

ILLINOIS STATE UNIVERSITY

ACADEMIC PLAN

2011-2016

Submitted to the Academic Senate
May 4, 2011

Submitted to the Board of Trustees
July 29, 2011

Illinois State University formally reiterates and reaffirms its commitment to the principles of equal opportunity, affirmative action and diversity. Discrimination based upon race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity and expression, order of protection status, or veteran's status is a violation of federal and state law and university policy and will not be tolerated. This non-discrimination policy applies to all programs administered by the University. However, this policy should not be construed to infringe upon the free exchange of ideas essential to the academic environment. To the extent allowed by law, all employment decisions, including those affecting hiring, promotion, demotion, or transfer; recruitment; advertisement of vacancies; layoff and termination; compensation and benefits; or selection for training will be made consistent with established Illinois State University policy. Responsibility for communicating, interpreting, and monitoring the University's equal opportunity policy has been assigned to the Office of Equal Opportunity, Ethics, and Access.

ILLINOIS STATE UNIVERSITY
ACADEMIC PLAN 2011-2016

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SECTION I
MISSION STATEMENTS

Illinois State University . . .

A small-college experience with large-university opportunities

OUR HERITAGE

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

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

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

OUR MISSION

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

OUR VISION AND VALUES

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

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

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

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

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

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

ILLINOIS STATE UNIVERSITY MISSION STATEMENT

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

Adopted by the Academic Senate, May 7, 2008

Board of Trustees
of
Illinois State University

Vision Statement for the Year 2014

Through the Mission, Vision, Goals and Actions of Illinois State University's Strategic Plan titled *Educating Illinois*, Illinois State University will be recognized in 2014 as:

- An institution that prepares students to be successful in a globally competitive and culturally diverse environment, while serving the University-related needs of its faculty, staff, alumni and university stakeholders
- A branded national leader in selected academic programs, scholarship and service as reflected in university ranking systems and college-related publications
- An academically entrepreneurial university, with an emphasis on reviewing current offerings and exploring new academic opportunities, including the possibility of additional professional schools
- A world-wide partner with innovative academic, corporate and governmental organizations
- A campus with facilities that reflect the University's heritage, while recognizing the need to use sustainable resources that protect and enhance the environment
- A technologically advanced institution that facilitates high-quality campus and distance learning, teaching and research
- A top choice of employers as they search for highly qualified individuals who can become outstanding employees in Illinois and beyond
- A University that prepares students for the active civic engagement that is important in a democratic society
- A campus that offers a diverse spectrum of academic, cultural, social and athletic activities
- An institution that respects the need to maintain affordability and accessibility for Illinois State students and responds to the reduced federal and state commitment to higher education funding through aggressive private fundraising

Revised February 2007

Mission of the College of Applied Science and Technology

The College of Applied Science and Technology cultivates the intellectual and personal growth of individuals through premier teaching, research, and outreach programs. We emphasize relationships between theory and practice in order to graduate technologically skilled life-long learners who can contribute effectively to their profession and society.

Mission of the College of Arts and Sciences

The mission of the College of Arts and Sciences is to ignite intellectual curiosity and promote reflection on human experience and the natural world. By discovering and disseminating knowledge, we serve society and prepare students for fulfilling lives and productive careers as life-long learners, engaged citizens, and leaders in the 21st century.

College of Arts and Sciences Core Values

- The pursuit of learning and scholarship advances knowledge, invigorates our curricula, and contributes to service.
- Individualized attention fosters students development as life-long learners, critical thinkers, and engaged citizens who are knowledgeable in their fields.
- Public opportunity and civic engagement are responsibilities of a state university.
- Diversity of ideas, backgrounds, and approaches to the pursuit of knowledge enriches and promotes the personal and intellectual development of all students, faculty, and staff.

Mission of the College of Business

Through our shared commitment to excellence in teaching, research, and service, we prepare students to be skilled and ethical business professionals who will make significant positive contributions to organizations, to communities, and to our larger society.

Mission of the College of Education

The College of Education at Illinois State University will transform 21st century learning.

Mission of the College of Fine Arts

The College of Fine Arts' mission is to educate developing artists, performers, scholars, teachers, and therapists. We believe in advancement of the arts within a diverse intellectual and social environment through collaboration in learning and artistic practice. Underlying all our work is the commitment to the arts as a vital and fundamental cultural force necessary to the functioning of a democratic society and to the education of its citizens.

To fulfill this mission, the College is committed to providing cultural and aesthetic education and activities for all students and community members. The College serves the region as a center for professional arts activities and is the University's gateway for public access to these cultural opportunities. This commitment and these activities are central to the overriding public service mission of Illinois State University.

Mission of the Mennonite College of Nursing

Mennonite College of Nursing at Illinois State University creates a dynamic community of learning to develop exceptionally prepared nurses who will lead to improved health outcomes locally and globally. We promote excellence in teaching research, service and practice with a focus on the vulnerable and underserved. We are committed to being purposeful, open, just, caring, disciplined and celebrative.

Through this mission MCN contributes to the pursuit of goals set forth in *Educating Illinois 2008-2014*, especially positioning students to excel, demonstrating excellence in scholarship, teaching and learning, enhancing pride in and allegiance to the University, and promoting well-being.

Mission of the Graduate School

Graduate education advances the University's mission to expand knowledge and culture among students, colleagues, and general citizenry through teaching, research, and service. Graduate education provides opportunities for all students, including those from underrepresented groups, to learn advanced skills enabling them to generate knowledge through research and creative endeavors, to disseminate their scholarship, and to prepare for careers throughout the public and private sectors.

The Graduate School supports the expansion and strengthening of graduate programs including: 1) master's programs in areas that build on strengths of undergraduate programs, have a unique educational focus, or prepare students for viable careers and 2) doctoral programs in areas of demonstrated programmatic strength and expertise or where a compelling societal need exists.

Mission of the Illinois State University Libraries

The mission of the Illinois State University Libraries is to create and sustain an intuitive and trusted information environment that enables learning and the advancement of knowledge in a culturally and technologically superior setting. Illinois State Libraries' staff are committed to developing innovative services, programs, space, strategies, and systems that promote discovery, dialogue, learning, and the human spirit.

ILLINOIS STATE UNIVERSITY PROFILE 2010

Illinois State University was founded in 1857 as the first public institution of higher education in the state. The documents establishing Illinois State as a teacher education institution were drafted by Abraham Lincoln. Today, Illinois State is, as its founders dreamed, a multipurpose institution with degree programs at the bachelor's, master's, and doctoral levels.

The University is one of 12 public universities in Illinois. On January 3, 1996, the inaugural meeting of the Board of Trustees of Illinois State University was convened as the governing body for the University. Sixty-nine undergraduate programs in 199 fields of study are offered through the Colleges of Applied Science and Technology, Arts and Sciences, Business, Education, Fine Arts, and Nursing. The Graduate School coordinates 43 master's programs, ten certificate programs, and nine doctoral programs. The University's academic programs are supported by the services and collections of Milner Library, which contains over 3,000,000 holdings and special collections.

Illinois State University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. For further information regarding this accreditation contact NCA-HLC at 230 S. LaSalle St., Suite 7-500, Chicago, Illinois 60604, Phone 800-621-7440 or 312-263-0456, or at the Commission's web site address www.ncacihe.org. The teacher preparation programs are accredited by the National Council for Accreditation of Teacher Education and are certified by the Illinois State Board of Education. Illinois State holds discipline-based accreditation from 25 accrediting agencies.

The University enrolls 20,762 students from all 50 states and 59 countries. The largest segment of the student body (55 percent) comes from the Chicago area and surrounding collar counties; and an additional 23 percent are from McLean and central Illinois counties. Approximately 87 percent are undergraduate students and 13 percent are graduate students. The enrollment includes a significant number of minority students, students with disabilities, and adult learners. The mean ACT score for new beginning freshmen was 24.1 in fall 2010.

The University employs 1,184 departmental faculty members. The faculty is dedicated to the provision of superior teaching and includes numerous scholars who are recognized at national and international levels.

The University operates on the principle of shared governance. The Academic Senate acts in advisory roles with regard to University policies concerning faculty and students, academic programs and planning, and University concerns.

The multi-dimensional profile of Illinois State University allows the institution to respond to the varied needs and interests of its constituents and to contribute to the development of individuals who can participate responsibly in society.

SECTION II
INSTITUTIONAL PRIORITIES

Institutional Priorities

Overview. Development of the University's academic plan provides an opportunity for affirming the interrelationship between the Board of Trustee Vision Statement, the University's stated mission and the more specific College Mission Statements. The Academic Plan seeks to respond to the Illinois Board of Higher Education's statewide agenda.

Educating Illinois 2008-2014, the University's multi-year strategic plan, was updated by the campus community in 2007-2008. The resultant *Educating Illinois: 2008-2014, Priorities for Illinois' First Public University* was unanimously endorsed by the Academic Senate, Administrative/Professional Council, Civil Service Council, and Student Government.

Curricular Initiatives. In the curricular area, the University will continue to investigate the feasibility of a B.S. in Molecular Biology, the Doctor of Nursing Practice and an off-campus MBA program in Chicago and an off-campus M.S. in Communication in Korea.



**ILLINOIS STATE
UNIVERSITY**
Illinois' first public university



Educating Illinois

2008-2014

Priorities for Illinois' first public university



Educating Illinois 2008 - 2014:
Priorities for Illinois' First Public University

Illinois State University – Illinois' first public university – is an institution of first-choice for increasing numbers of academically talented and motivated students. Demand for the University's programs and services is strong, as is the student body. The student academic profile is at historic highs in terms of ACT composite scores, class rank, and grade point averages. Student retention and graduation rates are among the highest of the Illinois public universities.

Illinois State's quality and excellence are increasingly recognized nationally. In four consecutive rankings, *Kiplinger's Personal Finance* magazine has identified the University among the top 100 public institutions in the country for excellence and affordability. *Washington Monthly* has listed Illinois State among its top university choices. *Academic Analytics* has placed the University among the top 20 small research institutions in the United States. The Carnegie Foundation for the Advancement of Teaching selected Illinois State as one of only eight institutions in the country to participate in the Political Engagement Project, which is an initiative of the American Democracy Project.

The University maintains strong, mutually reinforcing commitments to scholarship and to undergraduate and graduate education. The institution's defining characteristic is the pursuit of this dual commitment within the context of five core values: pursuit of learning and scholarship, individualized attention, public opportunity, diversity, and civic engagement. These values in practice result in exemplary instruction. Undergraduate and graduate students are encouraged to become involved in research and creative activities, leading to an invigorating curriculum, as well as the acquisition and dissemination of new knowledge.

There is ample evidence of excellence achieved during the University's first 150 years. To maintain such quality in the future, a number of challenges must be overcome. The demographic profile of the state and nation is changing. High school graduates will be fewer in number, increasingly more diverse, and bring varying levels of expectations and preparation. Funding is another concern, as state support for the University has declined to approximately one-fourth of Illinois State University's operating budget. No reversal of this trend is predicted for the near term, yet public demands for affordability, access, and accountability are expected to intensify. Technologies supporting teaching, learning, research, and administration will continue to change – becoming even more pervasive and expansive. While a number of improvements to facilities have been made over the past few years, more work remains to ensure classrooms and laboratories sufficiently support academic program requirements. To emerge from the next decade even stronger than it is today, Illinois State must have a plan to address these challenges – a plan that builds upon the past successes of the institution, guides decision-making, and prioritizes staffing and financial resources. That plan is *Educating Illinois 2008-2014: Priorities for Illinois' First Public University*.

Educating Illinois 2008-2014 builds upon the University's heritage, strengths, and recent accomplishments. It recognizes that changes in the external environment will require actions on the part of the University. The plan articulates a vision for the University that evolved after extensive consultation with students, faculty, staff, and alumni from throughout the Illinois State community. It includes goals that describe what the University intends to accomplish, as well as strategies for advancing each goal and examples of activities instrumental to implementation of the plan. Implementing *Educating Illinois* will require the concerted effort of the entire university community. Each division, unit, and office is charged with advancing the goals and strategies of *Educating Illinois* through its day-to-day activities, planning, and resource allocation.

HERITAGE

Illinois State University – the first public university in Illinois – was founded in 1857 as a normal university to prepare the state's teachers. The University consequently has a rich heritage as the state's leader in all facets of

teacher education, from classroom instruction to educational administration and national policy setting. Its early emphasis on teacher preparation is reflected in a values-based commitment to creating an optimal learning environment for all Illinois State University students.

While preparing teachers remains a strong emphasis at Illinois State, the University's offerings have expanded over time. There are six colleges, including Arts and Sciences, Applied Science and Technology, Business, Education, Fine Arts, and Nursing. Collectively they offer more than 160 major/minor options. In addition to teacher education, baccalaureate programs are offered in the biological, physical, social, and applied sciences; humanities; technology; business; professional programs; and the fine and performing arts. Illinois State is committed to providing graduate education in areas of programmatic strength and need at master's and doctoral levels as well. Milner Library supports the University community's opportunities for learning and scholarship with its varied collections, services, and resources. The University's Honors program promotes and enhances students' academic and social experiences.

Academic excellence results in the acquisition, synthesis, dissemination, and creation of new research knowledge that invigorates undergraduate and graduate education. Mission-driven public service and outreach activities complement the University's teaching and research functions and help expand the horizons of knowledge and culture among students, colleagues, and the general citizenry. For example, the University is distinguished as the only public university in Illinois to be classified as a National Doctoral/Research University by the Carnegie Foundation for the Advancement of Teaching. It is the only public university in Illinois classified by the Carnegie Foundation as being 'more selective' among those institutions where transfer students constitute at least 20 percent of entering undergraduates.

Students, faculty, and staff work together as partners in a unique culture of strong shared governance that has strengthened relationships within the University community, as well as external communities. Illinois State University promotes a culture of comprehensive and continuous planning as evidenced by the University's strategic plan, as well as a number of other operational plans that advance the goals of *Educating Illinois*. These complementary plans include, for example, the *Information Technology Strategic Plan*, the *Long-Range Plan for Housing and Dining*, and the *Campus Master Plan*.

The University has nearly 170,000 living alumni located across the country and the world -- over 110,000 in Illinois. In addition to the over 20,000 students enrolled on-campus, the University provides credit and non-credit courses and services to an additional 55,000 people each year.

MISSION

We at Illinois State University work as a diverse community of scholars with a commitment to fostering a small-college atmosphere with large-university opportunities. We promote the highest academic standards in our teaching, scholarship, public service and the connections we build among them. We devote all of our resources and energies to creating the most supportive and productive community possible to serve the citizens of Illinois and beyond.¹

VISION

Illinois State University will continue to occupy a unique position of strength and visibility among the institutions of higher education in Illinois, the nation, and the world. Illinois State University will continue to be the first-choice public university in Illinois for high-achieving, motivated students who seek an individualized educational experience at an institution that offers excellent undergraduate and graduate programs and supports high-quality research, scholarship, and creative activities.

CORE VALUES

The campus community is committed to the Pursuit of Learning and Scholarship, Individualized Attention, Public Opportunity, Diversity, and Civic Engagement. These five core values are central to the University, as they influence and guide the University's priorities and plans.

¹ As approved by the Academic Senate on February 6, 2002, and amended on May 7, 2008.

Pursuit of Learning and Scholarship: Illinois State University works with students as partners in their educational development inside and outside of the classroom, so that students come to appreciate learning as an active and lifelong process. The University contributes new knowledge through research, scholarship, and creative activities, as well as other forms of individual scholarship in which all students, faculty, and staff are encouraged to participate.

Individualized Attention: Illinois State University provides a supportive environment. An innovative General Education program, strong student-faculty-staff connections, and superior student services focus on each student as an individual, with unique educational needs and potential. The University is dedicated to placing the learner at the center of teaching and scholarship, to recognizing the importance of each faculty and staff member to the successful operation of the programs and services provided, and to acknowledging the on-going contributions of its former students, faculty, and staff.

Public Opportunity: Illinois State University assures students access to educational, research, and service opportunities through a wide range of high quality programs; faculty mentors who are scholars and creative artists of repute in their disciplines; and the support of outstanding facilities, technologies, and library resources. The University partners with business, industry, government, and education providing leadership in statewide, national, and international initiatives; expanding service and outreach; and enhancing financial support for instructional, scholarship, and service activities.

Diversity: Illinois State University affirms and encourages community and an informed respect for differences among students, faculty, and staff by fostering an inclusive environment characterized by ethical behavior and social justice that prepares students to be fully engaged participants in a global society. The University supports a diverse faculty and staff who mentor a diverse student population. The University endeavors to create a varied and inclusive community where all students, staff, and faculty are active participants in a global society characterized by teamwork, respect for differences, civic engagement, and educational goals which celebrate diversity.

Civic Engagement: Illinois State University prepares students to be informed and engaged citizens who will promote and further the collective goals of society. The University promotes active learning experiences through which students will gain an awareness and understanding of civic engagement as a lifelong responsibility. Furthermore, the University encourages faculty and staff to serve as engaged civic leaders and role models promoting the quality of life for all citizens through collaborative and individual action.

GOALS

Illinois State will focus resources and attention on strategic goals, strategies, and activities that address the most pressing challenges the institution will face in the near future. The University's dedication to providing an educational experience of the highest quality, combined with its commitment to scholarship and creative activities, can continue to be realized if faculty and staff remain true to the core values of the institution and to the advancement of the goals set forth herein.

As the University looks to the future, it faces a number of internal and external challenges that it must address to ensure continued success and realize its vision. These challenges relate to the changing demographics of the state and country; resource availability; technologies and facilities; and public demands for accountability, affordability and access. The goals and strategies that follow are designed to specifically address these challenges.

Goal 1: Illinois State University will position students to excel in a globally competitive, culturally diverse, technological, and changing environment.

As an institution of first-choice for high-achieving and motivated students, Illinois State provides students with transformational learning experiences. Students are educated to become active citizens. The University recognizes its responsibility to provide a welcoming, safe, and supportive environment in which each individual can learn and excel, is treated with respect, and offered a wide range of opportunities. Students recognize their ability to influence social change and must be given the knowledge and skills necessary to do so. They should be given opportunities for service learning and experiential learning in multicultural settings. Faculty and staff must challenge students in ways that prepare them to become global leaders in this time of technological change and workforce diversification.

Strategy 1: Ensure learning opportunities are accessible and affordable for a diverse pool of students.
Implementation will include activities such as:

- a) Reviewing and revising enrollment targets in each major to accommodate enrolled students;
- b) Enhancing financial aid and scholarship assistance for undergraduate students, including support for Monetary Award Program recipients whose maximum awards are not sufficient to cover tuition and fees at the University and recruitment incentives for new students; and
- c) Increasing support for graduate assistantships.

- Strategy 2: Develop and implement stronger transfer student orientation and transition programs.
- Strategy 3: Coordinate, support, and evaluate student services and advisement systems to facilitate improvements in all student graduation and retention rates.
- Strategy 4: Increase enrollment and improve retention and graduation rates of underrepresented students.
- Strategy 5: Ensure that the University's curricula and teaching reflect the best educational practices and create enduring learning experiences that prepare students for success in their personal and professional lives. Implementation will include activities such as:
- a) Having a campus dialog on increasing the role of research, scholarship and creative activity in the undergraduate experience;
 - b) Exploring opportunities for furthering the involvement of the Honors Program;
 - c) Expanding international linkages to provide more opportunities for students to study abroad and to complete international internships;
 - d) Providing the information technology environment necessary to prepare students for a rapidly changing workforce; and
 - e) Partnering with other institutions for course sharing opportunities.
- Strategy 6: Infuse multiculturalism and civic engagement throughout the curriculum in general education and all degree programs, as well as with co-curricular activities.

Goal 2: Illinois State University will demonstrate excellence in scholarship, teaching, and learning at the undergraduate and graduate levels.

Illinois State supports a diverse and accomplished faculty and staff committed to excellence in teaching and learning at the graduate and undergraduate levels. The University is committed to engaging faculty and students in a variety of experiences that will enhance teaching, research and scholarship and elevate Illinois State's reputation at the state, national, and international levels. Students are provided with opportunities to participate in research and creative endeavors that encourage them to view learning as a lifelong process. Faculty generate new knowledge through nationally and internationally recognized original contributions to their disciplines. The University must address the barriers faculty face as they seek external funding, work to publish in their disciplines and continue to serve the University and its students.

An outstanding faculty and staff is the core of any great university. The University's ability to achieve the next level of excellence is dependent upon recruiting and retaining the highest quality faculty and staff who are committed to the University's values, and to providing premier educational experiences through exemplary teaching, scholarship, and service. Providing competitive salaries to faculty and staff continues to be a priority.

- Strategy 1: Recruit, retain, and promote outstanding faculty and staff committed to the values of the University. Implementation will include activities such as:
- a) Increasing salaries to allow more competitive recruitment and retention of faculty and staff in all units; and
 - b) Initiatives to recruit and retain a more diversified faculty and staff.
- Strategy 2: Ensure that academic support structures promote excellence in teaching, scholarship, and creative activities. Implementation will include activities such as:

- a) Enhancing Milner Library collections, services and resources to support instruction, scholarship and creative activities; and
- b) Updating *The Master Plan: Achieving Distinctiveness and Excellence in Form, Function, and Design* to take into consideration other plans such as The Redbird Renaissance and the continued development of the Gregory Street property.

Strategy 3: Facilitate the appropriate use of on-site, on-line, and other innovative delivery methods of instruction. Implementation will include activities such as:

- a) Installing, maintaining, and updating appropriate teaching technology in all classrooms; and
- b) Expanding instructional and technological support to facilitate faculty in updating teaching strategies and using new instructional technologies effectively through services such as the Center for Teaching, Learning and Technology.

Strategy 4: Assist faculty and staff as they seek external funding, work to publish in their disciplines and continue to serve the University and its students. Implementation will include activities such as:

- a) Establishing and supporting a center for research and scholarship that provides strategic development opportunities for faculty engaged in research and scholarly activities;
- b) Providing centralized support for assisting faculty and staff with preparation and submission of grant applications;
- c) Providing additional support and incentives for faculty to engage in research such as paid leaves, travel, and graduate student support;
- d) Enhancing the visibility of, and training and support for, academic technology applications for research; and
- e) Developing doctoral programs in academic disciplines with long-term research potential.

Strategy 5: Expand international faculty exchanges to enhance faculty knowledge and internationalization of curriculum.

Strategy 6: Expand the systematic reflection on, and study of, teaching and learning through continued national leadership in the Scholarship of Teaching and Learning (SoTL) initiative.

Goal 3: Illinois State University will enhance student, faculty, staff, alumni, and community pride in, and allegiance to, the university.

Illinois State encourages the development of programs that support the academic mission of the institution and provides opportunities for informing and energizing students, alumni, faculty and staff who will contribute their time and talents to the life of the institution. The University will expand student, faculty, staff and alumni participation in publicizing the strengths of the University to the world at large. An enriching lifelong connection to Illinois State University will provide the University with an established network of loyal, committed alumni.

Strategy 1: Provide access to, and promote a diverse set of, high-quality cultural, social, recreational, and intercollegiate athletic opportunities for both the University and local communities.

Strategy 2: Enhance the institution's ability to connect to students and alumni and foster creative partnerships among alumni, students, faculty, and staff.

Strategy 3: Build connections among local, state, national, and international partners.

Strategy 4: Ensure coordinated and consistent promotion of the University's contributions, services, and successes to external constituencies.

Strategy 5: Increase the recognition of, and appreciation for, faculty, staff, and student service to individuals, committees, and organizations internal and external to the Illinois State community.

Goal 4: Illinois State University will be accountable and fiscally responsible to internal and external stakeholders.

Illinois State recognizes its responsibility to the citizens of Illinois as well as to its students, faculty, staff and alumni to be fiscally prudent and accountable. The University will meet the challenges associated with resource constraints by continuing to employ sound business principles.

- Strategy 1: Establish an integrated, long-range financial planning process that is transparent, reflects all sources of funds, and allows for strategic decision making at all levels.
- Strategy 2: Establish a formal mechanism to systematically review University processes and practices to ensure accessible and seamless user support services that promote satisfaction and effectiveness for internal and external constituencies.
- Strategy 3: Link requests for new funds and allocate resources to promoting the goals and strategies articulated in *Educating Illinois*.
- Strategy 4: Increase funds raised from private sources.
- Strategy 5: Develop creative financial partnerships with external profit and non-profit organizations to advance the University's mission.
- Strategy 6: Enhance computer network and data security and reliability.

Goal 5: Illinois State University will promote a healthy, safe, and environmentally sustainable campus.

Illinois State values a healthy, safe, and environmentally sustainable campus that enhances individual health and community well being, fosters positive teaching/learning experiences, and promotes environmental stewardship. A campus with these values addresses critical life-safety needs in facilities; incorporates environmentally sustainable principles in campus facilities and operations; supports initiatives designed to improve the health of its students, faculty, and staff; and is prepared to respond in times of emergency.

- Strategy 1: Develop and implement programs and activities designed to promote the mental and physical health of students, faculty, and staff. Implementation will include activities such as:
 - a) Completing the Student Fitness and Kinesiology Recreation Center and promoting the facility's utilization; and
 - b) Maintaining staffing for the University's counseling services at levels recommended by related professional organizations.
- Strategy 2: Develop and implement programs and activities to promote the safety of students, faculty, and staff. Implementation will include activities such as:
 - a) Coordinating existing safety plans; and
 - b) Developing new plans where gaps exist and ensure readiness for communicating with the University community in the event of an emergency.
- Strategy 3: Complete capital improvement projects that address health and safety issues as well as adequate and efficient utility support. Implementation will include activities such as:
 - a) Remodeling and rehabilitation of the Fine Arts Complex, Milner Library, Stevenson Hall and Turner Halls;
 - b) Addressing the deferred maintenance priorities identified in *Facilities Condition Assessment*; and
 - c) Completing new power plant and related infrastructure improvements.
- Strategy 4: Develop and implement a University policy on environmental sustainability.

ACCOUNTABILITY

Illinois State University is committed to advancing the goals and strategies set forth in *Educating Illinois*. Upon the University's endorsement of the plan, a team will be convened with the purpose of coordinating the processes necessary for implementation. The team's charge will be to work with each division, unit, and office of the University to identify: the divisions, units, and offices that will assume leadership in advancing each strategy, the specific actions and activities needed to complete each strategy, a time-frame for doing so, and the indicators/metrics that will be considered in determining success.

As implementation of *Educating Illinois* proceeds, it will be important to regularly assess the progress being made in advancing the goals and strategies of the University's new strategic plan. The Planning and Institutional Research office will report on plan outcomes on a regular basis. An annual report will be made to the Board of Trustees as well to the campus community. Implementation progress will also be documented on the *Educating Illinois* web site at <http://www.educatingillinois.ilstu.edu>. To ensure that the plan continues to address the needs of the future, *Educating Illinois* will be reviewed and updated in 2011.

Appendix A

Educating Illinois Task Force Membership

Co-Chairs	Jan Murphy, Associate Provost Debra Smitley, Assistant Vice President for Finance and Planning
Governance Group Representatives	Lane Crothers, Chair, Academic Senate (until May 2007) Dan Holland, Chair, Academic Senate, (May 2007 – May 2008) Mary Campbell, Academic Senate Melody Palm, Chair, Civil Service Council Dave Horstein, Student Body President (May 2007 – May 2008) Ross Richards, Student Body President (until May 2007) Steve Klay, Chair, Administrative/Professional Council
President’s Office and Vice Presidents’ Representatives	Jay Groves, Assistant to the President, President’s Office Bob Aaron, Executive Director, University Marketing & Communication, Vice President for University Advancement (until October 2007) Jerry Abner, Assistant Director, University Marketing & Communication, Vice President for University Advancement (December 2007 – May 2008) Mark Walbert, Associate Vice President, Academic Information Technology, Vice President for Academic Affairs Jan Paterson, Dean of Students, Vice President for Student Affairs Debra Smitley, Assistant Vice President, Finance and Planning
Colleges’ Representatives and Intercollegiate Athletics	Marion Willetts, Associate Professor, Sociology & Anthropology, College of Arts and Sciences Klaus Schmidt, Associate Professor, Technology, College of Applied Science and Technology (until January 2008) Joaquin Vila, Professor, Information Technology, College of Applied Science and Technology (January 2008 – May 2008) Patricia Klass, Chair, Educational Administration & Foundations, College of Education Gail Russ, Associate Professor, Management & Quantitative Methods, College of Business Leslie Sloan Orr, Associate Professor, School of Theatre, College of Fine Arts Chad Kahl, Associate Professor, Milner Library Susan Kossman, Assistant Professor, Mennonite College of Nursing Leanna Bordner, Associate Director, Intercollegiate Athletics
Students	John Davenport, Doctoral, Educational Administration & Foundations Kevin Martin, Junior, Business Teacher Education

Educating Illinois Task Force Staff

Angela Engel, Planning and Institutional Research
Linda Thomas, Planning and Institutional Research

Appendix B

Campus Consultation

Educating Illinois Task Force members met with representatives from the following groups at least once during the course of its deliberations. In addition to meeting with these representatives, the Task Force provided updates of its work and solicited comments through the *Educating Illinois* Task Force website, open forums, the *Illinois State* report, post cards, and e-mail notifications.

Academic Senate	Milner Library
Administrative/Professional Council	Office for Diversity and Affirmative Action
Alumni Association Board of Directors	Office of Enrollment Management and Academic Services
Association of Black Academic Employees	People Realizing Individuality & Diversity Through Education (PRIDE)
Athletic Council	President's Cabinet
Campus Technology Council	Provost's Advisory Council
Civil Service Council	Research and Sponsored Programs
College of Applied Science and Technology's College Council	Senior Professionals
College of Arts and Sciences' College Council	Spanish Club
College of Business	Student Affairs Council
College of Education's College Council	Student Government Association
College of Fine Arts' College Council	Student Leaders
Council for the First Year Experience	Undergraduate Students, Politics and Government
Energy Management	University Advancement Division
Facilities Planning and Construction	University Chairs Council
Facilities Management	University Club
Finance and Planning Division	University Extended Learning Steering Committee
Graduate Council	University Research Council
Graduate School	
Graduate Student Association	
International House	
Mennonite College of Nursing	

SECTION III
ACADEMIC UNIT OBJECTIVES
FISCAL YEAR 2012

1. CAST provides premier comprehensive undergraduate programs.

Strategy 1A: Offer each student opportunities for experiential learning, including but not limited to student research, service learning, civic engagement, honors programs, volunteering, internships, study abroad, and community outreach activities.

Action 1Aa: Expand international faculty and student exchanges to enhance globalization of curriculum.

Strategy 1B: Promote diverse educational opportunities as a means of broadening life experience and cross-cultural understanding for students and faculty.

Action 1Ba: Establish international/global educational programs in appropriate disciplines.

Action 1Bb: Attract underrepresented faculty throughout the College.

Action 1Bc: Increase enrollment and improve retention and graduation rates of underrepresented students.

Strategy 1C: Increase tenure-track, non-tenure track, and/or AP personnel, as necessary, to accommodate quality teaching and research.

Strategy 1D: Utilize accreditations, where appropriate, to promote quality and rigor in undergraduate programs.

Strategy 1E: Continue to emphasize career placement opportunities for all students.

Strategy 1F: Pursue alternate delivery of courses to meet global changes and market conditions

Action 1Fa: Expand availability of distance education courses to allow for more diverse demographics.

Action 1Fb: Create on-line degree program in disciplines with demonstrated high occupational demand.

Strategy 1G: Continue and expand participation in General Education programs through curricula offerings.

Strategy 1H: Continue to update ASPT policies to reward activities that promote premier undergraduate education experience.

Action 1Ha: Increase ASPT recognition for mentoring undergraduate students.

Action 1Hb: Promote a holistic evaluation of teaching.

Action 1Hc: Support opportunities for faculty to engage in “scholarship of teaching and learning” projects.

2. CAST provides graduate education programs that have a state, national, and international reputation for excellence.

Strategy 2A: Pursue doctoral degrees building on strengths of selected BS/MS programs.

Strategy 2B: Pursue alternate delivery of courses to meet global changes and market conditions

Action 2Ba: Expand availability of distance education courses to allow for more diverse demographics.

Action 2Bb: Create on-line degree program in discipline with demonstrated high occupational demand.

Strategy 2C: Create programs of distinction in selected areas of strength.

Strategy 2D: Create “centers that matter” to enhance opportunities for faculty, students and private sector collaboration.

Strategy 2E: Provide resources to recruit high quality grad students.

Action 2Ea: Increase number of available graduate assistantships for graduate students.

Action 2Eb: Enhance financial allocation to graduate assistantships to maintain a competitive position within ISU and with other universities.

Strategy 2F: Continue to update ASPT policies to reward activities that contribute to exemplary graduate education experience.

Action 2Fa: Increase ASPT recognition for mentoring graduate students.

Action 2Fb: Promote a holistic evaluation of teaching.

Strategy 2G: Provide resources to attract and maintain high quality graduate faculty.

3. CAST maintains state, national, and international recognition for quality research and scholarship.

Strategy 3A: Strengthen available resources for scholarship, research, sabbatical leaves, grant writing, professional activities, and other faculty development opportunities.

Action 3Aa: Provide support and encourage sabbatical leaves for post-tenure faculty.

Action 3Ab: Create mini-sabbaticals for tenure-track faculty.

Action 3Ac: Enhance travel funds for faculty and students.

Action 3Ad: Expand URG program to provide increased support for additional faculty.

Action 3Ae: Establish/Enhance funds for college-level competitive grants and release time for external grant acquisition.

Action 3Af: Continue to provide research training opportunities for faculty members, such as academic writing circles, grant-writing workshops, and summer funding opportunities.

Strategy 3B: Provide incentives and ongoing support for interdisciplinary/interuniversity research projects.

Strategy 3C: Increase collaboration with laboratory schools as appropriate.

Strategy 3D: Reward faculty through ASPT process for quality research and scholarship.

Action 3Da: Recognize faculty for securing funding for GAs.

Action 3Db: Recognize faculty for participation in national/international conferences/journals as officers, member of editorial team, etc.

Action 3Dc: Recognize faculty for enhancing graduate student participation in research dissemination.

Action 3Dd: Recognize faculty for disseminating research through peer-reviewed manuscripts and popular press publications.

4. CAST provides outreach initiatives that enhance the public and private sectors.

Strategy 4A: Recognize and reward students, faculty, and staff involved in strategic collaborations and targeted community outreach.

Strategy 4B: Establish and enhance collaborations with the private sector, schools, community, government, and non-government organizations.

Action 4Ba: Continue development of student advisory board.

Action 4Bb: Establish a College Advisory Board to include political, business, and educational members.

Action 4Bc: Establish an emeritus faculty and administrator advisory board.

Strategy 4C: Encourage and recognize civic engagement.

Action 4Ca: Support collaboration and faculty involvement with public entities to provide workshops and other experiences (Children's Discovery Museum, STEM PenPals)

Strategy 4D: Establish cooperative partnerships with professional and community organizations to discuss, interpret, and apply knowledge to public policies and professional practice.

Strategy 4E: Maintain sponsorship of Science and Technology Week and CAST in Focus and continue to seek extramural sponsorship.

Strategy 4F: Explore expansion of outreach activities that couple with teaching and scholarship.

Strategy 4G: Encourage dissemination of knowledge through popular press.

Action 4Ga: Enhance College website and create official name mark.

5. CAST provides state-of-the-art technology and infrastructure that is sensitive to a healthy, safe, and environmentally sustainable campus.

Strategy 5A: Promote student technology fluency, as well as relevant faculty and staff development, in the use of technology for teaching and scholarship.

Strategy 5B: Establish up-to-date technology and infrastructure to support teaching and research activities.

Action 5Ba: Establish Internet connectivity throughout CAST teaching and research facilities.

Action 5Bb: Facilitate the appropriate use of internet-based and other innovative delivery methods of instruction.

Action 5Bc: Continue to offer development workshops for state-of-the-art topics.

Action 5Bd: Allocate technology funds to support equipment and other technology-related purchase and maintenance.

Action 5Be: Continue to maintain and support University Farm.

Strategy 5C: Create an Executive Technology Committee (ETC) to recommend technology-related policies and procedures.

Action 5Ca: Develop guidelines to protect intellectual properties.

Strategy 5D: Collaborate with university technology units (e.g., CTLT) to more efficiently use CAST resources.

Strategy 5E: Provide funding for permanent line support staff.

Action 5Ea: Hire sufficient support staff for teaching and research laboratories.

Action 5Eb: Hire sufficient support staff to maintain CAST technology facilities and infrastructure.

6. CAST attracts, develops, and maintains meaningful relationships with internal and external constituencies.

Strategy 6A: Increase private support and research funding to supplement state funding and tuition, in order to guarantee an operating budget that supports academic excellence.

Action 6Aa: Continue to develop Excellence Fund (Annual Fund).

Action 6Ab: Continue to re-connect with CAST annuitants.

Action 6Ac: Continue to promote data driven alumni development.

Action 6Ad: Identify and target CAST alumni populations around the region and country with friend-raising efforts.

Action 6Ae: Increase project specific fund-raising efforts to enhance teaching, research, and service.

Strategy 6B: Develop and implement an effective, efficient, integrated, comprehensive College marketing plan.

Action 6Ba: Continue development activities for Science and Technology Week, CAST in Focus, events in Chicago, and trustee visits.

Strategy 6C: Continue to excel in all professional areas currently related to internal support.

Strategy 6D: Excel in outreach and philanthropy efforts that will establish a strong reputation for CAST in the community.

Strategy 6E: Encourage efforts to increase local, state, federal support of the College.

Strategy 6F: Expand administrative training opportunities such as mentoring, fellowships, internships, and mini-sabbaticals.

College of Arts and Sciences Fiscal Year 2012 Objectives

- Recruitment of quality faculty is the highest priority.
- Enhance and maintain teaching and research technology.
- Enhance funding for graduate assistantships.
- Enhance funding to support research-related faculty travel.
- Enhance funding to support student teacher supervision.
- Secure funding for academic support positions.

College of Business Fiscal Year 2012 Objectives

Action items support strategic goals and critical success factors in our strategic plan.

- High standards and expectations for student academic performance and professional conduct
 - Heighten standards of excellence for student performance and ethical conduct.
 - Heighten rigorous academic expectations for business students.

- Build awareness and knowledge of ethical issues and standards of professional behavior and ethical conduct.
- A supportive and individualized educational experience.
 - Strive for optimal (small) class sizes for core classes, major classes, and elective classes
 - Optimize and enhance summer session course offerings to support timely graduation.
 - Build a strong sense of community among students, faculty, staff, and alumni.
 - Increase the sense of satisfaction and pride among students, faculty, staff, and alumni.
- An integrated and responsive curriculum.
 - Maintain a mature assurance of learning process that continually addresses curricular needs and builds quality.
 - Integrate PRME (UN Principles of Responsible Management Education) into the curriculum.
 - Grow and enhance international opportunities for students and faculty.
 - Increase the quantity and quality of student internships while maintaining academic quality and rigor.
 - Sharpen life-long learning skills and integrate them into the curriculum and programs.
 - Build and strengthen graduate programs, including the MBA, CMBA, BS/MPA, and MSA.
 - Explore and assess opportunities for new undergraduate and graduate program offerings.
- Students prepared for professional certifications and graduate programs.
 - Increase the number of students pursuing professional and other graduate degrees.
 - Increase the number of students obtaining professional designations.
- Excellent faculty and staff who meet the needs of COB stakeholders.
 - Recruit and retain high quality and diverse faculty and staff.
 - Provide high quality Graduate Assistant research support to faculty.
- A student body consisting of diverse, motivated individuals with high standards and high expectations.
 - Recruit and retain a diverse group of high-quality students.
 - Increase recruitment efforts targeted to high achieving high school seniors and potential transfer students.
- State-of-the-art facilities, technology, and technology support for students, faculty, and staff.
 - Maintain a building that is modern and provides a professional business setting.
 - Increase knowledge and appreciation by students, faculty, and staff of evolving technology.
 - Increase connectivity and technology support for students, faculty, and staff.
- Professional and social opportunities that facilitate self-discovery and professional development.
 - Increase participation in professional conferences, seminars, and workshops.
 - Increase opportunities for hearing and interacting with speakers invited to campus.
 - Increase welcoming and celebratory events for students, faculty, staff and other selected constituents.
- A faculty with nationally recognized expertise.
 - Increase leadership roles in national organizations (and journals) in professional organizations.
 - Increase private and federal grant research activity.
 - Increase funding and encouragement for faculty professional development opportunities.
- Maintenance of AACSB International accreditation for business and accounting.
 - Monitor and close the loop on all assessment plans for all programs.
 - Monitor and achieve standards for Academic Qualification (AQ) and Professional Qualification (PQ).
 - Finalize revisions to the mission, vision, and strategic plan.
- An effective marketing communications strategy.
 - Create an infrastructure to assure visual, language and message continuity.
 - Create and follow a marketing and media relations plan which included a social media strategy.
 - Create an appropriate sub-brand for the COB within the ISU brand.
- National and international recognition of the COB.
 - Seek out opportunities for national rankings and recognitions for all degree programs.
 - Obtain recognition for excellence through rankings and other third party information sources.
- Programs that strengthen partnerships.
 - Create and support appropriate centers and institutes.

- Develop and maintain appropriate initiatives and partnerships.
- Businesses and organizations that partner with COB and hire graduates.
 - Increase opportunities for business partners to meet and interact with students.
 - Increase number of business partners who seek to interview and hire our students.
 - Increase student awareness of career options and the soft skills needed to succeed in a career.
- Private financial support.
 - Increase private giving for scholarships, databases, research, professional development and general support
 - Increase the number endowed professorships and endowed chairs funded through private giving.
 - Grow the COB endowment to \$25 million.
- An active and vibrant COB Alumni Network.
 - Increase membership and participation in LinkedIn and other social media outlets.
 - Increase opportunities for alumni to reconnect and become involved the life of the college.
 - Create an active alumni network involved in career networking and providing mutually supportive opportunities.

College of Education Fiscal Year 2012 Objectives

- I. Regenerate the professions of teaching, administration and scholarship
 - a. Actively pursue professional development activities to promote cultural competence among faculty with a particular focus on English language learners.
 - b. Build a College of Education quality and excellence website to inform stakeholders of our accomplishments and initiatives.
 - c. Align College of Education programs with new teacher standards coming on line in 2013.
 - d. Respond to new Illinois State Board of Education program review process and anticipated expectations for program revision.
- II. Challenge and create solutions to educational equity
 - a. Promote cultural competence at all levels of our unit and organization.
 - b. Continue progress with sculpting enrollment to redirect oversubscription in elementary education to other education programs.
- III. Engage in unique, creative and productive partnerships
 - a. Expand programming in the Chicago area by initiating a professional development school (PDS) in Palatine District #15, and Auburn Gresham communities.
 - b. Launch new internships in elementary education, secondary education and a Chicago Public Schools principalship cohort.
- IV. Support cutting edge research and scholarly endeavors
 - a. Enhance the college's trajectory of increasing scholarly productivity.
 - b. Support faculty participation in and success with external grant development.
- V. Increase diversity at all levels of the organization
 - a. Actively pursue activities to promote cultural competence among students with a particular focus on serving English language learners.
 - b. Continue progress with sculpting enrollment to welcome a more culturally diverse student population at Illinois State University.
 - c. Increase outreach efforts to recruit highly talented underrepresented students in the College of Education programs.
- VI. Develop a dynamic, comprehensive technological environment
 - a. Expand faculty and student access to appropriate instructional technology and associated support to place greater emphasis on the pedagogical use of technology in our classrooms and online.
 - b. Enhance the English family sponsored T21 con Conference to grow the number of presenters and widen the variety of presentation topics.
- VII. Increase endowments and alternative resources
 - a. Provide a college infrastructure to promote greater access to external grant funds.

- b. Assist units within the college as they develop plans to expand scholarship resources for students.
- c. Collaborate with the college development director to establish goals and activities to continue to increase donations to foundation funds, scholarships, Centers and endowed chairs.

College of Fine Arts Fiscal Year 2012 Objectives

Facilities: While we remain optimistic about our place in the State's Capital Plan and the University's Master Plan, we recognize we have several more years in our continually deteriorating spaces. We must continue to judiciously improve our teaching, working, and research conditions with special attention to health and safety issues. In addition, we will continue planning for our new facilities and for the best ways to maximize our shared spaces (*Educating Illinois*, goal 5)

Curriculum: Curriculum is the heart of a University. To continue to be competitive and use our resources wisely, we must continue curricular development and expansion of physical resources in expanded media, woods and metals in Art, the graduate program in Arts Technology, sound and media design in Theatre. Begin implementation of the minor in jazz in Music (*Educating Illinois*, goals 1 and 2)

Outreach: We will continue development of the educational activities tied to the Illinois Shakespeare Festival and the University Galleries. We have also begun to explore new venues for student work, such as actor showcases, local theatre, business and school partnerships. We continue to improve our front of house operations at College events, and have particularly benefited from our new partnership with parking services this year. We need to continue to improve our signage and the comfort of our public spaces (*Educating Illinois*, goal 3).

Development: The College of Fine Arts was recognized this year as having the greatest growth in internal giving of any campus unit. We wish to build on that success by improving our giving ratio annually, until we achieve 90% within 3 years. It is imperative that we build on the momentum of this year's alumni activity, and continue to host alumni on campus and visit our alums that are working in LA and New York. We need, in particular, to create opportunities for younger alumni to return, perhaps by hosting afternoon talks on topics such as "getting started in Chicago theatre" or "opportunities for musicians in New York City." Our young alums are eager to share their experiences, and we can benefit from those relationships in both the short and long term. As we develop prospective donors, we also need to complete existing endowments that are partially funded and to develop new giving suggestions, such as the "CFA Gift Catalog." We must continue to leverage social networking technologies such as Facebook and Twitter, especially to appeal to our newer alums and to keep our community apprised of our hundreds of activities. This year we will enlist more current students in helping us demonstrate to our donors the importance of their gifts by initiating letter writing and thank-you calls to donors (*Educating Illinois*, goals 3 and 4)

Planning: In addition to continuing to plan for our new facilities, we will complete our College of Fine Arts Strategic Plan 2012-2017 in the fall. We will then begin a strategic plan that focuses on technology in the College and is in line with the College Plan, the University's Strategic Plan for IT, and *Educating Illinois*.

Mennonite College of Nursing Fiscal Year 2012 Objectives

Goal 1: Optimize Academic and Health Care Excellence

- a. Maintain NCLEX and admission standards during expansion
- b. Recruit and support a diverse student body through submission of grants and review of admission practices
- c. Integrate state-of-the-art simulation into the curriculum
- d. Provide smooth transition to new clinical simulation lab
- e. Ensure safe practice appropriate to level of education through stronger use of clinical simulation
- f. Expand clinical partnerships to advance curriculum by exploring additional clinical practicum sites
- g. Explore expansion of RN-BSN program through feasible funding models
- h. Continue development of DNP program
- i. Continue exploration and development of 4 Year BSN Plan to mitigate some of the admission difficulties

Goal 2: Strengthen and Focus on Research Capacity

- a. Realign processes for faculty scholarship opportunities
- b. Continue to establish Graduate/PhD program priorities
- c. Increase support for scholarship activities with clear identified expected outcomes
- d. Support efforts for grant writing
- e. Increase number of publications and presentations by 10%

Goal 3: Build Strategic Partnerships

- a. Expand clinical partnerships for honors students and innovative clinical experiences to advance curriculum
- b. Establish partnerships to support research priorities and activities of faculty
- c. Seek grant funding to establish outreach activities with secondary schools to promote and recruit a more diverse student body
- d. Identify collaboration opportunities across the state related to strengthening capacity and programming

Goal 4: Foster Faculty and Staff Excellence

- a. Successfully recruit diverse and highly qualified faculty and staff
- b. Retain qualified, competent and engaged faculty and staff
- c. Implement refined new faculty orientation program
- d. Promote participation in the University Leadership Initiative
- e. Support faculty to submit research to national conferences
- f. Explore mentoring program

Goal 5: Align MCN Resources with Strategic Priorities

- a. Examine feasibility of CNL option in MSN program
- b. Explore improvement of collection and use of data for more efficient and effective processes
- c. Expand diversity of funding sources
- d. Develop and communicate the message for funding partners
- e. Realign advancement priorities with strategic map
- f. Outreach to alumni for stronger engagement with college
- g. Leverage expertise and engagement of advisory board to identify stronger funding possibilities

- h. Evaluate new organizational structure for effectiveness
- i. Goal of 75% for Gladly We Give; currently at 42%

Milner Library Fiscal Year 2012 Objectives

Specific Strategies for Achieving Goals:

Create the next generation academic library one that can offer state-of-the-art services, cultural, technological, and informational environment.

1. Provide users with expert support to enable them to evaluate, manage, and use information to fulfill their needs.
2. Provide seamless access and complete description to all library resources through a comprehensive discovery system.
3. Develop, assess, and maintain collections that support changing student and faculty teaching, research and learning needs.
4. Institutionalize innovation by developing metrics for continuous assessment and analysis of user behavior and information needs to inform improved procedures, resources, and services as needed.
5. Enhance learning and scholarship opportunities through ongoing development of digital collections, technological systems, and user-driven collection and service strategies.
6. Market library services, resources and spaces in ways that meet users' expectations and cognitive learning styles.
7. Increase the Library's capacity to create, acquire, manage, preserve, and access scholarly content in diverse digital formats regardless of platform.
8. Investigate possibilities for e-commerce in collaboration with University Archives and the Milner's Digitization Center to capitalize on the demand for key resources.
9. Investigate organizational structures for library staff and new service models to enhance user services.
10. Investigate state-of-the-art patron information transaction management systems e.g. LibAnswers and Altarama for their utility in managing user transactions.
11. Enhance the library's internet presence by integrating current and future web-based applications such as mobile access, iCampus portal, Facebook, Twitter, Flickr, YouTube and iTunesU.

Transform Libraries space to meet the needs of current and future users.

1. Regularly assess space usage in all library locations and align space planning with evolving patron use and needs.
2. Enhance the appearance and functionality of the University Archives, patron workspaces, and public spaces.
3. Create interactive exhibit spaces, podcast and video cast studios and a gaming room.
4. Renovate Library facilities in order to bring 20% more per year into ADA compliance until entire library is fully compliant.
5. Renovate and repair the basement storage area.

Collaborate with strategic partners outside the libraries.

This level of cooperation will not be limited to other colleges/units on campus but will also include grant organizations, consortia, business, cultural institutions, and prominent individuals. Actions include:

1. Encourage interaction of library faculty and staff with all groups of users with non-library groups at Illinois State and with additional organizations to identify opportunities for new collaborations such as the new pilot project of institutional repositories led by Northern Illinois University.
2. Promote integration of the library with campus curricula and research through deployment and embedding of liaisons between the library and campus entities.
3. Enhance Milner Library's role as steward of the University's intellectual capital through institutional repository development.
4. Be an active partner in the development of infrastructure that supports innovative research and publishing tools.

5. Support open access publishing experiments in collaboration with Illinois State faculty and researchers.
6. Expand the library's partnerships that serve groups of constituents' services for students studying abroad and curriculum revision teams.
7. Increase awareness of the Post Baccalaureate Certification Program in School Librarianship throughout the state and expand the program to better meet the needs of the school library program students and the need for qualified librarians in Illinois.
8. Support the University's priorities and address emerging University issues in library planning and assessment activities.
9. Demonstrate alignment of the library's projects with University priorities in external communications on the website and in other public-facing venues such as fundraising materials, other publicity materials, exhibits and events.
10. Improve the visibility of Milner's Digitization Center and of digital collections as avenues for improving library funding.
11. In consultation with the constituents, enhance the Library's sustained growth, space and budget for its Special Collections.
12. Cooperate with Teaching with Primary Sources Program to deliver professional development programs that help teachers use the Library of Congress's rich reservoir of digitized primary source materials to design challenging, high-quality instruction.

Enhance staff capabilities

1. Provide opportunities for staff to gain additional technological skills and adaptability.
2. Create an efficient and effective technological environment for the Library's faculty and staff.
3. Encourage staff to experiment, innovate, and try new approaches to their work through regular Library-wide in-house, and departmental staff development planning processes.
4. Provide staff with opportunities for access to appropriate hardware and software, and facilitate training and other professional development.
5. Develop policies that ensure equity and access to training, mentoring and professional development.
6. Synchronize projects among departments to improve workflow.
7. Create online and face-to-face venues for sharing resources and expertise among liaisons and college contacts.

Graduate School Fiscal Year 2012 Objectives

Graduate recruitment:

1. Support targeted departmental/school recruitment efforts by funding recruitment proposals consonant with enrollment management targets.
2. Promote targeted recruitment of underrepresented groups and international students with involvement from graduate departments/schools.
3. Continue work with Admissions and web support to encourage departments to make graduate program websites user-friendly, attractive to prospective applicants, and compliant with university policy.

Financial support for graduate study and timely completion of degree.

4. Continue efforts to increase graduate student stipends to competitive national levels, as the state and university's budget permit. (If no new funds are available for this purpose, Graduate Council recommends not increasing the minimum stipends in FY12, since any required internal reallocation in departments is likely to decrease the total number of assistantships.)
5. Preserve purchasing power of tuition waivers, another important tool in recruitment, by increasing waivers by the same percentage as the fall tuition increases, preserving their purchasing power in credit hours.

Review and support for effective, high quality graduate programs.

6. Continue to work with programs and the Academic Planning Committee's program review process to establish optimal enrollment targets for graduate students through management of applications/acceptances, and to review time to degree and retention as well as program quality.
7. Continue to assist in development, assessment and refinement of on- and off-campus graduate degree and certification programs; as necessary and deemed appropriate by departments and schools, assist in planning for discontinuation of programs that are no longer serving their purpose.
8. Increase the percentage of faculty with graduate faculty status by providing department chairs and school directors with current and accurate information on the full and associate status of their current faculty members and on eligibility requirements for nomination of new and continuing faculty.
9. Continue support for graduate student research through Research Symposia and associated grant program.
10. Continue graduate coordinator support and development through meetings, workshops, communications, development of web-based tools.

Research and planning for the future of graduate education at Illinois State

11. Work with Milner Library staff to develop plans for dissemination of information about copyright and permissions, as well as potential electronic submission of theses and dissertations.
12. Continue to monitor public, private, and for profit initiatives in graduate education for possible implications for graduate programs at Illinois State.
13. Continue work with Human Resources and Legal on revision of Graduate Assistant Handbook and establishment of appropriate categories of GA's to meet federal and legal and regulatory requirements and support graduate study while maintaining as much flexibility as possible for employing units on campus.
14. Review tuition structure with attention to the potential effects of tuition increases on graduate recruitment and retention; continue to explore the possibility of a truth-in-tuition policy for graduate students.

SECTION IV
PROGRAM REVIEWS

Review of the B.S. in Medical Laboratory Science 51.1005

Introduction. The Medical Laboratory Science Program (MLS) at Illinois State University is one of three MLS programs in Illinois. Over the past seven years the program enrollment has more than doubled. Illinois State's enrollment exceeds that of MLS programs in comparator universities. The program has received strong support from the Department and College in keeping the classrooms and equipment up-to date.

The self-study process for this review occurred primarily in summer and fall 2010. Program faculty and students participated in the evaluation and provided information for program analysis as did alumni, employers and professional practice providers.

Overview of Academic Unit. The Medical Laboratory Science program is one of five degree programs in the Department of Health Sciences in the College of Applied Sciences and Technology. The Department is aligned with the Mission and Values of *Educating Illinois* through its commitment to high academic standards; graduating students who will be productive citizens of Illinois and beyond; regarding students as partners in the educational process; individualized attention; access to programs; diversity among faculty and staff; and producing informed, engaged students.

Overview of Degree Program. Since its inception in 1971, the MLS program has a strong record of producing graduates who are in high demand in the work place. Graduates of the program are qualified to work in medical laboratories and are eligible for certification as Medical Laboratory Scientists. The MLS faculty provide a challenging lab-based curriculum that includes a rigorous professional practice experience. Student demand for the program has steadily increased since the last program review. Females outnumber males by a ratio of 3:1, which is similar to the gender distribution of the profession. Most of the students are full-time. In 2009, the percentage of minority students (24%) exceeded that of the University (12.4%).

Curriculum of the B.S. in Medical Laboratory Science. Program faculty members continually review the curriculum to keep pace with the ever-changing world of laboratory medicine. Students are required to complete course work in general chemistry, organic chemistry, biology and finite math. Professional courses at the 200- and 300-level build upon that foundational knowledge. Two key features of the curriculum are numerous laboratory experiences and a twelve hour professional practice. Students are prepared with knowledge and the critical thinking skills needed for performing laboratory tests, interpreting results, record keeping, maintaining quality control/quality assurance standards and overseeing patient safety.

Faculty of the degree program. The MLS program has three tenure-track faculty members who teach Medical Terminology, all professional courses, and supervise professional practice. One faculty line is vacant and a search for a replacement is presently underway. The MLS faculty are active scholars and two faculty members won University Teaching Initiative Awards during the review period.

Program goals and quality measures. The program utilizes a multiple measure approach to assessment that includes students, alumni, and employers. The program utilizes the assessment process to inform program improvement.

Changes in level of student demand. By design, enrollment has doubled since the last program review. Tenth day enrollment for years 2007, 2008 and 2009, was 96 majors with 97 in 2010. An ideal enrollment is 100 students and the maximum is 110. The demand for graduates of the program is predicted to remain high.

Major changes in the program's discipline, student demand, societal need, institutional context.

The numbers and types of medical tests continue to expand; especially those related to genetics. Students must be prepared to perform both current protocols and to adapt to emerging technology. Shortages of baccalaureate prepared laboratory professionals continue to exist and employment opportunities for MLS graduate remain high.

Summary of the program's student learning assessment plan. The Office of University Assessment Services reviewed the Medical Laboratory Science Assessment Plan and found it to be "Exemplary". Multiple measures are used to assess both student and program outcomes and the faculty will continue to utilize assessment data to improve many aspects of the program.

Accreditation from affiliated agency. The MLS program is accredited by the National Accrediting Agency for Clinical Laboratory Science (NAACLS). The accreditation process is a two-fold process; a self-study is conducted and the report is submitted and evaluated prior to a site visit. The accreditation period is determined by the program's success on the most recent accreditation and may range from five to seven years. Illinois State's program received seven years in its most recent accreditation review in 2007.

Description of actions taken since the last review including instructional resources and practices and curricular changes. Faculty members did numerous things to ensure the program's ongoing success. Among those were: 1) produced a written assessment plan, 2) completed curricular changes to benefit internal and external transfer students, 3) modified the professional practice placement, 4) introduced more group activities in the classroom, 5) moved some courses to on-line format, 6) subscribed to MediaLab Inc. to enhance current classroom teaching, 7) won a competitive equipment grant from Abbott Laboratories, 8) purchased a phlebotomy simulator, and 9) increased participation in outreach to elementary and junior-high students.

Major findings and recommendations and actions taken as a result of this review. As a result of this review the MLS program has identified four goals for future development: 1) fill the vacant tenure-line position, 2) recruit additional professional practice sites, 3) explore the addition of an on-line bachelor's degree completion program for certified two-year graduates, and 4) explore offering a dual degree with the Safety Program.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the B.S. in Medical Laboratory Science to be in Good Standing. Committee members commend the program for a successful accreditation process as evidenced in the review report. The committee acknowledges the program's exemplary Assessment Plan and the progress made toward growth in enrollment. The Academic Planning Committee also commends the program for its innovative approaches to meeting the needs of a diverse student population. The Committee notes that the program's Strategic Plan demonstrates a connection between goals and actions taken.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle.

- Continue to ensure through the systematic assessment plan, that as the online component expands, the two tracks meet students' needs.
- Continue recruiting efforts for students and faculty from underrepresented groups.
- Continue efforts to track alumni for exam pass rates relative to the two degree tracks.
- Establish a program to strengthen alumni relations.
- Continue efforts to establish additional clinical sites.

Review of the B.S. in Safety 51.2206

Introduction. The B.S. in Safety program at Illinois State is the only degree-granting program of its type in Illinois. The program began in 1971 and has produced many leaders in the safety field. Graduates continue to be successful with major employers in the manufacturing, insurance, construction, government and consulting sectors. The program offers both a major and minor in Safety and contributes to the goals of General Education at Illinois State.

The Department Chair, program director, faculty and reference librarian contributed to this self-study process. Students, alumni, and industry professionals provided input and feedback since the last review. One special feature of program assessment is the alumni component as they are frequently invited to campus to participate as guest lecturers and interact with the student section of the American Society of Safety Engineers.

Overview of Academic Unit. The Safety program is one of five degree programs offered in the Department of Health Sciences in the College of Applied Science and Technology. The Department is aligned with the Mission and Values of *Educating Illinois* through its commitment to high academic standards; graduating students who will be productive citizens of Illinois and beyond; regarding students as partners in the educational process; individualized attention; access to the program; diversity among faculty and staff; and producing informed, engaged students.

Overview of Degree Program. Distinctive features of the Safety program at Illinois State University include a steadily increasing number of majors since 2006 and an active and engaged registered student organization. All program resources and energies are devoted to creating extraordinary learning opportunities for students that are based upon a foundation in the sciences and that emphasize the technical, managerial, and ethical aspects of safety and health

Curriculum of the B.S. in Safety. Through ongoing review by Safety faculty as well as an accreditation self-study that began in 2010, the curriculum is appropriately designed to prepare graduates for careers in occupational and environmental health and safety and related areas. The curriculum and objectives presented in this review meet most of the technical and related objectives set forth by the Applied Sciences Accreditation Commission (ASAC). All undergraduates must complete coursework in anatomy and physiology, chemistry, math, and physics before taking 200- and 300-level major courses. The students must also select elective courses in the curriculum to compliment their professional interests. The culminating experience is a nine- or twelve-hour professional practice, usually taken in the last semester prior to graduation.

Faculty of the degree program. There are three full-time and one emeritus faculty members in the Safety program. All four hold terminal degrees in fields closely related to safety (Public Health, Agronomy, Industrial Hygiene, Industrial Engineering and Ergonomics). One member is a Certified Safety Professional and two others are actively involved in the process of attaining certification. All faculty members are involved in both state and national professional organizations and the two full-time, tenure-track faculty members maintain active research agendas through peer-reviewed publications, presentations, and external grant submissions. The faculty members in the Safety program have spent over 250 hours in the last four years in teaching-related workshops and training sessions.

Program goals and quality measures. The Safety program voluntarily withdrew accreditation in 2003. Since then, accreditation criteria have changed and the program is fully committed to resubmitting an application for accreditation (ABET) within the next two years. The self-study has already begun. The Safety program is proud of a comprehensive, multiple measures approach to assessment that gives current

students, alumni, and industry professionals an opportunity to provide regular input and feedback to the program.

Changes in level of student demand. Student demand for a Safety degree has been increasing since the last program review. Since FY2005, there has been a 42% increase in enrollment in the program. If the current trend continues, the program should reach an ideal enrollment of 65-70 majors within five years. The minority enrollment is 16.7% and exceeds the university average. However, female enrollment at 11.7% is well below the university average. The Safety program is committed to increase minority and female enrollment. The greatest demand for the Safety minor has and will continue to come from the Environmental Health program. Enrollment in the minor program has more than doubled in size in the last five years.

Major changes in the program's discipline, student demand, societal need, institutional context.

ABET, the discipline's accrediting agency, made major changes to its criteria in 2008 responding to changes in technology and standards within related occupational areas. Illinois State's program chose to temporarily withdraw from the accreditation process but is in the process of renewing this initiative. Demand for the program remains stable and graduates of the program are successfully employed in safety related occupations.

Summary of the program's student learning assessment plan. The University Assessment Office reviewed the Safety program assessment plan and found it to be "Exemplary" in all four categories. The faculty will continue to utilize assessment data to improve all aspects of the program.

Accreditation from affiliated agency. Currently, the Safety program is conducting a self-study with the intention of submitting an application to the Applied Sciences Accreditation Committee of ABET for full accreditation.

Description of actions taken since the last review including instructional resources and practices and curricular changes.

The Safety program responded to five recommendations in the last review cycle. The five recommendations will continue to be a priority as the program moves forward into the next review cycle: 1) The program worked with the Office of Enrollment Management and Academic Services to establish an optimal enrollment and plan to meet and retain that enrollment; 2) The program established and utilizes an alumni advisory board; 3) The program identified several benchmark programs for quality aspirations; 4) The program has initiated the self-study process for accreditation with ABET; and 5) The program has successfully initiated actions to increase the diversity of faculty and students and has increased the number of minorities and women.

Major findings and recommendations and actions taken as a result of this review. Though the Safety program has progressed very successfully over the last seven years, there are still areas for improvement that were identified in this review. Recruitment of women and minority students will remain a priority in the program until the ideal enrollment is met or exceeded. With three new faculty members in the program since 2006, the program will continue to develop collaborative relationships with other units on campus, alumni, and new industry partners to promote and fund ongoing scholarship in the program for faculty and students. The program is also committed to submitting a quality application for accreditation to ABET as this will benefit the students and alumni throughout their respective careers.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the B.S. in Safety to be in Good Standing. Committee members commend the program for a quality self-study and review report. The Committee identified several components that are noteworthy as quality attributes for the program: an exemplary Assessment Plan; attention to quality in the minor; participation in general

education; interaction and collaboration with the library subject specialist; and successful outreach to increase the number of students and faculty from underrepresented groups.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle.

- Continue initiative to attain ABET accreditation.
- Continue to work with the Office of Enrollment Management and Academic Services to recruit students into the major with the goal of meeting target enrollments within five years.
- Continue recruiting efforts for students and faculty from underrepresented groups.
- Increase opportunities for student participation in undergraduate research projects.

Review of the B.A. in English 23.0101

Introduction. The self-study for the undergraduate degree was a two-year process involving students, faculty, and alumni. The process included peer program comparisons, changes to the program that have occurred since the previous program review, and identifying goals and resources that will be prioritized in the next several years. The Undergraduate Studies Committee reviewed and summarized the self-study, formulating the basis for this report. The report was made available to faculty on the Department Sharepoint site.

Overview of academic unit. The Department of English offers four degree programs: The B.A. in English, M.A., M.S. in English, M.A., M.S. in Writing, and Ph.D. in English Studies. There are four minors offered in the unit: English, English Education, TESOL (Teaching English to Speakers of Other Languages), and Writing; the unit supports other interdisciplinary minors and the Department contributes significantly to the University's General Education program. The Department's work in preparing students to read, write, and think critically in any context is central to the Mission of the University. The Department of English is committed to an English Studies model that promotes an integration of the areas of English; literary, writing, and language study and to offering students best practices in pedagogy.

Overview of degree program. The English undergraduate major is one of the largest programs in the College. In addition to the strong demand for the major, the program serves several other majors including education programs for literature and language arts endorsements. While English Education has the greatest demand and an expanding enrollment, the Department has focused on promoting other areas of study such as the Writing, TESOL and Publishing Studies sequences.

Curriculum of the B.A. in English. The English curriculum is based on a comprehensive English Studies model with courses in language, literature, composition, and rhetoric. Students have options to choose areas of study such as children's and young adult literature, rhetoric and writing, creative writing, linguistic, cultural studies, and TESOL. There are three sequences in the program including the major in English, the teacher certification sequence, and the publishing sequence. Students in each sequence are expected to take gateway and capstone courses that emphasize the intradisciplinarity of the degree as well as a range of required courses in literature, in rhetoric and writing, and in linguistics and language that allow students to integrate the knowledges of these sub-fields.

Faculty of the degree program. The English faculty represents a diverse cultural and varied discipline-based faculty that contributes significantly to an increasingly global oriented population. A priority for the Department in hiring new faculty members is to advertise in publications that reach underrepresented and diverse populations. Numerous national and University teaching awards have been given to program faculty and student and alumni response indicate quality instruction as one of the program's strengths. The faculty is productive in publications of scholarly work in peer-reviewed journals and in national and in presentations at national and international conferences. English faculty members have won numerous University awards in research and the Strand Diversity Award, and two are University Distinguished Professors. Many program faculty members participate in University initiatives such as the University Honors Program, the American Democracy Project, the First-Year Experience, and the Scholarship of Teaching and Learning.

Program goals and quality measures. The undergraduate program at Illinois State is designed along the English Studies model which allows students to study in various areas of English Studies including language, literature, composition and rhetoric. Students will read and write texts of various genres, with a critical understanding of rhetorical, aesthetic, and cultural implications; construct and articulate well-informed and carefully-reasoned arguments of social and philosophical value; acquire usable familiarity

with works of English writers of various time periods or from various nations and ethnic communities; acquire usable familiarity with the linguistic and rhetorical concepts involved in the English language; and develop pedagogical knowledge in teaching these skills and abilities. The quality of the program can be measured by the national reputation of the faculty, their service to the discipline through editing, historical commitment to youth pedagogy and urban education, multimodal research and pedagogy, and an understanding of, and commitment to, the interdependent nature of global, multiethnic, and historical knowledges.

Changes in level of student demand. Student enrollment in the major has increased significantly since the last program review and is now at a historic high of 689 majors and 341 minors. The demographic profile remains largely unchanged, with nearly twice as many women as men, and a minority population that accords with general trends in the University. Efforts are being made to increase diversity in the major, including the development of courses in minority literatures and cultures, outreach to high schools with diverse populations, public programming such as poetry slams and readings in venues likely to attract minority students, and targeted recruitment of faculty from underrepresented groups. At the same time, as enrollment numbers have increased, the program has seen an increase in the quality of students enrolled in the program. The average ACT score of English majors is consistently higher than the University average. Additionally, the number of students participating in the University Honors program has more than doubled since 2001; four Bone Scholars in the past three years have been English majors.

Major changes in the program's discipline, student demand, societal need, institutional context.

The discipline of English Studies in the United States constantly evolves in response to changing population demographics and technological advances. It is a basic tenet of English Studies that cultures shape language and that language shapes culture, so that when communicative methods change, or populations become more heterogeneous and integrative, the ways in which language is understood and used must be analyzed and updated. The general trend in English Studies is toward a more integrated understanding of culture, literature, and rhetoric; Illinois State has been, and continues to be, intentionally committed to facilitating such integration through both the content and the delivery of its curriculum.

The latest revision of the National Council of Teachers of English standards for the initial preparation of English Language Arts teachers (2003) includes multiple objectives that address the ability to critically evaluate nonprint media; the Illinois State program addresses these standards to include the production and analysis of multimodal texts, and the theoretical and cultural basis for understanding plagiarism, intellectual property, and other issues of communicative ethics.

Summary of the program's student learning assessment plan. The Department will work with University Assessment Services to develop an assessment plan that measures student learning outcomes and will lead to program improvement.

Accreditation from affiliated agency. The undergraduate program is accredited by the Higher Learning Commission – North Central Association (NCA), the National Council for Teachers of English (NCTE), and the National Council for Accreditation of Teacher Education (NCATE). The last accreditation cycle for NCTE and NCATE was 2003, and the program was approved with no conditions. There are no discipline-related accreditations for this program.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The most significant actions as a result of the previous program review have been in the area of advisement. The enrollment growth resulted in the hiring of an additional advisor for English Education. The advisors contribute to recruitment and outreach efforts, facilitate the advising pro-seminar, and manage social networking with program alumni.

Major findings and recommendations and actions taken as a result of this review. This review has revealed the need for a formal assessment structure. Also, the department needs to build an additional computer classroom to properly support its writing and publishing programs.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the B.A. in English to be in Good Standing. Committee members commend the program for the quality of its students and participation in the University Honors Program. The Committee commends the program's commitment to the infusion of multiculturalism and ongoing exploration of the use of technology in the curriculum.

Recommendations. For each program sequence, the Department will work with University Assessment Services to develop an Assessment Plan that measures student learning outcomes and results in program improvement. The Assessment Plan will be submitted to the Office of the Provost by October 1, 2011.

The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle.

- Continue strategic planning efforts to strike a balance between curricular offerings and faculty resources.
- Continue to work with Enrollment Management and Academic Services to determine an optimum enrollment for each of the program's areas of study.
- Work closely with the Milner Library subject specialist to develop greater degree-specific integration of library resources in the program.

Review of the Master's in English 23.010

Introduction. The Master's in English program at Illinois State University is unique among IBHE comparator programs in terms of its distinctive features which include its approach to an English Studies curriculum valuing both research and pedagogy; its five-tiered options of emphasis for students; its nationally recognized offerings in Children's Literature; its Publications Unit which provides professional opportunities for creative-writing students; and its commitment to career and doctoral opportunities. Evidence of program excellence includes an integrated curriculum that is current with technological and global trends in the field; pedagogical development that provides students with an advantage over others upon graduation; internships that allow students to utilize coursework and provide networks and experience for jobs; a high level of alumni satisfaction with preparation and placement; an increased number of publications, performances, professional presentations, and awards by graduate students during their course of study; and sustained high quality and quantity of graduate faculty scholarly contributions to the field and excellence in pedagogy.

Overview of academic unit. The Department of English offers four degree programs: The B.A. in English, M.A., M.S. in English, M.A., M.S. in Writing, and Ph.D. in English Studies. There are four minors offered in the unit: English, English Education, TESOL (Teaching English to Speakers of Other Languages), and Writing; the unit supports other interdisciplinary minors and the Department contributes significantly to the University's General Education program. The Department's work in preparing students to read, write, and think critically in any context is central to the Mission of the University. The Department of English is committed to an English Studies model that promotes an integration of the areas of English; literary, writing, and language study and to offering students best practices in pedagogy.

Overview of degree program. The Master's in English program is an English Studies model that explores the interactions among Rhetoric, Literary and Cultural Studies, Linguistics, Critical Theory, Writing and Pedagogy. One course, ENG 401: Introduction to Graduate Study, an introduction to bibliography, methodology, critical evaluation of scholarship and recent developments in theory and criticism in the fields of English Studies is required for all students. Both a comprehensive examination or a portfolio and a thesis option are offered and the typical program is approximately 33 semester hours.

Curriculum of the Master's in English. The Department offers both a Master of Arts and a Master of Science with the major difference being the Master of Arts program requires second-year college proficiency in a language or the passing of a foreign language proficiency exam. The curriculum is designed to serve the needs of teachers, prospective teachers, and individuals who wish to develop knowledge and understanding of literature, language, writing, and other areas. Program options include a comprehensive examination or a thesis.

Faculty of the degree program. The English faculty represents a diverse cultural and varied discipline-based faculty that contributes significantly to an increasingly global oriented population. A priority for the Department in hiring new faculty members is to advertise in publications that reach underrepresented and diverse populations. Numerous national and University teaching awards have been given to program faculty and student and alumni response indicate quality instruction as one of the program's strengths. The faculty is productive in publications of scholarly work in peer-reviewed journals and in presentations at national and international conferences. English faculty members have won numerous University awards in research and the Strand Diversity Award, and two are University Distinguished Professors. Many program faculty members participate in University initiatives such as the University Honors Program, the American Democracy Project, the First-Year Experience, and the Scholarship of Teaching and Learning.

Program goals and quality measures. Since the last program review, the program has added a TESOL Certificate and various courses in writing and assessment, Native American literature, and creative-writing pedagogy. Beginning in fall 2010, the Department will revisit the graduate curriculum to track how these new and existing courses are in line with the Department's recent Strategic Plan, and how they will be assessed. The recruitment and retention of diverse domestic and international students continue as a priority. The Department will increase civic engagement efforts through the institution of direct public outreach in the form of short courses, workshops, scholarly presentations and readings; by contacting alumni to assist in student recruitment; by calling on alumni and others to contribute their professional expertise to student travel funds and to research opportunities; and by consulting with the Alumni Advisory Board.

Changes in level of student demand. Student demand for the Master's in English program has remained strong. The uniqueness of the Department's program, particularly its commitment to, and reputation for, offering students best practices in pedagogy, is the primary draw to the Master of Arts program option. The Department has consciously limited the number of students it funds by increasing its standards for admission. The recent recruitment efforts have focused on an inclusive and greater representation of underrepresented and international groups.

Major changes in the program's discipline, student demand societal need, institutional context. The two most significant changes in the overall field since the last program review are the increased visibility of technology in English Studies and the movement toward globalization in all areas of English Studies. The program has responded to these changes through student and faculty recruitment, updates to the curriculum, and continual support of faculty whose areas of expertise have expanded. Since the last program review, student demand for the program as measured by applications has doubled. Enrollments over the review period have declined due to the increasing competitiveness of the program and the limited number of new Master's students funded on half assistantships.

Summary of the program's student learning assessment plan. By the end of their course of study, students are expected to be able to demonstrate the following traits and abilities: engagement with cultural, global, and economic contexts; writing, reading, technological, and oral communication skills that prepare students to participate in their chosen fields; theoretical and content information appropriate to the student's area of focus and the ability to articulate the importance of those ideas; ability to historicize and contextualize areas of study; research and bibliographic methods commensurate with the student's field; an appreciation of the public role of the academy and the ability to participate in the public arena professionally and ethically. Additionally, the Department has articulated a series of objectives specific to the five areas of focus within the Master's in English program. The program assesses these traits and abilities through requirements, including formal coursework and the student's choice of a comprehensive exam, a thesis, or a portfolio. The program will also assess its effectiveness through a recently instituted series of entrance and exit surveys for students as well as faculty surveys that will be a part of the exam, thesis, and portfolio evaluation process. These new methods of assessment will prove useful in determining the current effectiveness of the program as well as how the program performs over time.

Accreditation from affiliated agency. The Master's in English program does not receive a discipline related accreditation.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The Graduate Committee increased its efforts to improve the diversity of the graduate student population. The Department has continued to seek ways of supporting graduate student involvement in national conferences and regional forums to involve students in professional networking. One of the most significant curricular changes made as a result of assessments since the last program

review was to create an option in which students can take either comprehensive examinations or write a Master's thesis. The Master's comprehensive exam structure itself was changed as a result of curricular assessments since the last program review. The Master's in English foci in Creative Writing, Children's Literature, and TESOL were revised to better serve students choosing to study in these areas.

Major findings and recommendations and actions taken as a result of this review. As a result of this review, the Department will seek resources to increase the level of support and size of the program; continue to increase the quality and quantity of the applicant pool and improve the yield record; increase efforts to recruit students from underrepresented groups; increase the level of financial support for students to present work at conferences; continue to assess changes in the Master's comprehensive examination and open discussion of curricular revisions.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the Master's in English to be in Good Standing. Committee members commend the program for the high quality of students and the travel support provided by the Department. The increase in the number of 400-level courses contributes to the academic rigor of the degree. The Committee also commends the program for its work with University Assessment Services to develop and initiate a useful assessment plan and encourages the program to utilize the plan for program improvement.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle.

- Work closely with the Milner Library subject specialist to develop greater degree-specific integration of library resources in the program.

Review of the Ph.D. in English Studies 23.0101

Introduction. This self-study report is the result of a year-long process that began when the English Department Graduate Committee was charged in September 2009 with the responsibility of facilitating a review of the Ph.D. in English Studies program over the past eight years. In addition to committee data gathering, focus groups of students and faculty generated extensive transcripts that informed this self-study.

Overview of academic unit. The Department of English offers four degree programs: The B.A. in English, M.A., M.S. in English, M.A., M.S. in Writing, and Ph.D. in English Studies. There are four minors offered in the unit: English, English Education, TESOL (Teaching English to Speakers of Other Languages), and Writing; the unit supports other interdisciplinary minors and the Department contributes significantly to the University's General Education program. The Department's work in preparing students to read, write, and think critically in any context is central to the Mission of the University. The Department of English is committed to an English Studies model that promotes an integration of the areas of English; literary, writing, and language study and to offering students best practices in pedagogy.

Overview of degree program. The integrated English Studies model combines subdisciplines of English with a distinct emphasis on pedagogy. The program emphasizes the integration of scholarship and teaching without sacrificing the academic values and priorities traditionally associated with doctoral research. In the English Studies model the various facets of the study of reading and writing are equally valued as distinguished from traditional literature-based, rhetoric-based, or linguistics-based English programs.

Curriculum of the Ph.D. in English Studies. The doctoral program begins with a week-long orientation session to establish best-practice pedagogies and enable students to design their own courses with a support network of professors, administrators, and senior doctoral students. All students enroll in English 402: Teaching Composition to provide students with a theoretical foundation for the teaching of composition. Students must successfully complete a comprehensive exam covering three areas: the student's specialization, English Studies, and Pedagogy. A dissertation of original research that includes a substantial pedagogical component is also a requirement.

Faculty of the degree program. The English faculty represents a diverse cultural and varied discipline-based faculty that contributes significantly to an increasingly global oriented population. A priority for the Department in hiring new faculty members is to advertise in publications that reach underrepresented and diverse populations. Numerous national and University teaching awards have been given to program faculty and student and alumni response indicate quality instruction as one of the program's strengths. The faculty is very productive especially in publications of scholarly work in well regarded, peer-reviewed journals in the subdisciplines and field overall. English faculty members have won numerous University awards in research, the Strand Diversity Award, and two are University Distinguished Professors. Many program faculty members participate in University initiatives such as the University Honors Program, the American Democracy Project, the First-Year Experience, and the Scholarship of Teaching and Learning.

Program goals and quality measures. Beginning in fall 2010, the Department will conduct a study of the entire graduate curriculum to ensure that existing courses still fulfill the goals of the program and are in line with the Department's recently developed Strategic Plan. The recruitment and retention of diverse domestic and international students will be a top priority. To remain competitive, the program will explore the possibility of offering students dissertation fellowships and other fellowships that are not tied to teaching or service to the university. The Department will increase the visibility of the doctoral

program and the outstanding accomplishments of faculty and students through directed uses of technology and mailings that highlight the exciting research and teaching in the graduate program.

Changes in level of student demand. Student demand over the review period has increased. The program continues to enroll a diverse student body from all geographical regions of the United States and many other countries. The program financially supports nearly all doctoral students through teaching assistantships, which include intensive and ongoing pedagogical training. Students entering the doctoral level program have a Master's degree and all have some prior teaching experience. A significant percentage of enrolled doctoral students come to Illinois State from outside Illinois.

Major changes in the program's discipline, student demand, societal need, institutional context. The two most significant changes in the overall field since the last program review concern the increased visibility of technology in English Studies and the movement toward globalization in all areas of English Studies. The program has responded to these changes through student and faculty recruitment, updates to the curriculum, and continual support of faculty whose areas of expertise have expanded. Student demand for the program as measured by applications has tripled since the start of the review period. Drawing from the University's distinguished tradition as a teacher-training institution, the program continues to expand the way it integrates research and pedagogy, continuing to offer a unique Ph.D. in English Studies.

Summary of the program's student learning assessment plan. The Ph.D. program uses its general outcomes and graduate faculty values as a touchstone for assessing student learning. Students are evaluated for quality and competence in the teaching internship. Professional presentations and publications in peer-reviewed venues measure growth in professional development of graduate students.

Accreditation from affiliated agency. The Ph.D. in English Studies does not receive accreditation from a discipline related agency.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The Department developed a more systematic survey instrument to gauge student responses to specific aspects of their experience in the Ph.D. in English Studies program by instituting exit interviews for all students. Although the Department has not yet been able to offer students dissertation fellowships, it offers a small number of post-doctoral teaching fellowships for graduates on the academic job market. In line with national averages, the Department now offers doctoral students five years of funding through teaching assistantships as long as the student is making adequate progress toward the degree. The University raised the stipends of doctoral teaching assistants, which brought them in line with national averages for doctoral programs in English.

Major findings and recommendations and actions taken as a result of this review. The Ph.D. in English Studies is of outstanding quality, and both applications and enrollments are strong. Nevertheless, limited resources continue to pose challenges in recruitment of highly qualified students, especially from underrepresented groups. Competing doctoral programs are able to offer more fellowships as well as reduced teaching loads for their graduate assistants. The Department continues to seek resources to address student travel needs. The review process has also helped to inform a more extensive assessment plan.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the Ph.D. in English Studies to be in Good Standing. The Committee acknowledges the program's response to recommendations made in the previous review cycle. Committee members commend the program's work with University Assessment Services to develop and initiate a useful assessment plan and the Committee

encourages the program to more fully utilize the plan for program improvement. Also noted is the strong publication and presentation activity of both doctoral students and faculty.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle.

- Continue to work with University Assessment Services to update and revise the program's formal assessment plan and utilize the plan for program improvement.
- Continue to recruit highly qualified students from underrepresented groups.
- Work closely with Milner Library subject specialist to develop greater degree-specific integration of library resources in the program.

Review of the M.S. in Writing 23.0401

Introduction. This self-study report is the result of a year-long process that began when the English Department Graduate Committee was charged in September 2009 with the responsibility of facilitating a review of the Master's in Writing program over the past eight years. In addition to committee data gathering, focus groups of students and faculty generated extensive transcripts that informed this self-study.

Overview of academic unit. The Department of English offers four degree programs: The B.A. in English, M.A., M.S. in English, M.A., M.S. in Writing, and Ph.D. in English Studies. There are four minors offered in the unit: English, English Education, TESOL (Teaching English to Speakers of Other Languages), and Writing; the unit supports other interdisciplinary minors and the Department contributes significantly to the University's General Education program. The Department's work in preparing students to read, write, and think critically in any context is central to the Mission of the University. The Department of English is committed to an English Studies model that promotes an integration of the areas of English; literary, writing, and language study and to offering students best practices in pedagogy.

Overview of degree program. The Master's in Writing program is unique in Illinois public universities offering graduate students the opportunity to earn a degree specifically in one of two sequences: the Teaching of Writing sequence or the Professional Writing and Rhetoric sequence. The range of coursework provides students with knowledge and competencies that empower them to participate actively in transforming society and the environment through their use of language. Beyond the skill of constructing texts, students acquire the ability to engage with audiences, co-workers, and others across national and cultural boundaries.

Curriculum of the Master's in Writing. The program is committed to the English Studies model which features coursework in writing, design, and digital literacies along with study of rhetorical, literary, and linguistic theory, all highlighting the importance of intercultural understanding to both theory and practice. Students complete eleven courses and a comprehensive exam or ten courses and a thesis or professional portfolio. The Department offers both a Master of Science and a Master of Arts that requires proficiency in a foreign language.

Faculty of the degree program. For the Master's in Writing program there is a group of English faculty members whose areas of expertise fall under rhetoric, writing, and professional and technical writing. For the Department as a whole, the English faculty represents a diverse cultural and varied discipline-based faculty that contributes significantly to an increasingly global oriented population. A priority for the Department in hiring new faculty members is to advertise in publications that reach underrepresented and diverse populations. Numerous national and University teaching awards have been given to program faculty and student and alumni responses indicate quality instruction as one of the program's strengths. The faculty is productive in publications of scholarly work in peer-reviewed journals and presentations in national and international conferences. English faculty members have won numerous University awards in research and the Strand Diversity Award, and two are University Distinguished Professor. Many program faculty members participate in University initiatives such as the University Honors Program, the American Democracy Project, the First-Year Experience, and the Scholarship of Teaching and Learning.

Program goals and quality measures. Beginning in fall 2010, the Department will conduct a study of the graduate curriculum to ensure that existing courses still fulfill the goals of the program and are in line with the recent Strategic Plan. This will include tracking applicants (full-time as well as part-time students) to assess the effect of curricular changes. The recruitment and retention of diverse domestic and international students will be a top priority over the next few years. To remain competitive, the program

must explore the possibility of offering Master's students full (twenty hours per week) funding rather than the current half-time (ten hours per week) assistantships. The Department will strive to increase the visibility of the Master's programs and the outstanding accomplishments of faculty and students through directed uses of technology and mailings that highlight the exciting research and teaching in the graduate programs.

Changes in level of student demand. Student demand over the review period has continued to decline. Students entering the program present impressive grade point averages and GRE scores. Graduate Teaching Assistants receive intensive and ongoing pedagogical training throughout their assistantship and enjoy extensive opportunities for internships and out-of-classroom academic experiences. Students are active in terms of presenting their research at academic conferences and publishing their work in prominent academic and professional venues.

Major changes in the program's discipline, student demand, societal need, institutional context.

Keeping up with the shift in English Studies toward globalization and digital/multimodal communication, the program has responded by updating the courses and curriculum and offering options to the thesis. Students can now develop a portfolio with a highly polished set of professional document samples that will represent their professional competencies and knowledge in ways that business, industry, and other organizational clients or employers will recognize and value. The Master's comprehensive exam structure was also changed as a result of curricular assessments since the last program review, addressing ongoing concerns about the literary bias embedded in the "textual literacy" section of the former comprehensive examination structure.

Summary of the program's student learning assessment plan. The Master's in Writing sequence in Professional Writing and Rhetorics seeks to prepare students to bring English Studies to professional and civic contexts where language and texts are involved in social and organizational change. The complexity of such literacies requires technical competencies in writing, editing, and designing texts. These are assessed through internship reports, feedback from placement supervisors, portfolios, theses, tests, alumni and employer feedback. Both sequences in the Master's in Writing will assess effectiveness through a recently instituted series of entrance and exit surveys for students as well as faculty surveys that will be a part of the exam, thesis, and portfolio evaluation process. These new methods of assessment will prove useful in determining the current effectiveness of the program as well as how the program performs over time.

Accreditation from affiliated agency. The Master's in Writing program does not receive accreditation from a discipline-related agency.

Description of actions taken since the last review including instructional resources and practices and curricular changes.

The Department is in the early planning stages of establishing a University Center for Writing Research and Pedagogy that addresses, in part, recommendations that the program engage in writing-across-the-curriculum strategies. The program reviewed the curriculum and clearly defined its sequences, also addressing enrollment issues by offering students the option of taking a comprehensive exam, writing a thesis, or preparing a professional portfolio. In response to recommendations that the program aim for a more national and international student body, the English Department Graduate Committee began a direct-mail advertising campaign in 2009, targeting international universities, historically black colleges and universities, and Hispanic-serving institutions.

Major findings and recommendations and actions taken as a result of this review. Although the Master's in Writing continues to demonstrate outstanding quality, enrollment in the program has declined over the review period. While the Department continued recruitment efforts, increased applications, and instituted curricular revisions in hopes of positioning the program to grow, total enrollments have not

increased. Resources to support graduate student recruitment, fellowships, and travel to present at conferences are limited, and the Department will continue to seek resources to address those needs.

Review Outcome. The Academic Planning committee, as a result of this review process, finds the Master's in Writing to be in Good Standing.

Although the M.S. in Writing is of high quality, enrollments have steadily declined over the past ten years. The Department of English is strongly encouraged to engage in a strategic planning process to determine the viability of this program. The Department will submit to the Academic Planning Committee a follow-up report on progress in this recommendation by December 1, 2012.

Recommendations. Should the Department and College elect to maintain this program, either as a sequence within the M.A. in English or as a stand-alone degree program, the following recommendations should be addressed within the next regularly scheduled review cycle.

- Continue efforts with University Assessment Services to update and revise the program's formal assessment plan and utilize the plan for program improvement.
- Continue efforts to expand the Illinois National Writing Project and other community resources.

**Review of the Post Baccalaureate Certificate in
the Teaching of Writing in High School/Middle School
23.0401**

Introduction. The Post-Baccalaureate Certificate in the Teaching of Writing in Middle/High Schools was developed in response to a need articulated by teachers across the state for increased support in the teaching of writing. It responds to policy initiatives set by state and national agencies to improve teacher quality, as well as to the demonstrable need for improving student writing through better instruction. Drawing on both personal teaching experience and research in the area, faculty in English Education developed a program that is both rigorous and effective in meeting teachers' needs for continuing education as well as their need to enhance their abilities to teach writing.

Overview of academic unit. The Department of English offers four degree programs: The B.A. in English, M.A., M.S. in English, M.A., M.S. in Writing, and Ph.D. in English Studies. There are four minors offered in the unit: English, English Education, TESOL (Teaching English to Speakers of Other Languages), and Writing; the unit supports other interdisciplinary minors and the Department contributes significantly to the University's General Education program. The Department's work in preparing students to read, write, and think critically in any context is central to the Mission of the University. The Department of English is committed to an English Studies model that promotes an integration of the areas of English; literary, writing, and language study and is committed to offering students best practices in pedagogy.

Overview of degree program. The Post-Baccalaureate Graduate Certificate in the Teaching of Writing in High School/Middle School is designed for certified middle and high school teachers of any subject who are interested in pursuing study of current theory and practice in composition in an atmosphere emphasizing the special needs of the high school/middle school teacher.

Curriculum of the certificate. The curriculum is well-articulated and aligns with national standards. Additionally, it is flexible and up-to-date, particularly in the area of technological innovations in writing instruction. Middle or Secondary Teacher Certification is required for admission to the certificate program. The post-baccalaureate certificate is 18 hours of coursework with a focus on the pedagogy of grammar, using technology, and applying rhetoric and grammar in High School/Middle School settings.

Faculty of the program. Faculty participation in the program is currently limited to a few highly qualified faculty members with national reputations in the field. The program will encourage greater participation through the new hire of an English Education colleague as well as through recruiting more faculty members from within the department with the requisite expertise.

Program goals and quality measures. The latest revision of the National Council of Teachers of English standards for the initial preparation of English Language Arts teachers (2003) includes multiple objectives that address the ability to critically evaluate nonprint media; the Post-Baccalaureate Certificate program addresses these standards and goes beyond them to include specific attention to the pedagogies surrounding the production and analysis of multimodal texts, and the theoretical and cultural bases for understanding plagiarism, intellectual property, and other issues of communicative ethics in the composing process.

Moreover, recent policy initiatives such as No Child Left Behind and Race to the Top present particular challenges for English teachers, since writing instruction, though it affects every discipline, falls almost exclusively within their purview. In order for teachers to be confident of their ability to instruct their students, they need continuing education and support as they encounter the increasing challenges of a changing population. The program offers such support.

Changes in level of student demand. Demand for the certificate has been relatively small but steady since its inception, with approximately three applicants per year and a current enrollment of 18 students. While teachers in Illinois are not required to get a Master's degree, they are required to earn continuing education credits, an objective this program services. Although the program stands alone, it has the additional goal of encouraging teachers to pursue higher education degrees in the field of English. It has proven very effective in meeting that goal.

Major changes in the program's discipline, student demand, societal need, institutional context. The growth of New Media and Web communication platforms is changing the way culture uses language, and the implications for secondary students are enormous. Texting and tweeting in particular deploy new syntactical structures that affect the way nascent writers perceive and produce written text and develop ideas and extended arguments. Issues of plagiarism and copyright become complex with widespread Internet use, as do email politeness protocols and the ethics of social networking and privacy. While the effects of these changes spread into all areas of academic and social life, the study of them belongs, analytically speaking, to the discipline of English Studies.

Summary of the program's student learning assessment plan. An assessment plan will be developed that includes better tracking of demographic data of participants, as well as better accounting of student activity as a result of their participation in the program. Although there is data from the National Writing Project (NWP) that indicates significant improvement of student writing when they are instructed by NWP fellows, there is no local data to that effect, so research should be undertaken in this area and included in program assessment. Formal assessment of the Certificate has yet to be implemented because of the nascent state of the program. This is the task to which faculty will now turn.

Accreditation from affiliated agency. This program does not fall under any accreditation protocols.

Description of actions taken since the last review including instructional resources and practices and curricular changes. This is the first program review for the Post-Baccalaureate Certificate Program in the Teaching of Writing in High School/Middle School; consequently, there are no actions that were taken as a result of the previous program review.

Major findings and recommendations and actions taken as a result of this review. This review has revealed the need for a formal assessment structure. Also, although the program is well served by its core faculty, more faculty members with requisite expertise should be encouraged to teach the six classes of the Certificate program. Student surveys yielded positive responses, along with a call for a similar certificate program in the Teaching of Literature. However, as resources in English Education become increasingly thinned by retirements and increasing undergraduate enrollments, the Department is not likely to implement such a program at this point.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the Post-Baccalaureate Certificate to be in Good Standing. The Committee commends the program for developing the certificate to respond to a need for teachers specifically trained in pedagogy for English Studies.

The program will work with University Assessment Services to develop an assessment plan for this program and submit this plan to the Provost's Office by October 1, 2011.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle.

- Investigate alternate methods of course delivery responding to part-time students currently employed as teachers.
- Investigate opportunities to partner with schools that have high minority enrollment.

Review of the B.A. B.S. in Interdisciplinary Studies 24.0101

Introduction. The B.A., B.S. in Interdisciplinary Studies is designed to meet the needs of a limited number of highly motivated, academically strong students who have the independence, vision and critical thinking skills to develop and complete an individualized program for their own academic and career goals. The degree program has three sequences from which students may choose: The Individualized Sequence, the Multidisciplinary Sequence and the Human and Educational Services Sequence.

The self-study process was initiated in summer 2010 by the Associate Provost and the Program Coordinator. The process included an analysis of the evolution of the Interdisciplinary Studies major and minor programs, an assessment of its current purposes, and a review of comparable programs at other institutions in Illinois.

Overview of academic unit. The degree program is not associated with a singular academic unit but rather, a program coordinator administers the program with oversight by the Provost's Office.

Overview of degree program. The B.A., B.S. in Interdisciplinary Studies allows students to construct one of three individualized programs of study by synthesizing knowledge that spans across two or more academic disciplines. These options use existing university courses and lead to the Bachelor of Arts or Bachelor of Science in Interdisciplinary Studies. Each sequence addresses a different set of educational objectives. The sequence in Interdisciplinary Studies will be noted on the student's transcript.

The minor in Interdisciplinary Studies allows students to construct an interdisciplinary minor to meet specific educational goals that may not be accommodated by existing minors. The completed minor in Interdisciplinary Studies will be noted on the student's transcript.

Curriculum of the B.A., B.S. in Interdisciplinary Studies. The Individualized Sequence of the program allows a student, with the help of a faculty sponsor, to design a specialized program of study not accommodated within existing programs. Some recent themes chosen by students include Digital Rhetoric, East Asian Studies, Paralegal Studies, Religious Studies, The Art of Cinematography, and International Public Relations. The Individualized Sequence is typically a second or auxiliary major but may be proposed as a primary major.

The Multidisciplinary Studies Sequence of the Major in Interdisciplinary Studies is built around the offerings of two or more departments or schools. It is intended for the student who is seeking a baccalaureate degree without the specialization of a traditional major. The student, with the help of a faculty advisor, chooses the focus of the program by determining the departments or schools to pursue advanced work.

The Human and Educational Services Sequence provides a viable option to Curriculum and Instruction and Special Education majors who are unable to complete their student teaching requirement. This sequence is available only to students who leave an education major during their senior year and who are referred by advisors in the departments of Curriculum and Instruction or Special Education.

Faculty of the degree program. Faculty members from various schools and departments are involved in the Interdisciplinary Studies major and minor programs in two ways. First, each student relies on at least one faculty member to serve as an advisor in the development of a rationale for the major or minor and the selection of coursework to meet individual academic and career goals. Second, Interdisciplinary Studies majors and minors benefit from interaction with the faculty members who teach the courses included in their major plan of study.

The Program Coordinator (a part-time faculty position) serves as academic advisor for students in the following sequences: Individualized Sequence Major, Multidisciplinary Sequence Major, and Individualized Sequence Minor. Advisement duties include meeting with interested students, assisting them in the development of a rationale and plan of study to be submitted to departments and schools and the Office of the Provost, and providing ongoing academic advisement as they complete their plan of study. Career counseling is integrated into the development of the rationale and plan of study as the student participates in ongoing discussions with the Program Coordinator and faculty members from various departments and schools.

Program goals and quality measures. Three broad goals have been identified for the next five years: 1) Continue to strengthen relationships with the faculty and chairpersons of academic departments and schools as well as the directors/coordinators and advisors in “minor only” programs. 2) Continue to strengthen relationships with the Honors Program. 3) Increase student awareness of, and participation in, the Interdisciplinary Studies Program.

Changes in level of student demand. Enrollment in the newly developed interdisciplinary program has declined in two of the major sequences. There are currently two Individualized Sequence majors and one Multidisciplinary Studies Sequence major enrolled for fall 2010. In addition, one additional Individualized Sequence major and one Multidisciplinary Studies Sequence major are still working toward graduation, but are not enrolled for the fall 2010 semester due to their full-time employment status. Student participation in the Individualized Minor Sequence has remained relatively unchanged. There are currently two Individualized Sequence minors enrolled for the fall 2010 semester. Given the nature and purpose of the Human and Educational Services Sequence, high participation is not a desirable outcome. Sixteen Human and Educational Services majors graduated in May 2010 and four more are scheduled to graduate in August 2010.

Major changes in the program’s discipline, student demand, societal need, institutional context. The Interdisciplinary Studies Program provides students with the opportunity to work with scholars from diverse disciplines in order to achieve unique academic and career goals. Highly qualified and motivated students receive the level of individualized attention that is more commonly associated with small colleges than large universities.

The Human and Education Services sequence was established to provide an opportunity for students who are not able to complete the requirements for a degree in Special Education or Curriculum and Instruction. Human and Educational Services majors exhibit a variety of individual reasons for leaving the Special Education and Curriculum and Instruction departments. These students are typically seniors and have either dropped out of their certification program just prior to, or during, their student teaching experience. These students are in academic good standing but are unable to complete the student teaching experience for reasons not related to their academic qualifications. The Human and Educational Services sequence recognizes course work that students have completed in working toward a degree in Special Education or Curriculum and Instruction and typically allows completion of a degree in a timely fashion. Completion of this degree program does not satisfy the requirements for Teacher Certification.

Summary of department student learning assessment plan. Currently the degree program does not have a formal assessment plan in place. The coordinator will work with the University Assessment Services to develop an assessment plan to measure student learning outcomes and will lead to program improvement.

Accreditation from affiliated agency. There is no accrediting agency for this degree program.

Description of actions taken since the last review including instructional resources and practices and curricular changes.

This is the first formal self-study for the Interdisciplinary Studies program. Over a period of years, changes were made to several University interdisciplinary degree programs (Contract Major, University Studies and General Studies) that resulted in a newly designed Interdisciplinary Studies degree. The program offers three individualized programs of study that differ from the University's regular major programs by synthesizing knowledge that spans two or more academic disciplines.

Major findings and recommendations and actions taken as a result of this review. Most students at Illinois State University are not aware of the unique opportunities provided by the Interdisciplinary Studies program. Development of an informational brochure for distribution to students as well as advisors and program coordinators across campus will complement the existing website. The Program Coordinator will also participate in university sponsored "Open House" and "Major Fair" events when possible.

Given the small number of program majors and minors, and the individualized nature of each plan of study, it has not been feasible to develop a Student Learning Outcome assessment plan for this degree program. The Program Coordinator will work with the University Assessment Services to investigate methods of assessment that may work for Interdisciplinary Studies majors and minors.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the B.A., B.S. in Interdisciplinary Studies to be in Good Standing. The Committee acknowledges that this degree provides a quality program for student's specific needs. Recent changes to the structure of the program strengthen this interdisciplinary degree.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle.

- Work with University Assessment Services to investigate methods of assessment that may work for this unique program.
- Continue efforts to strengthen awareness of the program.
- Continue to strengthen relationship with the University Honors Program, with the goals of increasing Honors Program participation by IDS majors and minors as well as future IDS program coordination by the Honors Program staff.
- Investigate possibility of separating the Human and Educational Services Sequence to a separate degree within the College of Education.

Review of the B.A., B.S. in Mathematics 27.0101

Introduction. The process for this self-study in the Department of Mathematics began in fall 2009 with wide participation from faculty and students. Various methods of data collection were used from several sources. In addition to this self-study, the Department is also preparing for the regular cycle of NCATE review of the teacher education program.

Overview of academic unit. The Department of Mathematics offers baccalaureate and master's programs together with a doctoral program in mathematics education. The Department provides general education inner core mathematics courses and the majority of general education middle core quantitative reasoning courses. In addition, the Department provides courses supporting the needs of other programs such as content and methods courses for elementary and middle school education majors, courses for information technology majors and courses for those majoring in the sciences.

Overview of degree program. The bachelor's program in mathematics has four sequences: Mathematics, Mathematics Teacher Education, Actuarial Science, and Statistics. Each of the four areas maintains a long tradition of quality. The teacher education program is one of the largest producers of secondary mathematics teachers in the nation. Graduates of the program are employed in a number of professions including teaching, actuarial science, and the growing field of biomathematics.

Curriculum of the B.A., B.S. in Mathematics. The degree program in mathematics is comprised of four tracks: the regular Mathematics major, the Mathematics Teacher Education sequence, the Actuarial Science sequence, and the Statistics sequence (new since last program review). Each is designed to be consistent with relevant national recommendations. All sequences start with a common foundation in Mathematics. Each sequence is typically completed in four years, but two-year transfer students need a strong foundation in Mathematics if they are to complete any chosen sequence in two further years. Upper division Mathematics courses build upon the General Education goals, primarily critical thinking and problem solving skills. Online resources are increasingly used to supplement classroom courses, but due to concerns regarding quality and extensive preparation and maintenance time, no course within the major is currently offered online. A major revision of the Mathematics Teacher Education sequence was implemented in fall 2010. The Department also approved a significant revision to the standard Mathematics major in early fall 2010 and this proposed revision is before the University Curriculum Committee for approval.

Faculty of the degree program. The department faculty is comprised of 34 members who are tenured or tenure-eligible, and 23 who are not tenure-eligible; further, 25 graduate assistants teach or assist in selected courses. All tenured and tenure-track faculty members have active research programs and share in the administrative load of the department through committee work. The department has one of the largest and best-known Mathematics Education faculty groups in the United States. Faculty in Actuarial Science, Discrete Mathematics, Algebra, and Statistics all have international reputations. The Department also offers a Master's level Biomathematics sequence that is unique in Illinois. Advising of undergraduates in the Mathematics program is distributed among the faculty and is coordinated by the Undergraduate Director.

Program goals and quality measures. A priority goal of the program is to sustain excellence in Actuarial Science and Mathematics Teacher Education sequences. The program will continue to develop the statistics sequence and is considering the addition of an undergraduate sequence in biomathematics. In addition, The Society of Actuaries has named the Department a Center of Actuarial Excellence as the first program in Illinois to be so designated. Finally, NCATE provides the primary evaluation forum for the mathematics education sequence.

Changes in level of student demand. Demand for the mathematics major is high, particularly in the Mathematics Teacher Education and Actuarial sequences. An increase in demand for the teacher education sequence reflects a United States educational emphasis in the Science, Technology, Engineering, and Mathematics disciplines. Enrollment in the standard Mathematics sequence remains strong, and enrollment in the relatively new Statistics sequence is growing.

Major changes in the program's discipline, student demand, societal need, institutional context. Since the program review in 2002, the national focus on interdisciplinary aspects of Mathematics has grown, particularly in the context of growing attention to the so-called STEM disciplines (Science, Technology, Engineering, and Mathematics). One example is the national recognition given to the innovative work of promoting Undergraduate Research in Mathematics specifically to broaden and enrich the preparation of the teacher education program. The department has implemented more online teaching tools within regular courses, but has been slow to offer online courses due to concerns regarding both quality and the high time demands involved in creating and maintaining excellent online offerings. Nevertheless, in spite of stretched resources, Mathematics course offerings are meeting the high demand for them within Illinois State's general education program and many quantitative disciplines, and they are central to the University's mission of preparing students for the challenges of our increasingly quantitative world.

Summary of the program's student learning assessment plan. The Mathematics Department has been guided particularly by qualitative assessment data to introduce revisions in the standard Mathematics major, and the Mathematics Teacher Education sequence, in creating the Statistics sequence, and in modifying elements of the Actuarial program. The department will develop additional program assessment methods that incorporate many of the tools currently in use but will provide more efficient approaches to data collection and application.

Accreditation from affiliated agency. The Mathematics Teacher Education sequence is accredited through the National Council for the Accreditation of Teacher Education (NCATE) review of Illinois State teacher education programs. The 2003 NCATE review was very positive, and the next is imminent. The Actuarial Program's designation (2009) as a Center of Actuarial Excellence by the Society of Actuaries (SOA) now necessitates an annual review by SOA, and a five-year renewal cycle.

Description of actions taken since the last review including instructional resources and practices and curricular changes. As a direct result of the 2002 program review, the Mathematics Department revised both the standard Mathematics major and the Mathematics Teacher Education sequence, and created a new Statistics sequence. The Department also made modest revisions to the Actuarial sequence. The program is currently investigating a five-year sequence in Biomathematics to combine a baccalaureate in the Statistics sequence with a master's degree in the Biomathematics sequence.

Major findings and recommendations and actions taken as a result of this review. A major finding of this review is the high efficiency of the Illinois State Mathematics program among the 11 programs at Illinois public institutions. The Illinois State program is in the forefront on all standard measures. At the faculty level it implies faculty are stretched always to work harder (credit hour production is high, enrollment is high), so there are concerns about the sustainability of this level of efficiency. A second finding of this review is the need to revise both the assessment plan and the advising structure within the department.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the B.A., B.S. in Mathematics to be in Good Standing. Committee members commend the program for a quality self-study and review report and acknowledge the program's significant contributions to the University's General Education program. In addition, the following components add quality to the program: strong, well-defined sequences; participation in the Chicago Teacher Pipeline; participation in the University Honors Program and Presidential Scholars; and the scholarly work of the faculty. The program is also commended for the prestigious designation *Center of Actuarial Excellence* by the Society of Actuaries in 2009.

Recommendations. The program will work with University Assessment Services to develop an Assessment Plan for each program sequence that measures student learning outcomes and results in program improvement. The assessment plan will be submitted to the Office of the Provost by October 1, 2011.

The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle.

- Work with the Office of Enrollment Management and Services to determine an optimum enrollment.
- Continue efforts to establish additional clinical sites.
- Continue to develop advisement structures and assess their effectiveness to meet the needs of students.
- Continue recruiting efforts for students from underrepresented groups.
- Continue to investigate feasibility of developing a five-year BS/MS program in Biomathematics.

Review of the M.S. in Mathematics 27.0101

Introduction. The self-study process for the undergraduate and graduate program in mathematics began in fall 2009. Faculty, student, and alumni contributed to the process and development of the review report. The Department's Master's Committee will follow up on the findings and recommendations of the review to address recommended changes for program improvement.

Overview of academic unit. This program is housed in the Department of Mathematics. The Department has approximately 400 undergraduate majors, 100 master's students, and 30 Ph.D. students in Mathematics Education. Thirty-four tenured and tenure-track faculty serve full-time in the Department, and there are 23 non-tenure-track instructors. In addition to offering strong programs for its majors, the Department serves a central mission in its offerings of mathematics courses to the general student population, delivering more credit hours than any other department in the university.

Overview of degree program. The Master's Program in the Department of Mathematics at Illinois State University has built on the strengths of its faculty and other programs within the Department to offer a range of strong sequences to meet the needs and interests of master's level students. The program offers a classic mathematics program for students interested in areas such as preparing for doctoral study, careers in applied mathematics, or teaching at the community college level. The program also serves current teachers at the elementary/middle and secondary education levels who wish to improve professionally through either the Elementary/Middle School Mathematics Education sequence or the standard mathematics track; mathematics education is a key component of the Department, which has the only Ph.D. program in mathematics education in Illinois. Three new master's degree sequences, in Actuarial Science, Applied Statistics, and Biomathematics, have been added since the last program review

Curriculum of the M.S. in Mathematics. At the time of the last program review, the majority of students in the standard Mathematics Master's program were graduating under the requirement of 39 credit hours, without a culminating experience. In 2007, the requirement was changed to 32 credit hours, with the inclusion of a culminating experience. The culminating experience may take the form of a thesis, an internship, a directed project, or comprehensive exams; in each track or sequence, there is generally a preferred option. With this change, average student time to completion has been reduced. However, total credit hours taken each semester in the Mathematics Department has increased, because of increased enrollment.

Faculty of the degree program. All tenured and tenure-track faculty have earned doctorates in their area; a number have more than one terminal degree. All are active in research as well as teaching; a number have earned national reputations. Particular areas of scholarly and research prominence include mathematics education, discrete mathematics, actuarial science, and abstract algebra.

Program goals and quality measures. The program will institute a process of enrollment management that balances the demands of different sequences, retains student diversity, and proves overall student quality in the program. An assessment plan will incorporate the master's culminating experience as a major tool for gathering assessment data.

Changes in level of student demand. Reflecting strong student demand for the program, the numbers for enrollment, degrees awarded, and applications have all undergone steady increases since the last program review (2002), and are now almost triple their size at the time of that review. For example, enrollment rose from 35 in fall 2002 to 93 on-campus (105 total) in fall 2010. Clearly the new sequence options are a factor in that growth. The Actuarial Science sequence in particular has attracted large numbers of new applicants (now approximately 100/year), and both the Applied Statistics sequence and

the sequence in Biomathematics have seen growing demand (15-20 applications each in the last year). The student population in the program is diverse in terms of interest and origin, as over one third of participants are international students. Enrollment of minorities continues to be low, but in line with numbers in this major nationwide.

Major changes in the program's discipline, student demand, societal need, institutional context.

Major portions of the program's efforts and resources go into creating and implementing programs that prepare students to excel in globally competitive, culturally diverse, technological, and changing environments. Also, the introduction of a Biomathematics Sequence is both innovative and forward-looking, providing opportunities for students to learn and do research in this important, rapidly developing interdisciplinary field.

Summary of the program's student learning assessment plan. The assessment plan for the Master's program is in the developmental stage. Currently, the main assessment information has been through a student survey at the time of their graduation audit form. The survey was also sent to program graduates from 2005 to the present. The program will work with University Assessment Services to develop and implement a comprehensive assessment plan.

Accreditation from affiliated agency. The Master's in Mathematics program is not accredited by a discipline agency.

Description of actions taken since the last review including instructional resources and practices and curricular changes.

Many of the important changes in the program since the last program review came about, at least in part, as a result of the recommendations in that review. In particular, the reduction in credit hours required, along with prescribing a culminating experience, arose from review recommendations. The 2002 review also called attention to student demand, and suggested the possibilities of sequences in Actuarial Science and Statistics. These suggestions were the catalyst for the major new components of the current version of the master's program.

Major findings and recommendations and actions taken as a result of this review. There are two main findings from this program review that require immediate attention. First, though the Department has been very successful at growing its programs, it is now time to begin more aggressive enrollment management. The challenge will be to institute such a process while balancing the needs and demands of different sequences, retaining student diversity, and improving overall student quality in the program. Second, the assessment plan needs to incorporate the master's culminating experience as a major tool for gathering assessment data. A new committee within the Department has already been formed to follow up on these and other program review recommendations.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the M.S. in Mathematics to be in Good Standing. Committee members commend the program for a quality self-study and review report. The Committee acknowledges the program's strong strategic plan resulting in program changes and strong enrollment growth. The cooperative program with the Department of Curriculum and Instruction in Peoria responds well to students' needs. The program is also commended for the prestigious designation *Center of Actuarial Excellence* by the Society of Actuaries in 2009.

Recommendations. The program will submit to University Assessment Services an Assessment Plan for each program sequence that measures student learning outcomes and results in program improvement. The assessment plan will be submitted to the University Assessment Services by October 1, 2011.

The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle.

- Continue to investigate the possibility of developing a five-year integrated BS/MS in Biomathematics.
- Continue efforts to develop a preparatory program for graduate assistants who will be working as teaching assistants.