Counseling)
- Illinois State Board of Education which follows the National Council for the Accreditation of Teacher Education standards, Teacher Education certificates, Educational Leadership certificates, and School Counseling certificates
- Association of Collegiate Schools of Business, College of Business and Management

ORGANIZATIONAL RECORDS OF STUDENT COMPLAINTS

UIS has established two locations where students can file a formal complaint. These two locations are the Office of Access and Equal Opportunity and the Office of the Vice Chancellor of Student Affairs. Student complaints that are in writing, signed, of sufficient magnitude, and addressed to the person who has the authority to address the complaint are recorded in either of the two offices noted above. Both offices have formal procedures

for filing a complaint and these are specified on their websites (**Office of Access and Equal Opportunity** and **Office of the Vice Chancellor of Student Affairs**). Tracking records of formal complaints at either of these offices will be available to the site review team.

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Employment
Online Course Complaints
Student Grievances
Title IX

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INSTITUTIONAL ACCREDITATION



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Initiative

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[Home](#) / [INSTITUTIONAL ACCREDITATION](#) / [HISTORICAL REACCREDITATION DOCUMENTS](#) / [OVERVIEW OF SELF STUDY 2007](#) / [SUPPLEMENT B: INSTITUTIONAL SNAPSHOT](#)

Supplement B: Institutional Snapshot

STUDENT DEMOGRAPHY

Undergraduate Enrollment by Class, 2004-06

| Type | 2004 | 2005 | 2006 |
|-----------|-------|-------|-------|
| Freshman | 273 | 380 | 448 |
| Sophomore | 309 | 276 | 305 |
| Junior | 1,054 | 822 | 743 |
| Senior | 871 | 1,156 | 1,262 |
| Total: | 2,507 | 2,634 | 2,758 |

Note: In fall 2004, class level was derived from data in ISIS. Starting in fall 2005, class level was derived in BANNER, but due to the switch from accepting block transfer credit (as was the case in ISIS) to a course articulation process, all credit hours previously taken by a student currently are included in the class level calculation, not just those that will be used toward a UIS degree

Undergraduate Enrollments, by Race/Ethnicity, Gender, and Degree Seeking Status, 2004-06

| | 2004 | 2005 | 2006 |
|---------------------------|-------|-------|-------|
| Degree Seeking | | | |
| Male | | | |
| Non Resident Alien | 11 | 12 | 16 |
| Black, Non-Hispanic | 54 | 55 | 86 |
| Amer. Ind./Alaskan Native | 3 | 5 | 9 |
| Asian Pac. Islander | 28 | 32 | 36 |
| Hispanic | 19 | 23 | 32 |
| White, Non-Hispanic | 765 | 796 | 834 |
| Unknown | 60 | 71 | 76 |
| Total | 940 | 994 | 1,089 |
| Female | | | |
| Non Resident Alien | 5 | 5 | 6 |
| Black, Non-Hispanic | 139 | 163 | 185 |
| Amer. Ind./Alaskan Native | 4 | 5 | 8 |
| Asian Pac. Islander | 29 | 33 | 40 |
| Hispanic | 25 | 30 | 32 |
| White, Non-Hispanic | 1,129 | 1,141 | 1,175 |
| Unknown | 57 | 75 | 69 |
| Total | 1,388 | 1,452 | 1,515 |

| Non Degree Seeking | | | |
|---------------------------|-----|-----|-----|
| Male | | | |
| Non Resident Alien | 0 | 0 | 2 |
| Black, Non-Hispanic | 7 | 5 | 5 |
| Amer. Ind./Alaskan Native | 1 | 0 | 0 |
| Asian Pac. Islander | 1 | 0 | 0 |
| Hispanic | 1 | 0 | 1 |
| White, Non-Hispanic | 44 | 50 | 35 |
| Unknown | 2 | 3 | 6 |
| Total | 56 | 58 | 49 |
| Female | | | |
| Non Resident Alien | 0 | 0 | 0 |
| Black, Non-Hispanic | 11 | 7 | 5 |
| Amer. Ind./Alaskan Native | 0 | 1 | 0 |
| Asian Pac. Islander | 0 | 3 | 4 |
| Hispanic | 0 | 2 | 2 |
| White, Non-Hispanic | 107 | 108 | 84 |
| Unknown | 5 | 9 | 10 |
| Total | 123 | 130 | 105 |

Graduate Enrollments by Race/Ethnicity, Gender, and Degree Seeking Status, 2004-06

| | 2004 | 2005 | 2006 |
|---------------------------|------|------|------|
| Degree Seeking | | | |
| Male | | | |
| Non Resident Alien | 130 | 154 | 200 |
| Black, Non-Hispanic | 33 | 35 | 37 |
| Amer. Ind./Alaskan Native | 2 | 0 | 2 |
| Asian Pac. Islander | 24 | 22 | 20 |
| Hispanic | 9 | 11 | 15 |
| White, Non-Hispanic | 456 | 440 | 479 |
| Unknown | 18 | 20 | 20 |
| Total | 672 | 682 | 773 |
| Female | | | |
| Non Resident Alien | 61 | 78 | 87 |
| Black, Non-Hispanic | 77 | 85 | 77 |
| Amer. Ind./Alaskan Native | 1 | 2 | 2 |
| Asian Pac. Islander | 26 | 22 | 22 |
| Hispanic | 10 | 7 | 8 |
| White, Non-Hispanic | 712 | 714 | 749 |
| Unknown | 28 | 29 | 36 |
| Total | 915 | 937 | 981 |

| Non Degree Seeking | | | |
|---------------------------|-----|-----|-----|
| Male | | | |
| Non Resident Alien | 2 | 3 | 3 |
| Black, Non-Hispanic | 10 | 2 | 2 |
| Amer. Ind./Alaskan Native | 1 | 0 | 1 |
| Asian Pac. Islander | 6 | 4 | 4 |
| Hispanic | 2 | 1 | 2 |
| White, Non-Hispanic | 101 | 93 | 91 |
| Unknown | 11 | 7 | 13 |
| Total | 133 | 110 | 116 |
| Female | | | |
| Non Resident Alien | 2 | 2 | 1 |
| Black, Non-Hispanic | 7 | 13 | 15 |
| Amer. Ind./Alaskan Native | 1 | 3 | 1 |
| Asian Pac. Islander | 4 | 3 | 3 |
| Hispanic | 1 | 2 | 4 |
| White, Non-Hispanic | 143 | 118 | 98 |
| Unknown | 11 | 13 | 11 |
| Total | 169 | 154 | 133 |

Age Range of Undergraduate Students, 2004-06

| Age Range | 2004 | 2005 | 2006 |
|------------------|-------------|-------------|-------------|
| 24 and Under | 1,254 | 1,283 | 1,433 |
| 25 and Above | 1,253 | 1,351 | 1,325 |
| Total | 2,507 | 2,634 | 2,758 |

Residency Status of Credit-Seeking, On-Ground Students, 2005-06

| Residency Status | 2005 | 2006 |
|-------------------------|-------------|-------------|
| In-State Resident | 3,240 | 3,258 |
| Out-of-State Resident | 140 | 85 |
| Non-US Resident | 151 | 241 |
| Total | 3,531 | 3,584 |

Note: Data exclude exclusively online students

STUDENT RECRUITMENT AND ADMISSIONS

Student Applications, Acceptances, and Matriculations, 2005-06

| | 2005 | 2006 |
|--------------------------|-------------|-------------|
| Freshman Students | | |
| Applications | 493 | 1,084 |
| Acceptances | 311 | 662 |
| Enrollments | 138 | 253 |
| Transfer Students | | |

| | | |
|--------------------------|-------|-------|
| Applications | 1,533 | 1,680 |
| Acceptances | 1,049 | 1,106 |
| Enrollments | 673 | 684 |
| Graduate Students | | |
| Applications | 1,405 | 1,689 |
| Acceptances | 1,053 | 1,194 |
| Enrollments | 516 | 613 |

Source: Office of Admissions 10th day reports.

Note: Non-degree-seeking students are included. The Office of Admissions considers a beginning freshman to be someone who has graduated from high school but completed fewer than 12 semester hours of transferable college classroom credit by the desired term of entry, whereas a transfer student is an applicant who has completed a minimum of 12 semester hours of transferable college classroom credit by the desired term of entry. These definitions differ slightly from that of IPEDS.

Financial Assistance for Students

| | Undergraduates | Graduates | | |
|---|-----------------------|------------------|------------------|------------------|
| | 2004-2005 | 2005-2006 | 2004-2005 | 2005-2006 |
| Total Enrollment | 3088 | 3167 | 2575 | 2602 |
| Total Number of financial assistance applicants | 2145 | 2260 | 997 | 1044 |
| Percentage of total enrollment | 69.46% | 71.36% | 38.72% | 40.12% |
| Students receiving financial assistance | 1885 | 1940 | 928 | 901 |

| | | | | |
|---|-------------|-------------|-------------|-------------|
| Percentage of total enrollment | 61.04% | 61.26% | 36.04% | 34.63% |
| Loans | | | | |
| Number of students | 1182 | 1264 | 468 | 477 |
| Percentage of total enrollment | 38.28% | 39.91% | 18.17% | 18.33% |
| Work Study | | | | |
| Number of students | 332 | 319 | 352 | 371 |
| Percentage of total enrollment | 10.75% | 10.07% | 13.67% | 14.26% |
| Scholarship/Grants | | | | |
| Number of students | 1452 | 1474 | 534 | 602 |
| Percentage of total enrollment | 47.02% | 46.54% | 20.74% | 23.14% |
| Academic Based Merit Based Scholarships | | | | |
| Number of students | 340 | 374 | 68 | 51 |
| Percentage of total enrollment | 11.01% | 11.81% | 2.64% | 1.96% |
| Tuition Discount Rate | | | | |
| Institutional financial aid dollars awarded for tuition (I) | \$1,493,224 | \$1,331,945 | \$1,191,058 | \$1,534,604 |

| | | | | |
|---|-------------|-------------|-------------|-------------|
| Payments of tuition expected of students and external aid (P) | \$7,859,206 | \$8,969,379 | \$5,154,885 | \$6,441,381 |
| Tuition discount rate (I/(I + P)) | 15.97% | 12.93% | 18.77% | 19.24% |

STUDENT RETENTION AND PROGRAM PRODUCTIVITY

First to Second Year Return Rates, By Race/Ethnicity

| | 2004 Entering Cohort | 2005 Entering Cohort | | | | |
|---------------------------|----------------------|----------------------|--------|-----|----|--------|
| | NE | NR | NR/NE | NE | NR | NR/NE |
| Non Resident Alien | 1 | 0 | 0.0% | 1 | 1 | 100.0% |
| Black, Non-Hispanic | 7 | 5 | 71.4% | 7 | 6 | 85.7% |
| Amer. Ind./Alaskan Native | 1 | 1 | 100.0% | 2 | 2 | 100.0% |
| Asian Pac. Islander | 4 | 4 | 100.0% | 11 | 7 | 63.6% |
| Hispanic | 2 | 1 | 50.0% | 3 | 3 | 100.0% |
| White, Non-Hispanic | 72 | 62 | 86.1% | 111 | 87 | 78.4% |
| Unknown | 3 | 3 | 100.0% | 3 | 2 | 66.7% |

Note: Cohorts include first-time, full-time students only.

Graduate Degrees Conferred, by Race/Ethnicity, FY 2001–FY 2006

| | FY 2001 | FY 2002 | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
|------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Non Resident Alien | 17 | 25 | 23 | 42 | 51 | 61 |
| Black, Non-Hispanic | 33 | 26 | 28 | 39 | 35 | 30 |
| Amer. Ind./Alaskan Native | 2 | 0 | 1 | 0 | 2 | 1 |
| Asian Pac. Islander | 8 | 10 | 13 | 13 | 18 | 16 |
| Hispanic | 2 | 7 | 2 | 6 | 6 | 7 |
| White, Non-Hispanic | 288 | 292 | 317 | 354 | 361 | 337 |
| Unknown | 0 | 0 | 0 | 0 | 12 | 13 |
| Total | 350 | 360 | 384 | 454 | 485 | 465 |

Note: Data includes graduate level, IBHE approved certificates.

Degrees Conferred, by CIP categories, FY 2001–FY 2006

| | FY 2001 | FY 2002 | FY 2003 | FY 2004 | FY 2005 | FY 2006 |
|----------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Agriculture/Natural Resources | 17 | 9 | 13 | 7 | 4 | 2 |
| Architecture/Engineering/Tech | 0 | 0 | 0 | 0 | 0 | 0 |
| Biological & Physical Science | 48 | 48 | 49 | 28 | 38 | 45 |
| Business | 246 | 271 | 318 | 345 | 331 | 250 |
| Communications/Tech/Fine Arts | 143 | 110 | 98 | 102 | 106 | 92 |

| | | | | | | |
|--------------------------------------|-----|-----|-----|-------|-------|-------|
| Education/Library Science | 27 | 26 | 33 | 71 | 133 | 115 |
| Humanities/Interdisciplinary | 71 | 76 | 82 | 156 | 143 | 157 |
| Health | 41 | 35 | 26 | 25 | 23 | 26 |
| Law | 18 | 23 | 18 | 21 | 28 | 19 |
| Mathematics/Computer Science | 45 | 63 | 49 | 53 | 81 | 99 |
| Military Tech/Protective Services | 33 | 40 | 37 | 56 | 39 | 51 |
| Personal Services/Consumer/Fitness | 0 | 0 | 0 | 0 | 0 | 0 |
| Psychology/Social Science & Services | 258 | 272 | 268 | 215 | 231 | 283 |
| Trades/Production/Transport Health | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 947 | 973 | 991 | 1,079 | 1,157 | 1,139 |

Note: Includes all bachelor's, master's, and doctoral degrees conferred, as well as all IBHE approved certificates.

FACULTY DEMOGRAPHY

Faculty Headcount, by Highest Degree Earned, by Time Status

| | 2005 | | 2006 | |
|-----------|-----------|-----------|-----------|-----------|
| | Full Time | Part Time | Full Time | Part Time |
| Doctorate | 156 | 43 | 174 | 35 |

| | | | | |
|--------------------|-----|-----|-----|-----|
| First Professional | 8 | 7 | 8 | 7 |
| Master's | 15 | 72 | 17 | 72 |
| Bachelor's | 0 | 16 | 0 | 19 |
| Associate's | 0 | 1 | 0 | 1 |
| None/Unknown | 0 | 13 | 0 | 1 |
| Total | 179 | 152 | 199 | 135 |

Faculty Headcount by Race/Ethnicity, by Time Status

| | 2005 | | 2006 | |
|---------------------------|-----------|-----------|-----------|-----------|
| | Full Time | Part Time | Full Time | Part Time |
| Non Resident Alien | 14 | 4 | 15 | 0 |
| Black, Non-Hispanic | 12 | 2 | 13 | 3 |
| Amer. Ind./Alaskan Native | 2 | 1 | 2 | 1 |
| Asian Pac. Islander | 6 | 5 | 12 | 7 |
| Hispanic | 2 | 5 | 3 | 6 |
| White, Non-Hispanic | 142 | 131 | 153 | 113 |
| Unknown | 1 | 4 | 1 | 5 |
| Total | 179 | 152 | 199 | 135 |

Faculty Headcount by Gender, by Time Status

Faculty Headcount by Gender, by Time Status" border="1" cellpadding="0" cellspacing="1">

| | 2005 | | 2006 | |
|--------|------------------|------------------|------------------|------------------|
| | Full Time | Part Time | Full Time | Part Time |
| Male | 103 | 73 | 113 | 72 |
| Female | 76 | 79 | 86 | 63 |
| Total | 179 | 152 | 199 | 135 |

Faculty Headcount by Rank, by Time Status

| | 2005 | | 2006 | |
|----------------------|------------------|------------------|------------------|------------------|
| | Full Time | Part Time | Full Time | Part Time |
| Professors | 24 | 0 | 23 | 0 |
| Associate Professors | 62 | 0 | 68 | 0 |
| Assistant Professors | 69 | 0 | 80 | 0 |
| Instructors | 2 | 0 | 3 | 0 |
| Lecturers | 2 | 0 | 6 | 0 |
| No Academic Rank | 20 | 152 | 19 | 135 |
| Total | 179 | 152 | 199 | 135 |

“No Academic Rank” category includes clinical assistant professors, clinical instructors, visiting assistant professors, and visiting instructors.

Faculty Headcount by Program, by Time Status

| | 2005 | 2006 |
|--|-------------|-------------|
| | | |

| | Full Time | Part Time | Full Time | Part Time |
|--------------------------------------|------------------|------------------|------------------|------------------|
| Agriculture/Natural Resources | 2.0 | 5.0 | 5.0 | 4.0 |
| Architecture/Engineering/Tech | 0.0 | 0.0 | 0.0 | 0.0 |
| Biological & Physical Science | 9.5 | 4.0 | 11.5 | 6.0 |
| Business | 34.0 | 5.0 | 35.0 | 9.0 |
| Communications/Tech/Fine Arts | 14.0 | 5.0 | 14.0 | 6.0 |
| Education/Library Science | 19.5 | 28.0 | 20.5 | 27.0 |
| Health | 6.0 | 4.0 | 5.5 | 4.0 |
| Humanities/Interdisciplinary | 30.0 | 38.0 | 39.0 | 27.5 |
| Law | 5.0 | 2.0 | 5.0 | 2.0 |
| Mathematics/Computer Science | 15.5 | 15.5 | 16.5 | 15.0 |
| Military Tech/Protective Services | 4.0 | 9.0 | 5.0 | 8.0 |
| Personal Services/Consumer/Fitness | 0.0 | 0.0 | 0.0 | 0.0 |
| Psychology/Social Science & Services | 39.5 | 36.5 | 42.0 | 26.5 |
| Trades/Production/Transport Health | 0.0 | 0.0 | 0.0 | 0.0 |

Note: Each full-time faculty member is counted once, despite FTE. Faculty members jointly appointed with another academic department are counted as 1/2 in each department. Faculty members jointly appointed with the CSPL or IGPA are counted as 1 in their UIS academic department.

INSTRUCTIONAL RESOURCES AND INFORMATION TECHNOLOGY

| Technology Resource | Description | Monitoring |
|--------------------------------------|--|---|
| High Performance Internet Connection | Currently @ 46Mbps | The bandwidth is allocated and monitored by software. |
| Email, Web, and Data Storage | <p>Microsoft Exchange 2003 Email System with Outlook WebAccess Exchange is protected by spam filtering and anti-virus software. Each student has a 250 meg mailbox.</p> <p>Each student has 100 meg of networked server data storage that is backed up nightly. Student web sites are hosted on central servers. Each student receives 100 meg of storage for web publishing. All student organizations are also allowed a mail account and website.</p> | Windows 2003Quotaoptionis used to monitor size on both the student data and web servers. |
| Technology-enhanced classrooms | Over 90% of classrooms at UIS are equipped with technology to enhance the teaching and learning experience. The state-of-the-art equipment in each classroom includes: PC, Data projector, Document Camera, Interactive Whiteboard, DVD/VHS Player, and Satellite TV connection. | The Technology-enhanced classrooms are monitored by the Facilities and Services Space Administrator as part of the regular space utilization process. |
| General Access Computer Labs | UHB 2030 (39 workstations – PC, Mac, and Unix). Media Lab (41 workstations) used mainly for computer graphics, digital video and audio production | The number of users in the labs periodically recorded by lab monitors. |

| | | |
|------------------|--|---|
| Teaching labs | 10 labs with a total of 280 workstations. Some teaching labs are available to students when not scheduled for classes. | Monitored by the Facilities and Services Space Administrator as part of the regular space utilization process |
| Specialized Labs | Adaptive Technology Lab; Visual Arts Lab; Music Lab; Psychology Lab | Monitored by the respective departments. |
| Residence Halls | Two network connections, one voice connection, two coax connections for cable TV (allows access to Campus channel and the foreign language channels) in every room. Wireless access throughout building. | Resident usage is automatically logged regarding bandwidth needs with system availability allocated based on time of day. |

FINANCIAL DATA

| | 2004-05 | 2005-06 |
|--|------------|------------|
| Actual Unrestricted Revenues | | |
| Tuition and Fees | 13,215,668 | 15,591,895 |
| State/Local Appropriations (if applicable) | 28,620,654 | 23,642,499 |
| Denominational Income (if applicable) | | |
| Investment and Annuity Income | (17,550) | 125,276 |
| Contributions | | |
| Auxiliary | 7,258,483 | 8,357,334 |
| Other | 6,610,536 | 6,885,533 |

| | | |
|------------------------------------|-------------|------------|
| Total | 55,687,791 | 54,602,537 |
| Actual Unrestricted Expense | | |
| Instructional/Departmental/Library | 15,494,698 | 15,510,830 |
| Student Services | 3,575,003 | 3,159,964 |
| Operation and Maintenance of Plant | 12,677,202 | 6,755,362 |
| Administration | 5,063,953 | 5,058,623 |
| Fundraising | | |
| Auxiliary | 7,497,626 | 6,814,069 |
| Other | 13,360,439 | 15,918,462 |
| Total | 57,668,921 | 53,217,310 |
| Revenues Less Expenses | (1,981,130) | 1,385,227 |

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