

**ILLINOIS STATE
UNIVERSITY**

**BOARD OF
TRUSTEES**

Report No. 2002.02.4000.02
Fiscal Year 2002 *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* as the University's strategic plan. In February 2001, the Illinois State University Board of Trustees approved its implementation. This report, the first in an annual series, provides the status of *Educating Illinois* accomplishments one year after the University's strategic plan was implemented. Also included is a sampling of other *Educating Illinois* actions currently in progress. The status of *Educating Illinois* will be updated in Illinois State University's *Fiscal Year 2002 Results Report* (submitted to the Board of Trustees and Illinois Board of Higher Education in fall 2002) and in the University's *Fiscal Year 2003 Educating Illinois Status Report* (submitted to the Board of Trustees in Spring 2003). Interested readers are also encouraged to visit the *Educating Illinois* web site, www.illinoisstate.edu/educatingillinois, for additional material.

The vision of *Educating Illinois: An Action Plan for Distinctiveness and Excellence at Illinois State University* is to be the first-choice public university in Illinois for high achieving, motivated students, faculty, and staff. To accomplish this, Illinois State University provides a small-college experience with large-university opportunities. *Educating Illinois*, the University's strategic plan, provides a road map to the future where 15 implementation teams, consisting of 373 students, faculty, and staff (see Appendix A), are charged with working with existing governance structures and administrative offices to implement the 79 actions in the plan 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.

Educating Illinois Accomplishments

Educating Illinois implementation teams have completed 14 of the plan's actions since the Board of Trustees approved the plan in February 2001. In addition to those actions listed below, Illinois State University's budgeting process has been revised; priority decisions reflect the values and actions of *Educating Illinois*. In fall 2001, the Illinois State University Board of Trustees approved the University's Fiscal Year 2003 appropriation request to the state centered solely on the goals and values in *Educating Illinois* and, apart from identifying salaries as our highest priority, asks for undifferentiated support for the plan. The Board also approved a 2002-03 tuition and fee proposal that in part will:

- Implement a tuition supplement of \$75 per full-time student that will be devoted solely to the actions in *Educating Illinois* with particular attention to non-recurring expenditures in order to preserve the annual allocation of this important resource.
- Hold the fee rates the same as Fiscal Year 2002 in order to preserve fiscal flexibility in coming years and allow the implementation of the recommendations in *Educating Illinois* and *The Master Plan*, most especially residence hall improvements and wellness/recreation facility, both of which are priorities in *Educating Illinois*.
- Increase the cap on student fees from 12 semester hours to 16 semester credit hours, which is the current policy on tuition. This will enable the University to support those actions in *Educating Illinois* that particularly apply to fee supported units.

Beginning in spring 2002, each division and vice president will present annual planning, budgeting, and accomplishment sessions enumerating how programs and services provided support to the academic mission of Illinois State University and the actions in *Educating Illinois*. These public presentations will be open to all members of the campus community.

Educating Illinois Action Items Completed Since February 2001

- *Action 2: Endow scholarships for minority students and high-achieving students.*
Twelve honors students received \$2,500 supplementary undergraduate research scholarships during summer 2001. The value of Minority Academic Scholarships was doubled from \$2,500 to \$5,000 and Presidential Scholarships were increased from \$6,000 to \$8,000.
- *Action 16B: Change the five-week drop policy to eight weeks to establish a better link to the deadline, at seven weeks, for the Academic Progress Alert System and to reflect statewide norms.*
The Academic Senate approved changing the five-week drop policy to eight weeks effective fall 2001.
- *Action 38 & 38A: Establish an Office of Minority Student Services. Phased-in start with one staff member to assess and track students and provide academic reinforcement and to offer students a designated location to which they can look for assistance and advisement.*
Illinois State University opened the Minority Student Academic Center (MSAC) on August 29, 2001. It is housed in the Campus Religious Center and staffed through the reallocation of 1.5 full-time equivalent employees from University College. MSAC serves as a centralized unit that coordinates activities for minority students, includes a computer laboratory and study center, and provides a supportive environment for both formal and informal interactions. Staff members from MSAC are working collaboratively with the First Year Minority Mentorship Program to provide a component of academic reinforcement to the program.

- *Action 38C: Expand the First Look Pre-College Program , in which minority high school students are invited to spend a weekend on campus.*

Illinois State University committed \$6,000 to triple the number of students and areas served by the First Look program, which provides admitted minority students with the opportunity to visit Illinois State University and experience curricular and co-curricular events and programs prior to enrollment. In fall 2000, 22 of the 28 student participants from Chicago (78 percent) enrolled at the University. In 2001, the program was expanded to serve approximately 75 students from Chicago, Peoria, and East St. Louis and 78 percent enrolled at the University in fall 2001.

- *Action 41C: Implement and assess the degree to which the concepts of diversity are included in the formal curriculum and academic support processes.*

The degree to which issues of diversity are infused into the curriculum and the diversity of students, faculty, and staff are part of Illinois State University's annual Program Review process. Results of Program Reviews are documented annually in the *Academic Plan* and *Results Report*.

- *Action 41D: Implement and assess the degree to which the concepts of diversity are included in co-curricular programs and events.*

The Division of Student Affairs has completed the Council for the Advancement of Standards in Higher Education self-study, which has a section requiring an assessment of equal opportunity, access, and affirmative action. Each unit is now using the results of the self-study to develop strategic plans, which will also be linked to *Educating Illinois* values and goals.

- *Action 44: Reallocate facility space to create a larger, more centrally located University Club.*

Illinois State University completed renovations of the Bone Student Center to include a new Faculty and Staff Common Room. The reallocated facility space creates a larger and more centrally located University Club that promotes collegiality across the disciplines, intellectual community, acculturation of new faculty and staff, and a place for hosting co-curricular programs.

- *Action 56: Initiate a "one-stop-shop" approach to student services focusing on enhanced accessibility and extended hours of operation.*

Located on the first-floor of the newly remodeled Moulton Hall, Illinois State University opened the new Student Service and Referral Center in fall 2001. The Center provides students with access to student services, including registration and financial aid during extended hours of operation. The Center serves students between the hours of 4:30 p.m. and 7:00 p.m. (Monday through Thursday) and 10:00 a.m. to 2:00 p.m. (Saturday) during the academic year. During regular business hours (8:00 a.m. - 4:30 p.m., Monday through Friday), the Center will offer services provided by the Office of the University Registrar.

- *Action 71F: Consider the unique needs of graduate students in the development of the Residence Hall Master Plan.*

The rental policy at Cardinal Court, one of two university-owned apartment complexes occupied in part by graduate students, has been changed such that single renters may occupy single bedroom units. This gives our graduate students an apartment housing option previously available on a limited basis. *The Master Plan* also calls for the replacement of Cardinal Court, which is outdated and does not capture the physical beauty of its surroundings.

- *Action 73: Identify and address the University's most pressing facilities needs.*

Illinois State University's most pressing facility needs are annually identified in the annual Resource Allocation and Management Program Capital Improvements Plan. After gaining approval from the Illinois State University Board of Trustees, the Fiscal Year 2003 Plan was submitted to the Illinois Board of Higher Education in September 2001. The Fiscal Year 2004 Plan will be submitted to the Illinois Board of Higher Education in September 2002.

- *Action 75: For marketing purposes, combine related areas of academic excellence in publicizing the University to prospective students.*
The Illinois State University Viewbook, developed for prospective students and their parents, and Illinois State Magazine have both been revised to combine related areas of academic excellence in publicizing the University to prospective students and their families.
- *Action 78: Recognize the influence that college ranking systems wield in establishing the University's reputation.*
A strategy for addressing all four subactions of this action is in effect as of fall 2001. One of the four subactions has been completed (78C) and is described below. The subactions are 1) develop a concerted strategy to advance the University to the next level in the U.S. News & World Report rankings (78A); 2) participate in other ranking systems such as the Student Engagement Survey that better address student outcomes (78B); 3) coordinate all ranking systems' requests for institutional data through the Office of Institutional Research and have that data regularly reviewed by other constituency areas (78C); and 4) publicize positive reviews of the University in other college and university guides (78D).
- *Action 78C: Coordinate all ranking systems' requests for institutional data through the Office of Institutional Research and have that data regularly reviewed by other constituency areas.*
All ranking system requests for institutional data are compiled by the coordinated efforts of Institutional Research and the University Assessment Office. The Provost's Office, Media Relations, and other appropriate campus constituents review institutional responses to these requests.

Educating Illinois Actions in Progress

In addition to those actions completed, implementation teams are currently addressing many other actions. Displayed below are selected actions and the percent of action steps completed for these actions. Additional updates will be reported in Illinois State University's *Fiscal Year 2002 Results Report* in fall 2002 and in *Illinois State University's Fiscal Year 2003 Educating Illinois Status Report* in spring 2003.

- *Action 1A: Actively recruit students in the ACT range of 22-27. At the same time, consider other activities in lieu of higher ACT scores as evidence of high motivation and special skills. (67% complete)*
The Academic Senate approved a new freshman admissions policy effective for fall 2002 applicants. Instead of listing guaranteed composite ACT scores and high school percentile ranks for admission to the University, the catalog profiles the admitted freshman class from the previous fall semester. The fall 2002-03 undergraduate catalog will read, "Of those freshman students admitted for the 2001-2002 academic year, 85 percent ranked in the top half of their graduating class; 38 percent ranked in the top quarter; and 10 percent ranked in the top 10 percent of their class. The average ACT score was 23 and there were significant increases over the previous years in the number of admitted students having scores between 24 and 35."

The freshman admissions policy approved by the Academic Senate also requires submission of a personal statement. This allows for students to comment on their academic motivation and may be used to explain circumstances that are not readily apparent from academic records. It is the student's opportunity to address the Admissions Committee directly—letting them know of circumstances that statistics cannot address.

The Office of Admissions has undertaken a new set of procedures as part of the admission review and selection process. Perhaps the most significant change was moving up the priority filing period from September 1 - December 31 to September 1 - November 15. Substantial increases in the numbers of applications received resulted and enabled admission decisions to be made earlier. Furthermore, students were evaluated in a more subjective and thorough manner, using course preparation, grade point average, class rank, ACT/SAT results, and, in some cases, a personal statement and a letter of recommendation. The quality of those new freshmen admitted for fall 2002 has increased with rises in test scores and

numbers of students ranking in the top half. The implementation of a \$150 enrollment deposit fee due no later than May 1 should lead to more accurate projections and expedite fall course scheduling and residential assignments.

Future action steps include working with departments to enhance Admissions Open Houses and obtaining feedback about new policies from high school counselors.

- *Action 3: Emphasize the importance of campus visits for prospective students. (83% complete)*
A survey and inventory of departmental recruiting strategies was conducted in spring 2001 to identify best practice strategies that are effective in recruiting high-achieving, motivated students. A recruitment guidebook and recurring workshops were developed to support and enhance departmental efforts. Follow-up workshops and brown bag sessions are in the process of being developed and will be held on an on-going basis. Future plans include holding follow-up workshops and an Admissions staff meeting once a semester with the Chairs Council to discuss upcoming recruiting events.
- *Action 12: Continue adding more lifestyle floors related to academic majors. (28% complete)*
University Housing Services offers residents the opportunity to live on designated floors with students who share similar academic interests. Presently, residential academic programs are available for students with similar interests in Honors, Music, International, Co-Sciences, Foreign Languages, ROTC, Nursing, CONNECTIONS, Academic Enrichment Center, English, Math, Speech Pathology and Audiology, and Political Science. With the additions of History, Social Work, and Education lifestyles in fall 2001, the University currently offers 23 academic lifestyle floors. Student Affairs has worked with the Department of Communication and the College of Fine Arts to develop a Communication Lifestyle and a Fine Arts Lifestyle, both to be housed in Manchester Hall beginning in fall 2002. In addition, the Curriculum and Instruction Lifestyle floor, added in fall 2001, will be expanded to two floors beginning in fall 2002. Student Affairs plans to add approximately three new lifestyle floors each fall.
- *Action 13: Expand the CONNECTIONS program. (75% complete)*
Two additional staff members have been added and three new theme groups (Major and Career Exploration, Healthy Mind and Body, and Volunteer and Service Learning) were piloted in fall 2001. The CONNECTIONS program as it currently exists was assessed with the assistance of the University Assessment Office and an on-going system for assessing the program was developed. Based upon feedback from CONNECTIONS participants, additional sections of the three theme groups will be added for fall 2002. Future plans for expanding the CONNECTIONS program include specifying implementation priorities and strategies over a multi-year period.
- *Action 16: Develop a comprehensive retention plan. (92% complete)*
The Academic Senate in fall 2001 approved creation of a six-year graduation rate goal policy in the student section of the Policies and Procedures Manual. Through selective admissions, superior instruction, and well-tailored retention activities, Illinois State University strives to have an undergraduate six-year graduation rate of 60 percent. The most recent six-year graduation rate for new freshmen cohorts (1994) has risen to 55 percent of entering students, which is 92 percent towards achievement of the six-year graduation rate goal policy established by the Academic Senate. The fall 1994 Black/Non-Hispanic new freshman cohort has also shown the highest six-year graduation rate in recent years at 37 percent.
- *Action 16A: Solicit input from our students about their educational experience at Illinois State and use the data to provide even more effective support to help students succeed. (40% complete)*
Through coordination of the University Assessment Office, Illinois State University now annually participates in the National Survey of Student Engagement (NSSE) and Your First College Year national surveys to solicit input from students about their educational experience and learning outcomes. For example, NSSE surveyed more than 155,000 first-year and senior students at 470 colleges and universities nationwide on five key indicators: academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment. Regarding the level of academic challenge, the 2001 NSSE report concluded, "Illinois State University aspires to create a challenging small-college learning environment by placing the student at the center of the teaching and

learning process.” The report also recognized the University for requiring all freshmen to take Foundations of Inquiry—“a course focused on intellectual inquiry in the disciplines taught by a full-time faculty member.”

As a second measure of student learning outcomes and programmatic improvement, university-wide assessment began with Phase I of a three-year plan to demonstrate that all 35 academic departments have a system for assessing student learning outcomes and use results as the basis for programmatic improvement. Because the first step in any assessment system is to clearly articulate the objectives for the program, a departmental review of each program’s student learning objectives was completed to assure that they are current, well-known by faculty and students, and reflected in the curricula. This review was completed during academic year 2000-01. Phases II and III will focus on documenting assessment systems (academic year 2001-02) and reporting how assessment results have been the basis for programmatic change (academic year 2002-03).

- *Action 16E: Create an alternative Interdisciplinary Inquiry major as a means of retaining students with broad interests. (60% complete)*

In November 2001 the Academic Senate approved a proposal for a new B.S. degree program in University Studies that creates an alternative Interdisciplinary Inquiry major as a means of retaining students with broad interests. This major option is flexible, providing students with broad training from a variety of disciplines. It features upper-division coursework that builds on the General Education curriculum and offers students the opportunity to construct three types of individualized programs of study. Pending the approval of the Illinois State University Board of Trustees and Illinois Board of Higher Education, this major will be implemented beginning with the 2002-2003 Undergraduate Catalog.
- *Action 21: Focus each section of “Foundations of Inquiry” on the development of basic inquiry, argumentation, and critical-thinking and information-gathering skills in an interdisciplinary context. (40% complete)*

In academic year 2000-01, the Council for General Education completed a course syllabi review of all General Education courses to assure that programmatic objectives approved by the Academic Senate are being addressed in the classroom. This analysis is being replicated during academic year 2001-02 for all inner core courses, which includes Foundations of Inquiry (FOI). Results from both syllabi reviews will be used to determine the focus for FOI in the future.
- *Action 23: Recognize student participation in on- and off-campus activities by listing selected activities on a Student Involvement Transcript. (33% complete)*

Representatives from the Assessment Coordinating Council and the Campus Technology Support Group are developing a student Co-Curricular Portfolio. Student participation in such opportunities adds greatly to occupational and graduate/professional school preparation and the distinctiveness of the educational experience. The proposal is in the process of being evaluated and revised prior to full implementation.
- *Action 25: Create a Leadership Institute that would serve as a campus laboratory for the creation of leaders for the 21st century. (25% complete)*

Two sub teams are addressing the development of the Leadership Institute. One is drafting a proposal for an academic minor and the other is creating an inventory of co-curricular programs at Illinois State University and other benchmark institutions. A combination of seminars, student research, leadership retreats, fellowships, and internships, a leadership sequence of study, and lectures with noted leaders and leadership authorities would be offered. The Institute will not only develop “leaders of leaders,” but will also expand the commitment of students to resolve social problems and address human needs.
- *Action 26C: Create at least one endowed chair for each college and Milner Library through the Comprehensive Campaign. (10% complete)*

Illinois State University fully expects to build upon past successes of the *Comprehensive Campaign*. In October 2000, a \$1 million gift from former Illinois State University Board of Trustees member G. Thomas Andes and his wife, Janet, created the University’s first-ever endowed chair. The Tom and Janet Andes Endowed Chair for General Education awards a faculty member, who is an outstanding teacher of inner-

core General Education courses, an endowed three-year appointment. The endowed chair will make it possible for the faculty member to teach a reduced load of classes, providing time for innovative course development and exemplary instruction. Furthermore, it will help attract and retain faculty members who are committed to the first-year experience, ensure superior undergraduate instruction and further showcase the University's distinctiveness and excellence in General Education.

Dr. Kenton Machina from Philosophy was installed as Illinois State University's first endowed chair on October 26, 2001. Dr. Machina began his teaching career at Illinois State University in 1973 as an assistant professor in the Department of Philosophy. He served as chairperson of Philosophy from 1976 to 1989 and as coordinator for the "Foundations of Inquiry" General Education course from 1997 to 2000. Dr. Machina has authored a book, Basic Applied Logic, coauthored What's the Reason?, and has also written numerous publications in scholarly journals. In 1996, he was honored as the Outstanding Teacher in the Humanities at Illinois State University and was named a Danforth Graduate Fellow. His current work includes publications dealing with vagueness, ignorance, and margins for error; religious faith and religious worldviews; and moral accountability.

At a special ceremony held on November 20, 2001, Illinois State University graduate Dr. K. Patricia Cross announced her gift of \$2.5 million to establish the Cross Chair in the Scholarship of Teaching and Learning in honor of her father, a former Physics professor at Illinois State. Dr. Lee S. Shulman, President of the Carnegie Foundation, provided the keynote address, "The Scholarship of Teaching". The Cross Chair will promote the scholarship and research in teaching, increase Illinois State's ability to attract outstanding teaching scholars to campus, and foster interaction and relationships with prestigious national forums. Illinois State University is the first university in the nation to establish an endowed chair in the scholarship of teaching and learning.

- *Action 41E: Implement and assess strategies that are designed to increase the enrollments of students from traditionally underrepresented groups. (20% complete)*

Illinois State University entered into a Dual Admissions Agreement with City Colleges of Chicago, which has over four-fifths minority enrollment in Associate's degree programs. While enrolled at City Colleges of Chicago, students will have access to Illinois State's Office of Admissions, Milner Library, and other student support services. Students will also have access to designated university staff who will facilitate early academic and financial aid planning, including consideration for scholarship opportunities. To assure academic success, students will be required to maintain satisfactory progress at City Colleges of Chicago (cumulative 2.0 grade point average), a "C" average in all General Education courses, and a "C" or better in all professional courses. The Dual Admissions Program enables students to complete the baccalaureate degree within the minimum number of terms required for the chosen major, providing the prescribed program has been followed.

- *Action 53: Implement the recommendations of the Child Care Task Force Report and begin planning for the construction of an on-site child-care facility for the children of students, faculty, and staff. (50% complete)*

The study of models of funding for childcare centers at other colleges and universities is complete. It culminated in the presentation of a three-phase model to the University President to begin planning for the construction and expansion of a childcare system at Illinois State University. Phase I consists of expanding and renovating the existing Center to include capacity for children of faculty and staff. Phase II includes partnering with the Town of Normal in the development of a facility in Downtown Normal, giving the University two sources of childcare. Phase III calls for the construction of a new Center in the north area of campus, as identified in *The Master Plan*, giving Illinois State University three sources of childcare for students, faculty, and staff. In his State of the University address, President Boschini announced that Phase I was a high priority for the University and is also a high priority for the *Comprehensive Campaign*.

- *Action 55: Give faculty and (where applicable) staff the option of spreading the current 10-month pay cycle over a 12-month period. (80% complete)*

The report to finalize policies and procedures to give faculty and staff the option of spreading the current 10-month pay cycle of a 12-month period is/will be reviewed by the Vice Presidents and the Academic Senate. Implementation is expected to have an effective date of July 1, 2002.
- *Action 58: Promote campus-computing initiatives for instructional activities, including laptop purchase or lease programs, laptop smart classrooms and labs, and laptop access in campus food courts and other areas where students congregate. (20% complete)*

The Campus Technology Support Group opened the TechZone in fall 2001 to offer students, faculty, and staff of Illinois State University reduced prices on name-brand computer systems from Apple, Dell, and Gateway. Alumni are also eligible to purchase Gateway systems. Other campus computing initiatives include developing Intellectual Commons (iCommons), which are centralized areas for library and learning resources, computer access and support, and informal and formal gathering areas, as identified in *The Master Plan*. Additionally, experimental projects using wireless nodes in student gathering spots such as the Bone Student Center/Braden Auditorium and Milner Library has been undertaken to enhance mobile computing on campus.
- *Action 64: Create a student technology scholars program that identifies technologically-sophisticated students to serve as mentors for faculty, department, and programmatic Web and instructional technology projects. (67% complete)*

A model program has been developed by Institutional Web Support Services and was piloted in fall 2001. Students are trained on how to interview a client, develop a storyboard, incorporate client content into an IWSS designed frame, build a directory, integrate a final design, and support ongoing maintenance of the site. Plans are currently being developed for revising and expanding the program in the upcoming year.
- *Action 71: Conduct a thorough audit of all university facilities to identify use, condition, and alignment with the University's goals and values. (17% complete)*

In fall 2001, Facilities Services initiated the process of conducting a Facilities Condition Assessment (FCA) of all university buildings. This procedure will yield a detailed description and evaluation of the maintenance needs of each facility on campus necessary to ensure their continued contribution to our academic mission. A team is currently selecting architectural and engineering firms to interview; it is anticipated the FCA will be completed and results shared with the campus community by spring 2003.
- *Action 71A: Update the campus master plan. (87% complete)*

An update to *The Master Plan* was completed and submitted to the Illinois State University Board of Trustees at the October 2001 Discussion Hour and is before the Board for approval in February 2002. Consistent with *Educating Illinois*, the three main themes of *The Master Plan* are reinforcing the benefits of a small-college experience; supporting large, comprehensive university opportunities; and embracing partnerships with our local communities.
- *Action 71B: A long-range master plan for renovating or building new residence halls. This long-range plan would be focused on both residential and cultural uses of the buildings. (78% complete)*

In spring 2001, the Residence Hall Master Plan Committee conducted interview/data collection sessions with members of the campus community, including students choosing not to live in the residence halls and students currently enrolled at University High School, to determine housing needs. Members of the team also visited residence halls at peer institutions (University of Texas at Austin, Northern Illinois University, Illinois Wesleyan University, and Millikin University). Based on campus feedback, a Request For Proposals for architectural firms to conduct the Long-Range Renovation Plan was developed and submitted. In summer 2001, the team interviewed four firms on campus. The firm of Solomon, Cordwell, Buenz, and Associates was selected. In fall 2001, proposals for residence hall rooms, lobby space, and approaches to the buildings will be completed. A report will be submitted to the President's Cabinet in spring 2002.

- *Action 71G: Ensure adequate space for individual and group study by adding more suites, larger single and double rooms, and more common areas. (78% complete)*
This action has been incorporated into the long-range master plan for the residence halls (Action 71B) which is scheduled to be presented to the President's Cabinet in spring 2002.
- *Action 72: Implement the Milner Library long-range renovation plan and seek donor support for the expansion of the Library. (6% complete)*
A complete renovation to the front half of Milner Library's Floor 2, the main entry and lobby area, was completed. This and other demonstration projects are designed to show administrators, donors, legislators, and others what can be done with full funding to support library renovation.
- *Action 73B: Initiate a more aggressive approach to seeking capital funds from the state for the remodeling of Schroeder Hall, life-safety improvements to Stevenson and Turner Hall, and the improvement of Centennial East and Centennial West. (20% complete)*
The General Assembly approved \$18.7 million (includes \$1.2 million for preplanning) for Schroeder Hall renovation. Planning will be finalized during Fiscal Year 2002 and Phase I of construction will begin in Fiscal Year 2003. The life safety improvements for Stevenson and Turner halls is currently ranked 16th on the Illinois Board of Higher Education's Fiscal Year 2003 Priority List for higher education capital improvement, up from 20th in Fiscal Year 2002 and 28th in Fiscal Year 2001. The request for capital funds for Centennial East and Centennial West are not currently placed on the Priority List from the Illinois Board of Higher Education.
- *Action 78B: Recognize the influence that college ranking systems wield in establishing the University's reputation by participating in other ranking systems besides US News and World Report such as the National Survey of Student Engagement that better address student outcomes. (14% complete)*
In fall 2001, the National Survey of Student Engagement (NSSE) identified Illinois State University as a benchmark school for level of academic rigor. Over the past two years, the NSSE, headquartered at Indiana University, has surveyed more than 155,000 first-year and senior students at 470 colleges and universities on five key indicators: academic rigor, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment. Regarding the academic rigor, the NSSE report concluded, "Illinois State University aspires to create an academically challenging small-college learning environment by placing the student at the center of the teaching and learning process." The report also recognized the University for requiring all freshmen to successfully complete Foundations of Inquiry—"a course focused on intellectual inquiry in the disciplines taught by a full-time faculty member."
- *Action 79: Review departmental Web sites, brochures, and newsletters to ensure that they fully communicate university values, departmental distinctiveness, and areas of excellence. (77% complete)*
The Admissions Office and the Recruiting According to Our Values Implementation Team are working with both internal and external consultants to review university web sites, brochures, and newsletters to ensure that they fully communicate university values, departmental distinctiveness, and areas of excellence.

During Fiscal Year 2001, five academic departments (Family and Consumer Sciences, Mathematics, Physics, Criminal Justice Sciences, and Political Science) piloted the *Departmental Marketing Evaluation (DME)* as a means of enhancing academic distinction and areas of excellence in internal and external publications. During Fiscal Year 2002, five additional departments (Foreign Languages, Biological Sciences, Special Education, Technology, and Agriculture) are completing the *DME*, raising the total to ten of the thirty-five academic departments completing this process. The School of Kinesiology and Recreation and the department of Health Sciences have also requested to participate in the *DME* during spring 2002. This program will continue until all academic departments have completed the *DME* and their departmental web sites have been modified.

Media Relations and University Planning also supply the campus community with a regular newsletter, Values in Practice, highlighting university students, faculty and staff who actively represent the core values of the University (Individualized Attention, Public Opportunity, Active Pursuit of Learning, Diversity, and

Creative Response to Change). Copies of the newsletter may be obtained from Media Relations or by going to the Values in Practice section of the *Educating Illinois* web site.

Summary

As evidenced by this update, *Educating Illinois* is focusing the actions and resource allocation decisions of Illinois State University. Many action items have been accomplished and many more are being addressed. Illinois State University is successfully working toward achieving its vision of being the first-choice public university in Illinois for high achieving students, faculty, and staff, and with this progress the University is receiving national attention.

During the first year of *Educating Illinois* implementation, the Illinois Board of Higher Education featured Foundations of Inquiry and Individualized Attention as a best practice in higher education, the National Survey of Student Engagement named the University as a benchmark school for academic rigor, *The New York Times* featured the Honors Program, and the *Yale Daily News Insiders Guide to the Colleges and Universities* (a publication written by and for high-achieving students) highlighted “the small-school feeling [students] get from this large-university and the incredible opportunities that they encounter.” Additionally, the *Chicago Tribune* recently featured Illinois State University, Notre Dame University, and Indiana University as benchmark institutions in the Midwest for actively working to improve teaching and learning. Illinois State University is well on its way to becoming distinct and excellent in higher education.

Recruiting According to Our Values

Addressing Actions 1-9, this team focuses on institutional recruitment, scholarships, the honor program, and the development of five-year integrated bachelor's/master's degree programs.

Team Members

- Steve Adams (Admissions) **Facilitator**
- Barbara Kurtz (Foreign Languages) **Facilitator**
- Bob Aaron (University Communications)
- Molly Arnold (Admissions)
- Alison Bailey (Philosophy)
- Tak Cheung (Biological Sciences)
- Bill Cummins (Institutional Research)
- Tad Currie (School of Theatre)
- Steve Friedberg (Mathematics)
- Al Goldfarb (VP & Provost's Office)
- Kathleen Killian (Admissions)
- Ziggy Kowalski (Undergraduate Student)
- Amy Mersinger (Admissions)
- Chika Nnamani (Student Affairs)
- Clara Ann Perkins (Development)
- Norris Porter (College of Business)
- Stacy Ramsey (Admissions)
- Steve Rosenbaum (Honor's Program)
- George Rutherford (Physics)
- Jan Shane (VP & Provost's Office)
- Linda Smith (Undergraduate Student)
- Eric Thomas (Undergraduate Studies)
- Mark Troester (Institutional Web Support Services)
- Wendy Troxel (University Assessment Office)
- Marlon Webb (Admissions)
- Susan Woollen (Admissions)

Successful Transitions

Addressing Actions 10-19, this team focuses on the development of a comprehensive, institution-wide freshmen year retention plan and expanding institutional retention planning from the freshman year to senior years.

Team Members

- Helen Mamarchev (Student Affairs) **Facilitator**
- Susan Nierstheimer (Curriculum & Instruction) **Facilitator**
- Debbie Babcock (Insurance & Financial Services)
- Maureen Blair (University Housing Services)
- Michelle Bliss (Alumni Services)
- Cori Brown (Undergraduate Student)
- Susan Callahan (Alumni Services)
- Pam Cooper (Student & Alumni Placement Services)
- Deb Curtis (Clinical Experiences)
- Victor Devinatz (Management & Quantitative Methods)
- Adrian Duesler (Student & Alumni Placement Services)
- Christy England-Siegerdt (University Planning)

- Mary Jo Fabich (University College)
- Pam Hammond-McDavid (Student & Alumni Placement Services)
- Margaret Ann Hayden (Family & Consumer Sciences)
- Betty Kinser (School of Art)
- Pam Lindsey (Mennonite College of Nursing)
- Danielle Miller (Office of Student Life)
- Troy Nellis (Graduate Student)
- Jim Palmer (Educational Administration & Foundations)
- Ken Panfilio (Graduate Student)
- Sally Pyne (Undergraduate Studies)
- Stacy Ramsey (Admissions)
- Jess Ray (Registrar's Office)
- Jim Reid (Foreign Languages)
- Paul Ronczkowski (Health Sciences)
- Jon Rosenthal (College of Arts & Sciences)
- Judy Sevel (School of Social Work)
- Wendy Troxel (University Assessment Office)
- Beth Verner (School of Kinesiology & Recreation)

A Commitment to General Education

Addressing Actions 20-21, this team focuses on the provision of small General Education course sections, and common experiences for each Foundation of Inquiry cohort.

Team Members

- Betty Chapman (VP & Provost's Office) **Facilitator**
- Lou Perez (Undergraduate Studies) **Facilitator**
- Iris Baird (Philosophy)
- Christy England-Siegerdt (University Planning)
- John Freed (College of Arts & Sciences)
- Lorie Heggie (Foreign Languages)
- Lisa Hinchliffe (Milner Library)
- Bette Keyser (Health Sciences)
- Betty Kinser (School of Art)
- Claire Lamonica (English)
- Nick Maroules (Sociology-Anthropology)
- Danielle Miller (Office of Student Life)
- Jon Rosenthal (College of Arts & Sciences)
- Laurie Thompson-Merriman (School of Theatre)

The Junior/Senior Experience

Addressing Actions 22-25, this team will create a Junior/Senior Task Force to integrate and infuse the General Education curricula and other forms of experiential learning into upper-division course work. The team will also create a student involvement transcript that encompasses participation in both curricular and co-curricular programs, services, and events.

Team Members

- Marge Jones (Chemistry) **Facilitator**
- Pat Meckstroth (Milner Library) **Facilitator**
- Dianne Ashby (College of Education)

- Jill Benson (Office of Student Life)
- Kerri Calvert (Student Health Services)
- Sara Campbell (Mennonite College of Nursing)
- Veronica Chavez (Undergraduate Student)
- Sarah Dalton (Undergraduate Student)
- Ed De Roeck (Recreation Services)
- Carrie Dougherty (University Advancement)
- Christy England-Siegerdt (University Planning)
- Dale Fitzgibbons (Management & Quantitative Methods)
- Linda Gates (Student & Alumni Placement Services)
- Claude Graeff (Management & Quantitative Methods)
- Maura Guimon (Undergraduate Student)
- Pam Hammond-McDavid (Student & Alumni Placement Services)
- Kim Hays (Student Counseling Services)
- Ed Hines (Educational Administration & Foundations)
- Ruby Jones (Campus Dining Services)
- Dori Keller (Undergraduate Student)
- Gary Klass (Politics & Government)
- Annette Levitt (Alumni Services)
- Nick Lilak (Military Science)
- Sandy Little (Graduate School)
- Sabine Loew (Biological Sciences)
- Ed Mayer (Registrar's Office)
- Kathleen McKinney (Center for the Advancement of Teaching)
- Eileen Mervis (Undergraduate Student)
- Lowa Mwilambwe (Bone Student Center)
- Ken Newgren (Management & Quantitative Methods)
- Anne Newman (University Housing Services)
- Barbara Nourie (College of Education)
- Dan Olson (Military Science)
- Charles Orser (Sociology-Anthropology)
- Shawn Powers (Undergraduate Student)
- Donna Redding (Mennonite College of Nursing)
- Patricia Reyes (Undergraduate Student)
- Shari Rich (College of Business)
- Billy Rockey (University College)
- Lori Rozhon (Undergraduate Student)
- Mike Schermer (Office of Student Life)
- Jan Shane (VP & Provost's Office)
- Carol Shegog (Undergraduate Student)
- Torri Thompson (English)
- Tay Triggs (University Housing Services)
- Meridee Vandraska (Health Sciences)
- Beth Verner (School of Kinesiology & 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

Addressing Actions 26-33, this team will engage in activities that support excellence in graduate education and research and develop a comprehensive, institution-wide graduate student recruitment plan.

Team Members

- Gary McGinnis (Graduate School) **Facilitator**
- Pat O'Rourke (Agriculture) **Facilitator**
- Betty Chapman (VP & Provost's Office)
- Deb Gentry (College of Applied Science & Technology)
- Robin Gould (Institutional Research)
- Cecile Jagodzinski (Milner Library)
- Judy Keenan (Graduate School)
- Sandy Little (Graduate School)
- Jamal Nassar (Politics & Government)
- Sally Pancrazio (College of Education)
- Mike Schermer (Office of Student Life)
- Jennifer Schmidt (Graduate Student)
- Curt White (English)
- Brian Wilkinson (Biological Sciences)
- Susan Winchip (Family & Consumer Sciences)

Mission-Driven Public Service & Outreach

Addressing Actions 34-35, this team will inventory and publicize current public service activities and develop a plan to ensure that public service activities are aligned with the University's mission.

Team Members

- Kathy Beal (Media Relations) **Facilitator**
- Galen Crow (Extended University) **Facilitator**
- Jerry Abner (University Communications)
- Diane Ashby (College of Education)
- Al Bowman (Speech Pathology & Audiology)
- Angelia Bowman (Graduate Student)
- Nancy Bragg (Center for the Advancement of Teaching)
- Mary Campbell (School of Social Work)
- Jim Carson (Finance, Insurance & Law)
- Gwen Clark (Student & Alumni Placement Services)
- Angela Engel (University Planning)
- Grace Foote Johns (Physics)
- Steve Goodwin (Marketing)
- Nancy Latham (Research & Sponsored Programs)
- Jim Major (School of Music)
- Dixie Mills (College of Business)
- Jan Paterson (Office of Student Life)
- Pamela Reece (Town of Normal)

Student-Faculty Connections

Addressing Actions 36-37, this team will develop institutional strategies to increase interactions among students, faculty, and staff to promote individualized attention and life-long learning.

Team Members

- Diane Ashby (College of Education)
- Mike Baum (Student Counseling Services)
- Steve Bragg (VP Finance & Planning)
- Adam Corelli (Undergraduate Student)
- Bill Cummins (Institutional Research)
- Eileen Fowles (Mennonite College of Nursing)
- John Freed (College of Arts & Sciences)
- Al Goldfarb (VP & Provost's Office)
- Marian Hampton (School of Theatre)
- Michelle Hines (Undergraduate Student)
- Barbara Kurtz (Foreign Languages)
- Christa Lawhun (Facilities Management)
- Dixie Mills (College of Business)
- la 'Rufus Mitchell (Undergraduate Student)
- Roosevelt Newson (College of Fine Arts)
- John Pryor (Psychology)
- Khalid Razaki (Accounting)
- Nancy Ridenour (Mennonite College of Nursing)
- Bob Rossman (College of Applied Science & Technology)
- Dave Thomas (School of Kinesiology & Recreation)
- Kerry Tudor (Agriculture)
- Curt White (English)

A Supportive Environment that Promotes Understanding

Addressing Actions 38-41, this team will assist in the development of an Office of Minority Student Services to expand and support university-wide recruitment and retention strategies and this team will also implement a plan to increase students' awareness and appreciation of other cultures.

Team Members

- Kimberly Nance (Foreign Languages) **Facilitator**
- Eric Thomas (Undergraduate Studies) **Facilitator**
- Martha Burk (Milner Library)
- Ann Caldwell (Disability Concerns)
- Christine Carr (Diversity & Affirmative Action)
- Marabeth Clapp (VP Finance & Planning)
- Pam Cooper (Student & Alumni Placement Services)
- Barb Dallinger (Bone Student Center)
- Kristy DeWall (Graduate Student)
- Becky Goeckner (International Studies)
- Richard Grinnell (School of Social Work)
- Morgan Haywood (Undergraduate Student)
- Aja Holmes (Graduate Student)
- Alan Lacy (School of Kinesiology & Recreation)
- Mohamed Nur-Awaleh (Educational Administration & Foundations)
- Theresa Sanchez (School of Art)

- Angela Scott (Economics)
- Kasia Stadnik (English)
- Maura Toro-Morn (Sociology-Anthropology)
- Tay Triggs (University Housing Services)
- Julia Visor (University Center for Learning Assistance)
- Charles (Gabe) Wright (Undergraduate Student)

Academic Culture

Addressing Actions 42-46, this team will work to increase support for curricular and co-curricular programs; develop social and intellectual traditions that engender a sense of community; and, increase the availability of electronic resources to enhance student-to-student, faculty, and staff interaction.

Team Members

- Claude Graeff (Management & Quantitative Methods) **Facilitator**
- Curt White (English) **Facilitator**
- Rita Bailey (Speech Pathology & Audiology)
- Leanna Bordner (Intercollegiate Athletics)
- Jan Bremner (Office of Human Resources)
- Tom Ellsworth (Criminal Justice Sciences)
- Julie Goodlick (Alumni Services)
- Julie Jenson (Office of Human Resources)
- Scott Kording (Undergraduate Student)
- Cal MacLean (School of Theatre)
- Phyllis McCluskey-Titus (Educational Administration & Foundations)
- Heather McKnight (Office of Student Life)
- Kenny Mossman (Intercollegiate Athletics)
- Roosevelt Newson (College of Fine Arts)
- Dimple Patel (Intercultural Programs)
- John Walker (School of Art)
- Steve Whitmore (Undergraduate Student)
- Cheryl Young (University Advancement)

Essential Support for Faculty And Staff

Addressing Actions 47-55, this team will assist in the development and implementation of a Faculty and Staff Professional Development Center and assist in activities to enhance new faculty and staff training and orientation.

Team Members

- Amee Adkins (Educational Administration & Foundations)
- Greg Alt (VP Finance & Planning)
- Joe Armstrong (Biological Sciences)
- David Barone (Psychology)
- Steve Bell (Administrative Computing)
- Barb Blake (Budget Office)
- Paul Borg (School of Music)
- Eileen Borgia (Curriculum & Instruction)
- Victor Boschini (President's Office)
- Steve Bragg (VP Finance & Planning)
- Scott Brouette (Child Care Center)

- SJ Chang (Finance, Insurance & Law)
- Betty Chapman (VP & Provost's Office)
- Marabeth Clapp (VP Finance & Planning)
- Bonnie Crutchley (Student Insurance)
- Bill Cummins (Institutional Research)
- Kriss Davis (Administrative Computing) Kathleen McKinney (Center for the Advancement of Teaching)
- Saad El-Zanati (Mathematics)
- Cheryl Elzy (Milner Library)
- Al Goldfarb (VP & Provost's Office)
- Rick Hamblin (Administrative Computing)
- Marian Hampton (School of Theatre)
- Ron Jones (VP Finance & Planning)
- Susan Kern (University Advancement)
- Lindsay Kurtz (Undergraduate Student)
- Steve Landau (Psychology)
- Franzie Loepp (Center for Mathematics, Science & Technology)
- Jeff Lopez (Recreation Services)
- Greg Lyle (Student Accounts)
- Helen Mamarchev (Student Affairs)
- Gary McGinnis (Graduate School)
- Jim Moon (Accounting)
- Ken Panfilio (Graduate Student)
- Jan Shane (VP & Provost's Office)
- Sharon Stanford (VP & Provost's Office)
- Karen Stephens (Family & Consumer Sciences)
- Rama Suresh (Academic Personnel)
- Dave Thomas (School of Kinesiology & Recreation)
- Judy Toepke (Academic Personnel)
- Mark Walbert (Economics)
- Anna Wells (Institutional Research)
- Sue Zinck (Academic Personnel)

Integrated Services that Work For Students

Addressing Actions 56-57, this team will implement the "One-Stop-Shop" for students and expand services provided on the World Wide Web.

Team Members

- 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)
- Steve Bell (Administrative Computing)
- Beckie Benner (Advancement Services)
- Vincent Boyd (Financial Aid)
- Keri Jo Carter (University College)
- Janet Claus (University College)
- Paula Cole (Financial Aid)

- Bill Cummins (Institutional Research)
- Judy Curtis (Registrar's Office)
- Wil Davis (Admissions)
- GHR Engineering (Engineers)
- Christy England-Siegerdt (University Planning)
- Mike Fitzgerald (Financial Aid)
- Jamie Fox (Admissions)
- 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)
- Steve Rosenbaum (Honor's Program)
- Dick Runner (VP Finance & Planning)
- Severns, Reid and Associates (Architects)
- 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 (VP & Provost's Office)

A Technology-Friendly Campus

Addressing Actions 58-65, this team will participate in university efforts to expand student, faculty, and staff access to technology resources; enhance the University's presence on the World Wide Web; and reward faculty and staff engaged in technological innovations that further student learning.

Team Members

- Bob Aaron (University Communications)
- Steve Adams (Admissions)
- Chris Andre (College of Applied Science & 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 Burrell (Telecommunications)
- Sara Campbell (Mennonite College of Nursing)
- Jim Carter (Geology-Geography)
- Ramesh Chaudhari (College of Education)
- Jack Chizmar (Economics)
- Richard Christensen (Milner Library)
- Scott Christner (College of Business)
- Karen Coats (English)
- Galen Crow (Extended University)
- Bill Cummins (Institutional Research)
- Jim Cunningham (Milner Library)
- Jody DeCremer (College of Fine Arts)
- Melissa Enderlin (Student Affairs)
- Ken Fansler (College of Education)
- James Fielder (College of Arts & Sciences)
- Gerald Fitzgerald (Classroom Technology Support)
- Eileen Fowles (Mennonite College of Nursing)
- Scott Genung (Telecommunications)
- Tom Gersic (Undergraduate Student)
- David Greenfield (Student Technology Support Services)
- Michael Grossman (Undergraduate Student)
- Stephanie Haugh (Family & Consumer Science)
- Danney Hayden (Administrative Information Systems)
- Matthew Hesson-McInnis (Psychology)
- Randy Hill (Computer Infrastructure Support Services)
- Lisa Hinchliffe (Milner Library)
- Eric Hodges (Administrative Information Systems)
- Krena Hoyt (Milner Library)
- Tera Jensen (Undergraduate Student)
- Peter Juvinall (College of Business)
- James Kalmbach (English)
- Patricia Klass (Educational Administration & Foundations)
- Ryan Klos (Undergraduate Student)
- Susan Kossman (Mennonite College of Nursing)
- David Kuntz (College of Fine Arts)
- Kathleen McKinney (Center for the Advancement of Teaching)
- Miguel Melo (Undergraduate Student)
- Josh Mickle (Undergraduate Student)
- Doug Mock (Mennonite College of Nursing)
- Ron Mottram (School of Art)
- Ken Newgren (Management & Quantitative Methods)
- Edgar Norton (College of Business)
- Barbara Nourie (College of Education)
- Chad O'Donnell (Graduate Student)
- Ken Panfilio (Graduate Student)

- Kate Planholt (College of Applied Science & 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)
- 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)
- Joaquin Vila (Applied Computer Science)
- Mark Walbert (Economics)
- Sarah Walczynski (College of Arts & Sciences)
- Bob Wazienski (Sociology-Anthropology)
- Dave Williams (VP & Provost's Office)
- Robert Zant (Applied Computer Science)
- Shari Zeck (College of Fine Arts)

Best Practices in Advising

Addressing Actions 66-70, this team participate in planning to equalize advising loads across campus and will explore programs that involve and reward faculty and staff mentors in the advising process. Additionally, the team will explore information technology applications for advising and course scheduling.

Team Members

- Carlye Kalianov (University College) **Facilitator**
- Doug Vorhies (Marketing) **Facilitator**
- Nancy Baldoni (College of Business)
- Pam Beach (Administrative Information Systems)
- Bob Bradley (Politics & Government)
- Nan Carlson (School of Art)
- Eric Hodges (Administrative Information Systems)
- Willie Hunter (Chemistry)
- Betty Kinser (School of Art)
- Mary Leung (School of Kinesiology & Recreation)
- Danielle Lindsay (Family & Consumer Sciences)
- Janice Malak (Sociology-Anthropology)
- Mohamed Nur-Awaleh (Educational Administration & Foundations)
- Norris Porter (College of Business)
- Sally Pyne (Undergraduate Studies)
- Rick Olshak (Student Dispute Resolution Services)
- Bob Rossman (College of Applied Science & Technology)
- Jeremy Schenk (University Housing Services)
- Judy Sevel (School of Social Work)
- Pat Shelton (Criminal Justice Sciences)
- Bobbi Thomas (Scheduling Office)
- Torri Thompson (English)

Facilities for the 21st Century

Addressing Actions 71-73, this team will conduct an audit to all university facilities to identify use, condition, and alignment with university goals and values; identify and address the most pressing facilities needs; implement the Milner Library long-range renovation plans; and, seek funds for the expansion of Milner Library.

Team Members

- Maureen Blair (University Housing Services)
- Steve Bragg (VP Finance & Planning)
- Betty Chapman (VP & Provost's Office)
- Cheryl Elzy (Milner Library)
- Joe Rives (University Planning)
- Dick Runner (VP Finance & Planning)
- Chuck Scott (Facilities Management)
- Bob Aaron (University Communications)
- Greg Alt (VP Finance & Planning)
- Linda Bagby (Purchasing Office)
- Kristi Bina (VP Finance & Planning)
- Cori Brown (Undergraduate Student)
- Shane Brown (Facilities Management)
- Jerry Carlson (Facilities Management)
- Jim Carlson (Bone Student Center)
- Jeff Conroy (Sizemore, Floyd, & Conroy)
- Jim Curtain (SCB)
- Richard Dammers (President's Office)
- Doug Dowdy (Intercollegiate Athletics)
- Steve Eddington (Environmental Health & Safety)
- Angela Engel (University Planning)
- Georgia Everson (Facilities Planning)
- Al Goldfarb (VP & Provost's Office)
- Danney Hayden (Administrative Information Systems)
- Ron Jones (VP Finance & Planning)
- Ron Kelley (Facilities Management)
- Rick Kentzler (Facilities Planning)
- Susan Kern (University Advancement)
- Scott Kording (Undergraduate Student)
- Barbara Kurtz (Foreign Languages)
- Alan Lacy (School of Kinesiology & Recreation)
- Steve Lancaster (Campus Dining Services)
- Jeff Lopez (Recreation Services)
- Helen Mamarchev (Student Affairs)
- Gary Mangina (Facilities Management)
- Vicky Morgan (Curriculum & Instruction)
- Chika Nnamani (Student Affairs)
- Brent Paterson (Division of Student Affairs)
- Steve Pydynowski (University Housing Services)
- Chris Ratajski (University Housing Services)
- Jan Shane (VP & Provost's Office)
- Dick Shelton (Facilities Management)
- Ruth Townsend (Diversity & Affirmative Action)
- Roberta Trites (College of Arts & Sciences)

- Toni Tucker (Milner Library)
- Heather Weed (SCB)
- Mark Wells (Facilities Planning)
- Steve Westerdahl (Town of Normal)
- Dorothy Witte (University Advancement)
- Marcqus Wright (Undergraduate Student)
- Cheryl Young (University Advancement)

Communicating Our Identity

Addressing Actions 74-79, this team will implement strategies to develop a shared understanding of what makes Illinois State University distinctive and excellent and develop strategies for focusing priority decisions on the University's mission and core values.

Team Members

- Bob Aaron (University Communications) **Facilitator**
- Jay Groves (Media Relations) **Facilitator**
- Linda Thomas (Institutional Research)
- Jerry Abner (University Communications)
- Kathy Beal (Media Relations)
- Bruce Bergethon (Radio Station WGLT)
- Susan Blystone (University Marketing & Communications)
- Leanna Bordner (Intercollegiate Athletics)
- Melissa Bush (Conferencing Unit)
- Sara Campbell (Mennonite College of Nursing)
- Mary Cowdery (University Communications)
- Sarah Diel-Hunt (College of Arts & Sciences)
- Dick Folse (Extended University)
- Deb Gentry (College of Applied Science & Technology)
- Pete Guither (School of Theatre)
- Dean Kazoleas (Communication)
- Kathleen Killian (Admissions)
- Tim Longfellow (Marketing)
- Helen Mamarchev (Student Affairs)
- Larry Morlan (Development Office)
- Kay Moss (College of Education)
- Roosevelt Newson (College of Fine Arts)
- Chuck Scott (Facilities Management)
- Jan Shane (VP & Provost's Office)
- Mike Speros (University Housing Services)
- Janis Swanton (Graduate School)
- Steve Taylor (Marketing)
- Barbara Todd (Alumni Office)
- Mark Troester (Institutional Web Support Services)
- Toni Tucker (Milner Library)
- Cheryl Young (University Advancement)

Coordinating Team

The Educating Illinois Coordinating Team helps to facilitate activities between the other 15 teams by channeling information and resources to appropriate sources. It is also responsible for keeping the Institutional Report Card current and for publicizing and celebrating institutional accomplishments.

Team Members

- Joe Rives (University Planning) **Facilitator**
- Betty Chapman (VP & Provost's Office)
- Richard Dammers (President's Office)
- Christy England-Siegerdt (University Planning)
- Jay Groves (Media Relations)
- Barbara Kurtz (Foreign Languages)
- Helen Mamarchev (Student Affairs)
- Jan Shane (VP & Provost's Office)