

**ILLINOIS STATE
UNIVERSITY**

**BOARD OF
TRUSTEES**

Report No. 2003.02/1100.02
Fiscal Year 2003 *Educating Illinois*
Status Report

Executive Summary:

In November 2000, the Academic Senate unanimously endorsed *Educating Illinois: An Action Plan for Distinctiveness and Excellence at Illinois State University 2000-2007* as the University's strategic plan. In February 2001, the Illinois State University Board of Trustees approved its implementation. This second annual report discusses *Educating Illinois* achievements two years after the University's strategic plan was implemented, provides a sampling of other *Educating Illinois* actions currently in progress, and illustrates how *Educating Illinois* will guide the University's self study for accreditation.

Educating Illinois Achievements: February 2001 – February 2002

February 2002 completed the first year of implementation for a new integrated planning model at Illinois State University. The University's strategic plans, *Educating Illinois: An Action Plan for Distinctiveness and Excellence at Illinois State University* and *The Master Plan: Achieving Distinctiveness and Excellence in Form, Function, and Design at Illinois State University* reflect Illinois State University's vision, values, goals, and highest priorities. Both plans are supported by fundraising efforts in *Redefining "normal:" The Campaign for Illinois State University* and by requests for new state resources—operating and capital.

Comprehensive accountability reporting procedures support Illinois State University's new integrated planning model. Outcomes of the University's plans are summarized in annual *Educating Illinois Status Reports* and corresponding *Results Reports* presented to governance groups (the Academic Senate, Administrative/Professional Council, Civil Service Council, and Student Government Association) in spring and fall, respectively. Continuing updates are presented to the Illinois State University Board of Trustees at regular meetings. Progress is also frequently published on the Educating Illinois Web site, www.illinoisstate.edu/educatingillinois.

The initial February 2002 *Educating Illinois Status Report*¹ highlighted 14 institutional accomplishments occurring between February 2001 and February 2002. These included doubling the value of Minority Academic Scholarships; enhancing the value of Presidential Scholarships; opening the Student Service and Referral Center, Minority Student Academic Center, and the Faculty Staff Commons; initiating an update to the Campus Master Plan; and celebrating the University's first two endowed chair positions. The *Results Report* followed with a discussion of how the University's strategic plans advance statewide goals and priorities stated in the *Illinois Commitment*.

Educating Illinois Achievements: February 2002 – February 2003

Teams comprised of over 337 students, faculty, and staff (see Appendix A) continued implementing the University's strategic plans. The achievements of *Educating Illinois* during the past 12 months sustained the momentum generated by the first year of implementation. The achievements of the past year also strengthened our institutional plans and priorities despite budgetary reductions. Beginning in Fiscal Year 2002, Illinois State University had a \$93.4 million appropriation from State general funds. Currently, Illinois State University's Fiscal Year 2003 general funds appropriation is \$87.6 million—a decrease of \$5.8 million. Reductions to this amount are not unexpected. In addition, the University paid \$3.1 million in each of Fiscal Years 2002 and 2003 to the State's Central Management Services agency to help support increases in group health insurance costs.

Despite budgetary setbacks, the University continued to implement a more aggressive approach in recruiting according to our values. Changes in university publications and practices include implementing a customized electronic brochure (FirstView) tailored to the applicant's request and needs; establishing a priority admission period for high-achieving and motivated students; and requiring a personal statement, application fee, and enrollment deposit. Illinois State University is becoming a first-choice public university in Illinois for high-achieving and motivated students.

- The mean ACT score of fall 2002 first-time freshmen at Illinois State (23.3) is 0.6 points higher than fall 2000, the semester before *Educating Illinois* was implemented. The current mean ACT of Illinois State freshmen is also 0.9 points higher than the mean for state of Illinois core curriculum (college bound) students and 1.5 points higher than the national mean for core curriculum college bound students.
- The middle half of the University's ACT distribution has increased from an interquartile range of 20-25 in fall 2001 to 21-25 in fall 2002². When the University successfully reaches its goal of an interquartile range

¹ *Illinois State University Board of Trustees Report # 2002.02/4000.02*

² *The interquartile range is a statistic used in admissions; it looks at the ACT distribution for the middle half of a cohort. It is assumed that students with ACT scores in the interquartile range are the "best fit" for a university.*

of 22-27, it will compare to that of such Big 10 and Big 12 schools as the University of Iowa, Michigan State University, and Iowa State University.

- Illinois State University was only one of five public universities in Illinois to experience increases in mean ACT scores between fall 2001 and fall 2002.
- The percent of first-time freshmen indicating that Illinois State was their first-choice university increased from 26 percent of the total first-time freshmen in fall 2000 to 33 percent of the total first-time freshmen in fall 2002. One in three first-time freshmen indicate that Illinois State was their first choice institution. One in two first-time freshmen indicate that Illinois State was their first or second choice.
- The mean grade point average of new transfer students increased from 2.86 to 2.91 between fall 2000 and fall 2002. At the same time, the percent of transfer students with an Associates degree increased from 34.8 percent of the total of new transfer students to 43.4 percent of the total of new transfer students. More highly qualified transfer students are choosing Illinois State.

Students with excellent academic credentials have more options and are more intensely recruited by competing institutions. Minority enrollment as a percentage of total undergraduate enrollment at Illinois State University decreased from 10.8 percent of the total in fall 2000 to 10.1 percent of the total in fall 2002. In order to increase the enrollments of students from traditionally underrepresented groups:

- *Redefining "normal"* established a goal of generating \$20.0 million in endowed scholarships for minority students and high achieving students. As of January 2003, *Redefining "normal"* has generated \$6.2 million for endowed scholarships, representing 31 percent of its goal.
- The Minority Academic Scholarship Program currently provides 30 high-achieving students with \$5,000 annually renewable awards.
- The Admissions Office initiated telephone contact with approximately 200 minority students who expressed interest in Illinois State University during summer 2002 by sending their ACT reports to the University. Applications were sent to these students during fall 2002 to begin the fall 2003 admissions process.
- The Admissions Office conducted application workshops at 24 high schools with large minority student populations (e.g., Chicago High School for Agriculture Science, Hillcrest High School, and Curie High School). Qualified students interested in Illinois State were provided application fee waivers. As of December 2002, 123 minority students applied to Illinois State through this program and 98 have been admitted for fall 2003.
- Approximately 100 minority applicants along with their family members participated in Illinois State University's first Minority Student Scholars Day program. The program focused on academic expectations and featured the perspectives of currently enrolled minority students, interactions with faculty and staff, and campus tours.
- The Admissions Office remains in contact with all minority students who have applied and been admitted to the University. Staff members have been assigned lists of students to remain in contact with, so the student receives consistent individualized attention from the University. Currently enrolled Illinois State students from various student organizations have volunteered their assistance in helping to increase minority enrollment.

These efforts have initially proven successful. As of January 6, 2003, 1,720 minority student applications have been received compared to 1,694 during this time last year. The over seventeen hundred minority student applicants represents 13.2 percent of the total applicants and a 20.6 percent increase from last year. The challenge for Illinois State will be to admit and retain those students through fall census date enrollment. Again, initial results are successful; 932 minority first time freshmen have been admitted for fall 2003, which is a 39.3 percent increase over last year.

In addition to diversity, a tradition and core value of Illinois State University is the faculty and staff expectation of the active pursuit of learning and placing the learner at the center of teaching and research. Our students recognize this, as seen in the latest National Survey of Student Engagement (NSSE) results and our national colleagues recognize this, as seen in our advancement in the latest *US News and World Report* national rankings of colleges and universities.

- Fall 2002 NSSE data from Table 1 (attached) show that Illinois State University freshmen exceed the average of national doctoral research intensive universities on the level of academic challenge and the degree of active and collaborative learning. Illinois State seniors exceed the average on these two measures, as well as the quality of student-faculty interactions and the degree to which the campus offers a supportive environment.
- Illinois State University advanced from Tier IV to Tier III in the fall 2002 *US News and World Report* rankings. Over 1,400 colleges and universities are rated annually, and Illinois State is in the top 194 national doctoral colleges and universities. Other colleges and universities included in Tier III include Ball State University, Bowling Green State University, University of Illinois at Chicago, Arizona State University, Texas Tech University, Temple University, University of Hawaii, and Oregon State University.
- Advancement in the national rankings led Illinois State University to modify its aspiration schools used for benchmarking in *Results Reports* and campus planning. As a Tier IV institution, Illinois State University aspired to emulate selected characteristics of Miami University, Ball State University, and Bowling Green State University—all Tier III institutions from the Midwest. Now as a Tier III institution, the University will assert its prominence by expanding to a national aspiration group comprised of Tier II and Tier III institutions that are programmatically and empirically similar to Illinois State University. The aspiration school list will be finalized in spring 2003 and used in the University's *Fiscal Year 2003 Results Report* as the University benchmarks against these schools, solidifies its position in Tier III, and ultimately advances to Tier II. Benchmarking and implementing *Educating Illinois* serves as the road map to Illinois State University's future distinctiveness and excellence.

Two reasons account for the University's increase in the fall 2002 *US News and World Report* rankings. Peer assessment ratings of the academic quality at Illinois State increased and the University experienced higher student retention and graduation rates.

- Illinois State's peer assessment score increased from a value of 2.4 (on a five point scale) to 2.5. Our new rating is at the highest level since fall 1999. During the past 12 months, the University has communicated *Educating Illinois*, *Master Plan*, and *Redefining "normal"* successes to those Presidents, Provosts, and Deans of Admission that complete the peer assessment ratings. In addition, the University enhanced its national exposure by hosting the first biennial Identity, Mission, and Values Conference for Carnegie National Doctoral Research Intensive Colleges and Universities in summer 2002.
- The percent of first-time freshmen returning for a second year of study has increased to 80 percent, the highest level in the last six years.
- The six-year graduation rate increased to 57 percent, which is the highest level in the last six years and 95 percent of the Academic Senate's goal for achieving a 60 percent graduation rate.

An ongoing commitment to increasing salaries demonstrates the university commitment to excellence. The ultimate success of *Educating Illinois* in recruiting and retaining high-achieving and motivated students, faculty, and staff is contingent upon it. Progress has been made. For example:

- The average faculty salary of all ranks combined at Illinois State University increased to 95.9 percent of the Illinois Board of Higher Education (IBHE) defined salary comparison group median. The Fiscal Year 1999 average faculty salary of all ranks combined at Illinois State University was 91.9 percent of IBHE defined salary comparison group median. Progress must continue.

University distinctiveness and excellence is also demonstrated by faculty achievements, and *Redefining “normal”* and *Master Plan* enhancements. Premier students, faculty, staff, and programs deserve premier facilities, grounds, technology, and infrastructure.

- The dollar value for external grants and contracts at Illinois State University increased by 68 percent between Fiscal Years 1999 and 2002. The Fiscal Year 2002 total (\$20.3 million) is 88 percent of the University’s goal to annually obtain \$23 million for externally sponsored research.
- Illinois State University celebrated the appointments of Dr. Kathleen McKinney as the nation’s first Endowed Chair in the Scholarship of Teaching and Learning and Dr. Richard MacMinn as the University’s first Edmondson-Miller Endowed Chair in Insurance and Risk Management.
- With the creation of the Kara Peters Endowed Chair in Special Education Assistive Technology, the University now has endowed chairs in two of the six colleges (33 percent) and two endowed chairs in other areas (the scholarship of teaching and learning and general education). The University also received its first endowed professorship from BroMenn Healthcare in the Mennonite College of Nursing.
- Through *Redefining “normal,”* Illinois State University received \$5.25 million from Caterpillar, Inc. to enhance academic programming and services provided by the College of Applied Science and Technology, College of Business, and Milner Library.
- In February 2002, the Illinois State University Board of Trustees approved *The Master Plan: Achieving Distinctiveness and Excellence in Form, Function, and Design at Illinois State University*³. Since approval of *The Master Plan*, the University opened the Center for the Performing Arts with a 830 seat concert hall and 460 seat proscenium theatre; dedicated the new farm in Lexington, Illinois; initiated construction on the new College of Business building that will be the last building located on the historic quad; and completed the Watterson Towers residence hall electrical project to enhance the student living and learning environment.
- In July 2002, the University implemented the “9 over 12” month compensation option for faculty and staff. This allows faculty and staff with less than a 12-month contract to spread their pay distribution evenly over the course of one year.
- In fall 2002, iCampus portal was initiated to provide students with immediate and comprehensive access to services from the Illinois State University Student Information System (e.g., registration, class scheduling, financial aid, Redbird debit card information) through the World Wide Web.
- The Facilities Condition Assessment was completed and will be used to support decisions of *The Master Plan* that provide facilities for the 21st century.

Educating Illinois February 2003 and Beyond

Implementation teams will continue working with existing governance structures and administrative offices to implement 79 actions that are derived from the University’s five core values: individualized attention, public opportunity, active pursuit of learning, diversity, and the creative response to change. Table 2 displays a complete listing of *Educating Illinois* implementation team activities for 2003.

- Raising faculty and staff salaries continues to be the University’s highest priority. Illinois State University can only achieve a distinctive identity to the extent that it provides strong fiscal support for the faculty and staff who create the University’s identity as they interact with students, peers at other institutions, and the general public. The University’s reward systems must value activities that support implementation of *Educating Illinois*.
- *Redefining “normal”* assists in making the vision of *Educating Illinois* a reality. As of December 2002, the University has raised over \$60 million, which is 68 percent to its goal of \$88 million. Endowed

³ *Illinois State University Board of Trustees Resolution # 2002.02/03*

scholarships for minority students and high achieving students, external funding for new centers and initiatives that promote the University's areas of excellence (e.g., Center for Reading and Literacy, Special Education Assistive Technology Program, Innovations in Business Programs, the Center for Human Health, and the Institute for Leadership Development), the Learning Community Initiative, Milner Library renovation and expansion, and the provision of employee child care are all strategic planning priorities supported by the comprehensive campaign.

- The Recruiting According to Our Values Implementation Team and the Admissions Office will continue collaborative activities in support of the recruitment of high-achieving and motivated students. At the same time, the Associate Vice President for Undergraduate Studies is working with the Associate Deans to define the minimum and maximum enrollments for each program; admissions criteria for each program; retention criteria for each pre-program; criteria for 60-hour full admit into programs; and on-campus admissions criteria for on-campus transfers. The end result will be the "building" of new freshman cohorts with the desired academic profile and better utilization of academic resources.
- A comprehensive assessment of the University's General Education program has begun. It will be completed when the Director of General Education presents a full report to the Academic Senate during academic year 2003-04 on the first five years of implementation. Students in all majors must have foundational skills and a well-rounded educational background that the General Education program is intended to provide.
- Members from the Building a Distinctive Research Agenda and Strengthening Graduate Education Implementation Team will work with the Provost's Office, the Executive Committee for Diversity, and Human Resources to assess factors affecting faculty and staff recruitment and retention. Illinois State University seeks an inclusive environment that prepares learners to be engaged participants in a global society.

Future efforts will be supplemented by the newly created Educating Illinois Student Advisory Council formed to work with each of the Educating Illinois implementation teams and to work directly with the Educating Illinois Coordinating Team to ensure student involvement, communication, and participation in the implementation and communication of *Educating Illinois*. As the creation of the Educating Illinois Student Advisory Council shows, the next step in university planning is to infuse the values, goals, and priorities of the strategic plans throughout *all levels* of the campus community

Individual departmental efforts to focus actions, dedicate resources, and evaluate results of the actions outlined in *Educating Illinois* and *The Master Plan* are key to sustained progress. The Higher Learning Commission of the North Central Association of Colleges and Schools accreditation self study offers significant opportunity to solidify strategic planning processes that guide the distinctiveness and excellence of Illinois State University. During the next two years, the Achieving Distinctiveness through Coordinated Planning accreditation team will work closely with the campus community to ensure that:

- Each division has clearly articulated planning, budgeting, and assessment processes that support the University's vision, values, goals, and priorities articulated in *Educating Illinois* and *The Master Plan*.
- Cost estimates for *Educating Illinois* and *The Master Plan* are refined to support divisional planning and budgeting.
- The program review format and process are reviewed and revised, where appropriate, to demonstrate that assessment results are the basis for change and that programmatic resource allocation decisions are consistent with the priorities of *Educating Illinois* and *The Master Plan*.
- *Educating Illinois* is formally examined by the campus community to determine how the plan should be modified to respond to changing circumstances.
- Planning and budgeting processes are simplified and linked to institutional priorities.
- Performance indicator reporting is used in annual *Results Reports* to maintain Illinois State's public accountability for achieving institutional goals stated in *Educating Illinois* and *The Master Plan* and statewide goals stated in the *Illinois Commitment*.

In summary, *Educating Illinois* is focusing the current and future actions and resource allocation decisions of Illinois State University. Many action items have been accomplished and many more are being addressed despite statewide budgetary constraints; *Educating Illinois* is an indispensable guide in the decision-making process evidenced by the fact that Illinois State University is successfully achieving its vision of being the first-choice public university in Illinois for high achieving students, faculty, and staff. With this progress comes national recognition as an institution that is committed to putting the learner at the center of teaching and research. These efforts will continue. The status of *Educating Illinois* and related accreditation activities will be updated in Illinois State University's *Fiscal Year 2003 Results Report* (submitted to the Board of Trustees and Illinois Board of Higher Education in fall 2003) and in the University's *Fiscal Year 2004 Educating Illinois Status Report* (submitted to the Board of Trustees in spring 2004).

Table 1
 Comparison of Illinois State University 2002 National Survey of Student Engagement Results
 to the Mean Index Values of National Doctoral Research Intensive Colleges and Universities

	Freshmen	
	Illinois State University	Research Intensive Universities
Level of Academic Challenge	54.4	52.3
Enriching Educational Experiences	49.0	55.9
Student-Faculty Interactions	34.1	34.4
Active and Collaborative Learning	40.8	39.4
Supportive Campus Environment	57.0	57.3
	Seniors	
	Illinois State University	Research Intensive Universities
Level of Academic Challenge	56.6	55.2
Enriching Educational Experiences	41.2	45.2
Student-Faculty Interactions	40.5	39.7
Active and Collaborative Learning	47.8	47.2
Supportive Campus Environment	54.7	53.4

Table 2
Educating Illinois Implementation Team and Administrative Activities
Academic Year 2002-03

The Recruiting According to Our Values Team will:

1. Continue implementing a more aggressive application and acceptance process by defining strategies to increase minority student enrollments; monitoring the effectiveness of policy changes implemented; and increasing the University's market segment of minority students and high-achieving students.
2. Host two departmental workshops on student recruitment.
3. Explore the concept of virtual student recruitment.
4. Refine the transfer student retention plan.
5. Strengthen the visibility of and participation in the Honors program.
6. Continue to work with interested departments and schools on the development and implementation of integrated five-year programs.

Additionally,

7. *Redefining "normal"* continues seeking \$20 million for endowed scholarships for minority students and high-achieving students.

The Successful Transitions Team will:

1. Work with a subteam from the Commitment to General Education team to suggest design of a first-year experience that integrates orientation, advising, the General Education program, and residence hall living. Every effort will be made to enhance the common experiences for each Foundations of Inquiry cohort.
2. Identify and work with community colleges interested in applying elements of Foundations of Inquiry into their curricula.
3. Work with the Associate Vice President for Research, Graduate Studies, and International Education to collect data on graduate level retention rates to assess whether the University should develop retention strategies specific to graduate students.
4. Work with the Building a Distinctive Research Agenda and Strengthening Graduate Education Implementation Team and the Graduate Coordinators to increase student knowledge of graduate and professional school opportunities.
5. Continue adding three new lifestyle floors per year; University Housing Services is currently investigating the possibility of adding lifestyle floors for Applied Computer Science and Criminal Justice Science majors.

Additionally,

6. The General Education Coordinating Committee, Council for General Education, University Curriculum Committee, University Chairs Council, Provost's Advisory Council, and Executive Committee of the Academic Senate will investigate implications of including FOI-type materials in initial major courses.
7. The University Assessment Office will continue implementation of the three-year process for the documentation of academic programs' assessment plans and other assessment activities.
8. The Associate Vice President for Undergraduate Studies is leading a group of Associate Deans to define the minimum and maximum enrollments for each program; admissions criteria for each program; retention criteria for each pre-program; criteria for 60-hour full admit into programs; and admissions criteria for on-campus transfers.
9. The University Assessment Office and the Assessment Advisory Council will develop and implement a strategy that solicits input from students about their educational experiences at Illinois State and use the data to provide even more effective support to help students succeed.

The Commitment to General Education Team will:

1. Share a proposal with the General Education Curriculum Committee, Council for General Education, University Chairs Council, University Curriculum Committee, Provost's Advisory Council, and the Academic

Table 2
Educating Illinois Implementation Team and Administrative Activities
Academic Year 2002-03

Affairs Committee of the Academic Senate to allow a middle or outer course to count as both a General Education and degree requirement.

2. Pilot an assessment strategy to determine the extent to which Foundations of Inquiry focuses on the development of basic inquiry, argumentation, and critical-thinking and information-gathering skills. Results will be shared with the General Education Coordinating Committee who will discuss the generalizability of the model to other General Education courses.

Additionally,

3. The Director of General Education will coordinate the University's assessment of its General Education program. A final report will be presented to the Illinois State University community during academic year 2003-04.

The Junior/Senior Experience Team will:

1. Consult with the University Registrar and the Associate Provost on implications of designating integrative experiences on student transcripts.
2. Develop strategies to collect data on integrative experience courses offered at Illinois State University.
3. Work with the Associate Vice President for Technology on the development of a Student Involvement Portfolio.
4. Continue working with the Director of Student Life on the development of the Leadership Institute and an academic minor.

The Building a Distinctive Research Agenda and Strengthening Graduate Education Team will:

1. Evaluate criteria that could be used as evidence for high motivation and achievement in lieu of a 3.0 grade point average.
2. Work with the Executive Committee for Diversity, the Office of Diversity and Affirmative Action, and the Provost's Office to develop a survey/exit interview process to determine factors affecting faculty and staff recruitment and retention.

Additionally,

3. *Redefining "normal"* has goals to create at least one endowed chair per college and to seek funds for new centers and initiatives that would promote the University's areas of excellence, such as a school leadership project that would reflect Illinois State's position as the statewide leader in the art and science of education at all levels.

The Mission Driven Public Service and Outreach Team will:

1. Complete a report for the Provost that chronicles public service and outreach activities at the University and identifies duplication of effort, barriers to effectiveness, units and programs that are best positioned to serve a statewide audience, those activities that could incorporate a service learning component, and suggested prerecruitment strategies for academic programs targeted to youth.
2. Submit to the Provost a Team Public Service Award proposal.

The Student-Faculty Connections Team will:

1. Monitor the credit hour per staff year ratio under the leadership of the Provost's Office.
2. Monitor university enrollments and the "building" of freshmen classes under the leadership of the Enrollment Committee.

Table 2
Educating Illinois Implementation Team and Administrative Activities
Academic Year 2002-03

The Supportive Environment that Promotes Understanding Team will:

1. Integrate focus group results into the planning of a student-faculty-staff organization that would serve as a forum for racial and sensitivity issues.
2. Survey departments to baseline current curricular offerings related to the Horizons Program and to catalog existing funding opportunities for international study.
3. Consult with the Director of International Studies and Programs to determine appropriate steps for developing a plan to enhance the recruitment and integration of international students and faculty into the University community and to increase the number of Fulbright scholars at Illinois State University.
4. Work with the Director of the Office for Diversity and Affirmative Action and the Executive Committee for Diversity to develop specific goals for the *Illinois State University Plan for Diversity*.

Additionally,

5. The Office for Diversity and Affirmative Action, Planning and Institutional Research, and Institutional Web Support Services will publish a report card summarizing progress and outcomes for the Illinois State University Plan for Diversity.

The Academic Culture Team will:

1. Specifically define what is meant by academic culture, particularly in terms of how it might relate to other campus goals, including the recruitment and retention of faculty and staff, diversity, and other university priorities.
2. Develop strategies to increase student attendance at athletic events. At the same time, the Student Government Association is revising Red Rage, the Redbird Student Athletics Fan Club, in order to increase membership and participation.

Additionally,

3. The learning community initiative for out-of-class programming is one of two priorities for the University Family Campaign.
4. Student Affairs will implement long term planning for the Bone Student Center, including a review of potential changes to the Faculty-Staff Commons

The Essential Support for Faculty and Staff Team will:

1. Continue supporting the President's highest priority of raising faculty and staff salaries.
2. Conduct a salary study for non-tenure track faculty; develop ethics and grievance processes for non-tenure track faculty, a handbook for non-tenure track faculty, evaluation processes for non-tenure track faculty, a training process for supervisors of non-tenure track faculty; and investigate the use of multiyear contracts for non-tenure track faculty⁴.

Additionally,

3. Expansion of childcare options for university faculty and staff is one of two priorities for the *University Family Campaign* that will support a three-phase approach (expansion of the current child care center, partnering with the Town of Normal in bringing childcare to the downtown, and constructing a new child care facility).

⁴ Actions are based on the President's and Provost's receipt of the Non-Tenure Track Advisory Committee's report to develop additional recommendations for positive, campus-wide change. The Advisory Committee included 15 non-tenure track faculty members, representing each of the six Illinois State University colleges and Milner Library.

Table 2
Educating Illinois Implementation Team and Administrative Activities
Academic Year 2002-03

The Integrated Services that Work for Students Team will:

1. Expand iCampus access, the new campus intranet, to all students under the leadership of Institutional Web Support Services.
2. Continue to utilize and refine the on-line housing application process for currently enrolled students under the leadership of University Housing Services.

The Technology Friendly Campus Team will:

1. Initiate campus conversations on the development of a student-technology scholars program that identifies technologically sophisticated students to serve as mentors for faculty, department, and programmatic Web and instructional technology projects.
2. Explore issues related to teaching with technology.

Additionally,

3. An Executive Committee for Academic Technology subcommittee and several technology units continue to work on issues and projects to enhance campus mobile computing. Issues being investigated and projects with ongoing development include expanding wireless connectivity, utilizing Virtual Private Network technology, integrating LDAP with web services, utilizing Palm and Pocket PC connectivity with Meeting Maker, and investigating portable computing issues among students and faculty.
4. Several Executive Committee for Academic Technology committees are working on security issues, including technical work on viruses, SPAM, and firewalls, and policy issues on SPAM, mass email, and online surveys. Issues of secure email, secure SMTP, email and attachment encryption and digital signatures are also being investigated.

The Best Practices in Advising Team will:

1. Administer a survey to assess advising loads and practices and compare survey results against national standards and best practices.
2. Evaluate the feasibility and desirability of standardizing advising loads.
3. Discuss strategies to involve and reward faculty mentors in the advising process after survey results are analyzed.

The Facilities for the 21st Century Team will:

1. Complete and publish results from the University's Facilities Condition Assessment.
2. Continue implementation of *The Master Plan*.
3. Continue development of a *Long Range Residential and Dining Plan*.
4. Continue implementation of the *Milner Library Long Range Renovation Plan*.

The Communicating Our Identity Team will:

1. Work with the Integrated Marketing Council to produce a report for the President's Cabinet on strategies to incorporate the values, vision, and actions of *Educating Illinois* into an integrated marketing plan for Illinois State University.
2. Collaborate with the Associate Vice President for Research, Graduate Studies, and International Education and Institutional Web Support Services to revise the Graduate School Web site to include grants received at Illinois State University.
3. Support the External Communications Team that provides status reports of actions and accomplishments at Illinois State University to Presidents, Provosts, and Directors of Admission nationwide.

Table 2
Educating Illinois Implementation Team and Administrative Activities
Academic Year 2002-03

Additionally,

4. The University Assessment Office will coordinate Illinois State University's participation in the National Survey of Student Engagement.
5. Institutional Web Support Services will facilitate school, departmental, and program participation in the Departmental Marketing Exercise.

Appendix A
Educating Illinois Implementation Teams
Academic Year 2002-03

Recruiting According to Our Values

Bob Aaron, University Marketing and Communications
Steve Adams, Admissions
Molly Arnold, Admissions
Al Bowman, Provost's Office
Tad Currie, School of Theatre
Robin Gould, Planning and Institutional Research

Kathleen Killian, Admissions
Barbara Kurtz, Foreign Languages
Amy Mersinger, Admissions
George Rutherford, Physics
Eric Thomas, Undergraduate Studies
Mark Troester, Institutional Web Support Services
Marlon Webb, Admissions

Successful Transitions

Debbie Babcock, Insurance and Financial Services
Donna Banner, Registrar's Office
Maureen Blair, University Housing Services
Susan Callahan, Alumni Services
Michelle Cole, Alumni Services
Pam Cooper, Student and Alumni Placement Services
Deb Curtis, Clinical Experiences
Judy Curtis, Registrar's Office
Victor Devinat, Management and Quantitative Methods
Adrian Duesler, Student and Alumni Placement Services
Christy England-Siegerdt, Planning and Institutional Research
Mary Jo Fabich, University College
Sue Fish, Finance and Planning
Pam Hammond-McDavid, Student and Alumni Placement Services

Margaret Ann Hayden, Family and Consumer Sciences
Betty Kinser, School of Art
Pam Lindsey, Mennonite College of Nursing
Helen Mamarchev, Student Affairs
Nick Maroules, Undergraduate Student
Danielle Miller-Schuster, Office of Student Life
Troy Nellis, Graduate Student
Jim Palmer, Educational Administration and Foundations
Sally Pyne, Undergraduate Studies
Stacy Ramsey, Admissions
Jess Ray, Registrar's Office
Paul Ronczkowski, Health Sciences
Jon Rosenthal, College of Arts and Sciences
Judy Sevel, School of Social Work
Wendy Troxel, University Assessment Office
Beth Verner, School of Kinesiology and Recreation

A Commitment to General Education

Iris Baird, Philosophy
Lorie Heggie, Foreign Languages
Betty Kinser, School of Art
Christine Kubiak, Milner Library
Claire Lamonica, English
Kenton Machina, Philosophy
Nick Maroules, Sociology-Anthropology
Nick Miller, Undergraduate Student

Danielle Miller-Schuster, Office of Student Life
Frank Morn, Criminal Justice Sciences
Richard Pearce, History
Lou Perez, Undergraduate Studies
Jon Rosenthal, College of Arts and Sciences
Ryan Schilb, Undergraduate Student
Laurie Thompson-Merriman, School of Theatre

Appendix A
Educating Illinois Implementation Teams
Academic Year 2002-03

The Junior/Senior Experience

Jill Benson, Office of Student Life
Nancy Bragg, Center for the Advancement of Teaching
Sara Campbell, Mennonite College of Nursing
Scott Christner, College of Business
Richard Dammers, President's Office
Christy England-Siegerdt, Planning and Institutional Research
Dale Fitzgibbons, Management and Quantitative Methods
Claude Graeff, Management and Quantitative Methods
Pam Hammond-McDavid, Student and Alumni Placement Services
Kim Hays, Student Counseling Services
Ed Hines, Educational Administration and Foundations
Julie Jenson, Human Resources
Marge Jones, Chemistry
Gary Klass, Politics and Government
Annette Levitt, Alumni Services

Sandy Little, Graduate School
Sabine Loew, Biological Sciences
Ed Mayer, Registrar's Office
Kathleen McKinney, Center for the Advancement of Teaching
Pat Meckstroth, Milner Library
Liz Mullenix, College of Fine Arts
Stacey Mwilambwe, University Housing Services
Troy Nellis, Graduate Student
Barbara Nourie, College of Education
Charles Orser, Sociology-Anthropology
Shari Rich, College of Business
Jeremy Schenk, University Housing Services
Kate Schenk, Office of Student Life
Torri Thompson, English
Meridee Vandraska, Health Sciences
Beth Verner, School of Kinesiology and Recreation
Kent Walstrom, Applied Computer Science
Kathleen Webster, Financial Aid
Denise Wilson, Mennonite College of Nursing
Shari Zeck, College of Fine Arts

Building a Distinctive Research Agenda and Strengthening Graduate Education

Betty Chapman, Provost's Office
Deb Gentry, College of Applied Science and Technology
Robin Gould, Planning and Institutional Research
Cecile Jagodzinski, Milner Library
Judy Keenan, Graduate School
Sandy Little, Graduate School

Gary McGinnis, Graduate School
Jamal Nassar, Politics and Government
Pat O'Rourke, Agriculture
Mike Schermer, Office of Student Life
Curt White, English
Brian Wilkinson, Biological Sciences
Susan Winchip, Family and Consumer Sciences

Mission-Driven Public Service and Outreach

Jerry Abner, University Marketing and Communications
Dianne Ashby, College of Education
Kathy Beal, Media Relations
Angelia Bowman, Graduate Student
Nancy Bragg, Center for the Advancement of Teaching
Mary Campbell, School of Social Work
Jim Carson, Finance, Insurance and Law
Gwen Clark, Student and Alumni Placement Services
Galen Crow, Extended University

Angela Engel, Planning and Institutional Research
Grace Foote Johns, Physics
Steve Goodwin, Marketing
Nancy Latham, Research and Sponsored Programs
Jim Major, School of Music
Dixie Mills, College of Business
Jan Paterson, Office of Student Life
Pamela Reece, Town of Normal
Anita Revell, Professional Development
Mons Schrantz, Conferencing Unit

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Student-Faculty Connections

Dianne Ashby, College of Education
Mike Baum, Student Counseling Services
Al Bowman, Provost's Office
Steve Bragg, Finance and Planning
Eileen Fowles, Mennonite College of Nursing
John Freed, College of Arts and Sciences
Marian Hampton, School of Theatre
Michelle Hines, Undergraduate Student
Barbara Kurtz, Foreign Languages
Christa Lawhun, Facilities Management
Curt White, English

Dixie Mills, College of Business
Roosevelt Newson, College of Fine Arts
John Pryor, Psychology
Khalid Razaki, Accounting
Nancy Ridenour, Mennonite College of Nursing
Bob Rossman, College of Applied Science and
Technology
Dave Thomas, School of Kinesiology and Recreation
Kerry Tudor, Agriculture

A Supportive Environment that Promotes Understanding

Martha Burk, Milner Library
Ann Caldwell, Disability Concerns
Christine Carr, Diversity and Affirmative Action
Marabeth Clapp, Finance and Planning
Pam Cooper, Student and Alumni Placement
Services
Barb Dallinger, Bone Student Center
Becky Goeckner, International Studies
Richard Grinnell, School of Social Work
Morgan Haywood, Undergraduate Student
Alan Lacy, School of Kinesiology and Recreation

Kimberly Nance, Foreign Languages
Momar Ndiaye, International Studies
Mohamed Nur-Awaleh, Educational Administration
and Foundations
Theresa Sanchez, School of Art
Ann Schlee, Diversity and Affirmative Action
Angela Scott, Economics
Kasia Stadnik, English
Eric Thomas, Undergraduate Studies
Maura Toro-Morn, Sociology-Anthropology
Tay Triggs, University Housing Services

Academic Culture

Rita Bailey, Speech Pathology and Audiology
David Barone, Psychology
Leanna Bordner, Intercollegiate Athletics
Jan Bremner, Office of Human Resources
Lane Crothers, Politics and Government
Tom Ellsworth, Criminal Justice Sciences
Rob Flot, Student Counseling Services
Julie Goodlick, Alumni Services
Claude Graeff, Management and Quantitative
Methods
Julie Jenson, Human Resources

Adam Jones, Graduate Student
Cal MacLean, School of Theatre
Phyllis McCluskey-Titus, Educational
Administration and Foundations
Heather McKnight, Office of Student Life
Mboka Mwilambwe, Student Dispute Resolution
Services
Roosevelt Newson, College of Fine Arts
John Walker, School of Art
Cheryl Young, University Advancement

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Essential Support for Faculty and Staff

Amee Adkins, Educational Administration and Foundations
Greg Alt, Finance and Planning
Joe Armstrong, Biological Sciences
David Barone, Psychology
Barb Blake, Budget Office
Paul Borg, School of Music
Eileen Borgia, Curriculum and Instruction
Victor Boschini, President's Office
Al Bowman, Provost's Office
Steve Bragg, Finance and Planning
Scott Brouette, Child Care Center
SJ Chang, Family and Consumer Sciences
Betty Chapman, Provost's Office
Marabeth Clapp, Finance and Planning
Bonnie Crutchley, Student Insurance
Bill Cummins, Administrative Information Systems
Kriss Davis, Administrative Information Systems
Saad El-Zanati, Mathematics
Cheryl Elzy, Milner Library
Rick Hamblin, Administrative Information Systems
Marian Hampton, School of Theatre
Dan Hayden, Administrative Information Systems

Ron Jones, Finance and Planning
Susan Kern, University Advancement
Steve Landau, Psychology
Franzie Loepp, Center for Mathematics, Science and Technology
Jeff Lopez, Recreation Services
Greg Lyle, Student Accounts
Helen Mamarchev, Student Affairs
Gary McGinnis, Graduate School
Kathleen McKinney, Center for the Advancement of Teaching
Jim Moon, Accounting
Ken Panfilio, Graduate Student
Jan Shane, Provost's Office
Sharon Stanford, Provost's Office
Karen Stephens, Family and Consumer Sciences
Rama Suresh, Academic Personnel
Dave Thomas, School of Kinesiology and Recreation
Judy Toepke, Academic Personnel
Mark Walbert, Economics
Anna Wells, Planning and Institutional Research
Sue Zinck, Human Resources

Integrated Services that Work for Students

Steve Adams, Admissions
Jana Albrecht, Financial Aid
Larry Alferink, Undergraduate Studies
Debbie Armstrong, Registrar's Office
Molly Arnold, Admissions
Donna Banner, Registrar's Office
Carolyn Bartlett, Registrar's Office
Beckie Benner, Advancement Services
Vincent Boyd, Financial Aid
Keri Jo Carter, University College
Janet Claus, University College
Paula Cole, Financial Aid
Bill Cummins, Administrative Information Systems
Judy Curtis, Registrar's Office
Wil Davis, Admissions
Christy England-Siegerdt, Planning and Institutional Research
Mike Fitzgerald, Financial Aid
Jamie Fox, Admissions
Dan Hayden, Administrative Information Systems
Marianne Hronek, Financial Aid
Emma Hunt, Admissions
Larry Jobe, Admissions
Mary Kelley, Registrar's Office
Rick Kentzler, Facilities Planning

Michelle Kiesewetter, Facilities Planning
Kathleen Killian, Admissions
Steve Koch, Financial Aid
Carol Krueger, Registrar's Office
Dave Krueger, Financial Aid
Debbie Lamb, Admissions
Dave Leonhard, Registrar's Office
Ed Mayer, Registrar's Office
Amy Mersinger, Admissions
Melissa Moody, University College
Lou Perez, Undergraduate Studies
Bev Price, Registrar's Office
Sally Pyne, Undergraduate Studies
Stacy Ramsey, Admissions
Fawn Ray, Admissions
Jess Ray, Registrar's Office
Dick Runner, Finance and Planning
Carol Sumner, Registrar's Office
Eric Thomas, Undergraduate Studies
Mark Troester, Institutional Web Support Services
Pam Walden, Registrar's Office
Bill Waters, Facilities Management
Marlon Webb, Admissions
Wendi Whitman, University College
Dave Williams, Provost's Office

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A Technology-Friendly Campus

Bob Aaron, University Marketing and Communications
Steve Adams, Admissions
Chris Andre, College of Applied Science and Technology
Carolyn Bartlett, Registrar's Office
Mike Baum, Student Counseling Services
Beckie Benner, Advancement Services
David Benton, Undergraduate Student
Joe Bernert, College of Fine Arts
Anne Bettendorf, Biological Sciences
Carla Birckelbaw, Computer Infrastructure Support Services
Bill Blomgren, Telecommunications
Pam Burress, Telecommunications
Sara Campbell, Mennonite College of Nursing
Jim Carter, Geology-Geography
Ramesh Chaudhari, College of Education
Tak Cheung, Biological Sciences
Jack Chizmar, Economics
Richard Christensen, Milner Library
Scott Christner, College of Business
Karen Coats, English
Galen Crow, Extended University
Bill Cummins, Administrative Information Systems
Jim Cunningham, Milner Library
Jody DeCremer, College of Fine Arts
Melissa Enderlin-Pitcock, Student Affairs
Ken Fansler, College of Education
James Fielder, College of Arts and Sciences
Gerald Fitzgerald, Classroom Technology Support
Eileen Fowles, Mennonite College of Nursing
Scott Genung, Telecommunications
Tom Gersic, Undergraduate Student
Anu Gokhale, Technology
David Greenfield, Student Technology Support Services
Michael Grossman, Undergraduate Student
Stephanie Haugh, Family and Consumer Science
Dan Hayden, Administrative Information Systems
Matthew Hesson-McInnis, Psychology
Randy Hill, Computer Infrastructure Support Services

Eric Hodges, Administrative Information Systems
Krena Hoyt, Milner Library
Peter Juvinal, College of Business
James Kalmbach, English
Patricia Klass, Educational Administration and Foundations
Susan Kossman, Mennonite College of Nursing
David Kuntz, College of Fine Arts
Kathleen McKinney, Center for the Advancement of Teaching
Doug Mock, Mennonite College of Nursing
Ron Mottram, School of Art
Ken Newgren, Management and Quantitative Methods
Edgar Norton, College of Business
Barbara Nourie, College of Education
Chad O'Donnell, Graduate Student
Ken Panfilio, Graduate Student
Kate Plantholt, College of Applied Science and Technology
Dean Plumadore, University Housing Services
Sally Pyne, Undergraduate Studies
Rudy Radosevich, Computer Infrastructure Support Services
Glen Reeder, Psychology
Nancy Ridenour, Mennonite College of Nursing
Dave Schaafsma, College of Business
Ray Smock, Administrative Information Systems
Steve Taylor, Marketing
Mark Temple, Health Sciences
Eric Thomas, Undergraduate Studies
Laurie Thompson-Merriman, School of Theatre
Mark Troester, Institutional Web Support Services
Jason Tucholke, Student Technology Support Services
Joaquin Vila, Applied Computer Science
Mark Walbert, Economics
Sarah Walczynski, College of Arts and Sciences
Bob Wazienski, Sociology-Anthropology
Dave Williams, Provost's Office
Robert Zant, Applied Computer Science
Shari Zeck, College of Fine Arts

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Best Practices in Advising

Nancy Baldoni, College of Business
Pam Beach, Administrative Information Systems
Bob Bradley, Politics and Government
Nan Carlson, School of Art
Eric Hodges, Administrative Information Systems
Willie Hunter, Chemistry
Carlye Kalianov, University College
Betty Kinser, School of Art
Mary Leung, School of Kinesiology and Recreation
Danielle Lindsey, Institutional Web Support Services
Janice Malak, Sociology-Anthropology
Ed Mayer, Registrar's Office
Mike McElyea, University College

Janeen Mollenhauer, Mennonite College of Nursing
Rick Olshak, Student Dispute Resolution Services
Norris Porter, College of Business
Sally Pyne, Undergraduate Studies
Jess Ray, Registrar's Office
Bob Rossman, College of Applied Science and
Technology
Jeremy Schenk, University Housing Services
Judy Sevel, School of Social Work
Pat Shelton, Criminal Justice Sciences
Bobbi Thomas, Scheduling Office
Doug Vorhies, Marketing

Facilities for the 21st Century

Bob Aaron, University Marketing and
Communications
Linda Bagby, Purchasing Office
Kristi Bina, Finance and Planning
Maureen Blair, University Housing Services
Al Bowman, Provost's Office
Steve Bragg, Finance and Planning
Shane Brown, Facilities Management
Jerry Carlson, Facilities Management
Jim Carlson, Bone Student Center
Betty Chapman, Provost's Office
Jeff Conroy, Sizemore, Floyd, and Conroy
Doug Dowdy, Intercollegiate Athletics
Steve Eddington, Environmental Health and Safety
Cheryl Elzy, Milner Library
Dan Hayden, Administrative Information Systems
Ron Jones, Finance and Planning
Ron Kelley, Facilities Management
Rick Kentzler, Facilities Planning
Susan Kern, University Advancement
Barbara Kurtz, Foreign Languages
Alan Lacy, School of Kinesiology and Recreation

Steve Lancaster, Campus Dining Services
Jeff Lopez, Recreation Services
Helen Mamarchev, Student Affairs
Gary Mangina, Facilities Management
Vicky Morgan, Curriculum and Instruction
Lowa Mwilambwe, Bone Student Center
Chika Nnamani, Student Affairs
Brent Paterson, Student Affairs
Steve Pydynowski, University Housing Services
Chris Ratajski, University Housing Services
Joe Rives, Planning and Institutional Research
Dick Runner, Finance and Planning
Chuck Scott, Facilities Management
Jan Shane, Provost's Office
Dick Shelton, Facilities Management
Ruth Townsend, Diversity and Affirmative Action
Roberta Trites, College of Arts and Sciences
Toni Tucker, Milner Library
Mark Wells, Facilities Planning
Steve Westerdahl, Town of Normal
Dorothy Witte, University Advancement
Cheryl Young, University Advancement

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Communicating Our Identity

Bob Aaron, University Marketing and Communications
Jerry Abner, University Marketing and Communications
Steve Adams, Admissions
Susan Blystone, University Marketing and Communications
Leanna Bordner, Intercollegiate Athletics
Al Bowman, Provost's Office
Melissa Bush, Conferencing Unit
Sara Campbell, Mennonite College of Nursing
Kathryn Carter, Radio Station WGLT
Sarah Diel-Hunt, College of Arts and Sciences
Angela Engel, Planning and Institutional Research
Christy England-Siegerdt, Planning and Institutional Research
Dick Folse, Extended University
Deb Gentry, College of Applied Science and Technology

Jay Groves, Media Relations
Kathleen Killian, Admissions
Becky Lee, Conferencing Unit
Danielle Lindsay, Institutional Web Support Services
Tim Longfellow, Marketing
Helen Mamarchev, Student Affairs
Kathleen McKinney, Center for the Advancement of Teaching
Larry Morlan, Development Office
Kay Moss, College of Education
Roosevelt Newson, College of Fine Arts
Joe Rives, Planning and Institutional Research
Chuck Scott, Facilities Management
Jan Shane, Provost's Office
Tracy Sherman, Conferencing Unit
Barbara Todd, Alumni Services
Mark Troester, Institutional Web Support Services
Toni Tucker, Milner Library
Cheryl Young, University Advancement

Coordinating Team

Betty Chapman, Provost's Office
Richard Dammers, President's Office
Christy England-Siegerdt, Planning and Institutional Research
Sue Fish, Finance and Planning
Robin Gould, Planning and Institutional Research
Jay Groves, Media Relations
Ann Harris, Diversity and Affirmative Action
Pat Jarvis, Psychology

Barbara Kurtz, Foreign Languages
Helen Mamarchev, Student Affairs
Parag Mehta, Undergraduate Student
Ken Panfilio, Graduate Student
Joe Rives, Planning and Institutional Research
Jan Shane, Provost's Office
Wendy Troxel, University Assessment Office
Sean Wiggins, Undergraduate Student