

ILLINOIS STATE UNIVERSITY

Educating
ILLINOIS
2003-2010

**An Action Plan for
Distinctiveness and Excellence**



Contents

| | |
|---|-----------|
| Heritage, Mission, Vision, and Values | <i>i</i> |
| Executive Summary..... | <i>ii</i> |
| Background..... | <i>iv</i> |
| Goal 1: The University of Choice for Students, Faculty, Staff, and Illinois Citizens | 1 |
| Action 1: Recruit high-achieving, motivated students | 1 |
| Action 2: Enhance instructional capacity | 3 |
| Action 3: Improve faculty and staff compensation and retention..... | 4 |
| Goal 2: The National Leader Known for Excellence in Undergraduate and Graduate Education | 5 |
| Action 4: Provide the premier undergraduate experience in Illinois that attracts increased national and international recognition..... | 6 |
| Action 5: Demonstrate excellence in graduate education and research that attracts increased national and international recognition..... | 8 |
| Goal 3: The Educational Environment that Fosters Creativity and Growth Among Its Students, Faculty, and Staff | 10 |
| Action 6: Promote student achievement..... | 11 |
| Action 7: Enhance the commitment to scholarship and research | 12 |
| Goal 4: Exceed Value Expectations of Illinois Citizens | 14 |
| Action 8: Facilitate access to a high-quality, affordable education..... | 15 |
| Action 9: Maintain stewardship of resources | 16 |
| Action 10: Enhance a healthy, safe, and environmentally sustainable campus..... | 17 |
| Action 11: Support the infrastructure of intellectual communities through facilities for the 21 st century | 18 |
| Goal 5: The Diverse Community Fostering Teamwork and Support Among Its Members..... | 20 |
| Action 12: Increase and celebrate diversity..... | 21 |
| Goal 6: The First Choice of Employers in Recruiting Students Who Will be Successful as Entrepreneurs or Professionals..... | 22 |
| Action 13: Maintain high academic standards | 23 |
| Goal 7: The Partner Fully Engaged in Outreach with Business, Industry, Government, and Education | 24 |
| Action 14: Provide national leadership in educational initiatives | 24 |
| Action 15: Expand service and outreach activities..... | 27 |
| Action 16: Increase financial support from external sources | 28 |
| Conclusion..... | 30 |
| <i>Educating Illinois</i> Writing Team | 31 |
| Appendices | 31 |

Illinois State University . . .

A small-college experience with large-university opportunities

OUR HERITAGE

The first public university in Illinois, Illinois State University was founded in 1857 as a normal university to prepare the state's teachers. Our institution has a rich heritage as the state's leader in all facets of teacher education, from classroom instruction to educational administration and national policy setting. Illinois State is now a Doctoral Research-Intensive University offering more than 160 major/minor options in six colleges, but that early emphasis on teacher preparation is reflected in our values-based commitment to creating an optimal learning environment for all Illinois State students, whether undergraduate or graduate, on campus or off campus.

Illinois State University is distinguished as the only public university in Illinois to be classified as a National Doctoral Research-Intensive University by the Carnegie Foundation for the Advancement of Teaching. The University provides baccalaureate programs in the biological, physical, social, and applied sciences; humanities; technology; business; professional programs; teacher education; and the fine and performing arts; and is committed to providing graduate education in areas of programmatic strength and need at master's and doctoral levels.

Strong programs of scholarship (research and creative activities) recognized at national and international levels result in the acquisition, synthesis, dissemination, and creation of new research knowledge, coupled with the application of knowledge, and the invigoration of undergraduate and graduate education. Strong mission-driven public service and outreach activities complement the University's teaching and research functions and help expand the horizons of knowledge and culture among students, colleagues, and the general citizenry.

OUR MISSION

We at Illinois State University work as a diverse community of scholars with a commitment to fostering a small-college atmosphere with large-university opportunities. We promote the highest academic standards in our teaching, our scholarship, and the connections we build between them. We devote all of our resources and energies to creating the most supportive and productive community possible to serve the citizens of Illinois and beyond.

OUR VISION AND VALUES

By acting on our values in every respect, Illinois State University will come to occupy a unique position of strength and visibility among the institutions of higher education in Illinois, nationally, and internationally. Illinois State University will continue to be the first-choice public university in Illinois for high-achieving, motivated students who seek an individualized educational experience combined with the resources of a large university.

Individualized Attention: Providing the supportive environment characteristic of a small college through an innovative General Education program, strong student-faculty-staff connections, superior student services, and a focus on each student as an individual, with unique educational needs and potential. Illinois State is a campus dedicated to placing the learner at the center of teaching and scholarship.

Public Opportunity: Assuring students access to the educational, research, and service opportunities characteristic of a large university, including a wide range of high-quality programs, faculty mentors who are scholars and creative artists of repute in their disciplines, and the support of outstanding facilities, technologies, and library resources.

Active Pursuit of Learning and Scholarship: Working with students as partners in their educational development inside and outside of the classroom, so that students come to appreciate learning as an active and lifelong process; contributing new knowledge through research, creative artistry, and other forms of individual scholarship in which all students, faculty, and staff are encouraged to participate.

Diversity: Encouraging community and an informed respect for differences among students, faculty, and staff by fostering an inclusive environment characterized by ethical behavior and social justice that prepares students to be fully engaged participants in a global society; a diverse faculty and staff mentoring a diverse student population, enhancing pedagogical, research, and service functions.

Innovation: Supporting disciplinary excellence and personal growth of students, faculty, and staff through knowledge development and innovative applications in undergraduate and graduate study, pedagogy, research, creative activities, and public service.

Executive Summary

Illinois State University will remain the first choice public university in Illinois for high-achieving, motivated students who seek an individualized educational experience combined with the resources of a large public university. The University's goals and highest priorities, documented below, continue from the original *Educating Illinois 2000-2007* plan and combine the qualities of a small college with the comprehensiveness, diversity, and national scope of a large public university—Illinois' first public university.

Illinois State University maintains strong, mutually reinforcing commitments to scholarship (research and creative activities) and to undergraduate and graduate education. The integration of these commitments within the context of five core values (individualized attention, public opportunity, active pursuit of learning and scholarship, diversity, and innovation) is the defining characteristic of the University—statewide, nationally, and internationally.

Illinois State University provides exemplary instruction and promotes involvement of undergraduate and graduate students in research and creative activities, leading to the acquisition and dissemination of new knowledge and an invigorated curriculum. *Educating Illinois* supports these activities as well as the provision of exceptional support services and state-of-the-art facilities and technologies.

The goals expressed in this plan are from the Illinois State University Board of Trustees *Vision 2007 Statement*. The campus community defined action statements for each goal statement that are consistent with the core values of the University. Appendices A and B document the constituencies consulted during the development of *Educating Illinois 2003-2010* and how the University's core values relate to the goals and actions in this plan.

Educating Illinois 2003-2010 introduces the use of performance indicators (the bullet points below) to hold the University accountable to documenting progress towards achieving stated goals and actions. Individual schools, departments, units, colleges, and divisions will determine which actions they are best suited to advance. Combined actions of the campus community will continue to advance new levels of University distinctiveness and excellence.

Educating Illinois performance indicators will be updated regularly on the *Educating Illinois* Web site and presented formally to the campus and external communities in fall Results Reports and spring *Educating Illinois* Updates. The following actions will only be accomplished by successfully integrating long-term planning with daily operations.

Goal 1: The university of choice for students, faculty, staff, and Illinois citizens recruits high-achieving, motivated students; enhances instructional capacity, and improves faculty and staff compensation as evidenced by:

- Increasing the percentage of students who indicate Illinois State was their first-choice
- Improving the ratio of student admission to enrollment
- Increasing admissions standards while maintaining University commitments to access and diversity
- Increasing the resource base for graduate student recruitment
- Increasing graduate-student stipends to competitive national levels
- Achieving optimal enrollment targets for new freshmen, transfer, and graduate students in every academic program
- Improving faculty and staff salaries in statewide and national comparisons
- Increasing resources to support academic majors

Goal 2: The national leader known for excellence in undergraduate and graduate education provides the premier undergraduate experience and demonstrates excellence in graduate education and research as evidenced by:

- Increasing retention and graduation rates
- Exceeding measures of involvement on the National Survey of Student Engagement
- Providing off-campus experiential learning and research opportunities for students
- Providing on- and off-campus graduate degree and certification programs serving working professionals
- Increasing support for library collections, course-integrated instruction, and reference services
- Increasing the percentage of faculty with graduate faculty status
- Increasing opportunities for faculty and staff professional development and support
- Delivering a nationally recognized first-year experience
- Increasing the number of students actively engaged in research and creative activities
 - Increasing support for student, faculty, and staff publications and presentations

Goal 3: The educational environment that fosters creativity and growth among its students, faculty, staff, and alumni creates new ideas and promotes lasting knowledge through discovery and engagement as evidenced by:

- Providing resources that support student and faculty research and scholarly activity
- Supporting scholarly activity and development
- Increasing library access and support for research-level books, databases, and journals
- Increasing university grants funding and support for faculty seeking extramural funding
- Implementing multi-year tuition planning
- Increasing resources for faculty recruitment and the number of tenured/tenure-track positions
- Decreasing the student-to-faculty ratio
- Implementing partnerships for student learning
- Increasing the percentage of small classes
- Supporting externally funded centers and institutes for discipline-specific and multidisciplinary research

Goal 4: Exceed value expectations of Illinois citizens by facilitating access to a high-quality education that is affordable and maintains stewardship of resources as evidenced by:

- Decreasing the average time to degree
- Increasing the number and value of scholarships
- Reducing student debt load
- Reallocating from lower to higher priorities
- Reviewing/adjusting course scheduling patterns
- Supporting restoration of statewide financial assistance programs
- Enhancing a healthy, safe, and environmentally sustainable campus
- Implementing *Master Plan* recommendations and capital planning priorities, and addressing deferred maintenance needs
- Increasing student awareness of career and advanced educational opportunities

Goal 5: The diverse community fostering teamwork and support among its members increases the participation and achievement of students, faculty, and staff as evidenced by:

- Promoting a campus community that is accommodating and fully accessible
- Increasing minority student, faculty, and staff recruitment, retention, and graduation rates
- Participating in the American Democracy Project and National Network for Educational Renewal to promote a campus climate of inclusion, understanding, and appreciation
- Providing wide-ranging curricular programs and co-curricular events that advance the knowledge, appreciation, and understanding of the challenging and rewarding issues of diversity
- Foster an inclusive environment with ethical behaviors and social justice that prepares students to be engaged in a global society

Goal 6: The first choice of employers in recruiting students who will be successful as entrepreneurs or professionals sets high academic standards as evidenced by:

- Meeting critical needs in the state and region
- Instilling the value of learning as an active and life-long process
- Exceeding statewide and national benchmarks on licensure and certification examinations
- Increasing alumni employment
- Seeking discipline-based accreditations
- Utilizing the expertise of workforce and other professional advisory boards
- Increasing employer satisfaction

Goal 7: The partner fully engaged in outreach with business, industry, government, and education provides leadership in statewide, national, and international initiatives; expands service and outreach activities; and generates increased financial support for instructional, scholarship, and service activities of excellence as evidenced by:

- Supporting workforce training and development
- Providing extended learning and continuing education opportunities
- Increasing attendance at athletic, cultural, and other outreach events
- Expanding service and outreach activities
- Providing leadership in educational initiatives
- Increasing external funding for the University

Background

Truly distinctive and excellent universities engage in comprehensive, university-wide strategic planning that links short, medium, and long-term planning with budgeting, assessment, and accountability reporting. In this tradition, Illinois State University's strategic planning process, *Educating Illinois: An Action Plan for Distinctiveness and Excellence*, enters its second generation. *Educating Illinois 2000-2007* articulated 15 goals with 79 actions derived from the University's five core values. Many significant outcomes result from that plan, including:

- Raising undergraduate and graduate admissions standards while maintaining the University's commitments to access and diversity
- Recruiting and retaining more high-achieving, motivated and talented students
The University's retention rate (83 percent from the freshman to sophomore year) and graduation rate (60 percent for undergraduate students) are at historic peaks.
- Improving faculty and staff salaries to levels more comparable with national benchmarks
- Increasing the value of externally funded research by 68 percent in three years
- Placing in *Kiplinger's Personal Finance* top 100 colleges and universities nationwide for educational quality and affordability
- Establishing the Adlai E. Stevenson Center for Community and Economic Development, Center for Reading Literacy, and Special Education Assistive Technology Center
- Implementing new undergraduate degree programs in Arts Technology, Athletic Training, Biochemistry/Molecular Biology, Information Systems, Technology Education, and University Studies; new graduate degree programs in Arts Technology, Clinical-Counseling Psychology, Historical Archaeology, and Instructional Technology; and the University's first integrated five year program, the B.S./M.P.A (Master of Professional Accountancy) in Accounting
- Beginning campus participation in The American Democracy Project (ADP), co-sponsored by the American Association of State Colleges and Universities (AASCU), the *New York Times*, and some 150 institutions of higher education
The ADP contributes to the development of an informed and contributing citizenry in the 21st Century.
- Being accepted as the 19th national partner into the National Network for Educational Renewal (NNER)
The NNER leads by example in its commitment to improve simultaneously the quality of education for citizens of the American democracy and the quality of preparation for educators Institution of Higher Education/Local Education Agency (IHE/LEA) partnerships.
- Extending digital access to the vast collections of the Library of Congress and actively encouraging collaborations between University faculty and K-12 teachers in bringing those resources into the classroom through the federally funded *Adventure of the American Mind* initiative
- Completing the campus Resnet project, significantly increasing the number of residence hall students who have high-speed access to the campus intranet and to the Internet
- Implementing a large number of wired and wireless public access points to the campus intranet and to the Internet for mobile computing
- Generating over \$8 million in new scholarships and receiving pledges and gifts to create endowed chair positions in General Education, the Scholarship of Teaching and Learning, Special Education Assistive Technology, and Insurance and Risk Management
- Acquiring significant funding for campus construction projects, including completing the new College of Business building, remodeling Schroeder Hall, and implementing safety improvements in Turner and Stevenson Halls

- Opening the Center for Performing Arts, new University Farm, In Exchange pedestrian plaza, Minority Student Academic Center, Student Service and Referral Center, and the Faculty-Staff Commons; remodeling Moulton and Julian Halls; and renovating significant portions of Milner Library
- Implementing the 9 over 12 month compensation option for faculty and staff and the iCampus portal, giving students immediate and comprehensive 24 by 7 access to services from Illinois State University Student Information Systems (e.g., registration, class scheduling, financial aid, Redbird debit card information)
- Being selected as one of 12 national Founding Institutions in the *Foundations of Excellence in the First College Year* project sponsored by the Policy Center on the First Year of College and the AACSU
 Also being selected as one of 12 universities nationwide to serve as a Campus Cluster Leader by the American Association of Higher Education and the Carnegie Foundation for the Advancement of Teaching. The University will assist other colleges and universities nationwide to enhance teaching practices and improve student learning
- Advancing in *U.S. News and World Report's* national collegiate ranking systems of college undergraduate quality and placing in the top third for graduate programs in education
- Exceeding national benchmarks on selected indices from the National Survey of Student Engagement
- Hosting the University's first biennial conference on Mission, Values and Identity at National Doctoral Research Intensive Colleges and Universities

Embracing the core value of innovation, *Educating Illinois 2000-2007* challenged the University community to formally review the document in 2003 to determine how the plan should be modified to respond to changing circumstances. Unquestionably, new successes bring new opportunities. The result is *Educating Illinois 2003-2010*.

Educating Illinois 2003-2010 builds on the values-based commitments and existing strengths and traditions of Illinois State University to suggest a vision for the future defined and endorsed by the campus community. The foundations of institutional prestige, academic rigor, and pride result from high-achieving, motivated students and accomplished faculty and staff at Illinois' first public university.

Educating Illinois 2003-2010 was written for all of the stakeholders of Illinois State University—current and prospective students and their families, faculty, staff, alumni, board members, community members, Illinois citizens, legislators, business, industry, and local, statewide, national and international colleagues, and friends of the University. This document presents a range of possibilities for Illinois State University.

- **Goal Statements** from the Illinois State University Board of *Trustees Vision 2007 Statement* represent the ends that the University strives to attain by its sesquicentennial in 2007.
- **Objectives** provide one of many possible rationales for why each objective is important, and how the University will address each objective.
- **Outcomes** identify University benchmarks and actionable items that will continue, in the tradition of *Educating Illinois*, to advance University distinctiveness and excellence.
- **Anticipated Time Frames** are estimated intervals in which results and actions can be completed. Short-term items are estimated to be completed between 2003 and 2005, mid-term items by 2006, and long-term actions after 2007.

Educating Illinois 2003-2010 will strike a balance between long-term vision and daily operations. The goals, objectives, and outcomes represent a road map to the future. All students (undergraduate and graduate), faculty (full-time and part-time, tenured/tenure-track and non-tenure track, department chairs, school directors, laboratory school faculty, and library faculty), and staff (administrative/professional and civil service) share responsibility in focusing and achieving the University's vision for the future by emphasizing four planning principles:

- **Action:** Decisions and resource allocation at all levels of the University will be made to advance the goals, objectives, and outcomes of *Educating Illinois*.

- **Collaboration:** With appropriate governance consultation, individual schools, departments, units, colleges, and divisions will determine which dimensions (goals, objectives, and outcomes) of *Educating Illinois* they are best suited to advance and how this will occur.
- **Coordination:** Planning and Institutional Research will summarize results from collaborative deliberations by the governance bodies and administrative units in annual prioritized University Action Plans identifying the specific goals, objectives, and outcomes being advanced from the range of possibilities identified in *Educating Illinois*. At the same time, each division will annually assess programs and services provided and specifically enumerate how they contribute to the goals, objectives, and outcomes of *Educating Illinois*. This information will be included in annual University Action Plans and accountability reports (described below).
- **Results:** Planning and Institutional Research will continue to provide longitudinal and benchmarking analyses of goals, objectives, and outcomes being addressed through *Educating Illinois*; maintain the institutional report card highlighting progress on implementing *Educating Illinois*; and present annual Results Reports and *Educating Illinois* Updates to the campus community in fall and spring, respectively. The campus community will formally re-examine *Educating Illinois 2003-2010* in 2007 to determine how the plan will be modified to adjust to changing circumstances.

Goal 1: The university of choice for students, faculty, staff, and Illinois citizens

To be the university of choice for high-achieving, motivated and talented students, Illinois State University seeks to provide a small-college experience with large-university opportunities. A diverse and accomplished faculty and staff provides an extraordinary commitment to undergraduate education, creating explicit connections between graduate and undergraduate education in ways that enrich both experiences. Illinois State University attracts students, faculty, and staff from throughout the state, region, nation, and beyond by virtue of meeting social needs through innovative instruction, scholarship, and service.

The academic excellence of Illinois State University, coupled with the core value of public opportunity and access to outstanding support services, networked technology resources, first-rate library collections, and facilities of excellence, creates the premier educational experience in Illinois that attracts increased national and international attention. As a university of choice, Illinois State University will aggressively recruit high-achieving, motivated students; enhance learning capacity; and recruit, reward, and retain the best faculty and staff.

Action 1: Recruit High-Achieving, Motivated Students

Illinois State University will capitalize on its growing reputation with prospective students and their families by emphasizing the pride and prestige of being admitted to and enrolling at Illinois State University. In this regard, Illinois State University will aggressively recruit those high-achieving students who indicate that Illinois State is their first-choice institution.

Illinois State University fully expects that the academic quality of students will continue to increase. New student applications, average ACT scores, and *show-rates* (the ratio of first-time freshmen enrolled to first-time freshmen accepted) have increased for the past eight years (1995-2003). At the same time, the University will maintain its historic commitments to opportunity and access by basing admissions decisions on evidence of achievement provided in grades and ACT scores with evidence of motivation supplied in the personal statement.

The Office of Enrollment Management and Academic Services will work collaboratively with the campus community to develop, implement, and document new, innovative admissions strategies targeted to high-achieving, motivated students (freshman and transfer). Marketing of the University's image and reputation will be supported by high quality publications and Web sites. University communications will highlight the educationally rich environment of Illinois State University and the on- and off-campus resources that support all facets of the academic mission and service operations. The strategic and innovative use of the Internet facilitates student recruitment nationally and internationally.

Additional enhancements to University recruitment include packaging financial aid in a timely fashion, increasing the *show-rate* of students offered merit-based scholarships, and providing attractive residential opportunities with many options for student involvement inside and outside of the classroom. Top students are accustomed to an active lifestyle with conveniently located fitness centers, wired and wireless internet access and support, full service dining options, and flexible library hours.

In order to recruit even more high-achieving, motivated students, faculty members, to the greatest extent possible, should be involved in developing and implementing recruiting materials and strategies. Additionally, the Honors Program must increase its visibility and academic standards and pursue *Phi Beta Kappa* membership. As expressed in *The Master Plan*, a more centrally located, attractive facility for the Honors Program would illustrate the University's commitment to recruiting and serving the needs of talented students. Successful implementation of the actions in *Educating Illinois*, beginning with student recruitment, will lead to increased national and international recognition for the academic excellence at Illinois State University.

Illinois State University will increase the quality, quantity, show-rate, and diversity of the graduate student population by improving student funding packages, outreach offerings to areas of Illinois with diverse populations, and international programming opportunities. Support of faculty scholarship and creative endeavors promotes excellence in graduate education that is competitive and rigorous by national standards.

The recruitment and retention of high-achieving, talented graduate students nationally and internationally is enhanced by offering stipends competitive with those offered by peer institutions. In addition to offering competitive

stipends, recruitment of graduate students is best enhanced by the presence of and direct student involvement with an accomplished faculty and staff who maintain national and international reputations of disciplinary excellence and are committed to individualized attention and scholarly achievements. These prerequisites, as further described in Actions 4-7, are defining characteristics of the graduate faculty at Illinois State University and should be a focal point in undergraduate and graduate student recruitment.

| Recruit high-achieving, motivated students | |
|---|-------------------------------|
| Outcomes | Completion¹ |
| 1A Increasing the prestige of being accepted into an Illinois State University undergraduate degree program by decreasing the yield rate (ratio of acceptances to applications) from 75 percent to 63 percent ² | Mid-Term |
| 1B Increasing the percentage of first-time freshmen who indicate on the ACT examination that Illinois State University was their first-choice university from 40 percent to 50 percent | Mid-Term |
| 1C Increasing undergraduate student commitment to Illinois State University by increasing the show rate (ratio of enrollments to acceptances) from 41 percent to 44 percent | Short-Term |
| 1D Increasing enrollments of motivated learners by enrolling the majority of students from the 22-27 ACT range; in fall 2003 the majority of students were from the 21-26 ACT range | Mid-Term |
| 1E Increasing the enrollments of high-achieving learners by increasing the proportion of first-time freshmen enrolled at the University from the top 10 percent of their high school graduating class from 11 percent to 23 percent | Long-Term |
| 1F Increasing the enrollment of high-achieving, motivated transfer students by increasing the mean transfer grade point average of new transfer cohorts from 3.01 in fall 2003 to 3.10 | Mid-Term |
| 1G Increasing the peer assessment rating of the academic quality of undergraduate education at Illinois State University (published in <i>U.S. News and World Report</i>) from 2.5 to 2.9 ³ | Mid-Term |
| 1H Increasing the number of students who apply for graduate admission by 10 percent from 1,500 to 1,650 | Mid-Term |
| 1I Enrolling new master's students with a mean grade point average of 3.50 | Short-Term |
| 1J Enrolling new doctoral students with a mean grade point average of 3.65 | Short-Term |
| 1K Developing, implementing, and supporting a plan to make discipline-specific graduate assistant stipends competitive with national competitor institutions | Long-Term |
| 1L Placing in the top third in <i>U.S. News and World Report's</i> Graduate Rankings in education, business, nursing, and fine arts | Mid-Term |

¹ Completion identifies the time frame for meeting and sustaining the performance indicator. Categories are defined as: short-term = less than two years to completion; mid-term = two to five years for completion; and long-term = five or more years to completion.

² Unless otherwise designated, specific University targets represent the 25th percentile from Tier 2 in *U.S. News and World Report's* ratings of national doctoral universities.

³ The five-point peer assessment rating is completed by presidents, provosts, and deans of Admissions from national doctoral universities.

Action 2: Enhance Instructional Capacity

Instructional capacity includes those activities inside and outside of the classroom that support the core value of active pursuit of learning. Goal Four of this action plan specifically addresses those actions that foster creativity and growth of students through mentoring, advising, integrative experiences, academic support services, and collaboration between Academic Affairs and Student Affairs.

Enhancing instructional capacity provides a staffing and resource base that sustains current educational and support programs of excellence, including General Education, the major, graduate education and the teaching library as well as supports plans for strengthening their quality in the future. This includes increasing the number of tenure/tenure-track faculty, the percentage with graduate faculty status, and the resource base for faculty and staff recruitment (Performance Indicators 5E, 6A, and 6B). It also supports the physical and technological infrastructure of the intellectual communities at Illinois State University (Performance Indicators 11A-11H). Premier students, faculty, and staff must have access to premier intellectual resources, technologies, facilities, and grounds to support programs of excellence.

Demand placed on the system also affects learning capacity. Student enrollments must align with faculty teaching loads and class sizes to support the core value of individualized attention. Faculty—in the classroom, the laboratory, and all other settings—must have sufficient time and instructional resources to support active and engaged learning through individual and group problem solving, regular feedback on learning performance, and integrated learning experiences (e.g., internships, laboratory research, clinical experiences in the laboratory schools and professional development schools, studio work, community services, and international study). Planning and Institutional Research will provide Academic Affairs with annual analyses of teaching loads to support school, department, college, and divisional planning.

At the same time, the University Enrollment Committee will work with the president and provost to define the optimal number of new first-time freshmen, transfer, and graduate students and the appropriate number of total undergraduate and graduate students to enroll at the University. General Education commitments to small class sizes; student-faculty ratios; demographic trends; instructional capacity; programmatic, research, and technology needs; and the ability to provide essential student and faculty support services, including available facilities, are important and interrelated considerations as the University defines optimal enrollments.

The assistant vice president for Enrollment Management and Academic Services will work with the deans, department chairs, and school directors to complete the identification and implementation of enrollment management strategies that best direct students to particular colleges and departments to better utilize the University's academic resources. The associate vice president for Research, Graduate Studies, and International Education will work with individual departments and schools to define University targets for graduate enrollment and to develop enrollment management strategies. The latter includes identifying those programs that should be recruiting nationally, and, where appropriate, investigating the economic feasibility and societal need for expanding graduate programs.

As enrollment strategies are carefully considered, academic departments and schools should continue to consider the development of integrated five-year B.A./M.A. (or B.S./M.S.) programs, where appropriate. In these programs, students who are admitted to the undergraduate program and who maintain academic performance standards are automatically admitted into the master's program. The presence of such programs helps to attract more high-achieving students, enhances the intellectual caliber of the undergraduate experience for participating students, decreases graduate student time to degree, and serves as a prestige marker for the University.

Once school, department, college, and university enrollment strategies have been implemented, the academic community must assure that undergraduate and graduate program capacities are not exceeded. Internal transfers (students changing majors) are an important consideration in maintaining programmatic capacity.

| Enhance instructional capacity | |
|--|-------------------|
| Outcomes | Completion |
| 2A Defining and achieving optimal enrollment targets for first-time freshmen | Short-Term |
| 2B Defining and achieving optimal enrollment targets for new transfer students | Short-Term |
| 2C Defining and achieving optimal enrollment targets for new graduate students | Short-Term |
| 2D Defining and achieving undergraduate enrollments at or below optimal capacity in every academic program to support instruction, scholarship, and service activities of excellence | Short-Term |
| 2E Defining and achieving graduate enrollments at or below optimal capacity in every academic program to support instruction, scholarship, and service activities of excellence | Short-Term |
| 2F Defining and achieving undergraduate enrollments consistent with University targets | Short-Term |
| 2G Defining and achieving graduate enrollments consistent with University targets | Short-Term |
| 2H Documenting the implementation of new, five-year integrated B.A./M.A. or B.S./M.S. programs | Short-Term |

Action 3: Improve Faculty and Staff Compensation and Retention

An outstanding faculty and staff is the core of any great university. The University’s ability to achieve the next level of excellence is dependent upon recruiting and retaining the highest quality faculty and staff who are committed to the values of Illinois State University and to providing premier educational experiences through exemplary teaching, scholarship, and service activities of excellence.

Competitiveness of faculty and staff salaries continues to be Illinois State University’s highest priority. Illinois State University will raise faculty and staff salaries to enable the institution to attract and retain the best faculty and staff. Median salaries of faculty and staff will surpass median salaries of statewide and national benchmarks.

At the same time, Illinois State University will continue to provide other types of non-salary benefits, including insurance (medical, dental, life, and disability), contributions to the statewide retirement system, tuition plans, domestic partnership benefits, medical and maternity leaves, unemployment, and worker’s compensation. The University also is in the process of expanding childcare options for faculty and staff and addressing other work/life issues through training and development, wellness programming, and the Employee Assistance Program.

Beyond salaries and benefits, Illinois State University will continue to provide increased support for professional development opportunities, comprehensive library collections of high quality, state-of-the-art technological resources, appropriate teaching loads, and enhanced support for equipment, travel, and publication costs. Performance Indicators 4A-5I and 7A-7N specifically address those critical factors aiding in the recruitment and retention of a faculty and staff who provide nationally and internationally recognized excellence in undergraduate and graduate education, research and creative activities, and mission-driven public service and outreach activities.

Illinois State University will continue to increase faculty and staff retention rates. In addition to the factors stated above, the University’s Enhancing Faculty and Distinctiveness and Excellence Accreditation Self-Study Team is focusing on the fundamental values of how the University must define and support its faculty. This includes a study of the nature and effectiveness of institutional processes designed to support faculty and enhance the distinctiveness and excellence of the faculty as a whole. These processes include definition of faculty lines, hiring, mentoring, and evaluation. Also studied will be the processes for determining support for specialized research and/or curricular projects as well as those through which faculty rewards are defined and recipients of those awards are determined.

| Improve faculty and staff compensation and retention | |
|--|-------------------|
| Outcomes | Completion |
| 3A Exceeding the Illinois Board of Higher Education's peer group median for faculty salaries: the Fiscal Year 2003 average of all ranks salary at Illinois State University is \$57,500 and is below the peer group average of \$62,773 ⁴ | Mid-Term |
| 3B Exceeding the Illinois Board of Higher Education's peer group median for professor salaries: the Fiscal Year 2003 average professor salary at Illinois State University is \$71,000 and is below the statewide average of \$86,200 | Mid-Term |
| 3C Exceeding the Illinois Board of Higher Education's peer group median for associate professor salaries: the Fiscal Year 2003 average associate professor salary at Illinois State University is \$55,600 and is below the peer group average of \$62,200 | Mid-Term |
| 3D Exceeding the Illinois Board of Higher Education's peer group median for assistant professor salaries: the Fiscal Year 2003 average assistant professor salary at Illinois State University is \$48,800 and is below the peer group average of \$52,300 | Mid-Term |
| 3E Developing comparisons for non-tenure-track faculty salaries | Mid-Term |
| 3F Exceeding published benchmarks for civil service salaries: the Fiscal Year 2003 average civil service salary at Illinois State University is \$33,067 and is below the statewide average of \$35,062 | Mid-Term |
| 3G Developing comparisons for administrative/professional staff salaries | Mid-Term |
| 3H Increasing the five-year retention rate of faculty from 60 percent to 65 percent | Mid-Term |
| 3I Increasing the five-year retention rate of administrative/professional staff from 38 percent to 43 percent | Mid-Term |
| 3J Increasing the five-year retention rate of civil service staff from 64 percent to 69 percent | Mid-Term |
| 3K Completing and documenting outcomes from the Enhancing Faculty Distinctiveness and Excellence Self Study for accreditation team | Mid-Term |

Goal 2: The national leader known for excellence in undergraduate and graduate education

A national leader in undergraduate and graduate education creates new ideas and promotes lasting knowledge at all levels of the intellectual pursuit through discovery and engagement. Intellectual inquiry is both history and tradition at Illinois State University. The University community provides an exemplary model for the creation, dissemination, and application of knowledge by emphasizing active exploration inside and outside of the classroom and by achieving extraordinary standards in teaching, scholarship, and service.

Faculty across the University advance tradition through the scholarship of discovery, pedagogy, application, and integration. The scholarship performed at Illinois State University is of the highest quality, making significant contributions to the discipline, university, and the global society in addition to cultivating and enriching undergraduate and graduate instruction.

The value of public opportunity provides all learners with opportunities for discovery, transmission, integration, and application of knowledge through instructional, scholarship, and service opportunities of excellence. Faculty and staff share their expertise beyond lectures and laboratory settings, giving students the opportunity to participate in scholarly research. For example, Undergraduate and Graduate Research Symposia annually showcase student work performed in collaboration with University faculty.

The stimulating and rewarding environment of Illinois State University challenges students and provides the foundation for lifelong personal, professional, and intellectual development. The value of individualized attention

⁴ Faculty and staff salary data and peer group comparisons were reported in the Illinois Board of Higher Education's October 2003, Agenda Item #II-2, Salary and Fringe Benefits at Illinois Colleges and Universities.

recognizes each student as an individual with unique educational needs and potential and contributes to the academic distinctiveness of Illinois State University. Students benefit from access to a wide range of high quality academic programs that use assessment data to improve curriculum, instruction, and learning. This is accomplished by:

- Maintaining a statement of program goals and intended student learning outcomes
- Engaging in continuous student learning outcomes assessment

All undergraduate (including General Education) and graduate programs at every degree level engage in systematic assessment of student learning outcomes by using multiple qualitative and quantitative measures and feedback from key stakeholders (current students, alumni, employers, advisory boards and panels).

- Seeking programmatic accreditation where appropriate

Illinois State University's academic programs and support services hold discipline-based accreditation from 31 agencies. These peer-based reviews validate the confidence and quality in the academic programs at Illinois State University.

As a national leader known for excellence in education, scholarship, and service, Illinois State University will continue to provide the premier undergraduate educational experience in Illinois and demonstrate excellence in graduate education and research. Additionally, the University will enhance its commitment to scholarship.

In each of these actions, the University will ensure that Internet access is available to all students, faculty, and staff to facilitate communication as a means of enhancing learning. All students will have a networked computer, and training will be available on the operation of all computer-licensed software. The University will continue to increase the role of the iCampus portal in streamlining registration and other routine activities. The University also will use campus Web resources, such as electronic library databases and reference services, to promote scholarly activity by showcasing student/faculty/staff work and providing virtual opportunities for student, faculty, and staff interaction.

Action 4: Provide the Premier Undergraduate Experience in Illinois that Attracts Increased National and International Recognition

The faculty and staff of Illinois State University emphasize academic challenge and deliver enriching educational experiences inside and outside of the classroom. Students develop basic information research skills through the library's instructional programs and resources that are integrated into course work throughout the curriculum. Individualized attention through strong student-faculty-staff connections facilitates active and collaborative learning within a supportive campus environment.

Illinois State University is committed to maintaining its status of exceeding national benchmarks on measures of undergraduate student engagement and achievement in the *National Survey of Student Engagement* and to being recognized nationally and internationally as a leader in the first-year experience. Both commitments require a strong academic experience coupled with exemplary co-curricular services, programs, and facilities that augment the formal education of students and maximize their involvement in the educational process. The University's five-year review of General Education, participation in the American Association of State Colleges and Universities Foundations of Excellence in the First College Year, and the Partnerships for Student Learning Self Study Team for accreditation demonstrates a commitment to educational excellence and innovation.

Illinois State University's strong, innovative, and nationally recognized General Education program also demonstrates the University's commitment to liberal arts education. The General Education curriculum emphasizes global perspectives, interdisciplinary approaches and critical thinking and maximizes access to the University's technology and library resources. It is enhanced by high-quality support programs throughout a student's first year that promote successful transitions into college and beyond (academically, socially, and emotionally). These include:

- The Preview and Passages summer and fall orientation programs provide students and their families with programs, activities, seminars and workshops designed to help new students acclimate to the University.
- The CONNECTIONS learning communities program assists freshmen in their initial transition to and retention within the University by offering students the opportunity to enroll in common classes, participate in group activities, and learn about campus resources.
- *The Freshman Link* and *Transfer Link* Web sites serve as resources for new students, providing valuable information during this critical time of transition for students and their parents.
- The University College and departmental academic advisors provide comprehensive academic support services and facilitate student transitions to and within the University community. Designed as a complement to these programs, the Minority Student Academic Center also provides academic support services for minority undergraduates in a supportive environment where the staff assists students with their academic goals, needs, and concerns.

Building on the foundational skills of General Education, academic programs of study stress academic rigor, discovery, and the integration of knowledge and skills. In support of *service* and *putting theory into practice* as core components of the curriculum and the active pursuit of learning, academic majors and minors should include a sequential structure, with options for engaging in some course work outside of the discipline, and a greater number of capstone courses and integrated learning opportunities.

Educating Illinois actions are, in part, designed to increase freshman retention rates. During the past five years this rate increased from 79 percent to 83 percent. Actions in *Educating Illinois* also are designed to improve the University's graduation rate, which increased from 54 percent to 60 percent during the past five years. Goals One and Four of this document focus on higher admissions standards, assessment of General Education, and partnerships for student learning to provide direction for increasing student retention and graduation. A stronger emphasis on retention in the major will be accomplished by:

- Increasing the number of courses that emphasize active learning pedagogies to enhance student learning and engagement. This will be achieved by expanding writing across the curriculum, library and information literacy instruction, training in oral presentation, the number of closely mentored integrative experiences,⁵ student participation in departmental and university research symposia, training in basic technology literacy, and the number and level of scholarships and research fellowships for academically qualified students.
- Using student-reported data about educational experiences from multiple sources to provide evidence to support the ongoing improvement, innovation, and effectiveness of academic programs, pedagogies, and support services. This will be accomplished through university-wide assessment, General Education assessment, school and departmental assessment plans, program review, and the co-curricular review process in the Division of Student Affairs. Support for the academic initiatives will be provided by the Assessment Advisory Council and the University Assessment Office.

Increasing student retention will allow the University to maximize its investment in general education; reduce costs associated with course repetition; and stabilize enrollment, income fund, facilities and residence hall planning. The provost, deans, department chairs, and school directors will evaluate the allocation of faculty time to instruction, research, and service to achieve the desired commitment to individualized attention. Given sufficient time to interact with individual students, faculty who mentor students have a lasting, positive influence on their students.

- Faculty help students synthesize the material covered in a particular course with each student's larger educational goals.
- Faculty motivate students to realize their potential by setting closely monitored, high standards for performance and through involvement in research projects and other out-of-class activities.

⁵ *Integrative experiences will be defined at the programmatic level.*

- Faculty and academic advisors guide students as they make crucial decisions regarding internships, graduate programs, and possible career paths.

Equally important is enhancing new faculty and staff orientations, training sessions, and other professional development activities related to instruction, scholarship, service, and support functions. Illinois State University will continue to provide avenues for faculty and staff to make meaningful connections between their work and the University’s strategic goals. The University will provide national leadership and innovation in providing state-of-the-art human resources by building on the collaborative efforts of the Center for the Advancement of Teaching, Human Resources, Faculty Technology Support Services, the University Research Office, and many others in providing professional development opportunities that support the provision of the premier undergraduate experience in Illinois.

| Provide the premier undergraduate experience in Illinois that attracts increased national and international recognition | |
|---|-------------------|
| Outcomes | Completion |
| 4A Exceeding benchmarks from the National Survey of Student Engagement on student satisfaction with the educational experience at Illinois State University ⁶ | Mid-Term |
| 4B Documenting outcomes resulting from Illinois State University’s service as a Founding Institution of Excellence for the First-Year Experience co-sponsored by the American Association of State Colleges and Universities and the Policy Center on the First Year of College | Short-Term |
| 4C Implementing programmatic change to the General Education program based on assessment results | Short-Term |
| 4D Completing and implementing recommendations from the University’s Partnerships for Student Learning Accreditation Self-Study Team | Mid-Term |
| 4E Increasing freshmen retention rates from 83 percent to 88 percent | Mid-Term |
| 4F Increasing the University’s graduation rate from 60 percent to 67 percent | Mid-Term |
| 4G Requiring a capstone course or integrated learning experience for every undergraduate student | Mid-Term |
| 4H Increase the number of students and faculty participating in the annual Undergraduate Research Symposia by 10 percent from 303 in 2003 to 333 annually | Mid-Term |
| 4I Increasing the number of formal information literacy partnerships between librarians, Illinois State University, and other campus faculty, staff, and community members | Short-Term |
| 4J Defining and implementing competitive pre-tenure faculty developmental leaves and reduced teaching loads to support instruction and research in the premier undergraduate experience in Illinois | Long-Term |

Action 5: Demonstrate Excellence in Graduate Education and Research that Attracts Increased National and International Recognition

The undergraduate and graduate programs at Illinois State University are mutually supportive.⁷ Recognized nationally and internationally, Illinois State University distinctively connects undergraduate and graduate education by developing undergraduate-graduate-faculty research/creative teams that concretely illustrate active learning at all levels of the intellectual pursuit. Research is integrated into graduate and undergraduate classrooms, laboratories, studios, the laboratory schools, and other applied settings by faculty and graduate student mentors.

⁶ *The National Survey of Student Engagement measures student satisfaction with the educational experience and demonstrated skills and activities in five areas: level of academic challenge, enriching educational experiences, student-faculty interactions, active and collaborative learning, and supportive campus environment.*

⁷ *Illinois State University provides over 47 master's, specialist, and doctoral degree programs, as well as more than 15 graduate certificates. Doctoral programs are offered in Biological Sciences, Curriculum and Instruction, Educational Administration, English Studies, Mathematics Education, School Psychology, and Special Education.*

Building on the foundation established at the undergraduate level, graduate education at Illinois State University provides increased opportunity and greater expectations for individual and independent expression and a stronger emphasis on original contributions to the discipline and the profession. Competent students join a qualified faculty in extending their fields of knowledge. Students and faculty also share experiences in research leading to professional improvements, instructional enhancements, and scholarly achievements benefiting members of the University and global communities.

The accomplished graduate faculty of Illinois State University provides opportunities for students to learn advanced skills, enabling them to generate knowledge through research and creative endeavors, to disseminate scholarship, and to prepare for post-doctoral fellowships and careers in the public and private sectors. Through the active pursuit of learning, *Educating Illinois* supports increasing the number of students completing integrative experiences; receiving grants; publishing in high-quality, peer-reviewed journals; presenting at national conferences; completing creative performances; participating in internships and cooperative education; and seeking University awards recognizing excellence in instruction, scholarship, and service.

Exemplary standards for graduate education will be supported by the highest expectations for student achievement and engagement. For example, admission standards will be continually reviewed, integrative experiences will be required, and student excellence in scholarship will be enhanced through increased external funding.

To support the University's mission, values, and goals, graduate programs should be of sufficient size and scope to ensure program viability and must be supported by adequate physical, fiscal, and personnel resources. Faculty assignments are integral to the mission of a school/department, college, and the University. In accordance with faculty assignment and evaluation policies, every academic school, department, and college should examine its Appointment, Salary, Promotion, and Tenure (ASPT) document and reward structures in relation to faculty work cycles and the recognition that at different points in faculty careers emphasis on instruction, research, and service might shift. For example, faculty with substantial responsibility for graduate education should have teaching loads that support the demands of supervising graduate students and conducting scholarship, especially in those graduate programs that have the potential to establish increased national and international recognition.

At the same time, the University will continue to support the highest standards of quality. This includes annual reviews of intended student learning outcomes; the curriculum; student enrollment, retention and graduation rates; and graduate faculty membership.

- Program objectives will be internally reviewed by program faculty, with consultation available from the Assessment Advisory Committee, in preparation for program review and accreditation, where appropriate.
- Curricular bodies will ensure that graduate offerings reflect advanced study beyond undergraduate education when reviewing new, revised, and deleted courses and programs.
- Graduate coordinators, schools, departments, colleges, and the Graduate School will monitor student admissions, enrollments, course availability and other factors leading to an increased number of certificates awarded and degrees conferred.
- The Membership Committee of the Graduate Council will continue to review graduate faculty qualifications for membership and for feedback on Program Review.

Illinois State University will continue to maintain and increase the accessibility of current/new graduate degree/certification programs serving diverse populations, including enhancement of off-campus and international programming opportunities. A commitment to graduate education provides comprehensive support for full-time graduate students and non-traditional students. Off-campus graduate student cohorts (industry-specific cohorts, school district-based cohorts) in programs that serve working professionals are formed through intentional partnerships with business, medical, library, and educational organizations and play an important role in fulfilling the University's mission.

The University will continue to ensure that the infrastructure is in place to support distance education activities and meet the needs of on- and off-campus students, including course availability, scholarly activity, library access,

discipline-specific equipment and materials, desktop conferencing, and virtual access to campus programs and services. The Internet and the Web have become major research and instructional tools at the graduate level. Highly specialized, discipline-specific software must also be available to support graduate teaching and research. Students, faculty, and staff must have access to these tools and instruction on their appropriate use.

A commitment to graduate education also increases the quantity of graduate programs (i.e., master's programs that build on the strengths of undergraduate programs and doctoral programs in areas of programmatic strength and where a compelling societal need exists). This includes increasing the number of integrated degree programs (described in Action One), the number of programs offering post-baccalaureate graduate degrees and professional certifications, and/or developing other new and innovative programmatic configurations to increase quality and efficiency in graduate program delivery.

| Demonstrate excellence in graduate education and research that attracts increased national and international recognition | |
|--|-------------------|
| Outcomes | Completion |
| 5A Reexamining graduate admissions standards and implementing changes, where appropriate; students' background and academic preparation must indicate potential for success in completing all program requirements | Short-Term |
| 5B Requiring integrative experiences and/or creative activities of all graduate students | Mid-Term |
| 5C Increasing the number of graduate students and faculty mentors participating in the Graduate Research Symposium by 10 percent, from 237 in 2003 to 260 annually | Mid-Term |
| 5D Increasing the number of student submissions for University awards recognizing graduate student excellence in instruction and scholarship by 10 percent | Mid-Term |
| 5E Increasing the number of faculty and staff involved in seeking external funding to support graduate student stipends and professional development opportunities | Short-Term |
| 5F Increasing the percentage of tenured/tenure-track faculty with graduate faculty status from 86 percent to 89 percent | Mid-Term |
| 5G Documenting annual outcomes for technology planning to support graduate education, undergraduate education, and research | Short-Term |
| 5H Increasing the annual number of master's degrees conferred and certificates awarded by 10 percent from 680 in Fiscal Year 2003 to 750 annually | Long-Term |
| 5I Increasing the annual number of doctoral degrees conferred by 10 percent, from 55 in Fiscal Year 2003 to 60 annually | Long-Term |

Goal 3: The educational environment that fosters creativity and growth among its students, faculty, and staff

As an intellectual community that fosters creativity and growth among its students, faculty, staff, and alumni, Illinois State University provides individualized attention and places the learner at the center of teaching and research by:

- Setting high academic standards. Admission into the 160 programs of study at Illinois State University is competitive and selective
From the onset, high standards in critical thinking, writing, speaking, and research are required.
- Placing a high value on active, engaged learning
Undergraduate and graduate education and faculty research interests are part of an interconnected sphere of activity at Illinois State University. This is an essential part of the culture and values of the University. In their complementary roles as scholar-educators, faculty members introduce undergraduate students to research and creative activities by integrating their work into the classroom and by involving these

students in outside-of-class experiences where appropriate. Illinois State University also seeks to connect undergraduate and graduate education by developing undergraduate-graduate-faculty research/creative teams that concretely illustrate active learning at all levels of intellectual pursuit.

- Encouraging intellectual connections among students, faculty, and staff that extend beyond the classroom, fostering significant educational and learning connections between curricular programs and co-curricular activities

Illinois State University's distinctive and excellent learning environment promotes academic achievement and assists students in the development of character, conscience, citizenship, civility, and appreciation/valuing of differences as well as the promotion of individual and social responsibility.

- Providing strong support for faculty and staff as they interact with students, colleagues from peer institutions, and constituencies from across the state, nation, and world

An organization's greatest strength is its human resources. Illinois State University provides comprehensive services that support the ability of the University to attract, hire, compensate, develop and retain a highly qualified and diverse workforce. The University will provide faculty and staff salaries exceeding statewide and national comparisons and support the professional development and community engagement of university employees in classes, workshops, conferences, and other activities and events.

Action 6: Promote Student Achievement

A commitment to student achievement begins with a strong resource base to recruit the best faculty and staff. Strong instruction, scholarship, and service activities; academic support programs; and appropriate student-to-faculty ratios contribute to student-faculty-staff interactions inside and outside of the classroom. The latter includes—but is not limited to—academic and financial advisement, faculty and staff mentoring, personal and career counseling, thesis and dissertation research, undergraduate research, clinical and laboratory supervision, and library and information literacy instruction.

Every student-faculty-staff interaction helps to facilitate self-actualization and the fulfillment of personal and professional goals and objectives. Partnerships across the University community are essential in fulfilling students growth and development. *Educating Illinois* supports partnerships for student learning. The active pursuit of learning and scholarship and innovation underscore this commitment. Measured in subsequent performance indicators, Illinois State University will:

- Develop more purposeful interactions between faculty and Student Affairs staff ensure that campus and departmental activities and programs directly complement students' academic studies
- Cultivate student, faculty, and staff participation in and interaction at intellectual, artistic, professional, athletic, and social events, such as lectures, concerts, plays, exhibits, discussion sessions, and other University events
- Sponsor registered student organizations that enhance academic, recreational, service, social, religious, political, or other interests
- Support student attendance at discipline-related conferences
- Promote versatile wired and wireless technological environments for instruction and research extending to offices, laboratories, residence halls, the library and student center as well as other areas where students congregate

To continue to assure that every student is treated as an individual with unique educational needs and potential, individualized attention will be protected in careful fiscal planning at the unit, department, college, and divisional levels. Illinois State University will implement enrollment management strategies (Performance Indicators 2A-2G), decrease the student-to-faculty ratio, identify the optimal distribution of tenure/tenure-track and non-tenure-track faculty by full- and part-time status, and increase the percentage of small classes.

Illinois State University will continue to increase the essential time that faculty and staff members spend with each student by lowering its ratio of credit hours per instructional staff year. At the present time, the University has the fourth highest undergraduate credit hour per staff year ratio of the 12 Illinois public universities. As a public

institution, the University is responsible to the citizens of Illinois concerning the productivity, cost-effectiveness, and especially the quality of its programs.

Through *Educating Illinois*, Illinois State University will continue to hold students to the highest standards of quality and individualized attention by shifting attention from bottom-line productivity to assessment activities documenting the extent to which students learn and thrive at the University. Illinois State University is committed to examining the comprehensive impact of the learning environment on student achievement.

In accordance with the values of *Educating Illinois*, every school, department, and college must continue to reinforce the University’s commitment to individualized attention as the University increases staffing. Recognized in Performance Indicators 4A-5F, and under the supervision of faculty mentors, such actions include requiring integrative experiences (e.g., internships, capstone courses, studio work, clinical experiences, community service, and international study) of every Illinois State student and increasing undergraduate student involvement in research and creative activities with faculty and graduate student mentors. Unquestionably, support for individualized attention and active and engaged learning involves essential support and professional development opportunities for faculty and staff.

| Promote student achievement | | |
|------------------------------------|---|-------------------|
| Outcomes | | Completion |
| 6A | Increase the resource base for faculty and staff recruitment by 5 percent | Long-Term |
| 6B | Decreasing the current undergraduate student-to-faculty ratio from 19:1 to 18:1; at current enrollment levels this equates to approximately 100 full-time, tenured/tenure-track positions | Long-Term |
| 6C | Defining and achieving optimal staffing levels for University faculty and staff by tenure and full- and part-time status | Long-Term |
| 6D | Increasing the percentage of small classes (enrollments under 30) from 29 percent to 36 percent while maintaining an appropriate balance of larger classes | Long-Term |
| 6E | Increasing individualized attention among students, faculty and staff by lowering the instructional credit hour per staff year ratio to the statewide average; the Fiscal Year 2002 value at Illinois State University was 743 compared to a statewide average of 698 | Long-Term |

Action 7: Enhance the Commitment to Scholarship and Research

Research and scholarly activity recognized at national and international levels of excellence is a value and priority of Illinois State University. An enhanced commitment to scholarly and creative productivity supports all forms of discovery and integration of knowledge, critical analysis, products, and performance. Illinois State University will continue to increase support for the scholarship of discovery as it contributes to the stock of human knowledge and involves the pursuit of new knowledge for its own sake. At the same time, the University will continue to increase support for the scholarship of integration as it interprets, draws together, and brings new insight to bear on original research.

As a National Doctoral Research Intensive University, students, faculty, and staff of Illinois State University engage in cutting-edge scholarly research and creative activities that take multiple forms and have multiple benefits. These benefits include the scholarship of discovery with new knowledge and new inventions, the application and integration of new innovations in applied settings, and pedagogical and classroom research that advances the scholarship of teaching and learning.

Enhancing the commitment to scholarship and research will produce an increase in authorship or co-authorship of peer-and editorially-reviewed publications and production/presentation of works related to scholarly or creative-disciplines in local, regional, national, and international settings. The goal of providing increased support also is meant to increase the availability of faculty and staff time to referee or edit journal articles, develop grant proposals and/or book manuscripts; conduct performances and exhibitions; and obtain competitive external or internal grants and awards related to scholarly and creative activity.

Unquestionably, many forms of research and creative activities are highly specialized and resource intensive and support the University's mission and the resolution of scientific, technical, and social problems in the rapidly changing global community. The goal of enhancing the commitment to scholarship and research involves external and internal commitments.

As the University seeks external funding, agencies and foundations have become more focused in awarding funding to outcome-based projects. Multiple investigators utilizing the team approach have been perceived by funding agencies to be more effective in creating programs, research, and development that has potential to be replicated in research conditions and applied settings. Illinois State University will increase the number of multidisciplinary research teams, the monetary value of awards received by these teams, and support for the Team Research Award.

Educating Illinois supports professional development opportunities; appropriate teaching loads, allowing sufficient time for scholarly activity; increased publication and travel support; pre- and post-grant support for faculty and staff seeking extramural funding; and scholarly achievement recognition through the Appointment, Salary, Promotion, and Tenure (ASPT) processes, staff evaluations, and University awards.⁸ Additionally, the development of a statistical consulting center allows members of the Illinois State University community to provide expertise and mentoring in the selection, application, and interpretation in research design and statistical methodologies.

The Minority Scholar in Residence program and the campus theme program also support the commitment to scholarship and research. Each program gives members of the campus community opportunities to interact with nationally and internationally renowned scholars. Similar, discipline-specific opportunities should be developed and promoted at the school, department, and college level. Such actions are consistent with public opportunity and access to national and international scholars of repute.

Library services, resources, collections, personnel, and facilities also support the commitment to scholarship and research. Premier universities, such as Illinois State University, have first-class libraries that serve the intellectual needs of students, faculty, and staff. The University must meaningfully support the library to assert the primacy of the academic environment. This includes seeking donor support for library renovation and expansion as well as expanding hours of operation, collections, technological access, and instruction in research skills.

Successful philanthropic initiatives, such as Redefining "normal," the University's \$88 million first comprehensive fund-raising campaign, are critical for enhancing the commitment to scholarship and research. With successful donor support, increased faculty development funds and new endowed chairs will attract an increased number of prominent teacher/scholars to campus, support research and teaching innovations, and augment existing programs. Donor support will expedite renovation and expansion of Milner Library that provides the University community with up-to-date spaces for study, research, teaching and learning. Technology programming enhancements will continue to provide convenient access to the Internet and computer applications that facilitate access to information, communication with scholars, and interactions with students.

New and existing University centers, institutes, and initiatives also will be established and enhanced. Redefining "normal" identifies the Special Education Assistive Technology Center, Center for Reading and Literacy, Innovations in Business Programs, and the Institute for Leadership Development amongst its funding priorities. The University also will continue to support faculty and staff grant activity seeking external funding for establishment of discipline-specific and multidisciplinary research centers and institutes.

⁸ *University recognition for exemplary scholarship is recognized in Outstanding University Researcher/Research Initiative Awards, Team Research Awards, Undergraduate and Graduate Research Symposia, Sorenson Outstanding Dissertation Award, and the James L. Fisher Outstanding Thesis Competition.*

| Enhance the commitment to scholarship and research | | |
|---|--|-------------------|
| Outcomes | | Completion |
| 7A | Increasing fiscal support for student, faculty, and staff research and creative activities by 10 percent; Illinois State University's Fiscal Year 2004 Internal Budget from all fund sources supports \$15.7 million for research, which is 5.7 percent of the University's total budget | Long-Term |
| 7B | Increasing travel expenditures related to the dissemination of research and creative activities by 10 percent and documenting the number of faculty and staff completing presentations, performances, and exhibitions locally, regionally, nationally, and internationally | Long-Term |
| 7C | Increasing research productivity by 10 percent as defined by measures in the ASPT process; this includes contributions to publications, presentations, and performances | Long-Term |
| 7D | Increasing the numbers of proposals for external grants and contracts from 300 to 400 in five years | Mid-Term |
| 7E | Increasing the number of externally funded multidisciplinary research teams from eight to 16 | Mid-Term |
| 7F | Increasing the dollar value of external grants from \$20 million annually to \$30 million in five years, while recognizing that opportunities for external funding vary significantly across disciplines | Mid-Term |
| 7G | Increasing the value of external grants received by multidisciplinary research teams from \$1 million to \$5 million as the University pursues Action 7F | Mid-Term |
| 7H | Continuing implementation of the Milner Library long-range renovation plan and seek donor support for the expansion of the library | Long-Term |
| 7I | Expanding the weekly hours of operation at Milner Library from the level of 96.5 | Short-Term |
| 7J | Improving the number of volumes, print and electronic journal subscriptions at Milner Library; the University has 1.5 million volumes and 12,250 subscriptions to support instruction, learning, and scholarship | Mid-Term |
| 7K | Creating at least one endowed chair for each college and Milner Library; Illinois State University has four endowed chairs | Mid-Term |
| 7L | Seeking external funds supporting new and existing centers, institutes, and initiatives that promote the University's areas of excellence in discipline-specific and multidisciplinary scholarship and application | Ongoing |

Goal 4: Exceed value expectations of Illinois citizens

All of the services provided at Illinois State University demonstrate a concern for quality and affordability. *Kiplinger's Personal Finance* (November 2003) ranks Illinois State University as the 73rd best value for national colleges and universities in terms of academic quality and affordability. Illinois State's national colleagues recognize this commitment to excellence in the University's advancement in *U.S. News and World Report's* national collegiate ranking systems, and students recognize it as the University exceeds national benchmarks from the *National Survey of Student Engagement*. Illinois State University remains committed to advancing in national measures of quality as the University continues to exceed value expectations of Illinois citizens and beyond.

Active and engaged learning is a value and high priority of Illinois State University. Through previous and current technological initiatives, including Resnet (wiring of the residence halls and dining centers), connected technology environments, and wired and wireless priorities, the University continues to provide students with access to technologies supporting high-quality teaching and learning. *Educating Illinois* supports every student having convenient and regular access to the campus intranet and to the Internet; faculty and staff will enhance teaching and

learning through technology by increasing communication and by helping students find, evaluate, and use information effectively. Beginning in 2005, the University will require each student new to the university to own a computer that meets minimum hardware and software standards and can connect effectively to the Internet. Students will have equal access to communications and information.

The new computer requirement places an additional financial obligation on students; however, there are several solutions and means that will make it affordable and practical, especially for low-income students. The University will work with selected vendors to help provide students with the option to purchase the most current hardware and software at the lowest possible cost. Such costs also may be covered by scholarships and loans. The University will work with vendors and individual donors to provide computers to the most fiscally challenged students at little or no cost.

In fulfilling quality expectations, Illinois State University recognizes that tuition and fees are among the most important factors affecting access to and affordability of higher education. The University will continue to implement strategies that are designed to reduce students' increasing reliance on loans and average time to degree. At the same time, the University will work to expand financial assistance opportunities available to students by increasing the number and value of endowed scholarships, offering a comprehensive student employment program, reallocating funds to support need-based financial aid, improving graduate stipends, implementing multi-year tuition and fee plans, and providing sound financial counseling.

Action 8: Facilitate Access to a High-Quality, Affordable Education

No Illinois citizen should be denied a college education because of financial need. Redefining "normal" will generate \$20 million in endowed scholarships, and the University will implement a plan to raise graduate stipends to levels comparable with discipline-specific national competitor institutions. Illinois State University supports restoration of statewide funding for programs that serve the most economically vulnerable students, such as the Monetary Award Program that specifically aids students from the lower two income quintiles. Such actions are necessary to support commitments to access and diversity and help to ensure that students graduate with a minimal amount of debt.

Students investing in an Illinois State University education are investing in quality. Beginning with initial inquiry and continuing beyond the educational process, a hallmark of Illinois State University's small-college environment is the individualized attention that each student receives from faculty and staff. Good advising is about individualized attention. Students who are well informed make better decisions about their academic careers. Illinois State University will continue to explore innovative technology applications that integrate the Web with student information systems. Automating transactional processes increases time for academic advisors to spend on critical issues of student development, achievement, and graduate/professional school and career exploration.

The University also will hold itself accountable to higher standards and expectations for academic advisement. The Provost's Office, University College, and academic departments and schools will continue to develop appropriate centralized and departmental advising standards and benchmarks. Changes in staffing, advising procedures, resources, and student load will be made in conjunction with the program review and department, school, and college planning processes in Academic Affairs. Strengthening academic advisement is essential in providing access to a high-quality educational experience.

A high-quality education also ensures that students make timely progression to degree completion. Illinois State University offers several undergraduate programs that can be completed in three years with careful planning and hard work. Each is an ambitious program requiring a rigorous college-oriented high-school curriculum. Special academic advisors are available in each program for early and comprehensive counseling throughout the programs.

Illinois State University will continue to increase the number of faculty and staff serving students. For example, Performance Indicator 10B shows that the University needs an additional 100 full-time faculty to reduce the student-to-faculty ratio from 19:1 to 18:1. At the same time, the University continually will review course scheduling patterns to ensure that students can obtain the courses they need in order to progress toward graduation, recognizing that some students take longer to graduate due to educational interest, major changing, acquisition of a double major and/or academic minor, and personal circumstances. Careful attention to course sequencing, scheduling, and

frequency of offerings reduces factors that increase student time to degree, including unnecessary duplication of efforts across disciplines, inflation of degree requirements, and an unstructured plan of study.

Embracing the value of innovation and serving as a national leader in education, the University will continually evaluate degree requirements and alternative instructional delivery models to the traditional three hour, 16 week in-class instruction model. Such out-of-class learning alternatives at the University already include Web-based instruction, freshman learning communities, independent studies, academic courses with service learning requirements, lectures with integrated laboratories, clinical experiences, internships, and cooperative education.

In demonstrating fiscal accountability to the external community, Illinois State University’s annual Results Reports summarizes analyses of tuition as a percentage of instructional costs and the difference between the published cost and the net price of attendance. These important analyses help the University determine whether the costs of attendance and financial aid are reducing financial impediments to a college education. They are important considerations in setting University tuition and fees. The net costs to students must rise no faster than their ability to pay.

| Provide access to a high-quality, affordable education | | |
|---|--|-------------------|
| Outcomes | | Completion |
| 8A | Placing in the top 50 national colleges and universities in <i>Kiplinger's Personal Finance's</i> ratings of academic quality and affordability | Long-Term |
| 8B | Advancing to Tier II in <i>U.S. News and World Report's</i> rankings of national doctoral universities | Long-Term |
| 8C | Requiring all students to have a computer with minimum hardware and software standards that can connect effectively to the Internet | Short-Term |
| 8D | Developing and implementing strategies to offset the cost of computing requirements to students, including donor support and initiatives for the most financially challenged students | Short-Term |
| 8E | Generating an additional \$20 million for endowed scholarships; philanthropic efforts will increase the percent of undergraduate students receiving grants, scholarships, and waivers (36 percent in fall 2003) and the percent of graduate students receiving assistantships (49 percent in fall 2003) | Short-Term |
| 8F | Placing in the top 10 percent nationally for students graduating with the least amount of debt; the average debt load of Illinois State University undergraduates (\$13,921 reported in fall 2003) places the University in the top 18 percent of national doctoral universities for students graduating with the least amount of debt | Mid-Term |
| 8G | Decreasing the average time to degree of full-time degree seeking freshmen maintaining continuous enrollment from four years and one semester to four years | Long-Term |
| 8H | Developing and implementing plans to strengthen academic advisement | Long-Term |
| 8I | Investigate and design alternative learning paradigms to the traditional method of semester instruction | Mid-Term |

Action 9: Maintain Stewardship of Resources

Educating Illinois states the University’s vision, values, goals, and highest priorities. Individual school, departmental, unit, college, and divisional efforts to implement priorities appropriate to the entity, dedicate resources, and evaluate results of the actions outlined in *Educating Illinois* are key to sustained progress in the University’s strategic planning process.

The Achieving Distinctiveness Through Coordinated Planning Team⁹ continues to work collaboratively with the campus community in identifying opportunities for strengthening planning, budgeting, and assessment processes. Additionally, the team is working with faculty, staff, and governance groups to update *Educating Illinois* cost estimates, revise academic program review guidelines, implement performance indicators, and establish a process for updating *Educating Illinois* in 2007.

The entire campus community will continue to engage in responsible stewardship of public resources. Responsible stewardship includes identifying opportunities to save or avoid costs where appropriate, reallocating internal resources, providing appropriate administrative and support, and identifying opportunities for restructuring academic and administrative units. These actions are important factors in maintaining Illinois State University’s values supporting strong student-faculty connections, academic programs of excellence, and learning capacity. They also are important considerations for support functions (e.g., Campus Technology Support, Disability Concerns, Environmental Health and Safety, Student Health Services, and Facilities Management), where the challenge is to effectively balance daily operations, long-term vision of the institution, and implementation of state and federal mandates.

The president and vice presidents will work with the University community to regularly review all academic programs and non-instructional units regarding staffing, centrality to the University’s mission, effectiveness in service delivery, and efficiency of operations. It is critical that Illinois State University continue to provide strong support services to advance the vision, mission, values, and goals of the University.

In addition to annual analyses of the cost of instruction, administration, and support costs, University progress in maintaining the stewardship of resources will be measured by these actions:

| Maintain stewardship of resources | | |
|--|---|-------------------|
| Outcomes | | Completion |
| 9A | Articulating how divisional planning, budgeting, and assessment processes support the University’s vision, values, goals, and priorities stated in <i>Educating Illinois</i> . This will include benchmarking practices at other universities and industries, and implementing and documenting process improvements, where appropriate. | Short-Term |
| 9B | Updating <i>Educating Illinois</i> cost estimates to support divisional planning and budgeting | Short-Term |
| 9C | Reviewing and revising the program review format and process, where appropriate. Program review will continue to use assessment results as the basis for change and to inform programmatic resource allocation decisions consistent with <i>Educating Illinois</i> . | Short-Term |

Action 10: Enhance a Healthy, Safe, and Environmentally Sustainable Campus

Illinois State University values the continuing existence of a healthy, safe, and environmentally sustainable campus that enhances individual health, community well being, a climate that fosters positive teaching/learning experiences, and supports and promotes environmental stewardship. Such actions are vital to the achievement of the University mission and values of individualized attention and diversity. The benefits are life-enhancing measures to current and future generations. For example:

- The Fell Arboretum, an outdoor laboratory of plantings and gardens across the campus, serves as a campus and community resource for the integration of environmental literacy with curriculum, research, and service. It also projects a positive image of the small-college environment and the large public-university opportunities provided by Illinois State University.

⁹ A special emphasis team for the University’s self study on accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools

- The proposed new Wellness Activity Center promotes the physical health of students, faculty, and staff. Such a facility adds to the large-university opportunities and the distinctiveness and excellence of the University. It is an important tool for recruiting and retaining top-level students who are accustomed to having access to these types of facilities for their curricular and extracurricular use.

A healthy, safe, and sustainable campus addresses critical life-safety needs in facilities. Illinois State University is addressing physical concerns (fire alarms, electrical systems, and asbestos abatement) in Stevenson and Turner Halls. The project is a high priority to ensure the safety of building occupants and to properly support academic programs located in these structures. A second critical life-safety need is identified in the *Milner Power Distribution Study* (June 2003); results of the study, completed by external engineers, identified Milner Library power distribution as the most unstable on campus, and, therefore, most likely to fail.

Progress toward a healthier, safe, and environmentally sustainable campus will be measured by assessing needs and concerns, implementing institutional policies and programs, and developing necessary capacity to provide appropriate support. The University Health Education Coordinating Council (UHECC) will continue to provide institutional leadership working with University offices including Environment Health and Safety, Facilities Management, University Housing Services, Office of Energy Management, Student Health Services, Student Counseling Services, University Police and other current and future committees (such as the Green Team, Student Environmental Action Coalition, and Student Environmental Health Association) as the campus community continues addressing the important areas of health, safety, and sustainability. University priorities include reducing the number of work-related injuries and motor vehicle/pedestrian accidents and improving recycling, waste management, energy conservation and efficiency as documented in the *Energy Management and Utility Infrastructure Improvement Plan*.

When fully implemented, the combined actions of individualized attention in a healthy and safe campus will result in higher student satisfaction, retention, and graduation rates. Actions to enhance a healthy, safe, and environmentally sustainable campus include:

| Enhance a healthy, safe, and environmentally sustainable campus | | |
|--|--|-------------------|
| Outcomes | | Completion |
| 10A | Coordinating biennial assessments of health, safety, and environmental sustainability and disseminate findings/recommendations for program and service enhancement | Mid-Term |
| 10B | Implementing a harm-reduction approach to issues of health, safety, and environmental sustainability, including provision of information, review of appropriate policies and procedures, and adoption of a consistent harm-reduction message | Mid-Term |
| 10C | Completing life-safety enhancements to Turner and Stevenson Halls | Short-Term |
| 10D | Replacing the power distribution system in Milner Library to correct life-safety issues | Mid-Term |
| 10E | Reducing work related injuries and motor vehicle/pedestrian accidents | Mid-Term |
| 10F | Improve campus sustainability in the areas of energy, water, and other resource use and recycling/waste management | Long-Term |
| 10G | Implementing priorities identified in the <i>Energy Management and Utility Infrastructure Improvement Plan</i> | Long-Term |

Action 11: Support the Infrastructure of Intellectual Communities through Facilities for the 21st Century
The Master Plan: Achieving Distinctiveness and Excellence in Form, Function, and Design at Illinois State University 2000-2020 is the long-term vision for the future physical development of Illinois State University. The University's physical setting will remain intentionally compact to reinforce the benefits of a *small-college* environment while offering *large-university* opportunities.

The benefits of a small-college environment include a sense of community and individualized attention, which reinforce teaching and learning. Illinois State University's image is one of students, faculty, and staff working together to advance teaching, learning, and scholarship. Facilities that are collegiate, traditional, and stately reinforce this image, especially when they incorporate leading-edge technologies in promoting teaching and learning.

Large universities, by virtue and necessity, have a complex array of facilities, grounds, and infrastructure needs. Constructing new buildings and replacing outdated facilities properly supports academic programs, residential and dining areas, wellness, athletics, and other programming spaces. These actions support the needs of talented students, faculty, and staff.

Equally important is addressing critical energy and maintenance needs identified in the *Energy Management and Utility Infrastructure Improvement Plan* and the *Facilities Condition Assessment*. According to the Association of Higher Education Facilities Officers, colleges and universities should annually spend 2 percent of the total facilities replacement value on the operations and maintenance of existing facilities. The facilities replacement value at Illinois State University exceeds \$1.2 billion, yielding a 2 percent benchmark of \$20 million. From all sources of funds, Fiscal Year 2002 maintenance expenditures at the University were \$12.5 million, representing 63 percent of the industry standard. The maintenance backlog for campus buildings and infrastructure exceeds \$490 million.¹⁰

The Master Plan identified the need to develop a long-range plan for university housing and campus dining services. On-campus housing reflects and supports the values of the University by maximizing opportunities for students to interact with one another and with faculty and staff. Increasing the number and type of community spaces to promote interaction between students, faculty, and staff and creating attractive, accessible, and energy efficient facilities distinguishes the University's community-oriented program from other types of housing.

The Master Plan coupled with other current and strategic technology planning documents¹¹ sets high standards for the technology-friendly campus of Illinois State University. The technology-friendly campus weaves the provision and use of technology into the fabric of the campus community and infrastructure. Most importantly, it recognizes that technology is a means to an end, enhancing personal productivity in information-gathering, teaching, learning, communication, scholarship and creative activity.

Effective, course-integrated applications of technology in the classroom enable students, faculty, and staff to explore and apply new opportunities for expanding knowledge and scholarship. *The Master Plan's* careful attention to a strong technology infrastructure, coupled with outstanding personnel, challenging professional development opportunities, excellent online resources, and a pervasive atmosphere of ease of use offers a blueprint for Illinois State University's future technology enhancements. The University will review and revise long-term technology planning and implement systematic actions for the University's technological infrastructure, information delivery systems, and support.

Technological planning is imperative to the academic and administrative components of the University. In addition to the instructional and scholarly activities described above, some typical encounters with data and supporting technology include student accounts, recruiting, admissions, advisement, financial aid, registration, grade collection and reporting, transcripts, payroll, building key management, student housing assignments, Redbird debit card administration, and fiscal accounting processes. Other applications transform raw data into information that is used as the foundation for the University's business decisions for resource allocation, capacity and financial planning, and selecting alternative courses of action.

¹⁰ Data excerpted from *Illinois State University's 2003 Facilities Condition Assessment*.

¹¹ Additional information on the University's strategic and current technology planning documents is available at http://www.ctsg.ilstu.edu/planning_documents/index.shtml and <http://www.ais.ilstu.edu/>

| Support the infrastructure of intellectual communities through facilities for the 21st century | | |
|--|--|-------------------|
| Outcomes | | Completion |
| 11A | Completing campus infrastructure and building projects in progress: Schroeder Hall and Julian Hall renovations, Felmley Hall ventilation upgrades, construction of the College of Business building and the In Exchange pedestrian plaza | Mid-Term |
| 11B | Receiving state capital funding for the University's highest priorities for facilities derived from <i>The Master Plan</i> : enhancement of the University's Power Plant and infrastructure, a new Wellness Activity Center, and rehabilitation of the Fine Arts Complex, Williams Hall, and Milner Library (Intellectual Commons) | Long-Term |
| 11C | Receiving state capital renewal funding for the University's highest priorities for facilities: Stroud Auditorium rehabilitation and Cook Hall roof replacement | Mid-Term |
| 11D | Implementing priorities from Illinois State University's <i>Fiscal Year 2003 Facilities Condition Assessment</i> | Long-Term |
| 11E | Committing 2 percent of the facilities replacement value annually on maintenance activities | Long-Term |
| 11F | Developing and implementing a long-range plan for University Housing and Campus Dining Services, including the use of a Report Card to document progress and accomplishments for the University and external communities | Long-Term |
| 11G | Reviewing and updating the University's long-term planning for technology and documenting outcomes from that planning | Long-Term |
| 11H | Developing and implementing a long-range plan for renewing the University's information infrastructure and information delivery systems supporting academic and administrative use | Long-Term |

Goal 5: The diverse community fostering teamwork and support among its members

Universities serve as educators, employers, health-care providers, residences, recreation facilities, research and production facilities, and social/intellectual communities. In each of these roles, Illinois State University continues to increase the participation and achievement of all students, faculty, and staff by fostering teamwork and support among its members.

Fundamental to the success of Illinois State University is a campus community welcoming, embracing, and celebrating diversity in all aspects of university life, including academic programming, co-curricular services, library services and collections, and University events.

Students who interact with people of different backgrounds, experiences, and/or skills and who take courses with diversified curricular content show greater growth in their critical thinking skills than students who do not. They also tend to be more engaged in learning and are more likely to stay enrolled in college, to report satisfaction with their college experience, and to seek graduate or professional degrees.

Diversified environments give students, faculty, and staff opportunities to develop skills and competencies necessary to succeed in the global community of the 21st century. Wide-ranging curricular programs and co-curricular events advance the knowledge, appreciation, and understanding of the challenging and rewarding issues of diversity. Illinois State's commitment to diversity is demonstrated through such actions as developing additional community-university partnerships building on the success of *Not in Our Town*, expanding childcare options, establishing domestic partnership benefits programs, and developing an accessible campus with adequate parking. Through the core value of diversity, Illinois State University will foster an inclusive environment with ethical behaviors and social justice that prepares students to be fully engaged participants in a global society.

Action 12: Increase and Celebrate Diversity

By fostering a greater commitment, understanding, and awareness of diversity, Illinois State University prepares an educated citizenry, ready to succeed in the dynamic, global community of the 21st century. When implemented, the Leadership Institute will serve as a campus laboratory assisting in development of student leaders. This will be accomplished through a combination of seminars, student research, leadership retreats, fellowships and internships, service and volunteer learning, an academic minor, and lectures with noted leaders and leadership authorities. The Leadership Institute will develop *leaders of leaders* and expand the commitment of students to resolve social problems and address human needs.

The Leadership Institute exemplifies the importance and benefits of partnerships for student learning between Academic Affairs and Student Affairs at Illinois State University. Partnerships for student learning foster students' development as engaged members of diverse communities. In Performance Indicator 4B, Illinois State University will articulate the multiple ways that curricular and co-curricular experiences facilitate student acquisition of the knowledge and competencies that are hallmarks of educated individuals, citizens, workers, and leaders.

Successful diversity programming at the campus level designed to recruit, retain, and engage high-achieving, motivated students and accomplished faculty and staff requires that the University community be fully committed to its objectives and be extensively involved in its implementation. Each member of the University community participates in the provision of a supportive campus environment that fosters personal, academic, and professional development. The Executive Committee for Diversity will update the *Illinois State University Plan for Diversity* by collaborating with academic departments and administrative units to include specific implementation strategies and measures for goal attainment.

The Illinois State University Plan for Diversity will continue to outline a climate that is open, welcoming, inclusive, accessible, and affirming to all. High University priorities are increasing educational and employment opportunities for members of traditionally underrepresented groups and assuring that the unique concerns and issues of all groups (including but not limited to religion, nationality, socio-economic class, and sexual orientation) be considered in all aspects of campus life. For example, research demonstrates that initiating a spousal/partner hiring policy, supporting spousal/partner job searches, providing childcare, enhancing health benefits with women's needs in mind, and offering domestic partner benefits all contribute to the recruitment and retention of female and minority faculty and staff.

Measures of the inclusiveness in the supportive campus environment that values and respects individual difference are equally important. Students, faculty and staff benefit from an educational environment enriched by the diversity of ideas, thoughts, and perspectives. This diversity is reflected in quality library collections that represent a broad range of points of view; new courses, workshops, and training series on diversity; and university programs and events.

Diversity and preparing students, faculty and staff of the Illinois State University community to be fully engaged participants in the global community is reflected in University leadership in local, state, national, and international initiatives. The University is committed to increasing student, faculty, and staff community and civic engagement. For example:

- Illinois State University participates in the new American Democracy Project (ADP) co-sponsored by the American Association of State Colleges and Universities and the *New York Times*. University participation in the ADP will provide students with increased academic opportunities and extracurricular activities focusing on meaningful civic action. University participation also will focus public and policy attention on the civic value of the college experience.¹²
- Illinois State University participates in the National Network for Educational Renewal (NNER) pursuing the *Agenda for Education in a Democracy*. The University engages faculty in the arts, sciences, and education with colleagues from public schools as equal partners collectively responsible for implementing the *Agenda*. NNER partnerships represent individuals from urban, suburban, and rural communities,

¹² Additional information on the American Democracy Project is available at www.aascu.org/programs/adp/

ethnically and socioeconomically diverse schools, and universities of varying sizes and missions working collaboratively to conduct research on educational practices, renewal of public schools, and development of professional educators.¹³

| Increase and celebrate diversity | | |
|---|---|-------------------|
| Outcomes | | Completion |
| 12A | Establishing the Leadership Institute with academic and co-curricular components assisting in the development of student leaders who are committed to resolving social problems and addressing human needs | Mid-Term |
| 12B | Increasing minority student enrollments; in fall 2002 minority undergraduate enrollment was 10 percent of the total enrollment at Illinois State University compared to a median value of 20 percent of the total enrollment for all 12 Illinois public universities | Mid-Term |
| 12C | Increasing minority freshmen retention rates to levels comparable with non-minority students; fall 2002 to fall 2003 retention rates are 71 percent for African-American freshmen, 75 percent for Hispanic freshmen, and 84 percent for all other freshmen | Mid-Term |
| 12D | Increasing the graduation rates of minority students to levels more comparable with non-minority students; published in fall 2003, the graduation rates are 46 percent for African-American freshmen, 42 percent for Hispanic freshmen, and 63 percent for White/Non-Hispanic freshmen | Long-Term |
| 12E | Achieving and maintaining a diverse faculty and staff profile that reflects appropriate labor force availability as documented in Illinois State University's annual Affirmative Action plans | Long-Term |
| 12F | Increasing the retention and promotion of faculty and staff from protected classes | Long-Term |
| 12G | Increasing Illinois State University's position in the <i>U.S. News and World Report's</i> Diversity Index, a quantitative measure indicating the probability that two undergraduate students from different racial/ethnic designations will interact on a daily basis; this value is currently at 20 percent for Illinois State University | Mid-Term |
| 12H | Achieving priorities from Illinois State University's participation in the American Democracy Project | Short-Term |
| 12I | Achieving priorities from Illinois State University's participation in the National Network for Education Renewal | Short-Term |

Goal 6: The first choice of employers in recruiting students who will be successful as entrepreneurs or professionals

By supporting innovation through disciplinary excellence and personal growth of students, faculty, and staff, Illinois State University maintains a strong tradition of producing alumni who are successful as entrepreneurs and professionals. All academic departments and schools, including the laboratory schools and Milner Library, are committed to developing a national reputation and meeting critical needs in the state and region. Illinois State provides undergraduate and graduate programs that nurture and develop leaders for their professions. The University facilitates the personal growth and success of students by instilling the value of learning as an active and lifelong process that occurs inside and outside of the classroom setting and the workplace environment.

¹³ Additional information on the National Network for Educational Renewal is available at <http://depts.washington.edu/cedren/NNER.htm>

Action 13: Maintain High Academic Standards

Economic growth requires an educated workforce to support the state’s economy and to bring new skills, talents, and innovations into the workplace. Illinois State University’s curricula are responsive to state, regional, national, and international workforce needs and to the goal of producing an educated citizenry prepared to succeed in a dynamic, global community. Illinois State University provides a strong liberal arts/General Education curriculum, carefully defined majors and minors, and an appreciation for continuous, lifelong learning.

The curricula at Illinois State University provide students with opportunities to increase their capacity for inquiry, logical thinking, critical analysis, and synthesis. These skills give students the necessary competencies to succeed in General Education, upper-division undergraduate course work, advanced graduate and professional studies, and in the workplace.

Data from multiple sources, including program review, alumni surveys, licensure and certification examinations, show that Illinois State University alumni are reflective, ethical, knowledgeable, information literate, and technologically competent professionals.

To ensure that Illinois State University alumni are the first choice of employers and to facilitate future alumni success, the University holds its students accountable to high expectations for learning and itself accountable for continuously increasing the quality of academic programming. This is accomplished by the commitment to student learning outcomes assessment described in Goal Two and by:

- Consulting with school, departmental, and college advisory boards
Workforce professionals and industry leaders help to assure that the curricula of Illinois State University are relevant to the needs of students and to the requirements of accrediting agencies, business and industry.
- Participating with the Illinois Board of Higher Education in the development of a statewide survey measuring employer satisfaction with educational preparation
- Demonstrating that all academic programs prepare students with the knowledge, critical thinking, and lifelong learning skills necessary for success in the workplace

In this regard, the academic program review and approval processes at Illinois State University are committed to increasing the number of graduates with the knowledge, critical thinking, and lifelong learning skills needed to meet new or emerging occupational demand. Through careful academic planning, the capacities of academic programs are adjusted to keep the supply of graduates in balance with employment demand.

| Maintain high academic standards | | |
|---|---|-------------------|
| Outcomes | | Completion |
| 13A | Establishing and supporting academic programs responsive to state, regional, national, and international workforce needs and documenting those programs that are disestablished | Ongoing |
| 13B | Annually documenting outcomes and actions taken from internal program reviews; the overall outcome of program review is that the program is placed in good standing, flagged for priority review (within three years), or program enrollment is suspended | Ongoing |
| 13C | Annually documenting outcomes and actions taken from external accreditation reviews | Ongoing |
| 13D | Exceeding the average of the last three alumni surveys regarding the number of students employed full-time or part-time one year after graduation | Ongoing |
| 13E | Exceeding the average of the last three alumni surveys regarding the number of students enrolled in higher education one year after graduation | Ongoing |

| Maintain high academic standards | | |
|----------------------------------|--|------------|
| Outcomes | | Completion |
| 13F | Exceeding statewide comparisons in relation to alumni satisfaction with the educational experience | Short-Term |
| 13G | Exceeding statewide comparisons in relation to alumni satisfaction with occupational preparation | Short-Term |
| 13H | Exceeding statewide and national comparisons on student pass-rates on licensure and certification examinations | Short-Term |

Goal 7: The partner fully engaged in outreach with business, industry, government, and education

Illinois State University, as documented in Goals Four and Five, encourages an educated citizenry with a greater appreciation for their responsibilities as citizens in their communities—local, national, and global communities. Through partnership activities, the University prepares students to be fully engaged citizens and problem solvers. The broadly educated, accomplished students, alumni, faculty, and staff of Illinois State University build economic vitality and better communities in the state of Illinois and beyond.

The University is a group of citizens providing research and service addressing the needs and benefits of society. Illinois State University is actively engaged in The American Democracy Project and the National Network for Educational Renewal to contribute to the development of an educated citizenry in the 21st century. The University also is actively engaged in the *Adventure of the American Mind* initiative to extend digital access to the collections of the Library of Congress and encourage collaborations between University faculty members and K-12 teachers in bringing those resources into the classroom.

Illinois State University will continue to provide innovation and leadership in a rapidly changing economic and social environment. For example, the University will continue to support national leadership in teacher and professional education, student achievement, and the scholarship of teaching and learning. At the same time, the University will expand service and outreach activities, while increasing financial support from external sources. Higher education provides benefits to the individual, society, and global community through instruction, creation and application of knowledge and service to external communities.

Action 14: Provide National Leadership in Educational Initiatives

Illinois State University provides national leadership in educational initiatives by offering premier, state-of-the-art academic programs leading to certification of teachers and other professional education personnel who work in PK-12 school settings across the nation. The University also provides national leadership in educational research and policy and maintains a comprehensive commitment to being at the forefront of enhancing undergraduate and graduate education through educational innovation and the scholarship of teaching and learning.

The preparation of diverse teachers is among the most important contributions that higher education makes. All 37 teacher and professional education programs from across five colleges at the University maintain the highest standards of excellence.¹⁴ By realizing the *Democratic Ideal*,¹⁵ Illinois State University prepares teachers who will be responsive to the moral and intellectual demands the American society and global community place on them.

Of the challenges facing teachers in the next millennium, none is more pressing than the need to develop and maintain a strong sense of moral and intellectual heritage—a professional identity. Research shows that the single most important factor in increasing student learning is teacher quality. To improve the preparation and continuing

¹⁴ Every teacher and professional education program at Illinois State University is accredited by the Illinois State Board of Education and the National Council for the Accreditation of Teacher Education.

¹⁵ Additional information on Realizing the Democratic Ideal: Teacher Education at Illinois State University is available at <http://coe.ilstu.edu/teachereducation/>

professional development of teachers, including faculty associates from Thomas Metcalf School and University High School, the University maintains partnerships with schools and provides opportunities for experienced teachers to update their skills and knowledge.

- Illinois State University is one of only five institutions nationally that prepares teachers for Master Teacher Certification according to National Board for Professional Teaching Standards.
- Illinois State University is the 19th member of the National Network for Educational Renewal (NNER).
The NNER is committed to the quality of education for citizens of the American democracy and the quality of preparation for educators.
- Illinois State University serves as the academic home to 20 Illinois professional associations serving professional educators, including the Association for the Study of Higher Education, Illinois Education Policy Fellowship Program, Illinois Geographic Alliance, and the Illinois Principals Association.

Shared activities between the University and these associations include collaborative conferences, consulting, board and advisory committee membership, class presentations, student association support and service for research, theses, and dissertations.

Educating Illinois Goal Two demonstrates that national leadership for education at Illinois State University also includes a comprehensive commitment to increase teaching and learning at all levels of the intellectual pursuit. Undergraduate education creates substantive changes in students' lives. Beginning with the freshman year experience, the University provides a laboratory for learning about the self and others. Students learn new ideas, are exposed to other cultures and views of the world, and acquire new skills (writing, listening, speaking, reasoning, and analyzing) in General Education and their major. Graduate education further engages students in learning, instruction, and scholarship.

Illinois State University's mission statement proudly states, *We promote the highest academic standards in our teaching, our scholarship, and the connections that we build between them.* This commitment is reflected both in the quality of instruction in classrooms, including serious dedication to students and pedagogical innovations, and in the numerous faculty development activities dedicated to teaching.¹⁶

- The Center for the Advancement of Teaching (CAT), Faculty Technology Support Services (FTSS), University Assessment Office (UAO), and Cross Chair for the Scholarship of Teaching and Learning sponsor workshops, seminars, colloquia, and discussions dedicated to teaching and learning, involving more than 800 faculty annually.
- The Annual Teaching and Learning Symposium, a day of presentations and demonstrations by Illinois State faculty, regularly attracts 120-150 members of the campus community.
- General Education preparation (including participation from the Andes Chair for General Education, another sign of Illinois State's commitment to instruction) has been a further source of teaching development.

A strength of the events mentioned above is that the presenters are primarily Illinois State faculty, serving as mentors to their campus colleagues. The University will continue to develop strategies to increase the number of faculty who routinely participate in teaching development activities, as mentors, presenters, and/or participants. For example, a Teaching Academy consisting of award-winning teachers and other selected faculty could provide a new level of leadership for teaching at Illinois State University and across the nation. The foundation for such an Academy already is established.

¹⁶ *In recognition of exceptional teaching, Illinois State each year presents Outstanding University Teaching Awards, in categories for senior, tenured faculty, for nontenure-track faculty, and for graduate teaching assistants. Teaching Initiative Awards recognize outstanding teaching by faculty in their first years of tenure-line teaching. A parallel pattern of awards exists within each college.*

A hallmark of Illinois State University's faculty excellence in teaching is an emphasis on what students learn and what faculty teach. Through the Cross Chair, the University demonstrates national leadership in the Scholarship of Teaching and Learning, with the Cross Chair providing small grants to faculty conducting research on teaching. CAT provides travel grants to share that research at national professional meetings. The University's assessment activities (described in Goal Two) provide a rich means by which individual faculty and programs reflectively interpret student learning, with the aim of strengthening pedagogies. Faculty members are a source of research on student learning and use assessment processes to strengthen teaching. Support and rewards for quality teaching innovations will continue.

A second hallmark of excellent teaching is pedagogical innovation. Annual grants from CAT and FTSS foster exciting pedagogical innovations, generally centered on deepening student engagement in active learning. The University Teaching Committee and teaching liaisons from each department form a wide, representative network for distributing ideas about teaching and learning supported by several CAT publications, Web sites, and a faculty development library. Pedagogical innovation also supports reinvigorated teaching development efforts at the department and program levels.

It is clear that national colleagues recognize Illinois State University's educational leadership. The faculty of Illinois State University help colleagues across the nation enhance teaching practices and improve student learning.

- Illinois State University recently was selected as one of 12 universities nationwide as a *Founding Institution of Excellence in the First Year College Experience* project sponsored by the Policy Center on the First Year of College Experience and the American Association of State Colleges and Universities.
- Illinois State provides national leadership in the scholarship of teaching and learning by being selected as one of 12 institutions nationwide to be selected as a *Campus Cluster Leader* by the American Association of Higher Education and the Carnegie Foundation for the Advancement of Teaching.
- Illinois State continues its tradition of hosting a biennial *Mission, Values, and Identity Conference*. The 2004 Conference once again will bring together administrators and faculty from Carnegie Doctoral/Research Intensive Universities to continue discussion of the place of these institutions within the broad spectrum of higher education. Participants will analyze the many opportunities and challenges presented to doctoral research/intensive institutions and set priorities to strengthen the future of these universities.

| Provide national leadership in educational initiatives | | |
|---|--|-------------------|
| Outcomes | | Completion |
| 14A | Supporting statewide and national efforts to achieve Master Teacher certification for 500 Illinois teachers | Mid-Term |
| 14B | Documenting outcomes and plans for Illinois State University's future participation in the National Network for Educational Renewal | Short-Term |
| 14C | Documenting outcomes from new partnerships that assert Illinois State University's prominence in serving as a national leader in education | Short-Term |
| 14D | Increasing the diversity of teacher and professional education graduates at Illinois State University | Short-Term |
| 14E | Increasing faculty engagement in colloquia, workshops, discussions, and seminars | Short-term |
| 14F | Increasing the number of departments that evaluate teaching effectiveness through multiple measures | Mid-term |
| 14G | Increasing ongoing departmentally based programs and initiatives to enhance teaching and learning and to complement university-wide programs and initiatives | Mid-Term |

| Provide national leadership in educational initiatives | | |
|--|---|------------|
| Outcomes | | Completion |
| 14H | Increasing internal and external grant support for teaching and learning innovations, including revisions of curricula and pedagogies and of the scholarship of teaching and learning | Mid-Term |
| 14I | Forming a Teaching Academy made up of award-winning teachers and other selected faculty who can provide a new level of leadership for teaching | Long-Term |
| 14J | Funding an annual or biennial award to the department that demonstrates the best teaching practices, across its faculty and across its curriculum | Long-Term |
| 14K | Implementing plans from the University's participation in the <i>First Year College Experience</i> | Short-Term |
| 14L | Implementing plans from the University's participation as a <i>Campus Cluster Leader</i> | Short-Term |
| 14M | Hosting and documenting outcomes from Illinois State University's biennial conference on <i>Mission, Values, and Identity</i> | Short-Term |

Action 15: Expand Service and Outreach Activities

Service and outreach includes those programs, activities, and services established to make available to the public the resources of the University to address external community needs or problems. Faculty and staff provide professional expertise to support the needs and issues of professional associations, business, government, not-for-profit enterprises, and the general citizenry. Examples of service and outreach activities include internships, cooperative education, service learning, and athletic and cultural events.

Illinois State University's public service and professional outreach mission benefits members of local, statewide, national, and international communities. The beneficiaries include participants in discipline-related conferences sponsored by and/or associated with academic departments and schools; youth participating in competitions, camps, and conferences; lifelong learners participating in continuing education professional certifications and other extended learning activities (extension, contract, and Internet courses); and new partnerships among programs, business, education, libraries, and community organizations. *Educating Illinois through Mission-Driven Public Service and Outreach* documents University strategies to increase participation in service and outreach activities.

Illinois State University also will continue to support mission-driven public service and outreach activities. Such activities improve teaching and learning for elementary and secondary education, provide expanded training and education programs for a diverse audience, and help sustain economic growth for business and industry. Moreover, participants benefit from enhanced academic, career, civic, social, and moral development.

An expanded commitment to service and outreach activities increases awareness and participation in those activities that enhance the intellectual, social, political, and cultural life of Illinois State University. It also allows members of the campus community opportunities to give back to our local, state, national, and international communities. Participants benefit from enhanced academic, career, civic, social, and moral development. For example:

- Commentary on American politics and society, the challenges of education across languages and cultures, and a look at the forces of hate and oppression are part of the 2003-2004 campus theme program
- Extended learning opportunities serving working professionals, academic courses requiring a public service effort with intentional learning and reflection, participation in registered student organizations, internships, cooperative education, and practicum experiences all enhance professional, economic, and community development

Public service and outreach also provide cultural enrichment and entertainment to the local communities. Athletic, fine arts, and other co-curricular events create a vibrant academic culture that draws people to the campus in the evening and on the weekends. Such events bring students, faculty, staff, and alumni together as a fully engaged learning community and help maintain those connections long after students graduate.

Public service and outreach activities contribute to the development of the workforce through business, professional, and national conferences. They also are responsive to the need to increase the number and diversity of citizens completing educational and training programs. Extended learning opportunities support employers offering educational opportunities at the work site, individuals who want to explore learning in unique environments through field study and remote course locations, and individuals who need the accessibility and the availability of online courses to meet their educational and professional goals. In many cases, working professionals and nontraditional students complete online courses and then return to the University for advanced degrees and course work.

Illinois State University will increase external partnerships funding for service activities, matching faculty and staff expertise with the needs of the community, state, region, and nation. Such actions will build on the successes of the Center for Mathematics, Science, and Technology, Center for Information Systems Technology, and the Katie School of Insurance in obtaining substantial external funding, leading to self-sufficiency. As documented in Goal Three, a critical component for increasing productivity and fiscal self-sufficiency for grant writing and other forms of scholarly activity is meaningful support to provide faculty and staff with the time and resources to successfully advance these high University priorities.

| Expand service and outreach activities | | |
|---|---|-------------------|
| Outcomes | | Completion |
| 15A | Increasing the number of students participating in the Professional Practice program (internships and cooperative education) by 10 percent | Long-Term |
| 15B | Increasing the current number of students participating in service learning opportunities annually by 10 percent | Long-Term |
| 15C | Increasing annual attendance in cultural events sponsored by the University by 10 percent | Long-Term |
| 15D | Increasing annual attendance at athletic events by 10 percent | Long-Term |
| 15E | Implementing recommendations from <i>Educating Illinois through Mission-Driven Public Service and Outreach</i> ¹⁷ | Mid-Term |
| 15F | Implementing plans to increase the number of discipline-related conferences sponsored by and/or associated with academic departments and schools at Illinois State University | Mid-Term |
| 15G | Documenting outcomes from extended learning opportunities at Illinois State University | Short-Term |
| 15H | Increasing the number of continuing education professional certifications by 10 percent | Long-Term |
| 15I | Documenting outcomes from new partnerships established between Illinois State University and business, industry, government, and education | Mid-Term |
| 15J | Increasing external funding received for public service and outreach activities by 5 percent | Mid-Term |

Action 16: Increase Financial Support from External Sources

Higher education offers significant benefits to individuals and their communities. Higher education adds tremendous value to the quality of life enjoyed by individual Americans, the strength of our nation's economy, and the health of our communities.

- College graduates have the potential for greater annual and lifetime earnings than high-school graduates, and those financial benefits tend to increase over time.

¹⁷ Additional information on *Educating Illinois through Mission-Driven Public Service and Outreach* is available at http://www.exu.ilstu.edu/pdf/pso_final.pdf

- The unemployment rate for college graduates is less than half the jobless rate for those with no college experience. College graduates also have more job mobility than high-school graduates.
- College graduates are less likely to rely on government assistance programs, however, college graduates contribute more to fund these programs. In addition, college graduates are more likely to vote and engage in other community service activities than those with only a high-school diploma.

Illinois State University must engage in comprehensive, long-range fiscal planning and policy formulation to support and enhance its highest priorities. These coordinated efforts in seeking external sources of revenue will better position the University so that it captures a higher percentage of state, federal, and other resources. This will be accomplished in a multifaceted approach, working with legislators and governmental agencies, seeking increased external grants and contracts, and augmenting gifts to the University’s comprehensive fundraising activities.

Expanding state and federal support will help Illinois State University in procuring external funding for the University’s highest priorities. The president, assistant to the president for governmental relations, associate vice president for graduate studies, research, and international education, and the assistant vice president for financial planning and services play an integral role in working with the campus community and external representatives and agencies in promoting the enhancement of Illinois State University.

Illinois State University will continue to develop research partnerships with organizations, including other universities, historically Black colleges and universities, community colleges, school districts, nonprofit organizations, corporations, municipalities, and state and federal agencies to procure additional external funding. The University also seeks to expand business-university partnerships in promising areas of research development and application.

Unquestionably, the faculty and staff of Illinois State University are successful in obtaining revenue for sponsored research, creative activities, service, and outreach. The current income from external grants and contracts at Illinois State University annually exceeds \$20 million, an increase of 68 percent from Fiscal Year 1999.

To further support all instructional, research, and service activities and existing philanthropic efforts, Illinois State University implemented its first comprehensive fund-raising campaign, Redefining “normal”: The Campaign for Illinois State University. Gifts from alumni and friends of Illinois State University help to ensure the institution’s future. For example, Redefining “normal” establishes an \$88-million goal for the University to achieve by December 2004 and links University fundraising, in a culture of philanthropy, to the goals, values, and actions of *Educating Illinois*.¹⁸ Redefining “normal” supports building the endowment (\$30 million), enhancing the campus experience (\$27 million), promoting areas of excellence (\$12 million), and securing on-going annual support (\$17 million).

| Increase financial support from external sources | | |
|---|---|-------------------|
| Outcomes | | Completion |
| 16A | Increasing total University operating funds from state and federal sources | Short-Term |
| 16B | Achieving the Redefining “normal” fundraising goal of \$88 million | Short-Term |
| 16C | Increasing the percentage of faculty, staff, and annuitants contributing to Redefining “normal” from 14 percent to 20 percent | Short-Term |
| 16D | Increasing the percent of alumni donating to the Telefund Program from 9 percent to 15 percent | Mid-Term |

¹⁸ Additional information on Redefining “normal” is available at www.illinoisstate.edu/campaign

Conclusion

Through *Educating Illinois*, students, faculty, and staff will continue to take Illinois State University to new levels of institutional distinctiveness and excellence. The keys to the University's success are a shared understanding of what makes Illinois State University distinctive and excellent and a shared commitment to expressing the University's mission and values. The focused action of the University community has led Illinois State University to be the state's first choice public university for high-achieving, motivated students who seek an individualized educational experience combined with the resources of a large public university.

Building on these focused actions, *Educating Illinois 2003-2010* establishes guidelines for linking annual, tactical (three- to five-year) and long-term (seven-year) planning. It calls for the faculty and staff of each vice presidential area to annually assess how services and programs contribute to the mission of the University. It also calls for the implementation of performance indicators and mid-term assessments. Every three years, the University community will assess how the priorities and long-term vision of *Educating Illinois* should be modified to respond to changing circumstances. The resultant *Educating Illinois* documents will be reviewed by governance groups and approved by the Illinois State University Board of Trustees prior to implementation.

Raising Illinois State University's national and international profile will be accomplished by focused actions and a communications effort that involves every member of the University community. For example, University Marketing and Communications (UMC) will continue to infuse the values, visions, actions, and results of *Educating Illinois* into the University's *Integrated Marketing Plan*, and staff from University Advancement will continue to publicize positive reviews of the University and outcomes from *Educating Illinois* to national and international sources. Additionally, all academic departments and administrative units, with assistance and support from Institutional Web Support Services and UMC, should continue to review Web sites, brochures, and newsletters to ensure that they fully communicate University values, pride, and prestige. These and other strategies must provide mechanisms for students, faculty, staff, and alumni to share strategies for enhancing the University's reputation both nationally and internationally.

As the University advances its distinctiveness and excellence, Planning and Institutional Research will continue to summarize University progress in annual *Educating Illinois* Updates and Results Reports. Additionally, Planning and Institutional Research will coordinate the next update to *Educating Illinois* in 2007, the midpoint of implementation for this strategic plan. This midpoint assessment will allow the University community the opportunity to once again formally re-examine priorities and to determine whether *Educating Illinois* should be modified to respond to changing circumstances. New successes and new accomplishments undoubtedly will bring new challenges. Illinois State University welcomes the opportunities that wait in providing the Illinois' premier educational experience—emphasizing undergraduate and graduate education, scholarship, and service—and realizing increased national and international recognition.

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Appendix A
Presentations and Discussions for Draft 1

June

- | | |
|---------------------------------------|---------|
| 1. Provost's Advisory Council Retreat | June 16 |
| 2. Student Affairs Council | June 25 |

July

- | | |
|--|---------|
| 3. Vice President for Finance & Planning Staff | July 31 |
|--|---------|

August

- | | |
|---|-----------|
| 4. Provost's Advisory Council | August 6 |
| 5. College of Arts & Sciences Retreat | August 7 |
| 6. New Faculty Orientation | August 11 |
| 7. Mennonite College of Nursing - Fall Meeting | August 13 |
| 8. College of Fine Arts Faculty - Fall Meeting | August 14 |
| 9. College of Business Faculty - Fall Conference | August 14 |
| 10. Vice President for Finance & Planning Staff | August 14 |
| 11. College of Applied Science & Technology - Fall Faculty Meeting | August 14 |
| 12. College of Education Faculty | August 15 |
| 13. College of Applied Science & Technology - Dean/Chairs/Directors | August 20 |
| 14. College of Fine Arts Faculty - Dean/Directors | August 21 |
| 15. College of Arts & Sciences - Fall Faculty Meeting | August 22 |
| 16. Milner Fall Meeting | August 26 |
| 17. Student Affairs - New Employee Orientation | August 26 |
| 18. College of Business - Dean/Chairs | August 26 |
| 19. Mennonite College of Nursing - Dean/Administrators | August 28 |

20. September

- | | |
|--|--------------|
| 21. Civil Service Council | September 2 |
| 22. College of Fine Arts - Deans/Directors | September 4 |
| 23. NCA Coordinated Planning Special Emphasis Team | September 9 |
| 24. Student Government Association (by EISAC ¹⁹) | September 18 |
| 25. Staff Focus Group | September 22 |
| 26. Faculty Focus Group | September 25 |
| 27. AP Council | September 25 |
| 28. Campus Community - Open Meeting | September 25 |
| 29. Campus Community - Open Meeting | September 26 |
| 30. Staff Focus Group | September 29 |
| 31. Faculty Focus Group | September 30 |

¹⁹ EISAC is the Educating Illinois Student Advisory Council; additional information on EISAC is available at <http://www.ilstu.edu/depts/studentlife/studentclubs/lookuprso.php?id=93>

Appendix A
Presentations and Discussions for Draft 2

October

| | |
|---|------------|
| 32. Pan-Hellenic Association (by EISAC) | October 1 |
| 33. National Pan-Hellenic Council (by EISAC) | October 1 |
| 34. Association of Latin American Students (by EISAC) | October 2 |
| 35. Black Graduate Student Association (by EISAC) | October 5 |
| 36. Campus Community - Open Meeting | October 6 |
| 37. Campus Community - Open Meeting | October 6 |
| 38. Association of South Campus (by EISAC) | October 8 |
| 39. College of Business Advisory Council | October 9 |
| 40. College of Applied Science & Technology | October 15 |
| 41. Staff Focus Group | October 16 |
| 42. Watterson Area Government (by EISAC) | October 20 |
| 43. Hewitt-Manchester Student Association (by EISAC) | October 20 |
| 44. Central Campus Residential Government (by EISAC) | October 20 |
| 45. Civil Service Council | October 21 |
| 46. Staff Focus Group | October 21 |
| 47. Student Focus Group (by EISAC) | October 21 |
| 48. Graduate Coordinators | October 23 |
| 49. Milner Library Faculty | October 23 |
| 50. University Research Council | October 23 |
| 51. Faculty Focus Group | October 28 |
| 52. Black Student Union (by EISAC) | October 28 |
| 53. Faculty Focus Group | October 29 |
| 54. Student Focus Group (by EISAC) | October 29 |
| 55. College of Education Administrative Council | October 30 |
| 56. College of Arts & Sciences College Council | October 30 |

November

| | |
|---|-------------|
| 57. College of Business Leadership Team | November 3 |
| 58. Faculty Focus Group | November 5 |
| 59. Provost's Advisory Council | November 4 |
| 60. Student Focus Group (by EISAC) | November 6 |
| 61. Staff Focus Group | November, 7 |
| 62. College of Arts & Sciences Executive Roundtable | November 7 |
| 63. Campus Community - Open Meeting | November 10 |
| 64. Student Government Association | November 12 |
| 65. College of Fine Arts | November 13 |
| 66. University Research Council | November 13 |
| 67. College of Arts & Sciences - Dean/Chairs | November 14 |
| 68. Council for General Education | November 14 |
| 69. Administrative/Professional Council | November 20 |

Shared Governance Endorsements and Discussions for Final Draft

| | |
|---|------------------|
| 70. Mennonite College of Nursing | December 2 |
| 71. Academic Senate | December 10 |
| 72. Administrative/Professional Council | December 18 |
| 73. Student Government Association | To be determined |
| 74. Association of Black Academic Employees | January 6 |
| 75. Civil Service Council | January 20 |
| 76. Illinois State University Board of Trustees | February 9 |

Appendix B
Relationship Between *Educating Illinois* Core Values, Goals, and Actions

| | <u>Individualized Attention</u> | <u>Public Opportunity</u> | <u>Active Pursuit of Learning and Scholarship</u> | <u>Diversity</u> | <u>Innovation</u> |
|--|-------------------------------------|-------------------------------|---|------------------|-------------------|
| Goal 1: The University of Choice for Students, Faculty, Staff, and Illinois Citizens | | | | | |
| Action 1: Recruit high-achieving, motivated students | X | X | | X | X |
| Action 2: Enhance instructional capacity | X | | X | | |
| Action 3: Improve faculty and staff compensation and retention | | | X | | |
| Goal 2: The National Leader Known for Excellence in Undergraduate and Graduate Education | | | | | |
| Action 4: Provide the premier undergraduate experience in Illinois that attracts increased national and international recognition | X | | X | X | |
| Action 5: Demonstrate excellence in graduate education and research that attracts increased national and international recognition | | X | X | X | |
| Goal 3: The Educational Environment that Fosters Creativity and Growth Among Its Students, Faculty, and Staff | | | | | |
| Action 6: Promote student achievement | X | | X | | |
| Action 7: Enhance the commitment to scholarship and research | | X | | | X |
| Goal 4: Exceed Value Expectations of Illinois Citizens | | | | | |
| Action 8: Facilitate access to a high-quality, affordable education | | | X | X | X |
| Action 9: Maintain stewardship of resources | X | | | | |
| Action 10: Enhance a healthy, safe, and environmentally sustainable campus | X | | X | X | |
| Action 11: Support the infrastructure of intellectual communities through facilities for the 21 st century | X | X | | X | |

Appendix B
 Relationship Between *Educating Illinois* Core Values, Goals, and Actions

| | Individualized <u>Attention</u> | Public <u>Opportunity</u> | Active Pursuit of Learning and <u>Scholarship</u> | <u>Diversity</u> | <u>Innovation</u> |
|--|--|--------------------------------------|--|-------------------------|--------------------------|
| Goal 5: The Diverse Community Fostering Teamwork and Support Among Its Members | | | | | |
| Action 12: Increase and celebrate diversity | | | | X | |
| Goal 6: The First Choice of Employers in Recruiting Students Who Will be Successful as Entrepreneurs or Professionals | | | | | |
| Action 13: Maintain high academic standards | | X | | | |
| Goal 7: The Partner Fully Engaged in Outreach with Business, Industry, Government, and Education | | | | | |
| Action 14: Provide national leadership in educational initiatives | | X | X | X | X |
| Action 15: Expand service and outreach activities | | X | | X | |
| Action 16: Increase financial support from external sources | | | | | X |