**NEW UNITS OF INSTRUCTION, PUBLIC SERVICE,
AND RESEARCH AT PUBLIC UNIVERSITIES**

Submitted for: Action.

Summary: This item requests approval of five degree programs and eight administrative units at four public universities.

Action Requested: That the Illinois Board of Higher Education approves the following:

Illinois State University
- Bachelor of Science in Electrical Engineering in the Central Region
- Bachelor of Science in Engineering in the Central Region
- Bachelor of Science in Mechanical Engineering in the Central Region
- School of Creative Technologies in the Central Region

Southern Illinois University Carbondale
- Bachelor of Science in Cybersecurity Technology in the Southern Region
- Bachelor of Science in Statistics in the Southern Region

University of Illinois Chicago
- Center for Population Health, Health Equity, Health Outcomes and Health Informatics Research in the Central Region
- Institute for Healthcare Delivery Design in the Chicago Region

University of Illinois Urbana-Champaign
- Center for Culturally Responsive Evaluation and Assessment in the Prairie Region
- Center for Global Studies in the Prairie Region
- Center for South Asian and Middle Eastern Studies in the Prairie Region
- Center for Women and Gender in Global Perspectives in the Prairie Region
- Illinois Global Institute in the Prairie Region

ILLINOIS BOARD OF HIGHER EDUCATION

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

**NEW UNITS OF INSTRUCTION, PUBLIC SERVICE,
AND RESEARCH AT PUBLIC UNIVERSITIES**

By statute, the Illinois Board of Higher Education (IBHE) is responsible for approving new on-campus and off-campus units of instruction, organized research, and public service, and units of administration proposed by public university governing boards. The Board's approval criteria, defined in rules adopted for administering the statute, addresses university mission, academic control, faculty and staff, support services, financial resources, student demand, curriculum, statewide need, and congruence with Board policies and priorities. In addition to the approval criteria in rules, each new program was reviewed for its contributions to the goals of *A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth,* which sets forth priorities to guide Illinois higher education. Staff recommendations are based on analyses of application materials and responses to staff questions.

Executive Summary – Public Institutions

Illinois State University

- Bachelor of Science in Electrical Engineering in the Central Region

Illinois State University (ISU or the University) is seeking authorization to offer a Bachelor of Science in Electrical Engineering (BSEE) in the Central Region. The program will be housed in the newly established Department of Electrical Engineering within ISU's new College of Engineering. Embedded within the program are the desired competencies for future engineers, including basic computer programming, proficiency in group dynamics, intercultural and global literacy, project management, risk analysis and mitigation, interpersonal communications, critical thinking, business acumen, and creativity. The 122-credit hour BSEE program is designed to provide comprehensive engineering education for students interested in electric circuits, controls, power, microelectronics, and signal processing. Students will learn the principles and problem-solving techniques of electrical engineering to generate ideas and design solutions that function safely, efficiently, and reliably. The program will be accredited by the Accreditation Board of Engineering and Technology (ABET) upon meeting eligibility requirements.

The University's proposal includes specific recruitment and retention strategies to attract and support historically underserved and underrepresented students. The BSEE program will contribute to the elimination of opportunity gaps within underserved communities through workforce development and investments in infrastructure in both urban and rural settings. The Department of Electrical Engineering will also seek regional and national industry partnerships to both supply highly qualified electrical engineering graduates and provide opportunities for applied research and innovation. Presently, Illinois State University serves as a hub in the Illinois Innovation Network (IIN). This hub will benefit students in the BSEE program and provide critical hands-on learning experience.

- Bachelor of Science in Engineering in the Central Region

Illinois State University is seeking authorization to offer a Bachelor of Science in Engineering (BSE) in the Central Region. The program will be housed within Illinois State University's new College of Engineering, which received approval from the Illinois Board of Higher Education (IBHE) in 2022. The proposed undergraduate degree program is seeking authorization along with other engineering degrees in electrical and mechanical areas. The new College of Engineering and corresponding proposed engineering programs contribute to both the strategic plans of IBHE and ISU by providing accessible education which contributes to addressing the workforce needs of the state with competitive salaries, which will help reduce equity gaps. ISU has planned to recruit a diverse cohort of engineering students, by utilizing intentionally designed recruitment and retention strategies. ISU will commission an Engineering Advisory Committee (EAC) to ensure excellence in the BSE. The committee shall be responsible for reviewing and providing guidance on the program's strategies for achieving student, faculty, and programmatic equity, diversity, and inclusion goals, including support of recruitment activities. ISU has several programs in place for students to achieve academic goals with financial support. The purpose of dedicated financial commitment is to support the recruitment, retention, and graduation of underrepresented and underserved populations in engineering programs. The College of Engineering will work aggressively and intentionally to connect its students with professional development organizations that support underserved and underrepresented students. These include the Society for Women Engineers, the Society for Hispanics in STEM (Science, Technology, Engineering or Mathematics), and the National Society of Black Engineers, among others.

While there are other general engineering programs offered throughout Illinois, there is a substantial need for approximately 400 more trained engineers annually. The BSE major is consistently one of the top ten engineering degrees sought by students nationally. The United States Census Bureau identifies general engineering as the third most chosen engineering degree nationwide. The BSE degree will allow students to develop and expand their technical background by pursuing a program of study that matches their interests and professional goals within the framework of an Accreditation Board of Engineering and Technology (ABET)-accredited degree. This degree program will be accredited by the ABET as soon as it meets application eligibility requirements. Laboratories and industry-led projects allow graduates to be ready to create the next generation of ideas and products and provide a solid foundation for graduate studies in engineering. Embedded within the plan are the desired characteristics for future engineers, including competence in group dynamics, basic computer programming, intercultural and global literacy, project management, risk analysis and mitigation, interpersonal communications, critical thinking, business acumen, and creativity.

There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient libraries, technology, staff, and financial resources in place to support the program.

- Bachelor of Science in Mechanical Engineering in the Central Region

Illinois State University is seeking authorization to offer a Bachelor of Science in Mechanical Engineering in the Central Region. This program will be housed within the Department of Mechanical Engineering within Illinois State University's College of Engineering. The College of Engineering and Department of Mechanical Engineering were approved by IBHE on March 15, 2022. The undergraduate degree programs in electrical, mechanical, and general engineering at Illinois State University contribute to both IBHE's and Illinois State's strategic plans. Embedded within the plan

are the desired characteristics for future engineers, including competence in group dynamics, basic computer programming, intercultural and global literacy, project management, risk analysis and mitigation, interpersonal communications, critical thinking, business acumen, and creativity.

The Bachelor of Science in Mechanical Engineering is designed to provide comprehensive engineering education for students interested in mechanics, thermo-fluids, manufacturing, and controls and automation. Mechanical engineers use the principles and problem-solving techniques of engineering to generate ideas and design solutions that function safely, efficiently, and reliably. Students are exposed to this core engineering discipline through the study and application of the principles of engineering to a broad range of systems. The proposed degree program will be accredited by ABET as soon as it meets application eligibility requirements. Laboratories and industry-led projects allow graduates to be ready to create the next generation of ideas and products and provide a solid foundation for graduate studies in engineering. Additionally, the curricula conform to high academic standards, meet current student and employer demands, and anticipate future changes in technology and workplace expectations. Furthermore, the proposed program is designed to encourage interdisciplinarity; support student success; further the ISU and IBHE's equity, diversity, and inclusion goals and aspirations; and build synergies with existing academic programs throughout the University.

- School of Creative Technologies

Illinois State University requests authorization to establish the School of Creative Technologies within the Wonsook Kim College (WKCFA or the College) of Fine Arts in the Central region. The School of Creative Technologies will align with the structure of the existing schools in the College: School of Music, School of Theatre and Dance, and the Wonsook Kim School of Art. Creative Technologies is currently a program with majors within the Wonsook Kim College of Fine Arts, originating 20 years ago as an interdisciplinary program primarily serving music, theatre, and art students. Since then, Creative Technologies has evolved into a program that also provides opportunities for teaching, scholarly, and creative production with other Illinois State University departments and programs (ESPORTS, Information Technology, Speech-Language Pathology, Family and Consumer Sciences, Admissions, Katie School of Insurance and Risk Management, Marketing). It has become a thriving program attracting both prospective and continuing students. Creative Technologies has been successful in hiring faculty and enrolling students from underrepresented groups.

The proposed Unit of Administration will house two undergraduate degrees with three sequences; an accelerated master's degree; and a traditional master's degree. A minor in interdisciplinary technologies is available to those who are majoring in Information Technology (IT). The Creative Technologies offerings are interdisciplinary with curriculum providing critical training and experiences that prepare graduates for careers in digital and interactive media production including web development; sound design and programming, broadcast, and multimedia; movement for motion capture, virtual and augmented reality and virtual worlds construction, video production; digital music composition and production; and other emerging arts disciplines where basic knowledge of coding is required.

There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed Department. The University has sufficient library, technology, staff, and financial resources in place to support the School of Creative Technologies within the Wonsook Kim College of Fine Arts.

Approval request summary, including staff conclusion, follows in Attachment A.

<u>Southern Illinois University Carbondale</u>

- Bachelor of Science in Cybersecurity Technology in the Southern Region

Southern Illinois University Carbondale (SIUC or the University) is seeking authorization to offer a 120-credit hour Bachelor of Science in Cybersecurity Technology (BSCT) in the Southern Region. The proposed program will operate in the School of Computing (SoC) to serve students with an interest in cybersecurity, networking, information assurance, and information technology. The SoC is housed in the College of Engineering, Computing, Technology, and Mathematics. This program originated from feedback from employers and program advisors seeking this opportunity. Current literature points to a high demand for trained professionals in this area. The curriculum was built upon a foundation of traditional networking and security, which is already established in the Information Technology (ITEC) program through an informal "networking and security track." The BSCT curriculum was designed to provide a well-rounded foundation in technical, communication, and applied problem-solving skills. The proposed program meets the standards of the Association for Computing Machinery, the IEEE Computer Society Curriculum Guidelines for Post-Secondary Degree Programs in Cybersecurity, and Accreditation Board for Engineering and Technology (ABET) accreditation criteria for cybersecurity.

SIUC efforts are focused on assisting traditionally underrepresented students to enroll in higher education and making degree completion more accessible and affordable on a pathway to a career with strong career outlooks. The SIUC mission aligns with *A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth*, which is evident through recruitment programs aimed at outreach to traditionally underrepresented students and supportive student success programs. The proposed program will build future professionals with an educational background to launch a successful career in cybersecurity. Students in the program will be strongly encouraged to participate in internships. University policies are in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the program. Established faculty from the ITEC program will support the BSCT program, lead course development, and determine the programmatic needs of the curriculum.

- Bachelor of Science in Statistics in the Southern Region

Southern Illinois University Carbondale is seeking authorization to offer a Bachelor of Science in Statistics (Statistics) in the Southern Region. The University has planned strategies that involve focused recruitment, retention, and mentoring efforts to improve the promotion of the program to students traditionally overlooked by higher education as well as building equity, sustainability, and improving graduation rates of marginalized students. SIUC's efforts align IBHE's, *A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth*. The SIUC mission aligns with *A Thriving Illinois*, which is evident through recruitment and retention programs aimed at outreach directed at traditionally underrepresented students and supportive student success programs. The Statistics program should build future professionals with an educational background to launch successful careers. Embedded strategies exist within the University to promote student support which increases retention and graduation rates. The proposed program closely aligns with strong career outcomes upon graduation and fills a workforce need in Illinois. Current workforce outlooks indicate a high demand for statisticians, with strong job opening projections in Illinois. The U.S. Bureau of Labor Statistics reported that employment openings will grow by 30 percent by

2028, with a higher number of openings projected for Illinois, and a median wage of $86,630. The Statistics curriculum is based on recommendations from the main professional organization for statisticians, American Statistical Association (ASA).

University policies are in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the program. Established faculty from the School of Mathematical and Statistical Science will support the proposed Statistics program. The faculty will lead course development and determine the programmatic needs of the curriculum.

Approval request summary, including staff conclusion, follows in Attachment B.

<u>University of Illinois Chicago</u>

- Center for Population Health, Health Equity, Health Outcomes, and Health Informatics Research

The University of Illinois College of Medicine Peoria (UICOMP or the University) is seeking authorization to establish the Center for Population Health, Health Equity, Health Outcomes, and Health Informatics Research (C4 Health Research or the Center) in the Central Region. In 2020, an in-depth analysis of the existing Center for Health Outcomes Research (COR) was conducted by the Institute of Health Delivery Design (IHDD). The results of this analysis and review of the processes to implement the strategic research initiative led to restructuring and reforming COR as the proposed Center for Population Health, Health Equity, Health Outcomes and Health Informatics Research. The C4 Health Research will serve as the administrative structure for research, education, strategic partnerships, and community outreach.

In the proposal for the Center for Population Health, Health Equity, Health Outcomes and Health Informatics Research, the University of Illinois Chicago has detailed its plan to advance the visions of UICOMP/UICOM and UIC by conducting population health research, advancing health equity through education and research, and evaluating the health outcomes of health services and health care delivery models. C4 Health Research will use data science and informatics to identify key social determinants of health that impact the rural and urban populations served by UICOMP. C4 Health Research will specifically build on strategic partnerships, such as those with OSF HealthCare and Unity Point Health (UPH) Central Illinois, to identify and address healthcare needs within communities. The Center will assess the impact on health outcomes of interventions and new delivery models that address social determinants of health.

The University has established the following goals for the C4 Health Research:

- Provide education in population health, health disparities and social determinants of health frameworks to learners across the medical education continuum (medical students, residents, and fellows);
- Conduct population health and health disparities research to advance health equity with a focus on rural and suburban population in collaboration with regional healthcare systems;
- Utilize data science and informatics to identify key social determinants of health that impact the rural and urban populations and evaluate health outcomes of health services and health care delivery models in downstate Illinois; and

- Create a financially sustainable center that continues to address health disparities and social determinants of health.

The University has demonstrated alignment with the *A Thriving Illinois* paths to Equity, Sustainability, and Growth. The Center has proposed to advance health equity through research and education with a specific focus on identifying key social determinants of health. By applying an equity-focused lens to health education and research, the center will evaluate the outcomes of various health solutions to address health care inequities. The Center will directly impact the underserved communities in both urban and rural areas. Additionally, equity strategies for the hiring and retention of diverse faculty have been extensively detailed in the proposal.

To address Sustainability, the C4 Health Research will be located at the current UICOMP facility with sufficient space to accommodate the Director and faculty. The intent for this unit is to obtain revenue generating agreements via grants, service contracts with affiliated healthcare systems, public health departments and other healthcare organizations. The Unit will also utilize existing infrastructure for human resources, technology support, and office space already withing UICOMP to maximize organizational efficiency. The goal will be for the Center to be self-sustaining in five years through grants, philanthropy, and governmental support.

The C4 Health Research specifically addresses Growth Strategies to leverage the Illinois Innovation Network and build local, regional and state partnerships with industry, business leaders and employers. As a result of outcomes research, The Center will be directly supporting, improving, and resourcing the largest industry in the Peoria/Tri County region. Additionally, 49 percent of UICOMP graduates continue to practice in Central Illinois.

- Institute for Healthcare Delivery Design

The University of Illinois Chicago (UIC or the University) requests authorization to establish the Institute of Healthcare Delivery Design (IHDD or the Institute) in the Chicago Region. Originally approved as a temporary institute on November 27, 2018, by the Illinois Board of Higher Education, the Institute for Healthcare Delivery Design has provided a human-centered design approach to population health. Permanent status will enable IHDD to continue to serve as a resource for the development, evaluation, and implementation of sustainable models of healthcare and fill an unmet need to address the complex and diverse needs of patients, caregivers, clinicians, and other decision makers in healthcare contexts. IHDD activities provide clinicians throughout the UI Health system and investigators across campus with formal models to evaluate, frame, develop, and deliver proven safe, high-quality healthcare solutions that account for the realities of patients' lives. Authorization will support expansion of IHDD's capacity for integrating design methods into communities, public health departments in Chicago, across Illinois, and elsewhere in the world. The Institute will continue to serve as a resource to UIC, UI Hospital and Clinics, and the University of Illinois system while improving the delivery and provision of healthcare for the state's most vulnerable populations. IHDD has demonstrated success in design consulting and educational initiatives that led to self-sustainability within two and a half years of its initial, temporary approval.

In the proposal, UIC has detailed goals for research, education, public service and social responsibility. The Institute has and will continue a dedicated mission to create design and delivery knowledge to improve human health and eliminate health inequities while providing a training environment for undergraduate and graduate research education. IHDD's work includes the design and delivery of curriculum, as well as the design of student experiences and various supports aimed at meeting the learning and emotional needs of students in ways that strive for diversity, equity,

and inclusion. The Institute's advising services support healthcare organizations, departments of public health, payers, and policymakers to improve the quality, safety, equity, and value of care. IHDD Advising Services have generated revenue increasing from $50,287 in Fiscal Year 2019 to $3,048,166 in Fiscal Year 2022.

The Institute's work is informed and motivated by a goal to improve the health of populations that have been historically underrepresented, excluded, marginalized, or discriminated against. IHDD strives to coordinate ongoing and new efforts across UIC to build trusted and sustained partnerships in Chicago and the State's most vulnerable communities to improve the health and wellbeing of residents. Toward these ends, IHDD is guided by three principles outlined in the UIC 2015 Strategic Priorities Report: embrace community, create partnerships, and expand care.

The University has proposed mission and goals, plans for academic control, support services, financial resources, and demonstrated need in alignment with statewide higher education priorities.

Approval request summary, including staff conclusion, follows in Attachment C.

University of Illinois Urbana-Champaign

- Center for Culturally Responsive Evaluation and Assessment in the Prairie Region

The University of Illinois Urbana-Champaign (UIUC or the University) requests authorization to permanently establish the Center for Culturally Responsive Evaluation and Assessment (CREA or the Center) in the Prairie Region. CREA, originally founded in 2011 in the College of Education, has a core mission of contributing to knowledge and appreciation of the role, impact, and utility of culture and cultural context in educational evaluation, assessment, research, and policy analysis. CREA focuses on centrality issues of culture, power, and equity which impacts achieving relevant and valid conclusions from any form of inquiry.

The Center is an international community of scholars and practitioners that exists to promote a culturally responsive stance in all forms of systematic inquiry including evaluation, assessment, policy analysis, applied research, and action research. CREA recognizes the issues of power, privilege, intersectionality, and corresponding influence. The Center's core mission is to generate evidence for policymaking that is methodologically sound as well as culturally and contextually defensible. CREA's mission directly aligns with the UIUC's strategic priorities related to fostering scholarship, discovery, and innovations as it builds on an inclusive culture of excellence in evaluation and assessment across multiple units and divisions in the College of Education and UIUC. CREA provides international and community scholarly engagement through two primary activities the biennial CREA Conference and partnerships with international, domestic, and local institutions from universities. The conferences provide an opportunity for professional development and extend themes of reconceptualization, interrogation, and action. Throughout the conference, since 2016, more than 1,500 participants have been reached featuring leading scholars, peer-reviewed research, and international presenters from areas such as Mexico, Kenya, Ireland, Canada, and New Zealand.

CREA's goals and strategic plans are consistent with the pillars of equity, sustainability, and growth in *A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth*, the Illinois Board of Higher Education's strategic plan. The University prioritizes closing equity gaps among the citizens of Illinois, within urban and rural communities, and beyond. Supportive of *A Thriving Illinois*, is the University of Illinois System's *Access 2030* Strategic Plan. This initiative will strengthen the

University of Illinois' bedrock commitment to the public good and create more opportunities for Illinoisans of all backgrounds. There is a growing need for CREA work, per the 2021-2022 Ford Foundation Landscape Analysis on equity in public sector evaluations. The American Evaluation Association, the largest professional association for application and exploration of evaluation, notes that many peer institutions to UIUC's CREA, outside of Illinois, are also devoted to student and practice of educational research, evaluation, and assessment. However, these centers function as sites of externally funded projects only offering applied graduate education. CREA focuses on the role, impact, and utility of culture and cultural context in educational evaluation, assessment, research, and policy. Despite the growing need, there is a gap in educational opportunities from universities offering evaluation education.

- Center for Global Studies in the Prairie Region

The University of Illinois Urbana-Champaign requests authorization to permanently establish the Center for Global Studies (CGS or the Center) in the Prairie Region. Since 2019, CGS has operated as a center with temporary approval from Illinois Board of Higher Education (IBHE), under the administrative center umbrella of the Illinois Global Institute (IGI), which is currently pursuing permanent approval. The CGS is one of the ten foreign language and area studies thematic programs and centers of the IGI. The CGS works to globalize research, teaching, and the outreach missions of the University. The CGS embraces UIUC's Strategic Plan, *Access 2030*, to be the pre-eminent public research university with a land-grant mission and global impact. The CGS is the only U.S. Department of Education designated National Resource Center (NRC) in International Studies in Illinois. It provides state-wide leadership and marshals the expertise of the University of Illinois toward its mission. The CGS aims to promote and support innovative research to understand global issues confronting the world's populations and identify ways to cope with and resolve those challenges.

The University of Illinois System prioritizes closing equity gaps among the citizens of Illinois, within urban and rural communities, and beyond. This goal is crucial to achieving the overall mission of the University of Illinois System, which aligns with the Illinois Board of Higher Education's *A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth* strategic plan. The Center's equity plan implements systemic solutions to increase access and opportunities for underserved communities. The University's diversity, equity, and inclusion work is led by the Office of the Vice Chancellor for Diversity, Equity, and Inclusion. The office provides goals, ongoing assessments, and initiatives that impact students, faculty, and staff. The student-focused programming sets the tone for the institution's efforts. UIUC is engaged with numerous efforts to strategically support and bolster equity on campus which was backed by a $2 million annual pledge for supporting the Chancellor's *Call to Action to Address Racism and Social Injustice* through programmatic submissions for funding. This *Call to Action* focuses on examining two of the greatest challenges society is facing and pursuing new solutions, based on academic research systems and applications.

The CGS, in collaboration with the other units in the IGI, is building an understanding of the Global South, and other regions, at UIUC and its communities. The IGI, which is the overarching administrative center for CGS, prioritized building connections between global communities, themes, and underrepresented minority communities in the United States. This work is being done in a financially sustainable format and an efficient organizational structure.

- Center for South Asian and Middle Eastern Studies in the Prairie Region

The University of Illinois Urbana-Champaign requests authorization to permanently establish the Center for South Asian and Middle Eastern Studies (CSAMES or the Center) in the Prairie Region. CSAMES was previously approved as a temporary center by the Illinois Board of Higher Education and is applying for permanent status. As one of the units in the Illinois Global Institute (IGI) at UIUC, the Center for South Asian and Middle Eastern Studies was founded to sponsor, highlight, and host events that further the academic community's awareness and knowledge of societies in South Asia and the Middle East. Aligned to the strategic efforts of the University, CSAMES contributes directly to the goals in UIUC's Next 150 Strategic Plan. The Center does not have faculty lines but works with over 75 affiliated faculty members from various departments on campus who bring their expertise and diverse areas of interest to CSAMES along with teaching several languages including Hindi, Arabic, Persian, Hebrew and Turkish.

In collaboration with other departments, CSAMES offers two undergraduate minors in South Asian Studies and Islamic World Studies and two graduate programs in South Asian Studies and Middle Eastern Studies. The programs address topics on social movements; religious beliefs and transformations; cultural identities; literary traditions and criticism; urbanization; political economy; nationalism-state formation; and gender relations. CSAMES received external grants from the Department of Education for the 2022-26 funding cycle totaling $1,668,528. These grants allow CSAMES to award undergraduate and graduate fellowships; support language instruction by hiring teachers and developing courses; support collaborative research projects involving faculty at UIUC and other Illinois institutions (including community colleges); and organize public outreach activities such as lectures, exhibits, film screenings, and similar events. The University has sufficient library, technology, staff, and financial resources in place to support the Center.

- Center for Women and Gender in Global Perspectives in the Prairie Region

The University of Illinois Urbana-Champaign requests authorization to establish the Center for Women and Gender in Global Perspectives (WGGP) in the Prairie Region. The Women and Gender in Global Perspectives program is one of the constitutive units within the Illinois Global Institute (IGI). The proposed center will align with other units housed within IGI and solidify its status as a permanent entity on campus. WGGP emphasizes scholarly activities that advance the understanding of how resource inequalities and gender equity affect individual and community capabilities, with a particular emphasis on the Global South. WGGP also develops global awareness and cultural competency through a combination of faculty research and professional development; curricular internationalization; student-life activities; international experiences; and outreach and public engagement. In conjunction with other IGI units, WGGP supports faculty research on gender and development in global, regional, and national contexts, and encourages research collaboration between scholars at Illinois and their peer institutions throughout the world. These activities strive to provide the campus community and citizens of Illinois with the tools and understanding to identify and address the complex and nuanced challenges that our society faces at local, regional, international, and global scales. Through WGGP programs, students have opportunities to learn languages and to pursue interdisciplinary programs of undergraduate and graduate study engaging with world regions and themes of global human security and gender equity.

Over its 43-year history, WGGP has established a graduate minor in Gender Roles in International Development (GRID) and most recently a joint undergraduate certificate in Global Health with the College of Liberal Arts and Sciences Global Studies (LASGS) program. WGGP has

provided fellowship and award opportunities in language acquisition and research on the Global South. Additionally, the unit has hosted programming and outreach activities targeting audiences of different ages to expand awareness of diverse ideas, perspectives, and cultures globally. Annually, WGGP supports graduate students through two endowed fellowships for students studying the intersectionality of gender and development, three IGI language fellowships, and one graduate research travel award. WGGP graduates are prepared for successful careers in the public and private sector.

- Illinois Global Institute in the Prairie Region

The University of Illinois Urbana-Champaign requests authorization to permanently establish the Illinois Global Institute (IGI) in the Prairie Region. The IGI is home to the UIUC's ten international area and global studies centers as well as thematic program centers. The centers that focus on "area studies" are multidisciplinary studies of specific world regions while centers that focus on "global study issues" are based on a global perspective. The IGI is an overarching administrative body, and its component centers and programs are small units with substantial grant and gift support to fulfill their mission of teaching, research, and public engagement activities. The core principle of the IGI, and corresponding units, is to foster global understanding and develop capacities for global engagement. This mission directly supports the institution's mission and values. Financial resources from federal grants, gifts, and other sources secured by the IGI, and its units, are invested across campus in support of students and faculty in every college and school at UIUC. With over 600 affiliated faculty, those who have a connection with IGI but remain with a primary assignment in their home college, makes IGI a principal multidisciplinary hub of UIUC.

The University prioritizes closing equity gaps among the citizens of Illinois, within urban and rural communities, and beyond. The University of Illinois System's *Access 2030* strategic plan is a comprehensive initiative that aligns with the Illinois Board of Higher Education's strategic plan, *A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth*. The System's plan has several initiatives to close equity gaps, but one in particular for the UIUC campus is designed to increase the number of graduates from underrepresented groups by 50 percent by the end of the decade. This initiative will strengthen the University of Illinois' bedrock commitment to the public good and create more opportunities for Illinoisans of all backgrounds. UIUC is engaged with numerous efforts to strategically support and bolster equity on campus. This was backed by a $2 million annual pledge for supporting the Chancellor's *Call to Action to Address Racism and Social Injustice* through programmatic submissions for funding. This *Call to Action* focuses on examining two of the greatest challenges society is facing and pursuing new solutions, based in academic research systems and applications.

Approval request summary, including staff conclusion, follows in Attachment D.

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Illinois State University authorization to grant the Bachelor of Science in Electrical Engineering, Bachelor of Science in Engineering, and the Bachelor of Science in Mechanical Engineering in the Central Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Illinois State University authorization to establish the School of Creative Technologies, in the Central Region, subject to the institution's

implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Southern Illinois University Carbondale authorization to grant the Bachelor of Science in Cybersecurity Technology and the Bachelor of Science in Statistics in the Southern Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to University of Illinois Chicago authorization to establish the Center for Population Health, Health Equity, Health Outcomes and Health Informatics Research in the Central Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to University of Illinois Chicago authorization to establish the Institute of Healthcare Delivery Design in the Chicago Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to University of Illinois Urbana-Champaign authorization to establish the Center for Culturally Responsive Evaluation and Assessment, Center for Global Studies, Center for South Asian and Middle Eastern Studies, Center for Women and Gender in Global Perspectives, and the Illinois Global Institute in the Prairie Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

Illinois State University

Proposed Degree Title in the Region of Authorization: Bachelor of Science in Electrical Engineering in the Central Region

Projected Enrollments and Degrees:

First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
39	156	39

Background

Illinois State University (ISU or the University) is seeking authorization to offer a Bachelor of Science in Electrical Engineering (BSEE) in the Central Region. The BSEE program, along with mechanical and general engineering undergraduate programs, will be housed within ISU's new College of Engineering. The 122-credit hour BSEE program will prepare students to apply mathematical and scientific principles to the design, development and operational evaluation of electrical and electronic systems and their components, including electrical power generation systems and the analysis of problems such as the superconductor, wave propagation, energy storage and retrieval, and reception and amplification.

The College of Engineering anticipates enrolling between 130 and 180 undergraduate students each year across electrical engineering, mechanical, and general engineering undergraduate programs. Therefore, at full capacity or steady state, the College will have between 520 to 720 undergraduate students. It is anticipated that 30 percent of all engineering students will be electrical engineering students (60 percent mechanical engineering and 10 percent general engineering). Preparations have begun to renovate the John Green Building which will house the College of Engineering and the proposed engineering programs.
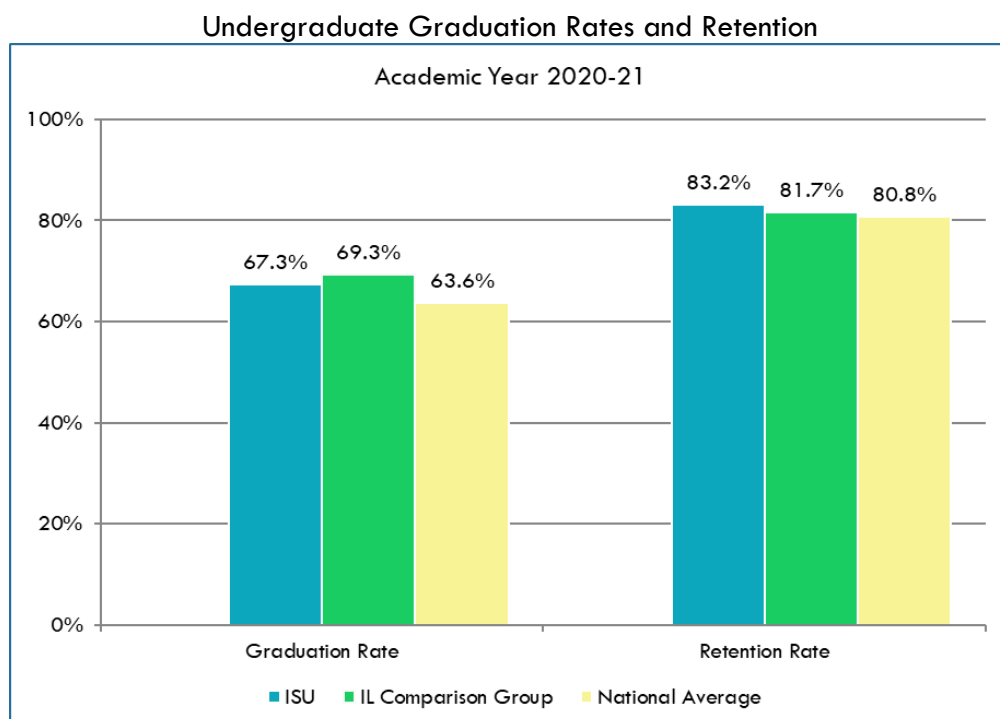
The University envisions these new engineering programs as an opportunity to set an example of how to achieve diversity and equity in a discipline that has traditionally seen significant underrepresentation of females and other underserved populations. The Department of Electrical Engineering will develop partnerships with local minority-serving high schools and community colleges throughout the state to recruit students, provide financial support to students from low-income families, and design a curriculum that exemplifies best practices for retention in engineering and fosters self-determination among students pursuing an electrical engineering career. Through these efforts, the BSEE program endeavors to systematically address the barriers that have historically undermined the success of traditionally underrepresented and underserved students.

Institutional Data

1050.30(b)(1)(H): Success in student progression and graduation rates across all existing approved programs, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider these factors based on results for similar institutions. (i) Graduation rates, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State nor national regulatory bodies. (ii) The success rate shall be, at a minimum, higher than those of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an

institution is above the national average for these measures using the same comparison categories of institutions.

This section includes information about institutional and student success measures for Illinois State University. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first to second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

Undergraduate Graduation Rates and Retention

Source: National System for Education Statistics (NCES), U.S. Department of Education
Note: Illinois State University is in the four-year, selective Illinois comparison group.
Higher percentages are positive indicators.

Undergraduate Graduation Rate

The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data is provided for six-year graduation rates for first-time, full-time bachelor's degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).
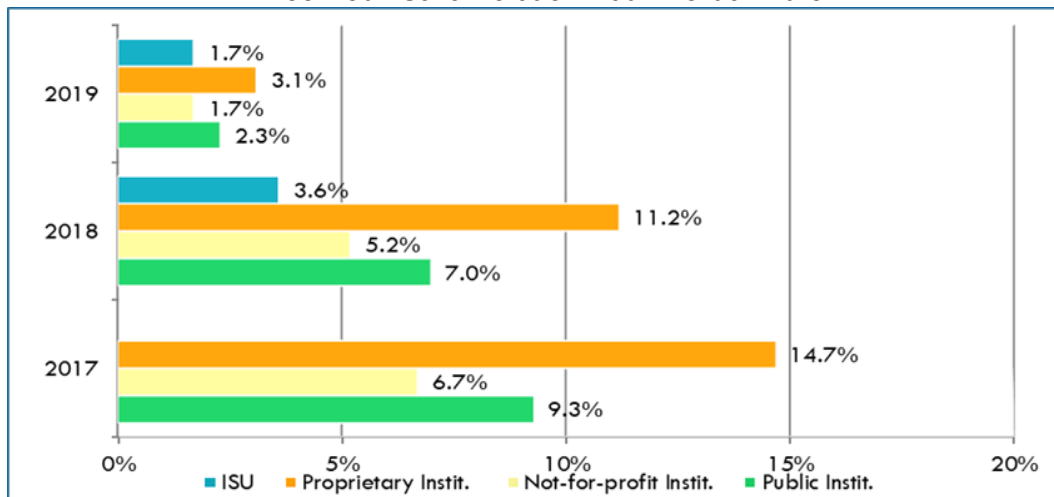
Undergraduate Retention Rate

Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by NCES.

Undergraduate Completions per 100 Full-Time Equivalent		
Academic Year 2020-21	Illinois State University	Comparable Illinois Institutions
	26	24.4

The full-time equivalent (FTE) data is a unit of measurement intended to represent one student enrolled full time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided by a standard minimum (12 credit hours) full-time course load. The completions per 100 FTE data are included to provide a holistic view of completion across different student populations.

Three-Year Cohort Student Loan Default Rate

Source: National Center for Education Statistics (NCES), US Department of Education
Note: Due to the pause on federal student loan payment that began in March 2020, the cohort default rate for fiscal year 2020 is zero percent for the institution and all institution types. The national cohort default rate for fiscal year 2019 was 2.3 percent and zero percent for fiscal year 2020. A lower number is a positive indicator.

The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Loan Programs during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically consistent with the educational priorities and needs of the State of Illinois. B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

The University's proposal is the result of over seven years of market research, comprehensive planning, and stakeholder consultations. ISU began discussions about the possibility of establishing new engineering programs in 2016 and contracted EAB: Education Technology, Services, and Research, a higher education consultancy and advisory group, to conduct market research to identify areas of student demand and employer needs. EAB used a combination of quantitative data analytics and secondary research to assess the market viability of engineering programs. The

report relied primarily on labor market data from the Burning Glass Labor/Insight tool, U.S. Census Bureau, and U.S. Bureau of Labor Statistics to explore occupational and job trends. The market research also incorporated the Integrated Postsecondary Education Data Systems (IPEDS) to assess student enrollment, demographics, and completion rates across competitor programs. Based on the research and analysis, EAB determined that new degree programs in electrical and mechanical engineering would have high student and employer demand and have minimal effects on existing engineering programs within Illinois.

The proposed BSEE program will be complementary to existing programs in Illinois. The current and projected need for both electrical and mechanical engineers will increase both the number of Illinois residents attaining a degree and the number of high-quality postsecondary credentials available to meet demand, especially since some qualified high school graduates may choose to leave Illinois if they are not accepted into the engineering program of their choice. Currently, employers in Illinois have a need for approximately 400 more trained engineers annually than are produced by the existing engineering programs. Moreover, the U.S. Bureau of Labor Statistics predicts a 3.2 percent increase in demand for electrical engineers in the next decade. A feasibility study commissioned by ISU and conducted in 2016 by EAB determined that demand for electrical engineers would increase by 15 percent regionally and 40 percent statewide. Providing additional educational opportunities in engineering at ISU will assist with meeting the growing needs of local industries and engineering firms and curb out-migration in Illinois.

Illinois Employment Projections, 2020-2030 Engineering Occupations						
	Employment			Average Annual Job Openings due to...		
Occupation Title	2020	2030	Change (%)	Growth	Replacements (transfer & exit)	Total
Electrical Engineer	4,493	4,824	331 (7.37%)	33	220	331
Mechanical Engineer	12,527	13,616	1,089 (8.69%)	109	647	872
Engineer (all others)	3,048	3,197	149 (4.89%)	15	144	210
All Occupations	6,044,26	6,542,65	498,381 (8.3%)	49,838	676,151	725,98 9

Source: Illinois Department of Employment Security

U.S. Employment Projections, 2021-2031 Engineering Occupations				
Occupation Title	2021 Median Annual Wage	Employment, 2021	Employment, 2031	Employment Change (%)
Electrical & Electronics Engineer	$101,780	303,800	313,600	9,800 (3.2%)
Mechanical Engineer	$95,300	284,900	291,300	6,400 (2.2%)
Engineer (all others)	$100,640	168,600	168,600	0 (0%)

All Occupations	$45,760	158,134,700	166,452,400	8,317,400 (5.3%)

Source: Bureau of Labor Statistics, U.S. Department of Labor

A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth

A Thriving Illinois strategic plan aims to address the present and future aims, needs, and requirements of higher education in Illinois through achieving a higher education ecosystem that reinforces equity, sustainability, and growth (110 ILCS 205/6) (from Ch. 144, par. 186) Sec. 6).

The proposed undergraduate degree programs in electrical, mechanical, and general engineering at Illinois State University will contribute to both IBHE's Equity goal in *A Thriving Illinois, to close the equity gaps for students who have historically been left behind,* and ISU's strategic plan. Based on extensive research and consultation, ISU has developed diversity strategies mapped to support recruitment and retention of students, faculty, staff, and administrators; students' timely graduation; and post-graduation outcomes. The existing gender and ethnic inequities within the discipline of engineering are widely known. White and Asian American students consistently represent approximately three quarters of all undergraduate engineering majors nationally. While the number of Hispanic students in engineering disciplines has increased, a fraction of African American students has decreased and both groups remain proportionately small compared to their peers. Overall, females currently represent approximately 22 percent of the undergraduate engineering population which is significantly below the overall domestic undergraduate population of females across all majors. This gender disparity varies widely across different types of engineering majors. For example, while programs such as environmental and biomedical engineering have female enrollments that hover around 50 percent, year after year, electrical and mechanical engineering majors have struggled to enroll females at rates exceeding 15 percent. The equity-focused design of ISU's proposed engineering programs will prepare a more diverse set of engineers entering the workplace that will benefit graduates, future employers, and the State of Illinois.

The College of Engineering has designed specific recruitment and retention strategies to ensure that the percentages of students from underrepresented groups and females exceed national and state averages. In 2023, 40 percent of Illinois State University's incoming class was comprised of students from underrepresented groups and 58 percent identified as female. Therefore, based on an extensive review of enrollments in electrical, mechanical, and general engineering programs in Illinois and the current composition of the University's most recent incoming classes, ISU aims to enroll at least 25 percent underrepresented students in the College of Engineering and at least 25 percent female students.

Additionally, student chapters of the Society of Black Engineers, the Society of Professional Hispanic Engineers and the Society of Women Engineers will be formed to support the diverse cohort of students and help retain and graduate students. The retention of students from underrepresented groups and students identifying as female will be monitored by the College of Engineering's Director of Diversity and Inclusion and the Associate Dean of the College. The progress of each plan will be monitored and reported to the Dean of Engineering each month with any additional action plans for improvement or remediation. It is the expectation of the College of Engineering that the percentage of students retained from underrepresented groups and students identifying as female resemble the retention rates of all engineering students.

The College of Engineering will utilize the Faculty Diversity Enhancement Program through the Office of the Provost to hire diverse and culturally competent faculty for the BSEE program capable of providing an academic and research learning environment for a diverse student body. The goal is to develop a diverse instructional faculty with gender and underrepresented minority representation. This program provides three years of funds to support new faculty members. These

resources will be available for department chairs in the College of Engineering to recruit diverse faculty members. In 2022-23, the program expanded to a $4.5 million collaborative effort supported through the University's general revenue funds, funds from the Office of the Provost, and matching funds from departments, schools, and colleges. The College of Engineering will also intentionally recruit, select, develop, and retain talented and diverse staff capable of supporting a diverse student and faculty population.

Supportive of *A Thriving Illinois*: Goal 2, Sustainability, *to build a stronger financial future for individuals and institutions by finding ways to reduce the financial burden of education on students and their families*, ISU will continue its efforts to increase college affordability for all students, especially those from under-resourced families. The University has allocated $504,000 per cohort to support the recruitment and retention of students. Thus, by the fourth year of the engineering programs, ISU expects to spend $2,138,334 annually on recruitment and retention support. This funding will be in addition to federal financial aid (PELL), State of Illinois student aid (MAP), or donor supported scholarship aid that students may qualify for. The purpose of this financial commitment is to support the recruitment, retention, and graduation of underrepresented and underserved populations in engineering programs. Underrepresented and underserved engineering students will also qualify for Redbird scholarships that vary in amounts from $2,000 per year to $6,000. The College of Engineering will provide scholarships to 40-50 students each year. The University will monitor the effectiveness of these strategies and consider adding grant dollars as enrollment in the College increases. The University also has a program called Redbird Promise that guarantees admission to any student with an associate degree and a 3.0 or better grade point average from any community college in Illinois.

The College of Engineering will also work to connect students with professional development organizations that support underserved and underrepresented students including the Society for Women Engineers, the Society for Hispanics in STEM, and the National Society of Black Engineers among others. ISU will establish student chapters of these organizations in the College of Engineering and support participation in conferences and other career development activities offered by the organizations. In addition to networking and resources, professional minority-serving organizations also provide financial support to students. For example, during the 2020-2021 academic year, the Society for Hispanics in STEM awarded more than $427,990 in scholarships. Similarly, the Society for Women Engineers granted more than $1,700,000 in scholarships in 2022. The National Society of Black Engineers also funds numerous high value scholarships for eligible students. Thus, by connecting engineering students to such organizations, they will benefit from mentorship opportunities, networking, and additional financial support.

ISU's engineering programs will address *A Thriving Illinois*: Goal 3, Growth, *to increase talent and innovation to drive economic growth*, by contributing to regional and state workforce needs and increasing diversity in the critical area of engineering. According to the U.S. Bureau of Labor Statistics, there will be a shortfall of at least 6 million engineers between 2016 and 2026. With the establishment of Rivian, an electric car company in Normal, Illinois and its expected growth, demand for well-qualified engineers in relevant areas will remain strong for many years to come and ISU is geographically positioned to be an important contributor to training electrical engineers.

The University also has a strong infrastructure with many research and service centers that are well-positioned to cultivate a thriving engineering program that promotes experiential learning and inclusive excellence. The Center for Civic Engagement (CCE) supports the University's core value of civic engagement and will provide numerous opportunities for engineering students to partner with communities to develop solutions to social problems. CCE coordinates curricular and co-

curricular experiences that allow students to collaborate with local, national, and global partners to support just and sustainable community development. Through a variety of interdisciplinary opportunities, CCE provides students with real world experiences such as internships and community-engaged coursework that prepare them to become ethical leaders in a rapidly changing global economy where the ability for engineers to create person-centered design solutions will be critical.

Comparable Programs in Illinois

Currently, approximately seven public and five independent institutions offer an undergraduate degree in electrical engineering. Of these, only one program is offered in the Central region at Bradley University; therefore, the proposed program at Illinois State University will fill a growing need for electrical engineering majors in Central Illinois and surrounding areas. Given that almost half of high school graduates enrolling in four-year institutions choose to leave Illinois to pursue post-secondary opportunities, providing additional engineering programs at ISU will meet the needs of students interested in the field but who might otherwise leave the state if they are not accepted into a program of their choice within Illinois. The electrical engineering program will alleviate this out-migration issue and increase the number of students remaining in Illinois to pursue their educational aspirations. Research indicates that these students are more likely to be employed in Illinois and contribute to the state and regional tax base.

Comparable Programs Enrollment and Degree Award, Fall 2022			
Institution	Enrollment*	Degree Award	Region
Public			
Eastern Illinois University	24	-	Prairie
Northern Illinois University	201	37	Fox Valley
Southern Illinois University Carbondale	53	38	Southern
Southern Illinois University Edwardsville	57	40	Southwestern
University of Illinois at Chicago	314	97	West Suburban, Chicago
University of Illinois at Urbana-Champaign	917	177	Prairie
Independent			
Bradley University	45	25	Central
Illinois Institute of Technology	108	24	Chicago
Lewis University	7	-	South Metro
North Central College	26	6	West Suburban
Northwestern University	78	10	North Suburban

Source: IBHE Program Inventory
Note: Enrollment per program includes total enrollments in all regions.

Mission and Objectives

1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university. B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

The College of Engineering and the Department of Electrical Engineering are in alignment with the overall mission of the University and are consistent with the purpose, goals, objectives, and mission of the University: "Illinois State University's College of Engineering will be recognized for excellence in the education of a diverse community of students who possess the attitudes, behaviors, and skills of engineering professionals. Building upon our engaged institutional culture, Illinois State University prepares graduates for success by melding theory and practice in core engineering disciplines and innovative cross-disciplinary experiences." To realize this vision, the College of Engineering developed an engineering educational framework to produce a distinctive BSEE engineering program to embody the University's core goals and principles. The framework, which includes equity for students and faculty; a diverse student body and faculty; inclusive teaching excellence; retaining a student-centered institutional culture; embedding individualized student experiences; providing flexibility in curricular pathways; leveraging existing strengths and developing intra-university synergies; aligning and engaging with local industry; and preparing graduates for the workforce, was developed using a set of shared structures and curricular features that support the success of underrepresented and underserved students and the desire for practical and engaging student experiences.

Three central targets will be utilized to assess the success of the BSEE program to ensure continuous alignment with the University's mission: meeting or being on track for the Accreditation Board of Engineering and Technology (ABET) accreditation, meeting student outcomes in the educational framework, and meeting enrollment projections and rigorous academic standards. The educational objectives for the BSEE program align with the career and professional accomplishments expected of graduates of all the University's ABET-accredited programs.

Curriculum and Assessment

1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved. B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies. C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of the unit of instruction. D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree programs under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study.

1050.30(a)(2): The design, conduct and evaluation of the unit of instruction, research or public service are under the direct and continuous control of the sponsoring institution's established processes for academic planning and quality maintenance.

Admission Requirements

Admission requirements for the BSEE program will be the same as the University's admission requirements. To remain on track for a timely graduation, however, first year students should have a sufficient math background to take pre-calculus in their first semester. Degree plans will be developed on a case-by-case basis for students who are not prepared to take pre-calculus. These plans will be developed by the academic advisor and provided to the student, department, and college.

The BSEE program will be designed to allow community college students to transfer into the second year of the program by coordinating with potential transfer students and their respective institutions. Pilot programs with targeted student admission pathways at community college partners such as Heartland Community College, College of DuPage, and Illinois Central College will be developed to ensure a smooth transfer process. All processes will be consistent and aligned with the Illinois Articulation Initiative for both general education and engineering majors. The BSEE program will address the full cycle of student pathways from recruitment, admission, matriculation, achievement of program outcomes through post-graduate success, paying particular attention to achieving equitable persistence and graduation rates across all demographic groups.

Curriculum

All ISU undergraduate engineering programs meet ABET accreditation guidelines and are identical for the first and second years except for one course in the spring term of Year two. Engagement in engineering practices and problem solving begins early in the degree program, concurrent with foundational mathematics and science courses to build theoretical knowledge necessary for developing the advanced knowledge and creative mindset associated with professional practice. Once mathematics, natural sciences, and engineering design fundamentals sequences are completed, students complete their degree with a set of topic courses across the electrical engineering discipline and specialized concentration courses in power, communications, signal processing, electronics, instrumentation, and controls.

The BSEE program requires 122-credit hours with a grade point average of 2.0 for all engineering courses taken at the University. Upper-level courses will include additional project work, specialized tracks (e.g., robotics), laboratory experiences, communication skill development, and open-ended senior capstone projects. The curriculum will integrate workplace relevant projects, research, and hands-on experience with industry partners. The program will also infuse user-centered design throughout the curriculum. In addition to work within the classroom, students will have the opportunity to participate in events such as the Startup Showcase, a student business startup competition sponsored by the George R. and Martha Means Center for Entrepreneurial Studies at ISU. Any current Illinois State student is eligible to compete. The event is designed to link contestants to support resources and help them develop connections with potential investors, mentors, and the larger business community. Students compete for prize packages of financial support for their startup business. Students will also have opportunities to participate in a wide range of technology-based extracurricular activities and experiences.

Unique to the BSEE program will be the development of Engineering Organizational Partners (EOP), industrial (or equivalent) entities that provide specific opportunities and capabilities in support of the engineering program. Some examples of these potential opportunities include:

- Internships may be used for elective credit in the electrical engineering program. These will serve as sources of both employment recruiting for member companies as well as access to valuable technical workers who can focus on projects requiring resources not available at the companies. Projects, both at the course level and capstone level, will offer students the opportunity to work on genuine real-world problems and offer the supporting company a chance to advance projects or ideas that have potential but unexplored value. Interacting with students (potential employees) on these projects is another recruiting opportunity for companies.
- Access through donation or loan of state-of-the-art equipment from member companies will give students access to experience immediately applicable to future work and can be used by the supporting companies for additional training or testing.
- Sponsored research and development projects will give students opportunities for individual work and open-ended problem solving and provide industrial sponsors with data that inform strategic directions.

Furthermore, engineering students will have the opportunity to participate in faculty research which is known to increase student engagement, retention, and depth of learning.

Assessment of Student Learning

Student learning outcomes will be assessed twice over a six-year period (once every three years) using direct assessment of student coursework. The student learning assessment process is centered on direct assessment of student work, and the target is 70 percent of students in each specific assessment activity should meet or exceed the acceptable performance level. The evaluated work may be a quiz or exam question, project report, documented design work, presentation, or capstone design project. Each spring, departmental faculty will evaluate relevant assessments of student work from each of the associated courses related to the outcome of interest, review student performance, and make recommendations as a group for future action items or revisions to improve student learning and assessment within the focus of the outcome.

Additionally, student learning outcomes will be assessed using capstone design project evaluation and a senior exit survey. In this survey, senior students self-evaluate their attainment of each of the student learning outcomes. Faculty members discuss the results of the survey at the end of the spring semester and summarize and develop recommendations for the electrical engineering departmental advisory board. All assessment data and continuous improvement decisions and actions are reviewed and approved yearly by the electrical engineering department advisory board during its annual spring meeting. This board consists of the program constituents (industry, alumni, and departmental faculty).

Program Assessment

Each fall, program faculty will receive a statistical report of program inputs, productivity, and outputs from the Office of Planning, Research, and Policy Analysis at the University for use by electrical engineering faculty in evaluating the program and identifying areas for improvement. The report is intended to provide a broader set of metrics than those compiled through implementation of the student learning outcomes assessment plan. Academic program profile metrics

relate to admissions, enrollment, student and faculty demographics, and degrees conferred. Program faculty members will review academic program profiles annually and will report their findings in an annual assessment update submitted to University Assessment Services.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high-quality academic work in the unit of instruction, research or public service are available and maintained. B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service. C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

After a detailed review of campus spaces, the existing John Green building (80,000 square feet) on ISU's campus will be renovated to house the proposed engineering programs. The architectural planning for this project has been undertaken by Cannon Design of Chicago, Illinois. CannonDesign has projected that the renovation of the John Green building will provide adequate space for 520 to 720 undergraduate students majoring in mechanical and electrical engineering. The renovation of the John Green Building is currently in the design development phase. This phase is expected to be completed in late November 2023. The construction schedule is based on current information from the design development phase and is expected to take approximately 75 weeks. Based on this schedule, construction should be completed in January 2026.

Additional spaces on campus include two classrooms (designed for approximately 35 students) which will be assigned exclusively to the College of Engineering beginning in the Fall of 2025. Other classrooms will be available on campus as needed based upon student demand. The physics and chemistry departments have expanded their laboratory hours to accommodate the additional engineering students who will be taking laboratory-based chemistry and physics courses. Additional instructional resources (in addition to engineering faculty), are being allocated to handle the increased instructional loads in the mathematics, physics, chemistry, and information technology departments. These spaces will be available in the Cardinal Court Dormitories to create engineering living learning spaces.

When engineering programs begin enrolling students, library resources will be able to support high-quality instruction and scholarship in the College of Engineering and will be conveniently available and accessible through the physical holdings in the Milner Library and its extensive digital collection. These resources will be maintained through the University's commitment of $100,000 per year for library subscriptions specifically demarcated for the College of Engineering. The Milner Library collection includes over 1,610,000 catalogued items, over 400,000 U.S. Government publications, over 38,000 electronic periodical subscriptions, over 2,500 print periodical titles, and other titles in microform. There is also a map collection and a Media Resource Center, which provides videos for classroom and library use. The Milner Library subscribes to approximately 100,000 journal titles, the bulk of which are available electronically. The library also subscribes to approximately 250 databases with direct access to periodical literature. Some of the databases provide access to other types of information including news, monographs, statistics, and reference works. Students and faculty have access to monographs available through the Milner library and the 89-member library consortium known as I-Share. Milner Library is part of the Consortium of Academic and Research Libraries in Illinois (CARLI) which allows patrons to freely request monographs and other library materials from over 90 Illinois academic libraries. The library

also offers Interlibrary Loan (ILL) services with worldwide access materials that are not available from CARLI libraries.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met. B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation. E) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

The College of Engineering will be led by a dean who will report to the provost. An associate dean, two department chairs and other administrative staff will report to the dean. The new College of Engineering will be subject to the control of the Board of Trustees of the University. Staff and administration in the BSEE program include a department chair and an administrative aide. New faculty will be hired to teach in the BSEE program and engage in scholarly activities and service as part of their appointments. Engineering standards for faculty to student ratios are between 1 to 20 and 1 to 25. ISU will utilize a faculty to student ratio of 1 to 24 to hire seven tenure-track electrical engineering faculty members by steady state enrollment of 156 electrical engineering students. As enrollment increases, additional faculty will be added to maintain the faculty to student ratio. To meet increased demand in courses in other departments, the University intends to initially allocate seven new tenure-track faculty lines in supporting units heavily impacted by the addition of engineering students (e.g., Math, Physics, and Chemistry). The University is committed to increasing the number of tenure-track faculty in these affected departments as enrollment in the College of Engineering grows. New staff (e.g., academic advisors, laboratory technicians, and office support staff) will also be hired to support students and faculty in the College using a staff to student ratio of 1 to 50.

Additionally, the Department of Electrical Engineering will establish an Engineering Advisory Committee (EEAC). EEAC membership will include a broad cross section of engineering leaders and practitioners with the majority from current or future local industrial organization partners but also with representation from regional and national companies as well as experts in the scholarship of engineering education. These scholars in electrical engineering education will contribute their deep understanding of trends in the discipline and help the College strategize ways to address the reasons why underrepresentation is perpetuated in many engineering schools. The committee will review and provide guidance for achieving student, faculty and programmatic equity, diversity, and inclusion goals within the electrical engineering department. The EEAC membership will represent a diversity of sectors as well as gender and racial inclusion. A smaller percentage of the committee will include academic experts and representatives of relevant non-profit organizations.

Fiscal and Personnel Resources

1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained. B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

Funding, staffing, space, and equipment for the new College of Engineering will come from the University's institutional operating funds derived from tuition and fees income, sponsored research funding, industry partnerships with businesses, and gifts. There are several operating expenditures prior to the College receiving revenue from student tuition and fees. The main costs are key personnel including academic administration, faculty, and program support staff. The Board of Trustees has authorized the University to fund these upfront operating expenses with central reserve funds. These program startup costs are projected at approximately $1.2 million for the first two years prior to the arrival of students. By Year four, with 520 total engineering students, the College plans to have a net positive operating contribution margin of approximately $1.3 million per year (prior to covering debt payments). This includes academic personnel projections reflecting a total of 40 faculty, staff, and administrators at an estimated annual cost of $4.943 million.

Furthermore, for space utilization purposes, the existing John Green building (80,000 square feet) on ISU's campus will be renovated to house the proposed engineering programs. ISU and its consultants, CannonDesign, have determined an estimated total capital project cost of $44 million which will cover the complete renovation of the John Green building, the purchase of required program laboratory equipment, and the renovation or addition of teaching labs in other existing University programs and administrative office space. The University is planning to issue a 30-year tax exempt debt to cover these initial capital costs. In addition, $5 to $8 million will be funded by the University's central reserves to permanently relocate campus facility personnel and operations currently housed in the John Green building. A detailed fiscal and facilities model for the Engineering College was approved by the Board of Trustees.

Accreditation and Licensure

1050.30(b)(3)[applicable only to units of instruction]: Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

The College of Engineering will seek Accreditation Board for Engineering and Technology (ABET) accreditation for the general, electrical, and mechanical engineering programs. The University has three existing programs accredited by ABET: Bachelor of Science in Information Systems, Bachelor of Science in Computer Science, and Bachelor of Science in Occupational Safety and Health. The BSEE program has been developed to meet both general and program specific ABET criteria and plans to complete the process to become accredited by the summer of 2031. This will qualify its graduates to begin the process to seek licensure in Illinois.

Program Information

1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit

of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Detailed information about the proposed program, including a description of the admission policies, university policies, tuition, fees, and curriculum will be published on the University's website.

Staff Conclusion

The staff concludes that the Bachelor of Science in Electrical Engineering proposed by Illinois State University meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

Illinois State University

Proposed Degree Title in the Region of Authorization: Bachelor of Science in Engineering

Projected Enrollments and Degrees:

First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
13	52	13

Background

Illinois State University (ISU or the University) is seeking authorization to offer a Bachelor of Science in Engineering (BSE) in the Central Region. The BSE program, along with the proposed mechanical and general engineering undergraduate programs, will be housed within ISU's new College of Engineering which received Illinois Board of Higher Education (IBHE) approval in 2022. These all contribute to both strategic plans of IBHE and ISU by providing accessible education which contributes to addressing the workforce needs of the state with competitive salaries which will help reduce equity gaps. It has planned to recruit a diverse cohort of engineering students, by utilizing intentionally designed recruitment and retention strategies. ISU will commission an Engineering Advisory Committee (EAC) to ensure excellence in the BSE. The committee shall be responsible for reviewing and providing guidance on the program's strategies for achieving student, faculty, and programmatic equity, diversity, and inclusion goals, including support of recruitment activities. ISU has several programs in place for students to achieve academic goals with financial support. The purpose of dedicated financial commitment is to support the recruitment, retention, and graduation of underrepresented and underserved populations in engineering programs. The College of Engineering will work aggressively and intentionally to connect its students with professional development organizations that support underserved and underrepresented students. These include for example, the Society for Women Engineers, the Society for Hispanics in STEM (Science, Technology, Engineering or Mathematics), and the National Society of Black Engineers, among others.
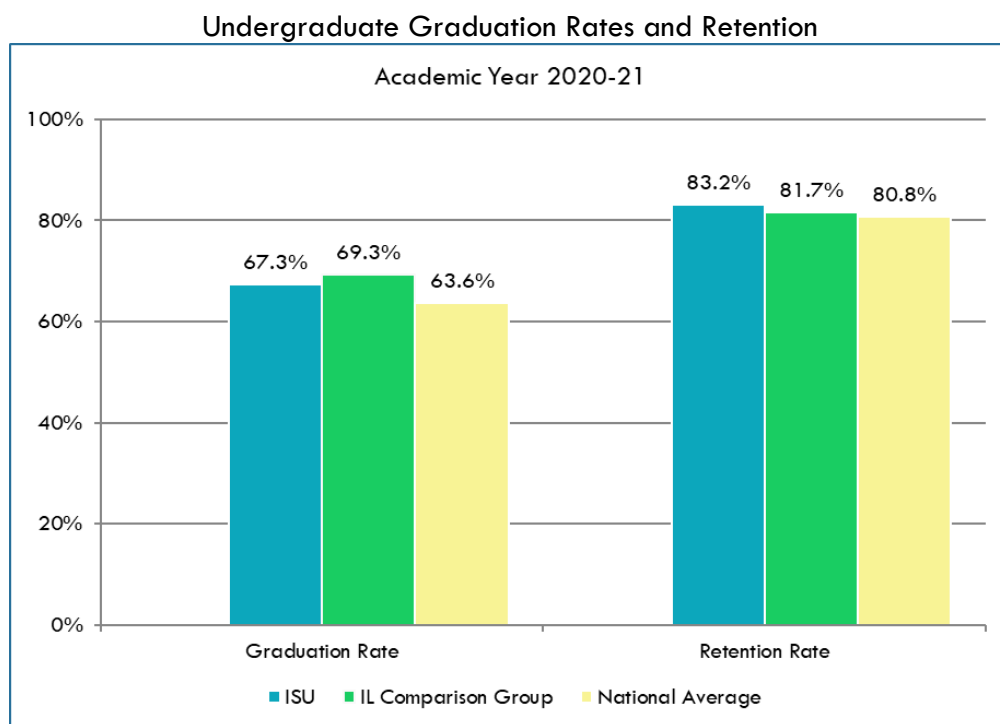
While there are other general engineering programs in the State, there is a substantial need for approximately 400 more trained engineers annually. The BSE major is consistently one of the top ten engineering degrees sought by students nationally. The United States Census Bureau identifies general engineering as the third most chosen engineering degree nationwide. The BSE degree allows students to develop and expand their technical background by pursuing a program of study that matches their interests and professional goals within the framework of an Accreditation Board of Engineering and Technology (ABET)-accredited degree. This degree program will be accredited by the ABET as soon as it meets application eligibility requirements. Laboratories and industry-led projects allow graduates to be ready to create the next generation of ideas and products and provide a solid foundation for graduate studies in engineering. Embedded within the plan are the desired characteristics for future engineers, including competence in group dynamics, basic computer programming, intercultural and global literacy, project management, risk analysis and mitigation, interpersonal communications, critical thinking, business acumen, and creativity.

Institutional Data

1050.30(b)(1)(H): Success in student progression and graduation rates across all existing approved programs, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a

minimum, the Board shall consider these factors based on results for similar institutions. (i) Graduation rates, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State nor national regulatory bodies. (ii) The success rate shall be, at a minimum, higher than those of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first to second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

Undergraduate Graduation Rates and Retention

Source: National System for Education Statistics (NCES), US Department of Education
Note: Illinois State University is in the four-year, selective Illinois comparison group. Higher percentages are positive indicators.

Undergraduate Graduation Rate

The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for first-time, full-time bachelor's degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).
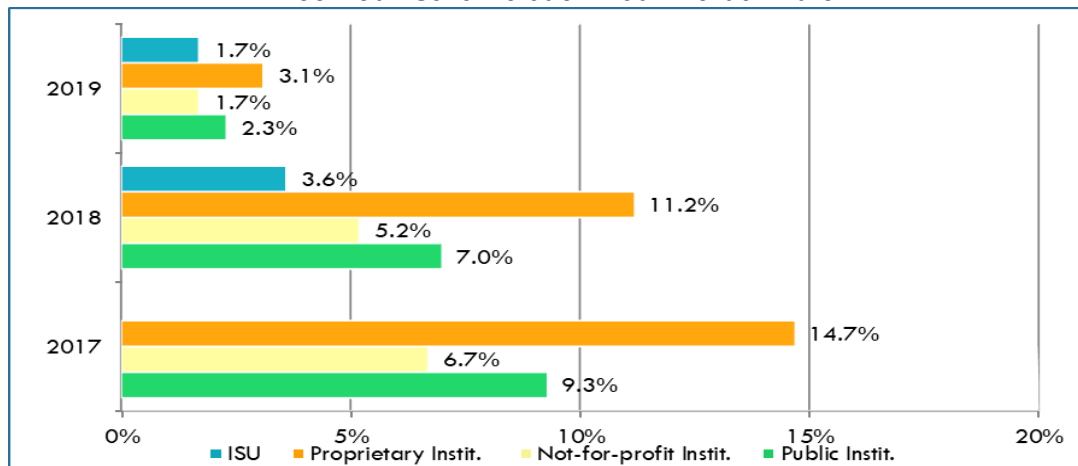
Undergraduate Retention Rate

Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by NCES.

Undergraduate Completions per 100 Full-Time Equivalent

Academic Year 2020-21	Illinois State University	Comparable Illinois Institutions
	26	24.4

The full-time equivalent (FTE) data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided by a standard minimum (12 credit hour) full-time course load. The completions per 100 FTE data are included to provide a holistic view of completion across different student populations.

Three-Year Cohort Student Loan Default Rate

Source: National Center for Education Statistics (NCES), US Department of Education
Note: Due to the pause on federal student loan payment that began in March 2020, the cohort default rate for fiscal year 2020 is zero percent for the institution and all institution types. The national cohort default rate for fiscal year 2019 was 2.3 percent and zero percent for fiscal year 2020. A lower number is a positive indicator.

The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Loan Programs during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically consistent with the educational priorities and needs of the State of Illinois. B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

ISU began discussions about the possibility of establishing new engineering programs in 2016. Since then, ISU contracted EAB, a higher education consultancy and advisory group, to conduct market research to identify areas of student demand and employer needs in engineering. Based on the research and analysis, EAB determined that new degree programs in engineering would have high student demand, high employer demand for graduates, and minimal effects on existing engineering programs within the state. Therefore, the original interest in a Bachelor of Science in Engineering at ISU stemmed from the University's interest to implement new engineering programs to contribute to workforce development in Illinois, keep Illinois students in Illinois, contribute to meeting demand for engineering programs, and help insulate Illinois State against anticipated enrollment decline.

Currently, employers in Illinois need about 400 more trained engineers than are produced by the existing engineering programs at universities in the state. Moreover, the demand for engineering graduates is strong. The United States Bureau of Labor Statistics predicts a 5.1 percent increase in demand for engineers in the next decade. A feasibility study commissioned by ISU, conducted in 2016 by EAB, determined that demand for engineers would increase by 15 percent regionally and 40 percent statewide. ISU is uniquely located geographically to be an important contributor to training engineers for various sectors. With the establishment of Rivian, an electric car company in the Bloomington-Normal area, and its expected growth, demand for well-qualified engineers in relevant areas will remain strong for many years to come. Also, Illinois ranks second in the nation, behind only New Jersey, as a net exporter of college students. The new engineering program at ISU will provide additional opportunities for students interested in these engineering fields and contribute to curbing student out-migration. Furthermore, the proposed undergraduate engineering program will help insulate the university against enrollment decline by attracting students who would not otherwise apply to the institution.

A variety of positions for graduates in engineering. According to the Illinois Department of Employment Security, long-term occupational projections, employment in electrical engineering is expected to grow at a rate of 7.37 percent from 2020 to 2030, mechanical engineering at 8.69 percent and all other engineering careers at 4.89 percent. The average median salary for engineering is $100,640 annually.

A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth

The proposed BSE at ISU supports *Goal 1, Equity of A Thriving Illinois to close the equity gaps for students who have historically been left behind*. The program is designed to close equity gaps in access, progression, completion, and attainment while building a campus of high-impact and intentional student and community support practices for a diverse student, faculty, and staff population who have historically been left behind. Building the structures for both students and faculty allows ISU to advance success in equity, sustainability, and growth.

Equity strategies have been designed at both the programmatic and University levels. The University's new strategic plan emphasizes access and opportunity with inclusive excellence. As part of ISU's commitment to equity, diversity, and inclusion, in 2019, the University president created a position for an Interim Assistant to the President for Diversity and Inclusion. The president also created a President's Diversity and Inclusion Advisory Council. The council works proactively to create an equitable path ensuring student success is obtainable and accessible for all. Under this leadership, the "Comprehensive Plan to Promote Diversity, Equity, Inclusion, and Anti-Racism at Illinois State University" was developed. This plan articulates how these commitments are being

operationalized across the institution. ISU has set the following goals to guide in the implementation of the proposed program and align it with strategies outlined in *A Thriving Illinois*:

- Recruiting a diverse cohort of engineering students to pursue higher education in Illinois and offering ongoing and robust financial aid support.
- Creating a student-centered institutional culture and offering targeted support services to close opportunity gaps for students who have been historically underserved and underrepresented in the field of engineering.
- Achieving inclusive teaching excellence by implementing a curriculum that is innovative, experiential, and industry-informed; embedding individualized student experiences through implementing a variety of high-impact practices; and providing flexibility in curricular pathways for both first time in college and transfer students.
- Recruiting and retaining faculty, staff, and administrators from historically underserved and underrepresented groups.
- Developing a facility that provides space for interdisciplinary and collaborative engagement and teaching and research laboratories with innovative equipment.
- Engaging with industry partners, both local and beyond, to align curriculum and applied student experiences so that graduates are effectively prepared to enter the workforce.

The College of Engineering will work aggressively and intentionally to connect its students with professional development organizations that support underserved and underrepresented students. These include, for example, the Society for Women Engineers, the Society for Hispanics in STEM, and the National Society of Black Engineers, among others. ISU also aims for its proposed program in Engineering to be recognized by the American Society for Engineering Education (ASEE). ASEE identifies 15 Proven Policies and Practices as best practices relative to recruitment, retention, climate, and culture for diversity in Engineering Education, which ISU will adopt to promote equity. These efforts are already underway. ISU is partnering with Heartland and Richland community colleges to develop a summer engineering camp experience for students. This summer bridge program is partially funded by industry partners to expand its reach and impact.

ISU intends to develop a living and learning community in the residence halls for students majoring in Engineering. Living and learning communities help students establish academic and social support networks outside of the classroom. The University will partner with community-based organizations and all-female high schools in racially and ethnically diverse urban areas (e.g., Chicago, St. Louis) to intentionally direct recruitment efforts toward underserved and underrepresented students who may otherwise not consider a degree in Engineering. ISU already partners with multiple community-based organizations each year to recruit, retain, and graduate students from underrepresented groups and has registered remarkable success from this partnership. These strategies have helped the University increase the number of racially diverse students on its campus. ISU's proportion of racially diverse students has increased from about 12 percent to 38 percent of its student population for the fall 2023 semester, doubling over the last ten years.

The University is part of the Institutional Transformation Assessment (ITA) project through a grant from the Association of Public and Land Grant Universities for advisors engaged in the Advising Success Network and participated in training modules in equity and student success. The ITA survey held a session with ISU and shared the University was moving in the right direction for student success and had solid policies and procedures in place for student success efforts. Results

included ISU focusing on the Advising Success Network initiative. As the campus benefits, so does the College of Engineering. The foundation of most of the changes to advising are based on an equitable approach to advising practices.

The University has articulation agreements with several institutions across the state including Heartland Community College, Illinois Central College, Illinois Valley Community College, Joliet Junior College, Carl Sandburg, College of DuPage, Harper College, Lincoln Land, Parkland, and several others. ISU participates in the Illinois Articulation Initiative and has articulation guides for every community college in Illinois which helps with course transfer options and information. These same resources will be available for students choosing to transfer into engineering. The design of the College of Engineering provides pathways and opportunities for student involvement in high-impact practices. In addition to work within the classroom, engineering students will have the opportunity to participate in events such as the Startup Showcase, a student business startup competition, sponsored by the George R. and Martha Means Center for Entrepreneurial Studies at Illinois State University.

The BSE program is designed to support the recruitment and selection processes for faculty and staff across campus. Key priorities are ensuring equitable and inclusive processes throughout the recruitment and selection cycle, increasing the diversity of candidate pools, and enhancing compliance with search and selection policies and procedures. Currently, there are 64 trained Illinois State University Search Advocates, and one designated advocate will be included in all faculty, staff, and administrator searches in the College of Engineering. To recruit and retain faculty, Illinois State has partnered with the Collaborative on Academic Careers in Higher Education (COACHE) based at the Harvard Graduate School of Education. Through their Faculty Job Satisfaction Survey administration, COACHE helps institutions study the work lives of faculty, assess the academic workplace broadly, and provide data that can support decision-making related to faculty members' professional lives and performance. Studies are conducted in partnership with college and university leaders (both faculty and administrative) using the data collected to improve the academic workplace.

Furthermore, this program supports the growth of tenure-track faculty affiliated with and contributing to Interdisciplinary Studies (IDS) programs to diversify the curriculum and better serve twenty-first-century students. Searches for faculty in the newly proposed units may be part of this program. These faculty members will hold a major appointment in a Department within the College of Engineering, where the locus of tenure will reside, with a minor appointment in an IDS program (e.g., African American Studies; Cognitive Science Studies; Entrepreneurship Studies; Latin American and Latino/a Studies; Water Sustainability Studies) or other program related to engineering (e.g., physics, geology/geography, chemistry, biology).

The proposed BSE program will contribute to *Goal 2 – Sustainability* to *build a stronger financial future for individuals and institutions by finding ways to reduce the financial burden of education on students and their families*. Meeting the financial needs of underrepresented and underserved students is a critical variable in addressing issues of attrition in engineering programs. To that end, ISU has allocated $504,000 per cohort to support the recruitment and retention of students. This funding will be in addition to federal financial aid, State of Illinois student aid through the Monetary Assistance Program, and other donor-supported scholarship aid for which students might qualify. Underrepresented and underserved engineering students will also qualify for Redbird Scholarships that vary in amounts from $2,000 to $6,000 per year. ISU anticipates providing this level of assistance for between 40 and 50 students each year. This financial

commitment is to support the recruitment, retention, and graduation of underrepresented and underserved populations in engineering programs.

ISU continues its efforts to work toward affordability for all students, especially those from under-resourced families within the constraints of its current state funding allocation which is the lowest per student at any public four-year institution. The University has already made changes to its financial registration "block" threshold. Prior to the COVID-19 pandemic, ISU had a low financial threshold of $250 that triggered a hold on student accounts for registration. This policy required that students only have $250 or less on their account balance in order to register for the subsequent semester. This led to a disproportionate attrition rate for underrepresented students. Subsequently, ISU raised the financial threshold to $1,000. This policy change contributed to more students meeting the higher threshold making them eligible for course registration. This increased persistence significantly especially for black males and Hispanic students. In addition, ISU has allocated funds both centrally, in colleges, and departments/schools, to assist students in resolving their financial issues for smaller registration holds. The financial plan for the proposed general engineering program tuition has been formulated for "differential tuition" and that ensures no additional resources will be needed from the State once a steady enrollment level is achieved.

The proposed BSE will also contribute to *Goal 3,* Growth, *to increase talent and innovation to drive economic growth.* ISU has many longstanding community and industry partnerships for the benefit of its students and the economic engine of Illinois. The College of Engineering will further solicit both regional and national industry partnerships to supply highly qualified employees and provide opportunities for applied research and innovation. The proposed BSE will fill a growing need for engineers in the State of Illinois. Given that almost half of high school graduates enrolling in four-year institutions choose to leave the state to pursue post-secondary opportunities, providing these degree programs will meet the needs of students who might be interested in engineering but who might otherwise leave the State if they are not accepted into a program of their choice within Illinois. The engineering program will help stem some of this out-migration and lead to more students remaining in Illinois to pursue their educational aspirations.

The University already serves as a hub in the Illinois Innovation Network (IIN). The existence of this hub on campus will benefit students in its engineering programs and provide them with critical hands-on learning experiences. This will avail students of the opportunity to be actively engaged in continuous research, discovery, and innovation. Several of the Center for Math, Science, and Technology's (CeMaST) current activities will augment ISU's ability to fulfill the goals of the proposed College of Engineering. For example, CeMaST is actively involved in the IIN. The CeMaST Director serves on the steering committee for the hub. Through IIN participation, CeMaST is exploring the establishment of a community-serving makerspace, which will seek to provide design-based and pre-engineering learning opportunities to PreK-12 grade students and their teachers, particularly within central Illinois's underserved communities. An overarching goal of the makerspace effort would be to generate engineering career aspirations among young people in these underserved communities, so they may apply to and enter the proposed College of Engineering. In addition, the BSE degree will be directed by an advisory board consisting of program constituents. This board will be composed of regional and out-of-region corporate representatives that will allow ISU to be responsive to changing local, state, and national workforce needs (e.g., Rivian, Farnsworth, ADM, Toyota, etc.).

As previously stated, the BSE program is also designed to foster a broad array of interactive collaborations with other colleges and units across the entirety of ISU. These may include the development of new academic minor programs that are designed to pair well with the

engineering majors (e.g., renewable energy, engineering management, assistive technologies, and sustainability). The proposed BSE intends to provide opportunities for students and faculty to engage and collaborate in engineering-related research and public service. These collaborations are further supported through existing ISU centers. The Center for Civic Engagement (CCE) supports the University's core value of civic engagement and is well-positioned to provide numerous opportunities for engineering students to partner with communities to develop solutions to social problems. Through a variety of interdisciplinary opportunities, CCE provides students with real-world experiences such as internships and community-engaged coursework that prepare them to act as ethical leaders in a rapidly changing global economy, where the ability of engineers to create person-centered design solutions will be critical. In the strive to promote growth, the proposed program will integrate high-impact practices such as high-quality experiential, work-based learning opportunities, and internships ensuring applicability between what is learned in the classroom and the skills needed in the workforce.

Comparable Programs in Illinois

Currently, there are nine institutions (two public and seven independent institutions) offering undergraduate programs in general engineering in Illinois. According to the result of the research and analysis conducted by EAB, the proposed BSE program at ISU is not anticipated to negatively impact the existing programs. ISU will target prospective engineering students currently underserved by existing engineering programs in rural Illinois and Chicagoland. The Chicagoland region is known as a top-five national market for college-bound students. These tactics may help encourage students to stay in Illinois for higher education. As enrollment figures indicate, students are not selecting a general engineering degree at other institutions where other specialized options are available. The general degree at ISU will have a customizable component to approach a depth of study in concentrations such as Energy Engineering and Power Production, Thermal Fluids, and Quantum/Nuclear Physics, which should not impact enrollment at other institutions where these concentrations are not an option.

Enrollment 2018-2022
General Engineering, CIP (Classification of Instructional Program) 14.0101

Institution	2018	2019	2020	2021	2022
Public					
University of Illinois Urbana-Champaign	151	139	156	-	207
Western Illinois University	81	73	51	24	13
Independent					
Aurora University	4	23	1	1	-
Bradley University	27	32	35	26	30
Illinois Institute of Technology	20	26	10	4	12
Greenville University	27	22	31	30	44
Monmouth College	-	-	-	21	21
Northwestern University	86	74	78	71	67
Olivet Nazarene University	305	262	201	210	194

Source: IBHE's Enrollments and Degree System

Degrees Granted 2018-2022
General Engineering, CIP 14.0101

Institution	2018	2019	2020	2021	2022
Public					
Western Illinois University	-	10	10	10	2
Independent					
Greenville University	-	-	2	5	2
Northwestern University	-	7	4	6	4
Olivet Nazarene University	-	63	79	48	51

Source: IBHE's Enrollments and Degree System

Mission and Objectives

1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university. B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

The mission of the College of Engineering aligns with and supports the vision, mission, and objectives outlined in ISU's strategic plan. To realize this vision, the engineering educational framework was designed to produce a distinctive engineering program for general engineering to embody ISU's core goals and principles. Therefore, the program is consistent with the purpose, goals, objectives, and mission of the University. The requested degree title reflects the program's objectives and curriculum.

Curriculum and Assessment

1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved. B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies. C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of the unit of instruction. D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree programs under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study.

1050.30(a)(2): The design, conduct and evaluation of the unit of instruction, research or public service are under the direct and continuous control of the sponsoring institution's established processes for academic planning and quality maintenance.

Admission Requirements

Admission requirements will be the same as the general admission requirements for ISU. Applicants interested in the proposed BSE must meet requirements established by ISU. For freshmen applicants, ISU considers the following for admission: completion of high school courses, grade point average (GPA), SAT/ACT scores (if submitted), and an academic personal statement, which is optional. Students with at least a 3.5/4.0 scale high school GPA will be admitted to the College of

Engineering. Those who have between 2.5 and 3.5 will have a review of their application, essay, and progression of high school courses with grades. Transfer students must provide courses taken prior to enrollment at ISU. Students with less than 24 semester hours at the time of application will need a cumulative high school transcript and may submit SAT/ACT scores for consideration.

The proposed BSE curriculum also includes strategies to facilitate students transferring from community colleges into engineering programs. ISU continues to work with community college partners to enhance student information and advice about transferring. The BSE program will be designed to allow community college students to transfer into the second year of the program by coordinating with potential transfer students and their respective institutions. Pilot programs with targeted student admission pathways at community college partners such as Heartland Community College, College of DuPage, and Illinois Central College will be developed to ensure a smooth transfer process. All processes will be consistent and aligned with the Illinois Articulation Initiative for both general education and engineering majors. The BSE program will address the full cycle of student pathways from recruitment, admission, matriculation, achievement of program outcomes through post-graduate success, paying particular attention to achieving equitable persistence and graduation rates across all demographic groups.

Curriculum

The proposed Bachelor of Science in Engineering at Illinois State University will meet the curricular requirements for ABET accreditation. The BSE program will prepare a diverse community of students who will learn the attitudes, behaviors, and skills of engineering professionals. The new program curriculum will prepare students for success by integrating theory and practice in engineering and providing innovative cross-disciplinary experiences and infusing hands-on activities into the experience. The University has established a development framework for the College of Engineering that guides curricular pathways and facilities planning. Guided by these principles, a committee of ISU faculty who hold engineering degrees and STEM education expertise, along with an engineering education consultant, developed a program of study for the engineering program. BSE graduates will engage in engineering design thinking and engineering principles to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors. Further, the Engineering degree is proposed as a student-centered "sandbox" to provide opportunities to develop and expand technical backgrounds that include a solid foundation in electrical engineering and mechanical engineering, while allowing students to focus on a particular career interest or emerging technology.

Each course proposal includes sufficient information to evaluate implementation plans and alignment of student outcomes specified for ABET accreditation. The course proposals set the expectation that theory and applications be integrated while including laboratory experiences, project work, and communication skill development. The BSE curriculum requires 122 semester credit hours with upper-level courses that include additional project work, specialized tracks (e.g., robotics), opportunities for hands-on experiences, and open-ended senior capstone projects. Ideally, the year-long senior capstone will have industrial sponsorship and be populated by team members from all three proposed engineering degree programs.

The first three semesters of the General, Electrical, and Mechanical Engineering programs are identical. The fourth semester of the BSE includes a Prepstone course wherein students identify and plan an area of concentration for the final four semesters of their program. Through independent research and study with a faculty mentor, students investigate their proposed technical concentration area in the BSE Prepstone. Areas of concentration are interdisciplinary and may

include sustainability, agricultural, and assistive technologies engineering or engineering entrepreneurship. In addition to the capstone courses required in the engineering programs, the BSE also includes a third-year internship or research immersion experience that embeds students in the practice of their chosen concentration.

Distinguishing characteristics of the ISU BSE program include a program featuring a multidisciplinary approach that involves an individual or team integrating and synthesizing knowledge from across a variety of disciplines to bridge the gap between academia and industry; focuses on equitable and inclusive practices that train ethical engineers to design with empathy and keep justice in mind and integration of information literacy throughout the curriculum, resulting in engineers that think and evaluate information critically within and beyond their engineering discipline. The BSE curriculum was prepared by the engineering curriculum committee through a robust feedback process that involved peer review, external review by academic and industrial experts, an internal review by an ad-hoc committee of senior ISU faculty, and academic planning professionals. All students, in any concentration, will be eligible to sit for the professional engineering licensure examinations.

Assessment of Student Learning

ISU has established systematic processes with direct and indirect measures to collect and assess student learning outcomes data. ISU has developed seven student learning outcomes that students are expected to demonstrate upon completion of studies. Each of these student learning outcomes will be assessed twice over a six-year period (once every three years, led by the Associate Dean of Engineering) using direct assessment of student coursework. Additionally, student learning outcomes will be assessed using a Capstone design project evaluation and a senior exit survey.

ISU's assessment process is centered on direct assessment of student work, and the target is 70 percent of students in each specific assessment activity should meet or exceed the acceptable performance level (70 percent or 'C' level work on the work evaluated). The evaluated work may be a quiz/exam question, project report, documented design work, presentation, or capstone design project. All assessment data and continuous improvement decisions and actions are reviewed and approved yearly by the engineering department advisory board during its annual spring meeting. This board consists of the program constituents (industry, alumni, and departmental faculty).

Program Assessment

The University has various strategies in place to gauge and assess the BSE and other engineering programs. The BSE will be assessed to see whether it meets student, faculty, and staff goals, adheres to ABET guidelines for accreditation, licensure, and certification exam pass rates (annually), and student learning outcomes assessment (annually). The Office of Policy, Research, and Planning Analysis, University Assessment Services, and institutional leadership will track both overall and disaggregated student enrollment in the programs to monitor progress toward achieving student enrollment and retention goals. The BSE program will be designed and implemented to achieve ABET accreditation by following the guidelines. Student performance on professional licensure exams is already collected and reported by the University and will also be collected for the College of Engineering annually once the first cohort of students graduate. Whenever possible, these data will also be disaggregated by race and gender to explore the existence of disparities in achievement outcomes for females and underrepresented graduates. Comparable pass rates will provide equitable access to meaningful jobs in graduates' training areas. ISU will conduct a

program review at three to five years post-graduation of program alumni. Data will be evaluated by faculty as to the success of the program's objective attainment. The evaluations will be shared with the program advisory board along with recommendations for improvement. The process ensures students are meeting the needs of employers and are productive members of society after graduation.

In addition, the academic profile of the program will be reviewed annually, and the program faculty will receive a statistical report of program inputs, productivity, and outputs from the Office of Planning, Research, and Policy Analysis at the University for use by faculty in evaluating the program and identifying areas for improvement. The report is intended to provide a broader set of metrics than those compiled through the implementation of the student learning outcomes assessment plan. Academic program profile metrics relate to admissions, enrollment, student and faculty demographics, and degrees conferred. Another way in which ISU will ensure the excellence of the programs offered in the BSE program will be through the establishment of an Engineering Advisory Committee (EAC) for each department. The mandate of EAC includes reviewing and providing feedback on the execution and assessment data for achieving the student outcomes and program educational objectives as required by ABET's Continuous Improvement Process criteria. By achieving and maintaining ABET accreditation, adhering to the four internal components, and evaluating continuous quality improvement, the University will ensure the continued quality of the academic units within the College of Engineering.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained. B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service. C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

The proposed BSE program will be housed in the John Green Building on the campus of ISU after its renovation. ISU and its consultants, CannonDesign, have established a timeline for renovation completion in January 2026. ISU and CannonDesign determined that the maximum number of students that can be accommodated in the renovated John Green facility is between 520 and 720. Accordingly, the John Green facility will be strategically designed to house unique engineering program instructional space, including interdisciplinary collaborative spaces throughout the building. Infrastructure will be designed to support student engagement and experiential learning. Learning spaces will allow for flexible seating and provide sufficient room for collaboration. Until the new facilities, two classrooms are assigned to the College of Engineering starting in the fall semester of 2025 in Williams Hall. They will accommodate 35 students each. Both the Physics and Chemistry Departments have expanded laboratory spaces to accommodate an increased student demand.

Library resources will be able to support high-quality instruction and scholarship in the College of Engineering and will be conveniently available and accessible through the physical holdings in Milner Library and its extensive digital collection. These resources will be maintained through the University's commitment of $100,000 per year for library subscriptions specifically demarcated for the College of Engineering.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met. B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation. E) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

Illinois State University has identified institutional policies that ensure faculty and staff hired possess the training, credentials, and other related qualifications to provide instruction at the institution. Faculty teaching in the proposed program will have the appropriate qualifications. The College of Engineering will be led by a dean, reporting to the provost. An associate dean, two department chairs and other administrative staff will report to the dean. The College of Engineering will be subject to normal control by the University and the Board of Trustees of ISU. New faculty will be hired to teach in the program and engaged in scholarship activities and services as part of their appointments. Being a new college, faculty are expected to serve at both the college and university levels. The University has established several programs to support the recruitment and retention of diverse and talented faculty including the Faculty Diversity Enhancement Program, joint appointment hires, Search Advocate Program, University Faculty Support Network, and membership to the National Center for Faculty Development and Diversity.

Fiscal and Personnel Resources

1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained. B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

Illinois State University has resources that are adequate to launch this new degree program. No additional State funds will be requested. All necessary funding, staffing, space, and equipment for the College of Engineering will come from the University's institutional operating funds derived from tuition and fees income, sponsored research funding, industry partnerships with businesses, and gifts. There are several operating expenditures prior to the College receiving revenue from student tuition and fees. The main costs are key personnel—academic administration, faculty, and program support staff. The Board of Trustees has authorized the University to fund these upfront operating expenses with central reserve funds. These program startup costs are projected at approximately $1.2 million for the first two years prior to the arrival of students. By the fourth year of operation, with an expected 520 total engineering students, the College of Engineering plans to have a net positive operating contribution margin of approximately $1.3 million per year (prior to covering

debt payments). This includes academic personnel projections reflecting a total of 40 faculty, staff, and administrators at an estimated annual cost of $4.94 million. The general engineering program will utilize faculty and staff from both the mechanical engineering and electrical engineering departments. Additionally, the general engineering program will be directed by the Associate Dean of Engineering, and resources within the College of Engineering are available to the general engineering program as well.

Accreditation and Licensure

1050.30(b)(3)[applicable only to units of instruction]: Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

The College of Engineering will seek accreditation through ABET for the general, electrical, and mechanical engineering programs. The University has three existing programs accredited by ABET: Bachelor of Science in Information Systems, Bachelor of Science in Computer Science, and Bachelor of Science in Occupational Safety and Health. The general Engineering program has been developed to meet both general and program specific ABET criteria and plans to complete the process to become accredited by the summer of 2031. This will qualify its graduates to begin the process to seek engineering licensure in Illinois.

Program Information

1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Detailed information about the proposed program, including a description of the admission policies, university policies, tuition, fees, and curriculum are provided in the proposal and will be published on the University's website in the catalog.

Staff Conclusion

The staff concludes that the Bachelor of Science in Engineering degree proposed by Illinois State University meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

Illinois State University

Proposed Degree Title in the Region of Authorization: Bachelor of Science in Mechanical Engineering in the Central Region

Projected Enrollments and Degrees:

First Year Enrollment	Fifth Year Enrollment	Degree Awarded Fifth Year
78	312	78

Background

Illinois State University (the University or ISU) is seeking authorization to offer a Bachelor of Science in Mechanical Engineering (BSME) in the Central Region. This program will be housed within the Department of Mechanical Engineering within Illinois State University's College of Engineering. The College of Engineering and Department of Mechanical Engineering were approved by the Illinois Board of Higher Education (IBHE) on March 15, 2022. The undergraduate degree programs in electrical, mechanical, and general engineering at Illinois State University contribute to both IBHE's and Illinois State's strategic plans. Embedded within the plan are the desired characteristics for future engineers, including competence in group dynamics, basic computer programming, intercultural and global literacy, project management, risk analysis and mitigation, interpersonal communications, critical thinking, business acumen, and creativity.
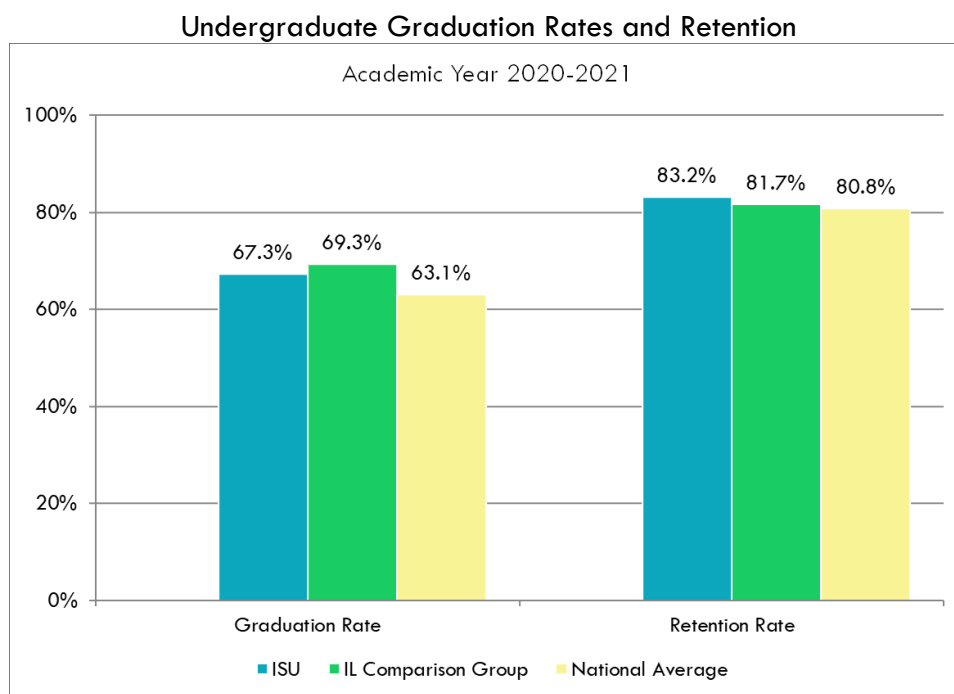
The Bachelor of Science in Mechanical Engineering is designed to provide comprehensive engineering education for students interested in mechanics, thermo-fluids, manufacturing, and controls and automation. Mechanical engineers use the principles and problem-solving techniques of engineering to generate ideas and design solutions that function safely, efficiently, and reliably. Students are exposed to this core engineering discipline through the study and application of the principles of engineering to a broad range of systems. The proposed degree program is to be accredited by the Accreditation Board of Engineering and Technology (ABET) as soon as it meets application eligibility requirements. Laboratories and industry-led projects allow graduates to be ready to create the next generation of ideas and products and provide a solid foundation for graduate studies in engineering. Additionally, the curricula conform to high academic standards, meet current student and employer demands, and anticipate future changes in technology and workplace expectations. Furthermore, the proposed program is designed to encourage interdisciplinarity; support student success; further the ISU and IBHE's equity, diversity, and inclusion goals and aspirations; and build synergies with existing academic programs throughout the University.

Institutional Data

1050.30(b)(1)(H): Success in student progression and graduation rates across all existing approved programs, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider these factors based on results for similar institutions. (i) Graduation rates, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State nor national regulatory bodies. (ii) The success rate shall be, at a minimum, higher than those of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an

institution is above the national average for these measures using the same comparison categories of institutions.

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first to second-year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

Undergraduate Graduation Rates and Retention

Source: National System for Education Statistics (NCES), US Department of Education
Note: Illinois State University is in the four-year, selective Illinois comparison group. Higher percentages are positive indicators.

Undergraduate Graduation Rate

The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for first-time, full-time bachelor's degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).
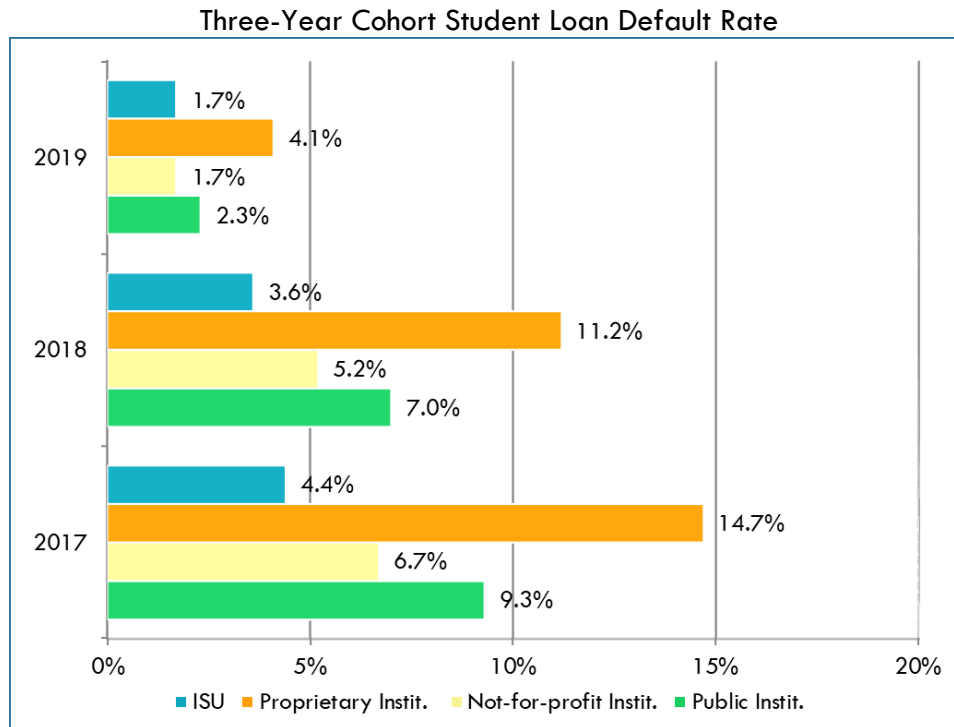
Undergraduate Retention Rate

Retention rates examine the percentage of first-time degree-seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by NCES.

Undergraduate Completions per 100 FTE

Academic Year 2020-21	Illinois State University	Comparable Illinois Institutions
	26	24.4

The full-time equivalent (FTE) data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based on credit/contact hours offered at an institution divided by a standard minimum (12 credit hours) full-time course load. The completions per 100 FTE data are included to provide a holistic view of completion across different student populations.

Three-Year Cohort Student Loan Default Rate

Source: National Center for Education Statistics (NCES), US Department of Education.
Note: Due to the pause on federal student loan payment that began in March 2020, the cohort default rate for fiscal year 2020 is zero percent for the institution and all institution types. The national cohort default rate for fiscal year 2019 was 2.3 percent and zero percent for fiscal year 2020. A lower number is a positive indicator.

The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Loan Programs during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically consistent with the educational priorities and needs of the State of Illinois. B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

ISU conducted seven years of market research, comprehensive planning, and stakeholder consultations in preparation for establishing new engineering programs. The University reviewed market research from a higher education consultancy group, labor market data from the US Census Bureau and US Bureau of Labor Statistics, and Integrated Postsecondary Education Data Systems (IPEDS) to assess demand, growth, student enrollment, demographics, and completion rates. From 2022-2032, the U.S. Bureau of Labor Statistics projects the national need for Mechanical Engineers to grow by ten percent (much faster than average) with an additional 28,500 mechanical engineers projected. Local demand in Illinois and the six surrounding states is also growing. Specifically, regional employers sought bachelor's-level mechanical engineering professionals in 97,646 job postings from September 2016 to August 2017, while Illinois employers listed 14,171 postings during the same period. Regional demand for bachelor's-level mechanical engineering professionals increased 15 percent and statewide demand increased 40 percent from 2013 to 2017. Illinois is expected to see an 8.69 percent increase in need for mechanical engineers between 2020 and 2030.

Illinois State University is uniquely located geographically to be an important contributor to training mechanical engineers for various sectors. With the local establishment of Rivian electric car company in Normal Illinois, and its expected growth, demand for well-qualified engineers in relevant areas will remain strong for many years to come. Additionally, The United States is facing a worker shortage. According to the U.S. Bureau of Labor Statistics between 2016 and 2026, there has been and will be a shortfall of at least six million engineers. The proposed degree program will contribute to alleviating this situation by attracting and training engineers for high paying jobs. Evidence shows that when opportunities exist, many students tend to choose to live and work in the places where they studied. Furthermore, a key aspiration of the new College of Engineering is to become a leader and an exemplar in equity, diversity, and inclusion. Therefore, the engineering college will contribute to regional and state workforce needs and diversity in the critical area of engineering.

A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth

The proposed undergraduate degree programs in electrical, mechanical, and general engineering at Illinois State University will contribute to both IBHE's Equity goal in *A Thriving Illinois, to close the equity gaps for students who have historically been left behind,* and ISU's strategic plan. Based on extensive research and consultation, ISU has developed diversity strategies mapped to support recruitment and retention of students, faculty, staff, and administrators; students' timely graduation; and post-graduation outcomes. The existing gender and ethnic inequities within the discipline of engineering are widely known. White and Asian American students consistently represent approximately three quarters of all undergraduate engineering majors nationally. While the number of Hispanic students in engineering disciplines has increased, a fraction of African American students has decreased and both groups remain proportionately small compared to their peers. Overall, females currently represent approximately 22 percent of the undergraduate engineering population which is significantly below the overall domestic undergraduate population of females across all majors. This gender disparity varies widely across different types of engineering majors. For example, while programs such as environmental and biomedical engineering have female enrollments that hover around 50 percent, year after year, electrical and mechanical engineering majors have struggled to enroll females at rates exceeding 15 percent. The equity-focused design of ISU's proposed engineering programs will prepare a more diverse set of engineers entering the workplace that will benefit graduates, future employers, and the State of Illinois.

The College of Engineering has designed specific recruitment and retention strategies to ensure that the percentages of students from underrepresented groups and females exceed national and state averages. In 2023, 40 percent of Illinois State University's incoming class was comprised of students from underrepresented groups and 58 percent identified as female. Therefore, based on an extensive review of enrollments in electrical, mechanical, and general engineering programs in Illinois and the current composition of the University's most recent incoming classes, ISU aims to enroll at least 25 percent underrepresented students in the College of Engineering and at least 25 percent female students.

Additionally, student chapters of the Society of Black Engineers, the Society of Professional Hispanic Engineers and the Society of Women Engineers will be formed to support the diverse cohort of students and help retain and graduate students. The retention of students from underrepresented groups and students identifying as female will be monitored by the College of Engineering's Director of Diversity and Inclusion and the Associate Dean of the College. The progress of each plan will be monitored and reported to the Dean of Engineering each month with any additional action plans for improvement or remediation. It is the expectation of the College of Engineering that the percentage of students retained from underrepresented groups and students identifying as female resemble the retention rates of all engineering students.

The College of Engineering will utilize the Faculty Diversity Enhancement Program (EDEP) through the Office of the Provost to hire diverse and culturally competent faculty for the BSME program capable of providing an academic and research learning environment for a diverse student body. The goal is to develop a diverse instructional faculty with gender and underrepresented minority representation. This program provides three years of funds to support new faculty members. These resources will be available for department chairs in the College of Engineering to recruit diverse faculty members. In 2022-23, the program expanded to a $4.5 million collaborative effort supported through the University's general revenue funds, funds from the Office of the Provost, and matching funds from departments, schools, and colleges. The College of Engineering will also intentionally recruit, select, develop, and retain talented and diverse staff capable of supporting a diverse student and faculty population.

Supportive of *A Thriving Illinois*: Goal 2, Sustainability, *to build a stronger financial future for individuals and institutions by finding ways to reduce the financial burden of education on students and their families*, ISU will continue its efforts to increase college affordability for all students, especially those from under-resourced families. The University has allocated $504,000 per cohort to support the recruitment and retention of students. Thus, by the fourth year of the engineering programs, ISU expects to spend $2,138,334 annually on recruitment and retention support. This funding will be in addition to federal financial aid (PELL), State of Illinois student aid (MAP), or donor supported scholarship aid that students may qualify for. The purpose of this financial commitment is to support the recruitment, retention, and graduation of underrepresented and underserved populations in engineering programs. Underrepresented and underserved engineering students will also qualify for Redbird scholarships that vary in amounts from $2,000 per year to $6,000. The College of Engineering will provide scholarships to 40 to 50 students each year. The University will monitor the effectiveness of these strategies and consider adding grant dollars as enrollment in the College increases. The University also has a program called Redbird Promise that guarantees admission to any student with an associate degree and a 3.0 or better grade point average from any community college in Illinois.

The College of Engineering will also work to connect students with professional development organizations that support underserved and underrepresented students including the Society for

Women Engineers, the Society for Hispanics in STEM, and the National Society of Black Engineers among others. ISU will establish student chapters of these organizations in the College of Engineering and support participation in conferences and other career development activities offered by the organizations. In addition to networking and resources, professional minority-serving organizations also provide financial support to students. For example, during the 2020-2021 academic year, the Society for Hispanics in STEM awarded more than $427,990 in scholarships. Similarly, the Society for Women Engineers granted more than $1,700,000 in scholarships in 2022. The National Society of Black Engineers also funds numerous high value scholarships for eligible students. Thus, by connecting engineering students to such organizations, they will benefit from mentorship opportunities, networking, and additional financial support.

ISU's engineering programs will address *A Thriving Illinois*: Goal 3, Growth, *to increase talent and innovation to drive economic growth*, by contributing to regional and state workforce needs and increasing diversity in the critical area of engineering. The proposed BSME program will fill a growing need for engineers in the State of Illinois while providing engineering degree programs to meet the needs of students who might be interested in engineering but who might otherwise leave the State if they are not accepted into a program of their choice within Illinois. The mechanical engineering program will lead to more students remaining in Illinois to pursue their educational aspirations. Research shows that these students will then be more likely to become employed in Illinois and contribute to the state and regional tax base.

The proposed degree program is designed in such a way that research and innovation are intentionally integrated into the programmatic structure. Engineering faculty members will be expected to teach, conduct research, and participate in university, professional, and community service. Faculty will be evaluated annually on their performance on each of these requirements. Faculty progression to tenure status, promotions, and salary increments all depend on receiving satisfactory evaluations. Faculty productivity, measured by standard academic metrics including quality and quantity of publication, efforts at securing external grants, and development of patents, will be expected to meet or exceed the levels of an R2 university as well as peers at comparable universities. The University will seek both regional and national industry partnerships to both supply highly qualified employees and provide opportunities for applied research and innovation. ISU serves as a hub in the Illinois Innovation Network and the existence of this hub on campus will benefit students in engineering programs and provide them with critical hands-on learning experiences.

The Mechanical Engineering Degree will be directed by an advisory board consisting of program constituents as required for ABET accreditation. This board will be composed of regional and out-of-region corporate representatives that will allow ISU to be responsive to changing local, state, and national workforce needs. In addition to the advisory board, ISU has proposed several internship opportunities for students in the college and department to gain hands-on experience through strategic partnerships at national manufacturing companies headquartered in Illinois.

Comparable Programs in Illinois

There are six public and five private institutions offering undergraduate programs in mechanical engineering. The proposed program by ISU will be complementary to exiting programs in the State. The current and projected need for mechanical engineers in the State will increase both the number of Illinois residents completing a degree and the number of high-quality post-secondary credentials available to meet demand. Providing these additional opportunities may help curb ongoing out-migration and meet the growing needs of local industries and engineering firms. Additionally, the intentional focus on equity, diversity, and inclusion will allow Illinois State University

to effectively serve students who are traditionally underrepresented and underserved in engineering programs.

Enrollment 2018-2022

Mechanical Engineering, Classification of Instructional Program 14.1901

Institution	2018	2019	2020	2021	2022
Northern Illinois University	587	564	602	568	533
Southern Illinois University Carbondale	253	224	181	167	126
Southern Illinois University Edwardsville	191	162	164	151	110
University of Illinois at Chicago	692	738	736	727	676
University of Illinois at Urbana-Champaign	860	825	850	921	934
Western Illinois University	52	73	71	68	58
Bradley University	324	324	306	264	274
Illinois Institute of Technology	350	356	311	298	257
North Park University			30	45	41
North Central College	24	47	63	93	85
Northwestern University	272	273	279	298	322

Source: IBHE Enrollment and Degree Data Tool

Degrees Granted 2018-2022

Mechanical Engineering, Classification of Instructional Program 14.1901

Institution	2018	2019	2020	2021	2022
Northern Illinois University	136	170	123	120	115
Southern Illinois University Carbondale	81	94	56	49	56
Southern Illinois University Edwardsville	93	84	82	60	80
University of Illinois at Chicago	137	161	173	155	168
University of Illinois at Urbana-Champaign	223	216	179	210	265
Western Illinois University	11	6	14	10	13
Bradley University	67	60	64	70	51
Illinois Institute of Technology	76	82	91	87	73
North Park University	7		3	1	13
North Central College					13
Northwestern University	53	57	51	57	57

Source: IBHE Enrollment and Degree Data Tool

Mission and Objectives

1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university. B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

The College of Engineering and the Department of Mechanical Engineering are in alignment with the overall mission of the University and are consistent with the purpose, goals, objectives, and mission of the University: "Illinois State University's College of Engineering will be recognized for excellence in the education of a diverse community of students who possess the attitudes, behaviors,

and skills of engineering professionals. Building upon our engaged institutional culture, Illinois State University prepares graduates for success by melding theory and practice in core engineering disciplines and innovative cross-disciplinary experiences." To realize this vision, the College of Engineering developed an engineering educational framework to produce a distinctive BSME engineering program to embody the University's core goals and principles. The framework, which includes equity for students and faculty; a diverse student body and faculty; inclusive teaching excellence; retaining a student-centered institutional culture; embedding individualized student experiences; providing flexibility in curricular pathways; leveraging existing strengths and developing intra-university synergies; aligning and engaging with local industry; and preparing graduates for the workforce, was developed using a set of shared structures and curricular features that support the success of underrepresented and underserved students and the desire for practical and engaging student experiences.

Three central targets will be utilized to assess the success of the BSME program to ensure continuous alignment with the University's mission: meeting or being on track for the Accreditation Board of Engineering and Technology (ABET) accreditation, meeting student outcomes in the educational framework, and meeting enrollment projections and rigorous academic standards. The educational objectives for the BSME program align with the career and professional accomplishments expected of graduates of all the University's ABET-accredited programs.

Curriculum and Assessment

1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved. B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies. C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of the unit of instruction. D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree programs under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study.

1050.30(a)(2): The design, conduct and evaluation of the unit of instruction, research or public service are under the direct and continuous control of the sponsoring institution's established processes for academic planning and quality maintenance.

Admission Requirements

Admission requirements will be the same as the University's admission requirements. To remain on track for a timely graduation, however, first-year students should have a sufficient math background to take pre-calculus in their first semester. Degree plans will be developed case-by-case for those who are not prepared to take pre-calculus upon arrival at Illinois State. These plans will be developed by their academic advisor and provided to the student, department, and college.

The University has established partnerships with community colleges to ensure seamless transfer paths between institutions. Illinois State works closely with community college partners to provide prospective student information and advising about transferring into ISU programs and will continue to do so for the new engineering programs. Pilot programs with targeted student admission

pathways at three community colleges will be implemented in the second year of the program's inception. Heartland Community College, College of DuPage, and Illinois Central College are ISU's top three community college feeder schools and have been identified as potential partners. The University will develop working partnerships with these community colleges to ensure smooth transfer paths between institutions. All processes will be consistent and aligned with the Illinois Articulation Initiative for both general education and engineering majors. The BSME program will address the full cycle of student pathways from recruitment, admission, matriculation, achievement of program outcomes through post-graduate success, paying particular attention to achieving equitable persistence and graduation rates across all demographic groups.

Curriculum

The engineering curriculum committee developed the mechanical engineering degree program using a robust feedback process that involved peer review, external review by academic and industrial experts, internal review by an ad-hoc committee of senior Illinois State faculty and academic planning professionals. The curriculum has been approved by the University Curriculum Committee, and the University's Academic Senate.

Mechanical Engineering is one of the broadest engineering disciplines and is central to many new technological developments. Mechanical engineers analyze their work using the principles of motion, energy, and force, ensuring that designs function safely, efficiently, and reliably, all at a competitive cost. Engagement in engineering practices and problem-solving begins early in the degree program, concurrent with foundational mathematics and science courses to build theoretical knowledge necessary for developing the advanced knowledge and creative mindset associated with professional practice. Once mathematics, natural sciences, and engineering design fundamentals sequences are completed, students complete their degree with a set of topic courses across the mechanical engineering discipline and specialized focused concentration courses. Students in this program study the forces and interactions between objects, both solid and fluid. They learn the principles of energy transfer, and how to apply these principles to solve practical engineering problems and design engineering solutions to fit a wide variety of situations.

The BSME is distinguished by a multidisciplinary approach that involves an individual or team integrating and synthesizing knowledge from across a variety of disciplines to bridge the gap between academia and industry. The curriculum focuses on equitable and inclusive practices that train ethical engineers to design with empathy and keep justice in mind. It additionally integrates information literacy throughout the curriculum, resulting in engineers that think and evaluate information critically within and beyond their mechanical engineering discipline.

The Bachelor of Science in Mechanical Engineering is a 122-credit hour program requiring the following:

- 122 total Semester Credit Hours
- 42 Credit Hours at the 200-300 level
- 36 General Education Program Credit Hours
- 38 Mathematics and Natural Science credits
- 51 Total Engineering Credits

The mechanical engineering program of study is integrated across the foundational curriculum to foster a transdisciplinary mindset. All Illinois State University Engineering degree programs are identical for the first and second years except for one course in spring term of Year

two. Each course proposal includes sufficient information to evaluate implementation plans and alignment of student outcomes specified for ABET accreditation. The course proposals set the expectation that theory and applications be integrated while including laboratory experiences, project work, and communication skill development. Upper-level courses will include additional project work, specialized tracks (e.g., robotics), opportunities for hands-on experiences, and open-ended senior capstone projects. Ideally, the year-long senior capstone will have industrial sponsorship.

Assessment of Student Learning

The University has proposed detailed plans to assess student learning. The Mechanical Engineering Program includes seven specific student outcomes that will be directly assessed based on student work with the target of 70 percent of students in each specific assessment activity should meet or exceed the acceptable performance level (70 percent or 'C' level work on the work evaluated). The evaluated work may be a quiz/exam question, project report, documented design work, presentation, or capstone design project. Every student must complete a team-based capstone engineering design project during the final year of engineering study. These projects are assessed every year by the program faculty. These projects must incorporate engineering standards and multiple constraints while demonstrating knowledge and skill acquired in earlier coursework. The department faculty evaluates capstone design projects (including input from industry-sponsored projects) at the end of the spring semester which includes recommendations for improvement. The faculty sends recommendations for action to the departmental advisory board with a summary of each project.

Immediately prior to graduation each student must complete a senior exit survey. In this survey senior students self-evaluate their attainment of each of the student learning outcomes. Faculty discuss the results of the survey at the end of the spring semester and summarize and develop recommendations for the departmental advisory board. All assessment data and continuous improvement decisions and actions are reviewed and approved yearly by the mechanical engineering department advisory board during its annual spring meeting. This board consists of the program constituents (industry, alumni, and departmental faculty).

Program Assessment

Each fall, program faculty will receive a statistical report of program inputs, productivity, and outputs from the Office of Planning, Research, and Policy Analysis at the University for use by mechanical engineering faculty in evaluating the program and identifying areas for improvement. The report is intended to provide a broader set of metrics than those compiled through implementation of the student learning outcomes assessment plan. Academic program profile metrics relate to admissions, enrollment, student and faculty demographics, and degrees conferred. Program faculty members will review academic program profiles annually and will report their findings in an annual assessment update submitted to University Assessment Services. Program faculty will submit a progress report to the Office of the Provost after the third year of program operation. The report will be reviewed by the Office of the Provost, the office will assign an overall rating to the program in accordance with state administrative code.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality

academic work in the unit of instruction, research or public service are available and maintained. B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service. C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

The existing John Green building on the Illinois State University campus will be renovated to house the proposed Department of Mechanical Engineering. Illinois State and its consultants have determined that the maximum number of students that can be accommodated in the renovated John Green facility is between 520 and 720. Accordingly, the John Green facility will be strategically designed to house unique engineering program instructional space, including interdisciplinary collaborative spaces throughout the building. Infrastructure will be designed to support student engagement and experiential learning. Learning spaces will allow for flexible seating and provide sufficient room for collaboration. Engineering students will take upper-level and engineering specific courses in the John Green building and General Education and elective courses on the main campus.

Research shows that experiential learning supports the retention of traditionally underrepresented and underserved students in engineering programs. The proposed program is predicated on the provision of applied and hands-on learning experiences for students throughout their plans of study. The University has already been in discussion with several industry partners regarding opportunities for hands-on experience for students in the Engineering programs.

Library resources will be able to support high quality instruction and scholarship in the College of Engineering and will be conveniently available and accessible through the physical holdings in Milner Library and its extensive digital collection. These resources will be maintained through the University's commitment of $100,000 per year for library subscriptions specifically demarcated for the College of Engineering.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met. B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation. E) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

The College of Engineering will be led by a dean who will report to the provost at Illinois State University. An associate dean, two department chairs and other administrative staff will report to the dean. The dean and provost will report to the University President. New faculty will be hired to teach in Mechanical Engineering and engage in scholarly activities and service as part of their appointments. Engineering standards for faculty to student ratios are between 1:20-1:25; the

College will utilize a faculty-to-student ratio of 1:24 to hire 11 tenure track mechanical engineering faculty members by steady state enrollment of 312 mechanical engineering students. As enrollment grows, additional faculty will be added to maintain that faculty-to-student ratio. To meet increased demand in courses in other departments, Illinois State intends to initially allocate seven new tenure track faculty lines in supporting units heavily impacted by the addition of engineering students (e.g., Math, Physics, Chemistry). The University is committed to increasing the number of tenure track faculty in these affected departments as enrollment in the College of Engineering grows. New staff (e.g., academic advisors, laboratory technicians, office support staff) will also be hired to support students and faculty in the College, using a staff-to-student ratio of 1 to 50. The University has several programs in place to support the recruitment and retention of a diverse and talented faculty including the Faculty Diversity Enhancement Program, joint appointment hires, Search Advocate Program, University Faculty Support Network, and membership to the National Center for Faculty Development and Diversity. Additionally, the University has proposed faculty development programs and partnerships with professional associations to support and provide continuing development to faculty members.

Fiscal and Personnel Resources

1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained. B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

Funding, staffing, space, and equipment for the College of Engineering will come from the University's institutional operating funds derived from tuition and fees income, sponsored research funding, industry partnerships with businesses, and gifts. The University is planning to renovate existing office and warehouse space (John Green Building - 80,000 sq. ft.) to house the Illinois State College of Engineering Program. The estimated total capital project cost of $44 million will cover the complete renovation of the John Green building, the purchase of required program laboratory equipment, and the renovation or addition of teaching labs in other existing University programs and administrative office space. The University is planning to issue a 30-year tax exempt debt to cover these initial capital costs. In addition, $5 to $8 million will be funded by the University's Central Reserves to permanently relocate campus facility personnel and operations currently housed in the John Green building. A detailed fiscal and facilities model for the Engineering College was approved by the Board of Trustees. The main costs are for key personnel supporting academic administration, faculty, and program support staff. The Illinois State University Board of Trustees has authorized the University to fund these upfront operating expenses with Central Reserve funds. These program startup costs are projected to be approximately $1.2 million for the first two years prior to the arrival of students. ISU has projected that a steady enrollment state that reaches 520 total engineering students by the fourth year will have a net positive operating contribution margin.

Accreditation and Licensure

1050.30(b)(3)[applicable only to units of instruction]: Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

The College of Engineering will seek Accreditation Board for Engineering and Technology (ABET) accreditation for the general, electrical, and mechanical engineering programs. The University has three existing programs accredited by ABET: Bachelor of Science in Information Systems, Bachelor of Science in Computer Science. and Bachelor of Science in Occupational Safety and Health. The BSME program has been developed to meet both general and program specific ABET criteria and plans to complete the process to become accredited by the summer of 2031. This will qualify its graduates to begin the process to seek licensure in Illinois.

Program Information

1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Detailed information about the proposed program, including description of the admission policies, university policies, tuition, fees, and curriculum are provided in the proposal and will be published on the University's website.

Staff Conclusion

The staff concludes that the proposed Bachelor of Science in Mechanical Engineering by Illinois State University meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

Illinois State University

Proposed Center Title in Region of Authorization: School of Creative Technologies within the Wonsook Kim College of Fine Arts in the Central region.

New Administrative Unit: The proposal is for the establishment of the School of Creative Technologies within the Wonsook Kim College of Fine Arts in the Central region. The School is housed in the College of Fine Arts and stands alongside the Schools of Art, Music, and Theatre and Dance. It provides interdisciplinary education to prepare graduates for careers in digital and interactive media production.

Background

Illinois State University (ISU or the University) is seeking authorization to establish the School of Creative Technologies. The proposed School of Creative Technologies will align with the structure of the existing schools in the College: School of Music, School of Theatre and Dance, and the Wonsook Kim School of Art. Creative Technologies is a program with majors within the Wonsook Kim College of Fine Arts. It originated 20 years ago as an interdisciplinary program primarily serving music, theatre, and art students. Since then, Creative Technologies has evolved into a program that also provides opportunities for teaching and scholarly and creative production with other Illinois State University departments and programs (ESPORTS, Information Technology (IT), Speech-Language Pathology, Family and Consumer Sciences, Admissions, Katie School of Insurance and Risk Management, Marketing). It has become a thriving program attracting both prospective and continuing students. Creative Technologies has been successful in enrolling underrepresented students, as well as international students.

The program offers two undergraduate degrees with three sequences; an accelerated master's degree; and a traditional master's degree. The sequences available to undergraduate students include Game Design; Audio and Music Production; and Interdisciplinary Technologies (mobile, web, computer programming, motion graphics, augmented reality (AR)/virtual reality (VR), user interface (UI)/user experience (UX), video and interactivity) and soon to be developed sequences in extended reality (XR) and digital animation. A minor in interdisciplinary technologies is available to those who are majoring in IT. The Audio Music Production (AMP) sequence began the fall 2023 semester with an enrollment of 57 students and appeals to a diverse student population since its curriculum is not exclusively based upon a singular music genre.

The Creative Technologies curriculum has increased from eight offerings in 1999 to thirty-four undergraduate and twenty-four graduate-level courses today. Students graduating with a major in Creative Technologies (with a STEM-designated CIP-code) are well-prepared for career opportunities upon graduation. Employment after graduation is near 100 percent within the field.

Arts Technology, the previous name of Creative Technologies became an official degree program in 1999 with two faculty and approximately 30 students. The program has experienced steady growth and now has nine faculty and over 255 students enrolled in fall 2023. The course catalog has increased from eight offerings in 1999 to currently 34 undergraduate and 24 graduate-level courses. Seeking, in part, to provide more equitable educational opportunities for underserved populations, the University has implemented three new sequences: Game Design, Interdisciplinary Technologies, and Audio and Music Production. With these new sequences, students who may not have had access to classical music or arts training for incoming auditions or have portfolio barriers are provided pathways to an education in art and technology

The offerings within the School of Creative Technologies (the School) are interdisciplinary. The curriculum provides training and experiences that prepare graduates for careers in digital and interactive media production including web development; sound design and programming, broadcast, and multimedia; movement for motion capture, virtual and augmented reality and virtual worlds construction, video production; digital music composition and production; and other emerging arts disciplines where basic knowledge of coding is required. Graduates of the Creative Technologies programs find employment at small businesses, government agencies and corporations. Some are self-employed entrepreneurs. Since its founding over two decades ago, the Creative Technologies program has been housed at the intersection of the School of Art, School of Music and School of Theatre & Dance. The Creative Technologies program has grown incrementally over the past twenty years and would benefit from formal recognition and organizational structure.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically consistent with the educational priorities and needs of the State of Illinois. B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

As a program, Creative Technologies has a demonstrated history of program growth and strong job placement. Creative Technologies graduates have been employed in various roles including Software Engineers, Video and Audio Editor, Technical Consultants, Instructional Designers, Digital Arts Directors, UI/UX Designers and similar occupations existing at the intersection of multiple creative technologies. Employment projections from the Bureau of Labor Statistics indicate strong and growing demand for these occupations. The Program in Creative Technologies has seen significant enrollment growth over past years: August 12, 2023, data indicates for fall semester 2023 First Time in College (FTIC) student admits have increased 14.3 percent.

Formal recognition as a School will support the continued growth of Creative Technologies. The original administrative structure of the program, existing as a singular program within the WKCFA, was intended to support the program's multidisciplinary focus. It was also expected that the program would have only 40 students enrolled. With a current enrollment of 231 students as of fall 2023, the increased administrative structure of the School of Creative Technologies will benefit students and support continued growth. Currently, students find their way to the Creative Technologies Program by inquiring within the School of Art, Music, Theater and Dance. This provides an inefficient recruitment model as prospectives students must go to another School within the College for recruitment, enrollment, and program information.

A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth

The proposed School will support Goal 1, Equity of *A Thriving Illinois* to *close the equity gaps for students who have historically been left behind*. Meeting prospective students where they are is a hallmark of Creative Technologies. The program utilizes a Discord channel to create a presence within a platform used by many professionals and youth in technology. Centering the conversation within Discord allows the Program to readily communicate with prospective students and faculty without adding cost or additional barriers. Discussions on this channel provide current faculty, staff, students and prospective students and their families an arena to interact, and, with persistence of communications, the platform functions as a notes file wherein previous discussions and questions can be accessed by new students. Furthermore, the University has proposed plans to recruit a diverse

cohort of students to pursue higher education in Illinois and offer ongoing and robust financial aid support. The School has established goals and metrics to create a student-centered institutional culture and offer targeted support services to close opportunity gaps for students who have been historically underserved and underrepresented in the STEM fields. These will be met by directly assessing participation rates in mentoring relationships and indirectly through student surveys regarding experiences and involvement. Climate studies, online surveys, exit surveys and focus groups are also planned to constantly monitor and respond to needs in student support.

The proposed School will contribute to Goal 2, Sustainability, *to build a stronger financial future for individuals and institutions by finding ways to reduce the financial burden of education on students and their families.* Through the establishment of a new School within the College of fine Arts, the Unit will have a designated Director, Budget Associate, and faculty who have their locus of tenure within Creative Technologies. These changes will allow independence within the new School to have a budget; make budgetary decisions; create shared governance to better support faculty, staff, and students; provide transparency and greater equity in the process of annual review, promotion and tenure; and make measuring progress of the School more manageable since faculty will have their locus of tenure in one School, instead of multiple. These administrative changes will increase efficiency. Additionally, the School provides proactive and comprehensive advising with year-round staffing and access to resources to support students as they matriculate through the curriculum with efficiency.

Additionally, Creative Technologies faculty have been campus leaders in providing open-source textbooks or using free digital resources for their students to reduce the impact of the cost of their program. Whereas their requirement for technology hardware is demanding for students, the Creative Technologies faculty attempt to use freeware software and leverage existing university-wide technology tools such as the Adobe Creative Suite and Microsoft Office Suite of products to lessen the financial burden on students. The desire is to provide a robust curricular experience while balancing the demanding technology changes of the profession and keeping the overall cost affordable for students.

The proposed School will support Goal 3, Growth, *to increase talent and innovation to drive economic growth.* Creative Technologies partners with community colleges to provide an opportunity for seamless transitions from those institutions to Creative Technologies through 2+2 agreements which affords students efficiencies in both the number of courses taken in the program and the cumulative cost of attendance. Additionally, these agreements are advantageous by providing faculty of the involved institutions an opportunity for intentional statewide collaboration. Measures of success include the number of transfer students and retention of students from institutions with whom there is an agreement, as well as increased 2+2 agreements.

Creative Technologies currently engages with a variety of businesses and industries to provide pre-professional learning opportunities for students. Students have the chance to engage with professionals in positions and businesses related to Creative Technologies to provide insight into the wide breadth and depth of for-profit businesses and not-for-profit agencies in which their profession aligns. This occurs through on and off campus lectures, field trips, internships, externships, performances, workshops, and professional organization conference attendance. Success is measured in the variety of positions taken by alumni, as well as the pre-professional organizations willing to partner with the School of Creative Technologies.

The Creative Technologies activities of research, internships, career opportunities and other field experiences are ever-expanding via faculty connections. The faculty are involved in

international and national research endeavors that result in regular speaking engagements, poster presentations, performances, adjudications and more. Through these activities, the faculty return to campus with new connections for students to explore.

Comparable Institutions and Units in Illinois

Academic units similar to the proposed School of Creative Technologies exist in private institutions in Illinois. The following institutions of higher education in Illinois have a school or program that offers an undergraduate or graduate program in Computer Software and Media Applications, Other.

Institution	Program or Unit	Sector
Blackburn College	B.A. in Game Design	Private
Loyola University of Chicago	B.S. in Software Development	Private
Loyola University of Chicago	M.S. in Software Technology	Private
DePaul University	M.S. in Instructional Technology	Private
Dominica University	M.S. in Software Development	Private

The programs within the academic units differ in curriculum and design. The programs offered at the private colleges are focused primarily on computer programming curriculum. The ISU program of Creative Technologies is distinct in that it offers an interdisciplinary approach to multiple disciplines within the field rather than a specific focus on a singular aspect.

Mission and Objectives

1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university; B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

The proposed School of Creative Technologies within the Wonsook Kim College of Fine Arts is in alignment with the overall mission of Illinois State University and is consistent with the purpose, goals, and objectives of the institution and College of Fine arts. The Vision, Mission and Values of the proposed School of Creative Technologies aligns with and supports the Vision, Mission, and Values statements in Illinois State University's strategic plan. Illinois State University's vision is to "remain a national leader and be recognized worldwide for educating high-achieving, motivated students who seek an individualized and transformative experience."

When the Illinois State University Board of Trustees approved the proposed School of Creative Technologies on May 12, 2023, the faculty in the Creative Technologies Program began work on writing a vision, mission, and values for the intended School. The School of Creative Technologies has proposed a mission focused on the following.

- The Fusion of art and technology; Encourage the integration of traditional fine arts disciplines with emerging technologies, such as digital media, interactive installations, virtual reality, augmented reality, music composition and production, and other creative tools.
- Conceptual exploration; Encourage students to explore conceptual and theoretical aspects of art and technology, pushing boundaries, questioning norms, and experimenting with new forms of artistic expression.
- Research and innovation; Foster a culture of research and innovation in the field of fine arts creative technologies. Encourage students and faculty to explore new technologies,

experiment with emerging tools, and contribute to the advancement of the field through artistic research and scholarly activities. Seek out collaborative partnerships for knowledge sharing.

- Skill development; Provide students with technical and artistic skills necessary to work with emerging technologies. This may include proficiency in software and hardware tools, programming languages, digital imaging, 3D modeling, multimedia production, interactive design, and other relevant areas.
- Interdisciplinary collaboration; Foster collaboration among students and faculty from diverse backgrounds, including artists, designers, programmers, engineers, and other fields. This interdisciplinary approach will promote the exchange of ideas, experimentation, and the development of innovative projects.
- Critical thinking, analysis, empathy, and ethical considerations; Develop students' ability to critically analyze and evaluate the impact of technology on society, culture, and the arts. Encourage them to think critically about the ethical considerations and social implications of their own actions and creative works.
- Project-based learning; Emphasize hands-on, project-based learning experiences where students can apply their skills and creativity to develop and realize their own artistic projects. This could include individual or group projects, exhibitions, installations, performances, or interactive experiences.
- Professional development; Prepare students for careers in the creative industries by providing them with the knowledge, skills, and professional practices necessary for success. This may include workshops, internships, networking opportunities, and exposure to industry professionals.
- Cultural and societal impact; Promote the exploration of art and technology's role in addressing societal issues, promoting cultural diversity, fostering inclusivity, and engaging with contemporary social, political, and environmental concerns.
- Civic engagement; Encourage students to actively engage with the local and global community through outreach programs, public exhibitions, collaborations with community organizations, and initiatives that promote the benefits of art and technology.

Curriculum/Assessment

1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved. B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies. C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of the unit of instruction. D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree programs under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study.

1050.30(a)(2): The design, conduct and evaluation of the unit of instruction, research or public service are under the direct and continuous control of the sponsoring institution's established processes for academic planning and quality maintenance.

The University has plans in place to respond to rapid changes in the field of Creative Technology. Creative Technology faculty annually evaluate course offerings for relevancy to the discipline and to assure the curriculum aligns with industry standards. The School intends to continue this practice. Faculty are continuously re-evaluating their courses and staying current within the advancing technology by nature of their own professional development, research, and training. The School also maintains a "Selected Topics" course (CTK380) that has been a part of the program since inception. This course was created to be a rapidly prototyped quick response to industry changes; a course that allows faculty to explore new, cutting-edge topics with students. Select topics courses are now treated as experimental courses, and if they succeed, student opinion forms are positive, topics continue to be relevant to stakeholders, courses are requested by more students, and are taught more than three times, they become permanent courses with their own assigned course name and number.

Assessment of Outcomes

The proposed School has planned the following for assessing education and goals of the Unit. With assistance from the Office of Policy, Research, and Planning Analysis and University Assessment Services, institutional leadership will track both overall and disaggregated student enrollment in the programs to monitor progress towards achieving desired student enrollment and retention goals. The University completes two documents on an annual basis: the "recruitment and retention of students from groups traditionally underrepresented in higher education" report submitted to the Academic Senate and the "underrepresented groups report" submitted to IBHE. Metrics in these reports will be reviewed at the College level to evaluate progress toward objectives. Faculty and staff hiring, and retention will be similarly monitored.

Illinois State University assesses all its programs to ensure consistency with the university's strategic plan, IBHE, and accrediting body outcomes expectations. To ensure compliance, the plan for evaluating the programs within the proposed School of Creative Technologies will consist of three components as is typical of all the academic programs at Illinois State University; annual Student Learning Outcomes Assessment, Annual Review of Academic Programs, and eight-year Program Review in compliance with state statute and administrative code.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support high quality academic work in the unit of instruction, research or public service are available and maintained; B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service; C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

The program of Creative Technologies is currently housed in The Wonsook Kim College of Fine Arts. The Provost Enhancement Requests and Recruitment, Enrollment, and Retention Incentive Program have provided new, renovated, and shared classroom spaces and equipment that provide for current enrollment and build the foundation for the enrollment growth within Creative Technologies. With the projected enrollment growth, by fiscal year 2027, the School of Creative Technologies will need five additional 25-seat general use classrooms that will not be available in existing Fine Arts buildings; a new 30-seat VR lab (the College anticipates identifying and funding a space within WKCFA); and a new digital design classroom that includes enhanced computers and

gaming tools to support the game design sequence when overall enrollment reaches 300 students. Additional funding will be requested through Academic Enrichment Funds for the VR lab that would have 30 seats, an instructor station, moveable furniture, projector screen, computers with enhanced video cards, peripherals, and associated technology. The College has planned to identify an existing WKCFA space by fiscal year 2027 to which it will add appropriate furniture and technology.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met. B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation....E) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

The existing Creative Technology program is currently staffed by nine tenured and tenure-track faculty and two non-tenure track faculty and upon approval of the School of Creative Technology, will maintain the current full teaching load. Existing faculty is expected to be sufficient until fiscal year 2024 with the need to increase to 11 Tenure Track faculty by fiscal year 2027, anticipating enrollment growth in game design, audio music production, and XR.

A Director of the Program in Creative Technologies will serve as the head of the School. The Director will be the chief executive officer to whom all other officers shall be responsible and to whom all committee chairpersons shall report. The Director is responsible for the administration and supervision of Creative Technologies' academic mission, students, curriculum, finance, recruitment, retention, policies, personnel, facilities, development, partnerships, inventories, and events. The School Director shall consult with the faculty for the generation, examination, and approval of new policies and shall be responsible for the administration of previously adopted policies. Additional staff include an Associate Director, Graduate Coordinator, and Sequence Coordinator.

The Program has proposed robust and intentional strategies to recruit and retain faculty from traditionally underrepresented groups. Following approval by IBHE of the new unit, additional faculty will be hired to align with enrollment growth in the School. Underrepresentation of women and persons of color in STEM fields is well-documented and Illinois State remains committed in its efforts to ameliorate these disparities by following an intentionally systematic approach to attracting, hiring, and retaining diverse faculty both at the University in general and in the Wonsook Kim College of Fine Arts and its associated Schools. To support faculty growth, the Office of the Provost at Illinois State offers the Faculty Diversity Enhancement Program (FDEP). The University has committed $4.5 million over a five-year period (2022-2027) to develop an incentive program with the goal of attracting candidates who advance the commitment to fostering an inclusive environment characterized by cultural understanding and engagement, ethical behavior, and a commitment to

social justice. This program provides three years of funds as a dollar-for-dollar match start-up funds provided by the Department/School and College to support new faculty members.

The University will also use targeted advertising when conducting leadership and faculty searches to encourage more applicants from diverse backgrounds. The University has a designated staff member in Human Resources to lead executive searches and ensure a diverse applicant pool by developing relationships with community partners and service organizations serving under-represented groups and developing, maintaining, and utilizing a strong database of diversity-related advertising options. In order to monitor the effectiveness of recruitment strategies, each year, the University shares information on underutilization and placement goals with departments/schools and Human Resources.

Fiscal and Personnel Resources

1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained; B) Projections of revenues necessary to support the unit of instruction, research or public service are based upon supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

The University has plans to ensure adequate faculty, staff, and other instructional resources to administer the proposed School. As enrollment grows, the School anticipates additional staffing will be needed to support students and faculty. The total operating cost for the Creative Technologies Program was $822,970 as of fiscal year 2023. In fiscal year 2023, the Creative Technologies Program received $45,000 in temporary Recruitment, Enrollment and Retention Incentive Program funds that were used to enhance both personnel and operating budgets. With the reorganization to create a unit of administration, the fiscal budget for the new School includes provisions to hire additional faculty to support the increased demand for courses in growing areas. The budget also makes provisions for new staff to be hired to support students and faculty in the department. These additional expenses have been approved internally. There are no new state appropriations related to his request.

Accreditation and Licensure

1050.30(b)(3): Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

Currently the Program in Creative Technologies falls under the National Association of Schools of Art and Design (NASAD) accreditation. The next accreditation report and visit occurs in fiscal year 2024. Creative Technologies will continue seeking accreditation within NASAD and will include both game design and interdisciplinary technologies undergraduate majors. Audio music production, the newest major within Creative Technologies will explore the possibility of accreditation by seeking an appropriate accrediting body that best meets the goals of the unit and major. This could include the National Association of Schools of Music or another entity.

Program Information

1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Detailed information about the Program in Creative Technologies is available on the University's website.

Staff Conclusion

The staff concludes that the School of Creative Technologies proposed by Illinois State University meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et. seq.) as set forth in the Board of Higher Education administrative rules (23 Ill. Adm. Code 1050.30), and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

Southern Illinois University Carbondale

Proposed Degree Title in the Region of Authorization: Bachelor of Science in Cybersecurity Technology

Projected Enrollments and Degrees:

First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
80	200	50

Background

Southern Illinois University (SIUC or the University) is seeking authorization to offer a Bachelor of Science in Cybersecurity Technology (BSCT) in the Southern Region. The program is housed in the School of Computing (SoC) in the College of Engineering, Computing, Technology, and Mathematics. The program is designed to educate students in the ever-changing field of cybersecurity. The curriculum is based on the foundation of the traditional networking and security curriculum, found in the Information Technology (ITEC) program at the University, which evolved from an informal "networking and security track." The graduates will be prepared for careers that require a high level of specific technical skills in the areas of cybersecurity, networking, information assurance, and information technology. SIUC created the BSCT, which provides an academically rigorous curriculum, to meet the standards of the Association for Computing Machinery, the IEEE Computer Society Curriculum Guidelines for Post-Secondary Degree Programs in Cybersecurity, and Accreditation Board for Engineering and Technology (ABET) accreditation for cybersecurity and similarly named programs.
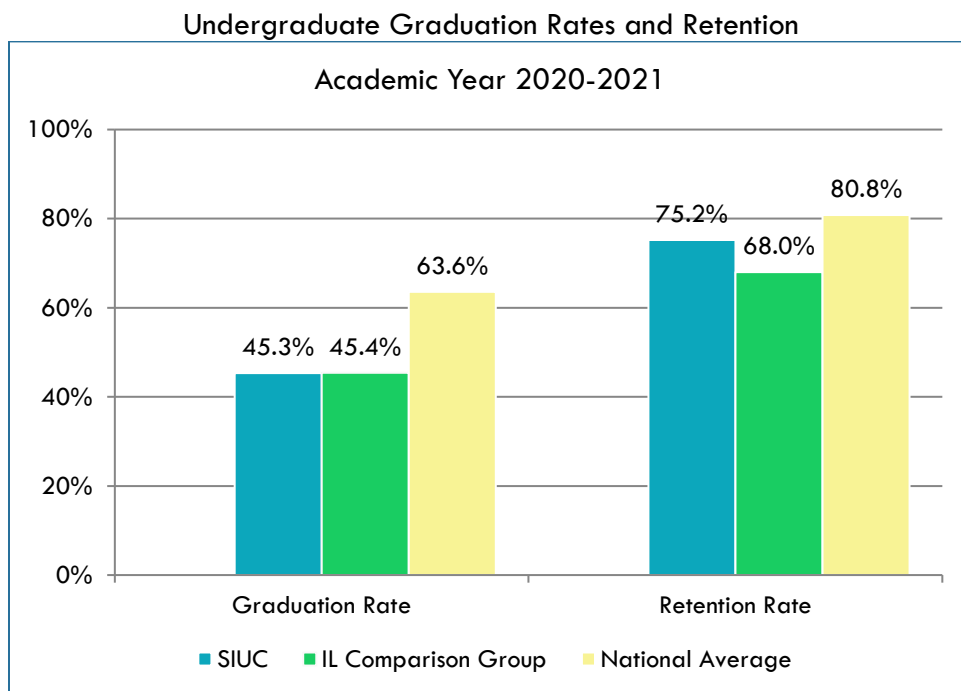
The strong foundation will prepare graduates to be workforce-ready with well-rounded technical, communication, and applied problem-solving skills. Graduates will enter the workforce ready to assume roles in information assurance, cybersecurity, or other related professions, as well as enter graduate programs in information technology, computer science, or business. The establishment of the BSCT program will also prepare Carbondale for the application process for designation as a Center of Academic Excellence in Cyber Defense from the National Security Agency, the Department of Homeland Security, and the Federal Bureau of Investigation. By obtaining this status, students will have priority access to internships and cooperative learning experiences offered by these federal agencies. Students will also have access to professional development workshops and seminars related to national security across the United States.

Cybersecurity and information assurance are emerging and constantly evolving fields of study where students are required to be equipped with knowledge and skills in the areas of data security, network security, secure application development, remediation of system vulnerabilities, and protective procedures that encompass all forms of digital information as well as business and organizational procedures. This includes research and development in tools and methods for an ever-changing digital-dependent world. For graduates specializing in Cybersecurity Technology, acquired knowledge and skills make them critical resources supporting the growing number of industries and disciplines using digital information to improve processes and carry out daily organizational functions.

Institutional Data

1050.30(b)(1)(H): Success in student progression and graduation rates across all existing approved programs, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider these factors based on results for similar institutions. (i) Graduation rates, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State nor national regulatory bodies. (ii) The success rate shall be, at a minimum, higher than those of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first to second-year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

Undergraduate Graduation Rates and Retention

Academic Year 2020-2021

	Graduation Rate	Retention Rate
SIUC	45.3%	75.2%
IL Comparison Group	45.4%	68.0%
National Average	63.6%	80.8%

Source: National System for Education Statistics (NCES), US Department of Education
Note: Southern Illinois University Carbondale is in the four-year, baccalaureate inclusive Illinois comparison group. Higher percentages are positive indicators.

Undergraduate Graduation Rate

The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for first-time, full-time bachelor's degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).
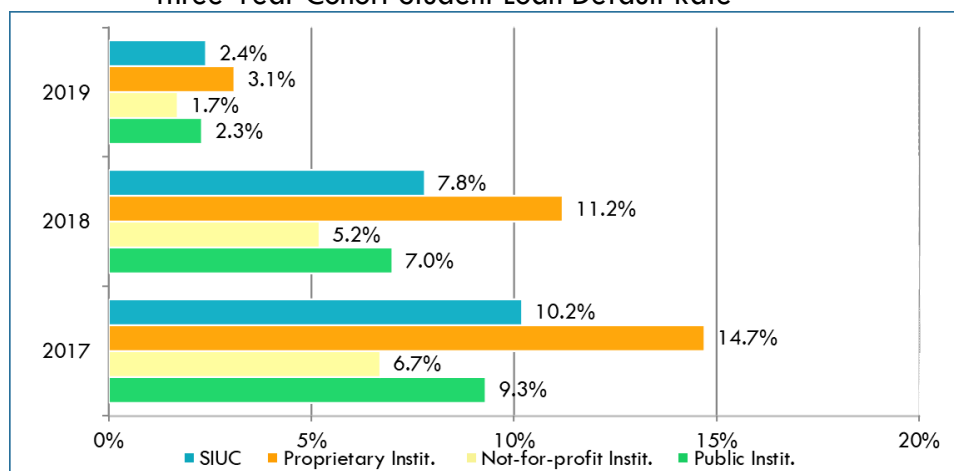
Undergraduate Retention Rate

Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by NCES.

Undergraduate Completions per 100 Full-Time Equivalent

Academic Year 2020-21	Southern Illinois University Carbondale	Comparable Illinois Institutions
	34	32.2

The full-time equivalent (FTE) data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided by a standard minimum (12 credit hours) full-time course load. The completions per 100 FTE data are included to provide a holistic view of completion across different student populations.

Three-Year Cohort Student Loan Default Rate

Source: National Center for Education Statistics (NCES), US Department of Education
Note: Due to the pause on federal student loan payments that began in March 2020, the cohort default rate for fiscal year 2020 is zero percent for the institution and all institution types. The national cohort default rate for fiscal year 2019 was 2.3 percent and zero percent for fiscal year 2020. A lower number is a positive indicator.

The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal Direct Loan Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically consistent with the educational priorities and needs of the State of Illinois. B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

The original interest in a cybersecurity program at SIUC was spurred by feedback from program advisors and employers expressing an interest. After a review of the current literature, it was found that there is a high demand for trained professionals in this area. The proposed program is designed to meet the specialized needs of the emerging cybersecurity industry. Within the 120-credit hour program, students delve deeper into specific areas of cybersecurity such as data security, network security, secure application development, remediation of system vulnerabilities, and protective procedures that encompass all forms of digital information and business organizational procedures.

The need for a BSCT program is demonstrated by the demand being created by the federal government through legislation around hiring and retaining qualified cybersecurity professionals. There is an increased demand for security professionals created by a documented increase in attacks, specifically focused on various industry sectors within the U.S. Information assurance and cybersecurity are emerging fields of study where students are required to be equipped with knowledge and skills in the areas of data security, network security, secure application development, remediation of system vulnerabilities, and protective procedures that encompass all forms of digital information as well as business and organizational procedures.

Overall, the demand for cybersecurity-trained professionals is at an all-time high. The U.S. Bureau of Labor Statistics (BLS) outlook projects a 35 percent increase in employment needs from 2021 through 2031. Long-term Occupational Employment Projections from the Illinois Department of Employment Security (IDES) show that from 2020 through 2030 there is a 25 percent increase in information security analysts' jobs. Job opportunities increase from 4,073 in 2020, to 5,102 by 2030. The National Institute of Standards and Technology estimates a global shortage of 3.4 million cybersecurity professionals. Currently, in Illinois, only 68 percent of cybersecurity jobs in Illinois are filled, creating a demand for additional educational programs to produce graduates in the area. Even now without a full-fledged cybersecurity major, the SIUC ITEC program has produced graduates already employed in cybersecurity-related positions at global companies such as The Boeing Company, Cisco, Lockheed Martin, Trustwave, IBM, Cerner, and State Farm. Having a strong cybersecurity program will help fill the Illinois workforce demands.

A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth

A Thriving Illinois strategic plan aims to address the present and future aims, needs, and requirements of higher education in Illinois through achieving a higher education ecosystem that reinforces equity, sustainability, and growth (110 ILCS 205/6) (from Ch. 144, par. 186) Sec. 6).

SIUC and the proposed BSCT program support all three pillars of the IBHE's Strategic Plan: *A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth.* SIUC supports *Goal 1, Equity,* of *A Thriving Illinois to close the equity gaps for students who have historically been left behind.* The University designed recruitment and student service programs to close equity gaps in access, progression, completion, and attainment rates. The enrollment management team holds recruitment events at high schools, with a focus on diverse populations, as well as participating in

various diversity pipeline pathway programs. These programs include the University participating in the Chicago Scholars Program, featuring on-site admissions and target recruitment focused on an underserved population, Chicago Public Schools Compact Partnership, and hosting TRIO student groups on campus. The University has achieved success in facilitating a diverse student population, maintaining a minority student enrollment rate of 29 percent from Fall 2017 to Fall 2021.

The University features a campus of high-impact and student support practices for a diverse student, faculty, and staff population who have historically been underserved. The University is unwavering in its commitment to recruit and retain students from underrepresented groups in all class cohorts. Added resources were allocated to strengthen wrap-around support services provided to new undergraduate populations. The First Year Experience Office was created, along with a Student Success Office, which both provide high-impact student services such as intrusive advising and tutoring. The SIU Academic Advisement team implemented intrusive care advisement for students who are deemed "at-risk" for failure or attrition. Intrusive care is an initiative-taking concept to improve student outcomes. An SIUC team member reaches out to students as soon as there are indications that a student is struggling. Team members assess the deficit that is flagged, from textbook issues to tutoring support. The staff person assesses the situation and then guides the student to resolve the issues. Communication across campus has improved for support services as well. There is a dashboard that is accessible across campus to track student academic progress with a corresponding academic alert system to encourage early intervention strategies. The SIUC University Housing office, in collaboration with Saluki CARES, a Student Affairs wellness committee, operates an early alert system for residents. The Housing office created student peer support through the role of Academic Peer Advocates (APA). APAs are trained for guided conversations to determine what issues students may be facing and then make appropriate referrals to resources. The University also has the Center for Learning Support Services. This office provides tutoring for 100- and 200-level math courses. It also hosts "study jam" events to support students near major exam times to help students focus and prepare for tests. Overall, the combined efforts of increased focus on recruiting a diverse class with strategic retention efforts should impact overall attainment rates for students who were traditionally overlooked by higher education and lead to decreasing equity gaps. Through these intentional efforts SIUC has documented success with retention efforts including an improved average freshman-to-sophomore retention rate for new students of 74.7 percent from 2018 to 2021. This is a substantial increase considering the freshman-sophomore retention rate was 61 percent in 2011.

To support equity goals, the College offers remedial courses for introductory mathematics to students who are underprepared for math-intensive coursework. One of the major obstacles to a student's participation in and completion of a mathematically intense program is success in the calculus sequence of courses and corresponding prerequisites. Students from groups underrepresented in the mathematical sciences tend to be more impacted by this obstacle. In recent years, SIUC has implemented co-remediation courses at the levels of Calculus I and College Algebra, to broaden the range of backgrounds from which students can advance to achieve success in foundational courses.

The University supports *Goal 2 – Sustainability* to *build a stronger financial future for individuals and institutions by finding ways to reduce the financial burden of education on students and their families*. The BSCT program will participate in the Saluki Step Ahead program. This allows qualifying students, from participating community colleges, who have earned an associate degree to immediately advance to complete a bachelor's degree online from SIU. The students take advantage of community college tuition rates for the first two years of a four-year degree and then they will receive an annual $4,000 scholarship. This scholarship will significantly reduce the

financial barriers to earning a bachelor's degree. Besides the reduced financial barrier, this also provides access to an education program without having to relocate near a university campus or following a traditional on-campus schedule. In addition to the reduced cost of the transfer pathway, the University offers a variety of scholarships for students. Students such as undocumented residents or deferred-action students are eligible to apply. These groups of students have traditionally been excluded from opportunities for scholarship opportunities to reduce the burden of the cost of higher education. Through the Saluki Maroon, Silver, and Gold programs, students from a wide variety of academic backgrounds have access to continued scholarship funds. The Maroon program is open for students with an unweighted 2.75 GPA on a 4.0 scale. This allows more than the traditional "A" students access to aid. The awards are for multiple years, as long as minimum criteria are met. Scholarships are offered for incoming freshmen, transfer students, and continuing students to allow every student the opportunity to find additional aid. The multiple-year award allows students to plan for the overall cost of the program. The robust Saluki Scholarship portal was designed to allow new, incoming students access to SIUC Foundation scholarships. This program was previously redesigned to welcome new students, rather than only permitting returning students to apply.

The proposed BSCT offering will also contribute to *Goal 3,* Growth, *to increase talent and innovation to drive economic growth.* The overarching need for information security analysts is projected to grow in Illinois and nationally. According to the IDES Employment Projections, there is an expected 25 percent increase in information security analysts' jobs from 2020 to 2030. The demand for well-trained individuals is reflected in the salaries of professionals. BLS reports a mean annual wage of $119,860 for information security analysts, whereas the annual mean wage for all occupations is $61,900. The lower tenth percentile annual wage for information security analysts is listed at $66,010, which is still more than $5,000 above the federal mean wage. In Illinois, the average wage for information security analysts is $112,681 with an entry wage of $75,134. The Illinois median entry wage for all occupations is $31,809 and the median wage is $49,108. Whether in state or national job data, careers as an information security analyst are certainly above average. The opportunity for graduates to earn a highly competitive wage is opened to them after completing the proposed degree. SIUC will produce graduates who are ready to meet the Illinois workforce needs. Due to SIUC's location and recruitment strategies, the university is situated to attract students from other bordering states such as Arkansas, Missouri, Kentucky, and Tennessee. There is an opportunity for SIUC not only to help curb the outmigration of students with this program but also to attract academic talent from other states to study and then work in Illinois.

Comparable Programs in Illinois

The comparable public university programs in Illinois include a Bachelor of Science in Cybersecurity at Illinois State University (ISU), in the Central Region, which is approximately 250 miles away from Carbondale. The University of Illinois at Springfield (UIS) offers a Bachelor of Science in Information Systems Security, online and on campus, in the Central Region, which is approximately 165 miles away from Carbondale. Western Illinois University (WIU) offers a Bachelor of Science in Cyber Security in the Western Region and is also approximately 250 miles away from Carbondale. All three of these programs, while similar in scope to SIUC's proposed BSCT, are substantially far enough away that the targeted recruitment populations, for residential programs, should not overlap, nor impact the other programs. However, digital recruitment strategies for SIUC are statewide in Illinois, which may inadvertently overlap with another primary market territory for ISU, UIS, or WIU. However, due to the previously referenced job growth projection from IDES, the addition of the proposed program should only complement the availability of information security program options.

Southern Illinois University Edwardsville has a Bachelor of Science in Cybersecurity Engineering. While this program does focus on cybersecurity, it is an engineering-based program, as the name implies. The engineering-based program focuses on electrical engineering and computer science to understand cyberspace. Cybersecurity engineers design and implement security architecture. The SIUC program is an applied information technology-based program. Graduates of SIUC will more likely be in positions that use, monitor, or implement those engineered architectures. While both programs serve the cybersecurity profession, each program approaches the field from different perspectives and goals and will create different career professionals.

SIUC's recruitment strategy for this program includes collaboration with the top feeder community colleges to SIUC as well as those in the Saluki Step Ahead agreements. In this strategy, SIUC expects that the students who would be attracted to the proposed program are those with associate in applied science degrees who may not be planning to transfer. The rationale behind this theory is that SIUC's program will not require calculus, which is required by the other three public university programs. Therefore, this community college strategy should not impact the other public institutions, however, it should only help to increase bachelor's degree attainment rates. SIUC indicates that there may be an impact on enrollment to Southeast Missouri State University (SEMO), which is in geographic proximity at approximately 45 miles away and tends to have overlapping geographic primary marketing territories. SEMO does offer in-state tuition benefits to some Illinois residents and their program is ABET accredited. However, having a program at SIUC could encourage Illinois students to attend an Illinois university rather than leave the state for their education. Also, there are several programs in Illinois from private universities in cybersecurity, listed below. However, the closest program is at McKendree University, which is still more than an hour away from Carbondale. There should not be an impact on those programs as they are at a different price point and in different regions than SIUC. The proposed program at SIUC will only help fill the needs of the workforce and offer a strong educational opportunity for students to pursue a career with a positive outlook.

Programs in Illinois

Institution	Region	Sector	Program Name
Aurora University	Fox Valley	Independent, Not-for-Profit	B.S. in Cybersecurity
Blackburn College	Southwestern	Independent, Not-for-Profit	B.A. in Cyber Security
Bradley University	Central	Independent, Not-for-Profit	B.A. and B.S. in Cybersecurity
DePaul University	Chicago	Independent, Not-for-Profit	B.S. in Cybersecurity
Elmhurst University	West Suburban	Independent, Not-for-Profit	B.A. and B.S. Cyber Security
Illinois Institute of Technology	Chicago	Independent, Not-for-Profit	B.S. in Applied Cybersecurity & Information Technology
Illinois State University	Central	Public University	B.S. in Cybersecurity
Lewis University	South Metro	Independent, Not-for-Profit	B.S. in Cybersecurity
Loyola University of Chicago	Chicago	Independent, Not-for-Profit	B.S. in Communication Networks & Security
McKendree University	Southwestern	Independent, Not-for-Profit	B.S.in Cybersecurity

Millikin University	Prairie	Independent, Not-for-Profit	B.A. and B.S. in Cybersecurity
Northeastern University	Chicago	Public University	B.S. in Cybersecurity
Olivet Nazarene University	South Metro	Independent, Not-for-Profit	B.S. in Cybersecurity
Roosevelt University	Chicago	Independent, Not-for-Profit	B.S. in Cyber and Information Security
Southern Illinois University Edwardsville	Southwestern	Public University	B.S. in Cybersecurity Engineering
University of Illinois Springfield	Central	Public University	B.S. in Information Systems Security
Western Illinois University	Western	Public University	B.S. in Cybersecurity

Source: IBHE Program Inventory *at the time of SIUC program research*

Mission and Objectives

1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university. B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

The program is consistent with the purpose, goals, objectives, and mission of the University. The requested degree title reflects the program's objectives and curriculum.

Curriculum and Assessment

1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved. B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies. C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of the unit of instruction. D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree programs under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study.

1050.30(a)(2): The design, conduct and evaluation of the unit of instruction, research or public service are under the direct and continuous control of the sponsoring institution's established processes for academic planning and quality maintenance.

Admission Requirements

Admission to the proposed Bachelor of Science in Cybersecurity at SIUC will hold the same admission requirements for general admission to the University. The requirements for a freshman applicant include cumulative high school GPA of 2.75 on a 4.0 scale, test score equivalent of a 23 ACT or 1130 SAT, and ranking in the top 10 percent of their high school graduating class. If none of the criteria are met, then the undergraduate student applicant will be reviewed in a holistic

process. Transfer application standards include, at least 12 transferable semester hours or 18 quarter hours, GPA of at least 2.0 on a 4.0 scale, as calculated by transfer institution grading polies. If a student does not have at least 12 transferrable hours, they must have at least a 2.0 GPA on a 4.0 scale and meet freshman admission requirements.

Curriculum

The proposed Bachelor of Science in Cybersecurity SIUC is based on the Association for Computing Machinery and the IEEE Computer Society Curriculum Guidelines for Post-Secondary Degree Program in Cybersecurity and ABET accreditation criteria for cybersecurity and similarly named programs. SIUC has an undergraduate program which served as a general basis for the BSCT program. The ITEC is a general program, whereas the BSCT program is specialized.

SIUC's BSCT program offers a computing-based program of study with an emphasis on the preparation of information security professionals, senior system managers, and system administrators responsible for information systems and the security of those systems. This training and study will prepare graduates to be leaders in information assurance and cybersecurity in both government and industry with a global outlook, interpersonal skills, and discipline awareness. The curriculum focuses on the practices, policies, operational procedures and technology, and the future of information assurance and cybersecurity. The 120-credit hour BSCT requires at least 42 hours in courses in 300 or above (from a four-year institution) and completion of four 400-level cybersecurity-related courses. Other requirements include completion of the University core curriculum (39 credit hours), foundation courses (27 credit hours), major courses (27 credit hours), major electives (15 credit hours), and general electives (12 credit hours). Students must complete the 120 semester credit hours with at least a C average for all coursework at SIUC, a C average for all major work taken at the University, and a minimum of 42 semester hours must be taken at SIUC. Hours may include credit for work experiences, College Level Examination Program credits, Advanced Placement Program credit awards, International Baccalaureate credit awards, and proficiency exams.

Assessment of Student Learning

SIUC has established systematic processes with direct and indirect measures to collect and assess student learning outcomes data. The BSCT will adopt the Student Learning Outcomes as set forth by ABET. The BSCT program will adopt and use appropriate, documented processes for benchmarking achievement, assessing, and evaluating the extent to which the student learning outcomes are being attained. This process will occur at least once a year. Direct measures include projects, exam rubrics, and other assessment tools that will be utilized in key major required courses to evaluate the attainment of student learning outcomes. Specific project and assignment rubrics will be developed and will be tracked using the Desire2Learn learning management system. A minimum level of 75 percent will signify that students have met an objective. Scores between 75 percent and 85 percent will trigger an evaluation by the program faculty to identify possible actions to increase the score. Scores below 75 percent will trigger immediate action from faculty.

The Director will be responsible for gathering and sharing assessment results with BSCT faculty. The faculty will review assessment results and make changes as necessary to items to improve. The results of these evaluations will be systematically utilized as input for the continuous improvement of the BSCT program. Assessment and evaluation will be conducted at least once per year.

Program Assessment

Program-level assessment will be conducted annually by the School of Computing Director. At the end of the third year, a progress report will be sent to the Illinois Board of Higher Education for a program review. In addition to ABET, SIUC will seek accreditation from the Computing Accreditation Commission of ABET under the criteria for cybersecurity and other similarly named computing programs. After initial accreditation, ABET requires program evaluations every six years. It requires extensive self-study reports by the program.

Additionally, a comprehensive programmatic assessment process will be utilized including, but not limited to, the following:

- Mapping the course objective to student learning outcomes;
- Annual review of faculty productively and teaching effectiveness by the School of Computing Director;
- Exit survey of all students prior to graduation;
- Survey of program alumni;
- Survey of employers/advisors every three years;
- Annual review of all surveys and other collected data by program faculty; and
- Annual meeting of the faculty, director, and industry advisory committee to review the curriculum, feedback attained from assessment instruments and status of the industry and program.

The School of Computing Director will be responsible for coordinating program evaluation, review, and utilizing outcomes of the activities to improve program quality. Other activities for program reviews include:

- Conducting faculty meetings to discuss assessment data and other aspects of the program such as enrollment, recruitment, and retention, etc.;
- Conduct curriculum committee meetings to review current offerings and recommend any necessary changes;
- Establish an external program advisory board and solicit feedback annually;
- Solicit feedback from key stakeholders including current students, alumni, and employers;
- Maintain and review documentation about faculty research and scholarship, including collaboration with students;
- Calculate and maintain data related to graduation rates, retention rates, time-to-degree rates, numbers of students involved in conducting, presenting, and publishing research, and other relevant measures; and
- Coordinate the production and submission of SIUC's annual assessment report.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained. B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service. C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

The existing facilities are sufficient for starting the proposed BSCT program. The University possesses appropriate library resources with access to online databases, books, journal holdings, and other electronic resources, to support research, teaching, and scholarly work.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met. B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation. E) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

The University has identified institutional policies that ensure faculty and staff hired possess the training, credentials, and other related qualifications to provide instruction at the institution. Faculty teaching in the proposed program will have the appropriate qualifications. The University supports utilizing diverse hiring and recruitment practices for faculty of the program. Once at the University, there are mentoring programs to help faculty be successful.

Fiscal and Personnel Resources

1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained. B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

SIUC has appropriate resources that are adequate to launch a new degree program in cybersecurity. No additional State funds, or temporary funds, will be requested. With expected enrollment growth, as well as growth in the field of cybersecurity, additional faculty and staff may be requested in the future. The online portion of this program will be offered as a cost-recovery effort via the SIUC Extended Campus. There is no State funding needed to implement this portion of the program either.

Accreditation and Licensure

1050.30(b)(3)[applicable only to units of instruction]: Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

The institution will seek ABET accreditation for the proposed Cybersecurity Technology program.

Program Information

1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Detailed information about the proposed program, including a description of the admission policies, university policies, and curriculum are provided in the proposal and will be published on the University's website in the catalog.

Staff Conclusion

The staff concludes that the Bachelor of Science in Cybersecurity Technology degree proposed by Southern Illinois University Carbondale meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

Southern Illinois University Carbondale

Proposed Degree Title in the Region of Authorization: Bachelor of Science, Statistics

Projected Enrollments and Degrees:

First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
5	40	10

Background

Southern Illinois University Carbondale (SIUC or the University) is seeking authorization to offer a 120-credit hours Bachelor of Science in Statistics (Statistics) in the Southern Region. The program is located in the School of Mathematics and Statistical Science department in the College of Engineering, Computing, Technology, and Mathematics. The program, which was designed based upon curriculum recommendations from the American Statistical Association (ASA), is built on existing courses and curriculum at SIUC. While the statistics profession is not regulated by professional licensure requirements, ASA offers individuals the option to receive an optional credential designation of accredited statistician, either the Accredited Professional Statistician or a Graduate Statistician designation. The courses for the curriculum are based on the established courses used in the Bachelor of Science programs in Mathematics and Secondary Mathematics Education. SIUC has long-established graduate level programs which include significant coursework in statistics. Faculty and resources are established and currently exist to offer the proposed Statistics program.
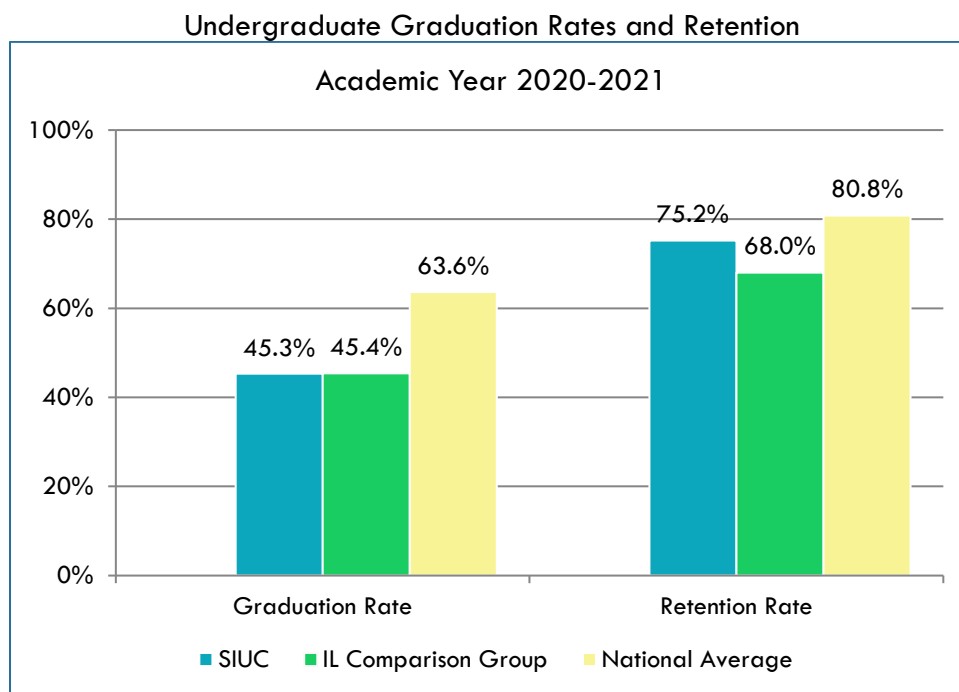
The University has planned strategies that involve focused recruitment, retention, and additional student success efforts to improve the retention and graduation rates of students. Other high-impact practices include collaborative interactions with the First Year Experience Office, Student Success Office, intrusive academic advisement, and semester-long industrial case studies. Embedded strategies exist within the University to promote student support and inclusion. The University also offers various forms of financial support and programs to make higher education more affordable, such as the Saluki Scholarships, which are open to undocumented students or deferred-action students. Overall, this Statistics program is positioned to recruit and graduate a diverse student population for careers that help fill a need in the Illinois workforce.

Institutional Data

1050.30(b)(1)(H): Success in student progression and graduation rates across all existing approved programs, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider these factors based on results for similar institutions. (i) Graduation rates, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State nor national regulatory bodies. (ii) The success rate shall be, at a minimum, higher than those of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois institutions

from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first to second-year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

Undergraduate Graduation Rates and Retention

Source: National System for Education Statistics (NCES), US Department of Education
Note: Southern Illinois University Carbondale is in the four-year, baccalaureate inclusive Illinois comparison group. Higher percentages are positive indicators.

Undergraduate Graduation Rate

The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for first-time, full-time bachelor's degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).
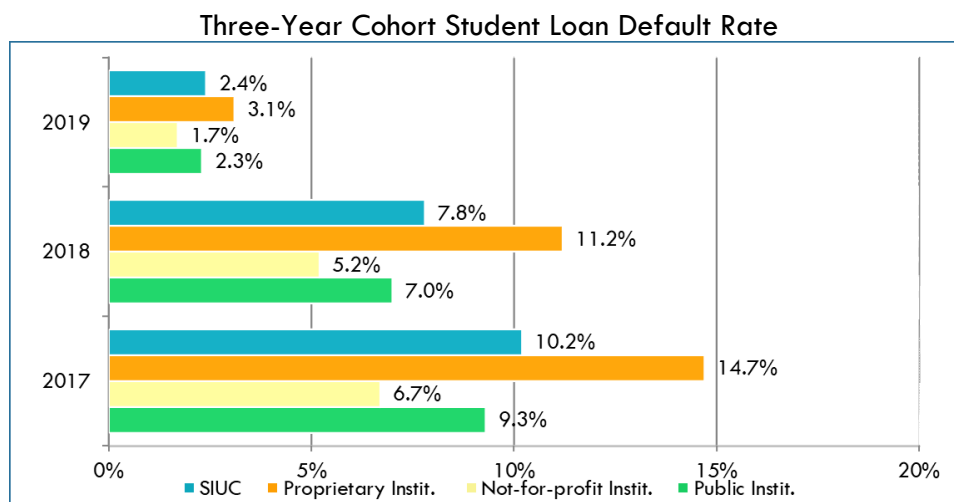
Undergraduate Retention Rate

Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by NCES.

Undergraduate Completions per 100 Full-Time Equivalent

Academic Year 2020-21	Southern Illinois University Carbondale	Comparable Illinois Institutions
	34	32.2

The full-time equivalent (FTE) data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided by a standard minimum (12 credit hour) full-time course load. The completions per 100 FTE data are included to provide a holistic view of completion across different student populations.

Three-Year Cohort Student Loan Default Rate

Source: National Center for Education Statistics (NCES), US Department of Education
Note: Due to the pause on federal student loan payments that began in March 2020, the cohort default rate for fiscal year 2020 is zero percent for the institution and all institution types. The national cohort default rate for fiscal year 2019 was 2.3 percent and zero percent for fiscal year 2020. A lower number is a positive indicator.

The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal Direct Loan Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically consistent with the educational priorities and needs of the State of Illinois. B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

According to the U.S. Bureau of Labor Statistics (BLS), employment for statisticians is at a high demand level. BLS projects that employment opportunities will grow by 30 percent by 2028 and reports a median annual wage of $86,630 in Illinois. According to the Illinois Department of Employment Security (IDES) 2022 Annual Wage Data, the median annual income for all occupations is $49,108. The BLS also reported the projected openings are disproportionately concentrated in Illinois. IDES projects statistician job openings growing by 34.9 percent in Illinois from 2020 to 2030. Another positive job outlook is from *US News and World Report*. It ranks "Statistician" as the sixth best job with its above average, upward mobility, and flexibility and below average stress.

A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth

SIUC and the proposed Statistics program support all three pillars of the Illinois Board of Higher Education's Strategic Plan: *A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth*. SIUC supports *Goal 1, Equity,* of *A Thriving Illinois to close the equity gaps for students who have historically been left behind*. The University designed recruitment and student service programs to close equity gaps in access, progression, completion, and attainment rates. The enrollment management team holds recruitment events at high schools, with a focus on diverse populations, as well as participating in various diversity pipeline pathway programs. These programs include the University participating in the Chicago Scholars Program, featuring on-site admissions and target recruitment focused on an underserved population, Chicago Public Schools Compact Partnership, and hosting TRIO student groups on campus. The University has achieved success in facilitating a diverse student population, maintaining a minority student enrollment rate of 29 percent from fall 2017 to fall 2021. At the program level, the SIUC School of Mathematical and Statistical Science is currently expanding outreach to local high schools. The school is collaborating with guidance counselors and math teachers to educate students about career opportunities that correspond with a degree in mathematics to expose first generation and underrepresented students to the value of careers in mathematics areas. Upon approval, marketing materials and presentations will share information about career fields related to the statistics degree. Materials will be tailored to underrepresented groups in the field while highlighting the programs' commitment to inclusivity and equity.

The University features a campus of high-impact and student support practices for a diverse student, faculty, and staff population who have historically been underserved. The University is unwavering in its commitment to recruit and retain students from underrepresented groups in all class cohorts. Additional resources were allocated to strengthen wrap-around support services provided to new undergraduate populations. The First Year Experience Office was created, along with a Student Success Office, which both provide high-impact student services such as intrusive advising and tutoring. The SIU Academic Advisement team implemented intrusive care advisement for students who are deemed "at-risk" for failure or attrition. An SIUC team member reaches out to students as soon as there are indications that a student is struggling. Team members assess the deficit that is flagged, from textbook issues to tutoring support. The staff person assesses the situation and then provides guidance to the student to resolve the issues. Communication across campus has improved for support services as well. There is a dashboard that is accessible across campus to track student academic progress with a corresponding academic alert system to encourage early intervention strategies. The SIUC University Housing office, in collaboration with Saluki CARES, a Student Affairs wellness committee, operates an early alert system for residents. The Housing office created student peer support through the role of Academic Peer Advocates (APA). The APAs live in residential communities and serve as peer advisors to students. APAs were trained for guided conversations to determine what issues students may be facing and then make appropriate referrals to resources. The University also has the Center for Learning Support Services. This office provides tutoring for 100 and 200 level math courses. It also hosts "study jam" events to support students near major exam times to help student focus and prepare for tests. These combined efforts of increased focus on recruiting a diverse class with strategic retention efforts should impact overall attainment rates for students who were traditionally overlooked by higher education and should lead to decreasing equity gaps. Through these intentional efforts, SIUC has documented success with retention efforts including an improved average freshman-to-sophomore retention rate for new students of 74.7 percent from 2018 to 2021. This is a substantial increase considering the freshman-sophomore retention rate was 61 percent in 2011.

To close equity gaps, the College of Engineering, Computing, Technology, and Mathematics offers remedial courses for introductory mathematics to those students who are underprepared for math-intensive coursework. One of the major obstacles for a student's participation in and completion of a mathematically intense program is success in the calculus sequence of courses and corresponding prerequisites. Students from groups underrepresented in the mathematical sciences tend to be more impacted by this obstacle. In recent years, SIUC has implemented co-remediation courses at the levels of Calculus I and College Algebra, to broaden the range of backgrounds from which students can advance to achieve success in foundational courses.

The University supports *Goal 2 – Sustainability* to *build a stronger financial future for individuals and institutions by finding ways to reduce the financial burden of education on students and their families.* The University offers a variety of scholarships for students. Students such as undocumented residents or deferred-action students are eligible to apply. These groups of students have traditionally been excluded from scholarship opportunities to reduce the burden of the cost of higher education. Through the Saluki Maroon, Silver, and Gold programs, students from a wide variety of academic backgrounds have access to continued scholarship funds. The Maroon program is open for students with an unweighted 2.75 GPA on a 4.0 scale. This allows more than the traditional "A" students access to aid. The awards are for multiple years, as long as minimum criteria are met. Scholarships are offered for incoming freshman, transfer students, and continuing students to allow every student the opportunity to find additional aid. The multiple year award allows students to plan for the overall cost of the program. The robust Saluki Scholarship portal was designed to allow new, incoming students access to SIUC Foundation scholarships. This program was previously redesigned to welcome new students, rather than only permitting returning students to apply.

The proposed Statistics offering will also contribute to *Goal 3,* Growth, *to increase talent and innovation to drive economic growth.* A study by Gray and Associates, a higher education consulting firm for program evaluations, found that Statistics is ranked in the 97th percentile among all Integrated Postsecondary Education Data Systems (IPEDS) programs for student demand with above-average growth. According to the Illinois Department of Employment Securities (IDES) Employment projections, the projected job opening in statistics and related fields is positive through 2030. Jobs for statisticians have a 34.9 percent growth from 2020. Mathematical scientists are projected to grow 26.8 percent, and data scientists and math sciences are expected to expand 28.9 percent. The overall growth in the Illinois job market for graduates with statistical backgrounds is strong. SIUC will produce graduates who are ready to meet the Illinois workforce needs. Due to SIUC's location and recruitment strategies, the University is situated to attract students from other bordering states such as Arkansas, Missouri, Kentucky, and Tennessee. There is an opportunity for SIUC not only to help curb the outmigration of students with the proposed program but to help attract academic talent from other states to study and then work in Illinois.

Comparable Programs in Illinois

There are eight other comparable general statistics undergraduate degree programs in Illinois. The closest is located at the University of Illinois Urbana-Champaign, which is approximately 200 miles away from Carbondale. The most similar institution and program is at Northern Illinois University. However, the geographic distance is also over 300 miles. There would be a minor impact to this program, if any. Whereas the benefits of offering a program in the Southern Region outweigh the possibility of a potential negative impact in the Fox Valley Region. The program at SIUC will help fill the needs of the workforce and offer a strong educational opportunity for students to pursue a career with a positive job outlook. Moreover, the proposed Statistics program at SIUC will

be the only statistics program in the Southern or Southwestern Regions and is competitively priced, in comparison to the landscape available in the State of Illinois.

Institution	Region	Tuition and Fees*
Southern Illinois University Carbondale (proposed)	Southern	$15,416
Illinois Wesleyan University	Central	$53,814
Lake Forest College	North Suburban	$52,902
Loyola University of Chicago	Chicago	$49,498
Northern Illinois University	Fox Valley	$12,662
Northwestern University	North Suburban	$63,468
University of Chicago	Chicago	$64,260
University of Illinois Chicago	Chicago	$14,046
University of Illinois Urbana-Champaign	Prairie	$15,714

*Estimated expense for full-time beginning, in-state undergraduates for the 2022-2023 academic year per National Center for Education Statistics College Navigator, excluding housing.

Mission and Objectives

1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university. B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

The Statistics program is consistent with the purpose, goals, objectives, and mission of the University. The requested degree title reflects the program's objectives and curriculum.

Curriculum and Assessment

1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved. B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies. C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of the unit of instruction. D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree programs under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study.

1050.30(a)(2): The design, conduct and evaluation of the unit of instruction, research or public service are under the direct and continuous control of the sponsoring institution's established processes for academic planning and quality maintenance.

Admission Requirements

Admission to the proposed Bachelor of Science in Statistics at SIUC will hold the same admission requirements for general admission to the University. The requirements for a freshman applicant include cumulative high school GPA of 2.75 on a 4.0 scale, test score equivalent of a 23 ACT or 1130 SAT, and ranking in the top 10 percent of their high school graduating class. If none of the criteria are met, then the undergraduate student applicant will be reviewed in a holistic process. Transfer application standards include, at least 12 transferable semester hours or 18 quarter hours, GPA of at least 2.0 on a 4.0 scale, as calculated by transfer institution grading polies. If a student does not have at least 12 transferrable hours, they must have at least a 2.0 GPA on a 4.0 scale and meet freshman admission requirements.

Curriculum

The proposed Bachelor of Science in Statistics SIUC is based on the undergraduate curriculum recommendations from the American Statistical Association (ASA). While statistics is not a professionally regulated licensure field, nor is special certification or licensure required for practice, the ASA offers additional credential designations for practicing professionals. The 120-credit hour Bachelor of Science in Statistics requires at least 42 credit hours in courses in 300 or above (from a four-year institution) as well as the University core curriculum (39 credit hours), foundation courses requirements for School of Mathematical and Statistical Science Academic (12 credit hours), major courses (43 credit hours). Students must complete the 120 semester credit hours with at least a C average for all coursework at SIUC, a C average for all major work taken at the University, and a minimum of 42 semester hours must be taken at SIUC. Hours may include credit for work experiences, College Level Examination Program (CLEP) credits, Advanced Placement (AP) Program credit awards, International Baccalaureate (IB) credit awards, and proficiency exams.

Assessment of Student Learning

SIUC has established systematic processes with direct and indirect measures to collect and assess student learning outcomes data. The Bachelor of Science in Statistics will adopt the following Student Learning Outcomes:

- Demonstrates an understanding of the concepts and applications covered in the required courses for the program;
- Consistently uses appropriate techniques and formulae correctly in computations;
- Written materials are grammatically correct, and logical, with no step omitted;
- Written materials are mathematically correct, and laid out logically, with no steps omitted; and
- Demonstrates a generally complete understanding of written statistics and can write a summary of the material that was read.

The program will adopt and use appropriate, documented processes for benchmarking achievement, assessing, and evaluating the extent to which the student learning outcomes are being attained. Direct measures include instructor-reported assessments to review the attainment of student learning outcomes on a scale of Poor, Fair, Good, and Superior. These scales will be applied to assess concepts and applications, statistical skills, and writing statistics in core courses and in upper-division, major courses. The Undergraduate Program Committee will review the information collected by instructors annually. The faculty will review assessment results and make changes as necessary to items to improve. Assessment and evaluation will be conducted at least once per year.

Program Assessment

The Statistics program at the University will be evaluated in conjunction with the institution's progress reporting plan and program review process. A self-study report will be prepared at the prescribed intervals covering the following aspects of the program: assessment cycle and continuous improvement; curriculum and program changes; faculty; research; scholarship; and creative activities; cost study; enrollment, graduation, and placement rates; and facilities. A joint internal and external review team will study the program and offer observations and recommendations for the program at each 8-year review. While the annual assessment cycle will inform most first-order changes in curriculum, instruction, and support, this more systematic review will form the basis for deeper improvement in plans, processes, and resource allocation.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained. B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service. C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

Existing facilities are sufficient for starting the proposed program. The University possesses appropriate library resources with access to online databases, books, journal holdings, and other electronic resources, to support research, teaching, and scholarly work. This program can be fully implemented using no added resources.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met. B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation. E) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

The University has identified institutional policies that ensure faculty and staff hired possess the training, credentials, and other related qualifications to provide instruction at the institution. Faculty teaching in the proposed program will have the appropriate qualifications. The School of Mathematics and Statistical Sciences has is committed to diversity, equity, and inclusion efforts for

faculty hiring. After hiring, the School is dedicated to mentoring and resourcing new hires with in the school to help new hires be successful.

Fiscal and Personnel Resources

1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained. B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

SIUC has appropriate resources that are adequate to launch a new degree program in Statistics. No additional State funds, or temporary funds, will be requested. In the event that the program attracts a large number of students, it may be necessary to offer more sections of required courses, which could potentially require additional faculty in the future. There is no State funding needed to implement this portion of the program.

Accreditation and Licensure

1050.30(b)(3)[applicable only to units of instruction]: Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

No accreditation or licensure is required for the proposed program.

Program Information

1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Detailed information about the proposed Bachelor of Science in Statistics program, including a description of the admission policies, university policies, and curriculum are provided in the proposal and will be published on the University's website in the catalog.

Staff Conclusion

The staff concludes that the Bachelor of Science in Statistics degree proposed by Southern Illinois University Carbondale meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

University of Illinois Chicago

Proposed Center Title in the Region of Authorization: Center for Population Health, Health Equity, Health Outcomes and Health Informatics Research

New Administrative Unit: The proposal is for the restructuring and reforming of The University of Illinois College of Medicine Peoria Center for Health Outcomes Research as the Center for Population Health, Health Equity, Health Outcomes and Health Informatics Research in the Central region. The Center will serve as an administrative unit by conducting population health research, advancing health equity through education and research, and evaluating the health outcomes of health services and health care delivery models.

Background

The University of Illinois, College of Medicine Peoria (UICOMP or the College) is seeking authorization to establish the Center for Population Health, Health Equity, Health Outcomes and Health Informatics Research (C4 Health Research or the Center) in the Central Region. The University of Illinois College of Medicine Peoria (UICOMP) is one of the three regional campuses of the University of Illinois College of Medicine. Established in 1970, with the primary goal of training physicians for downstate Illinois. As a part of the Central Illinois Healthcare Ecosystem, UICOMP has expanded to become a four-year medical school campus, and a growing graduate medical education (GME) enterprise providing clinical care to both urban and suburban patients in Peoria, as well as rural patients in the tri-county area and downstate.

In 2021, UICOMP underwent a strategic planning process and refined its mission and vision. The strategic plan builds on the University of Illinois College of Medicine (UICOM) mission to advance health for everyone through outstanding education, research, clinical care and social responsibility and is aligned with the vision for better health and wellness through transformative innovation. In 2020, an in-depth analysis of the existing Center for Health Outcomes Research (COR) was conducted by the Institute of Health Delivery Design (IHDD). The results of this analysis and review of the key tactics for implementing the research strategic initiative led to restructuring and reforming COR as the proposed Center for Population Health, Health Equity, Health Outcomes and Health Informatics Research.

The combined events of the COVID-19 pandemic and the social unrest during 2020 have raised awareness in the general public about the connections between social and economic disparities and poor health outcomes. Studies have shown that healthcare delivery accounts for only 20 percent of a person's health, with significant components being determined by their social determinants of health. The social determinants of health include where the person lives, economic status, level of education, access to safe housing, nutritious food, and transportation, among other factors. C4 Health Research will focus on bridging the gap between the activities in the healthcare systems and the health of the communities.

The Center will collaborate with academic departments at UICOMP and UICOM to develop educational programs for learners (medical students, residents, and fellows) on various topics related to the principles of population health and health disparities research. The Center will also utilize data and health informatics to identify gaps in healthcare delivery and patient outcomes. In addition, the Center will provide research mentoring and advising on health outcomes, and health disparities research. Furthermore, through community outreach efforts, the Center will provide community education on various topics related to health and health literacy. C4 Health Research

will serve as an educational resource for medical students, residents, fellows, and faculty. It will lead the research on health disparities and population health in the region, impacting both learners and the local populations with findings.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically consistent with the educational priorities and needs of the State of Illinois. B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

The Center for Health Outcomes Research was established in 2011 to conduct research on health outcomes with the goal of improving the quality of healthcare in the community. In June 2020, UICOMP engaged the University of Illinois Chicago Institute for Healthcare Delivery Design to assess COR's existing capabilities to determine how it could most effectively position itself to become a regional and national center of excellence in healthcare delivery science, with a particular focus on the healthcare delivery needs of rural populations. The IHDD team conducted interviews with internal and external stakeholders in June 2020. The external stakeholders included the healthcare systems: OSF HealthCare, Unity Point Health, Heartland Health Services, a Federally Qualified Health Center (HHS), and the Peoria County Health Department. The findings from the transcribed interviews were synthesized to identify current challenges with the existing model and potential opportunities for propelling COR to greater relevance and prominence. The concepts for overcoming these challenges and seizing these opportunities were developed using a human-centered design process that informed the expansion of the mission of the Center beyond outcomes research to population health research and health disparities research with a focus on education, mentoring and innovation to bring a new and necessary resource to Central Illinois.

The transformation of COR to create C4Health Research is the first step towards implementing the recommendations of the IHDD report and helping address healthcare disparities in the region. There are no such centers with a focus on healthcare disparities in Central Illinois. Once established, the proposed Center will expand its focus to population health and health disparities research with a focus on the urban/rural populations and enable proactive, continuous care and collaborations in the healthcare ecosystem. The proposed Center will also help address population health needs in Central Illinois and focus on health disparities in rural populations and complement the work done by other Centers in Chicago that primarily address health disparities in urban populations.

A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth

The proposed C4 Health Research will support Goal 1, Equity of *A Thriving Illinois, to close the equity gaps for students who have historically been left behind* by increasing access and opportunities for service to underserved communities. The Center will play a critical role in advancing the vision of the UICOMP/UICOM and UIC by conducting population health research; advancing health equity through education and research; and evaluating health outcomes of health services and health care delivery models. Furthermore, the Center will use data science and health informatics to identify key social determinants of health that impact healthcare delivery and access to the patients in the community. Through education and research, the Center will help advance health equity to improve the health of the community UICOMP/UICOM serves. The main goals of the Center are to conduct population health and health disparities research that will advance health equity and provide education on health disparities and social determinants of health frameworks

to learners across the medical education continuum. The Center will also evaluate the outcomes of the various solutions implemented to address healthcare inequities. Work at the Center will directly impact the underserved communities both in urban and rural areas and result in scholarly products that can be widely disseminated and shared.

The Center will mentor and support residents and medical students in the area of population health and health outcomes research. UICOM has an average annual enrollment around 1200 and a diverse medical student body. Underrepresented in Medicine (URiM) students constitute close to 39 percent of the medical students who matriculated to UICOM in 2022 and 52 percent of the matriculating class of 2022 were women. The demographics of the student body are comparable across all three campuses of UICOM. Through education and research, the Center will increase access and opportunities to advance health in the underserved communities in the region.

The proposed C4 Health Research will contribute to Goal 2, Sustainability, *to build a stronger financial future for individuals and institutions by finding ways to reduce the financial burden of education on students and their families*. The Center will contribute to improving financial efficiency by reducing administrative costs in operations. Given the interdisciplinary nature of the Center, it is expected that some clinical faculty may have shared appointments, with their clinical activity occurring within the clinical department and their research activity occurring within C4 Health. These faculty will have a dotted line reporting structure to the Director of the Center for their research efforts and support, while maintaining their direct reporting line to the UICOMP department heads. The Center will utilize existing infrastructure for human resources, technology support, and office space that already exists within UICOMP to maximize efficiencies.

The proposed C4 Health Research will contribute to Goal 3, Growth, *to increase talent and innovation to drive economic growth*. The Center will seek regional partnerships between higher education and business to enhance employment opportunities for students. C4 Health Research will form alliances with Peoria Innovation Hub to drive collaborative research between UICOMP and OSF HealthCare/UPH. UICOMP is part of the University of Illinois System and The Peoria Innovation hub is part of the Illinois Innovation Network. Furthermore, through recruitment of talented professionals with expertise in research, the Center will help drive innovation and economic growth in Central Illinois. Healthcare is the leading employer in the Peoria/Tri County region. Research is critical to sustain a thriving healthcare enterprise. Furthermore, the major affiliate hospitals of UICOMP are engaged in expanding their clinical footprint in the areas of cancer and mental health. The Center will help them with evaluating healthcare outcomes, assessing the impact of the innovations on addressing social determinants of health, assessing the impact of the delivery models on healthcare outcomes, and helping identify population-based healthcare needs of the community. Through these efforts the Center will collaborate with the Peoria Innovation Hub to advance the goals of the Illinois Innovation Network.

As an organization of higher education focused on training medical students, residents, and fellows, UICOMP plays a critical role in providing well-trained graduates who continue to work in Central Illinois. Indeed, 49 percent of the residents who graduate from the programs residents and students train serve as tertiary referral hospitals for a large portion of downstate rural Illinois. Both the healthcare systems are key stakeholders to UICOMP and the Center.

Comparable Units in Illinois

Both Northwestern University's Center for Health Services and Outcomes research and the University of Chicago's Center for Healthcare Delivery Science and Innovation have a similar focus but are located in and focused on the Greater Chicago area. There are no such centers with a focus on healthcare disparities in Central Illinois. Once established, the Center will expand its focus to population health and health disparities research with emphasis on the urban/rural populations to facilitate proactive, continuous care and collaborations in the healthcare ecosystem. The University of Illinois Urbana-Champaign has an Interdisciplinary Health Sciences Institute that focuses primarily on research and innovation. Southern Illinois University Carbondale has a Center for Rural Health and Social Service. Of the universities in downstate Illinois that have departments of population health, there are no Centers that are interdisciplinary and focused on addressing community needs through research, education, and innovation.

Mission and Objectives

1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university. B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

The proposed Center is in alignment with the overall mission of the University and is consistent with the purpose, goals, objectives, and mission of the University. C4 Health Research will advance the mission and vision of UICOM and UIC by conducting population health research, advancing health equity through education and research, and evaluation the health outcome of health services and health care delivery models. The Center has planned four goals, each advancing the mission of the Center and University. C4 Health Research will provide education in population health, health disparities and social determinants of health frameworks to learners, including medical students, residents, and fellows. The Center will conduct population health and health disparities research that helps advance health equity with a focus on rural and suburban populations in collaboration with regional healthcare systems. Data science and informatics will be used to identify key social determinants of health that impact rural and urban populations and evaluate health outcomes of health services and health care delivery models in downstate Illinois. Additionally, the goal of financial stability will allow the Center to continue to address health disparities and social determinants of health.

Assessment

1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved. B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies. C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of 23 the unit of instruction. D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree programs under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study.

1050.30(a)(2): The design, conduct and evaluation of the unit of instruction, research or public service are under the direct and continuous control of the sponsoring institution's established processes for academic planning and quality maintenance.

Assessment of Outcomes

A multi-tiered, two advisory committee approach will be utilized to ensure that the Center continues to meet its goals and set metrics. The internal Advisory Committee and the External Advisory Committee will both employ key metrics to monitor Center performance and provide feedback for improvement. The Regional Dean, serving as ex-officio member will have regularly scheduled meetings with the Director of the Center to set strategic priorities that are aligned with the UICOMP/UICOM mission and vision. Mutually agreed upon annual performance metrics will be established for the Center Director with the Regional Dean. In addition, performance metrics for the Center will be established with support from an internal advisory council, which will include but not be limited to the number of grants submitted; grants funded; educational sessions provided; number of learners participating in Center activities; faculty and learners mentored; community engagement initiatives; and external partnership established. The key metrics will continue to be refined and modified based on institutional needs and Center growth.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained. B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service. C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

The Center will be located in the current UICOMP building. There is sufficient space in the building to accommodate the Director and faculty. The Director will be provided with computer and technology support to conduct research and have access to national databases. Furthermore, The Director will have access to the Discovery Labs of the JUMP Simulation and Education Center, a simulation, research, discovery, collaboration, and applied science collaboration between UICOMP and OSF Healthcare. The Library of Health Sciences Peoria is located on the UICOMP and as one of the regional campuses for the UIC Library of Health Sciences, the library offers access to all key academic journals and PubMed. The Center staff and faculty will have unlimited access to the Library of Health Sciences Peoria, as well as access to other resources within the UIC Library system.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met. B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or public service

is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation. E) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

The Center will be led by a Director who reports to the Regional Dean, UICOMP. The Regional Dean reports to the Executive Dean for the University of Illinois College of Medicine, who then reports to the Vice Chancellor for Health Affairs. The Center will have different functional units to meet the goals and objectives. These units will be determined by the Center Director and will continue to evolve as the Center grows. Examples of these functional units can include but are not limited to population science research, data analytics, community engagement, and innovation. Overtime, each unit will recruit staff and faculty with specific skills sets and competencies to meet the needs of that unit. For example, the population health unit might need to recruit an epidemiologist, and a data scientist. The Center Director will supervise the other core members of the Center and the lead for each of these units will report to the Director of the Center. The Director will be responsible for the oversight of the Center's faculty and staff. The Director will be responsible for providing clarity in roles and responsibilities and perform an annual review of their performance based on clearly identified performance metrics.

The University has proposed intentional efforts to recruit and retain minority faculty for the Center. UIC has institutional strategies to maintain and increase diversity, including the requirement of all UIC academic units to develop plans to advance racial equity. As such, every departmental plan must identify priorities; data sources; short-term and long-term goals that are specific, measurable, achievable, relevant, and time-bound; strategies and metrics in relation to success; and an explanation as to how accountability, improvement, and ongoing focus will be built into the annual process. The University also has a Target of Opportunity program focused on diversifying faculty with high enrollment courses and a Bridge to Faculty program designed to attract underrepresented postdoctoral scholars to transition to tenure-track faculty after two years. Additionally, the University has several programs in place to retain and support faculty. Funds are made available to underrepresented faculty to support research while a mentoring program is in place to support faculty effectiveness and promote an environment where support for the recruitment and retention of faculty of color is normative.

Fiscal and Personnel Resources

1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained. B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

The College has planned for the unit to obtain revenue generating agreements via grants, service contracts with affiliated healthcare systems, public health departments and other healthcare organizations. Outside revenue is planned to materialize by the third year. The primary source of funding will be the Regional Dean's Medical Service Plan including $100,000 from the regional dean's recruitment package and services provided internal to UICOMP for the first four years. These dollars will be replaced with external funding sources overtime.

C4 Health Research has proposed a first-year total budget of $398,433 provided from internal sources. The University has proposed that by the fourth year of operation the staff shall consist of The Director, Assistant Director, two Post-Doctoral Fellows and support staff to total $695,733 with support from internal sources, fees, and sales. In addition, the Departments of Medicine and pediatrics are establishing endowed positions to have faculty with expertise in population health participate in health disparities/population health research in the Center. These faculty members will continue to provide education through the Center and are not included in the Center budget. The goal will be for the Center to be self-sustaining in 5 years through grants, philanthropy, and governmental support. The Director of the Center has identified grants that she plans to write and submit during the first three years, in collaboration with like-minded health disparity researchers at UICOMP/UIC. These include but are not limited to the NIH R24 Research Infrastructure Building Grant, PCORI Community Engagement Award, and T32 NIH Training Grant. Additionally, the outgoing Center for Health Outcomes Research has a successful history of securing grant funding with total awards of $491,759 since 2012.

Accreditation and Licensure

1050.30(b)(3)[applicable only to units of instruction]: Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

No specialized accreditation or licensure is required.

Program Information

1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Detailed information about the proposed Center will be published on the University's website.

Staff Conclusion

The staff concludes that the Center for Population Health, Health Equity, Health Outcomes and Health Informatics Research proposed by the University of Illinois Chicago meets the criteria to

implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education polices pertaining to assessment and accreditation or licensure. The staff concludes that the proposal aligns with the higher education strategic plan, "A Thriving Illinois: Higher Education Paths to Equity, Sustainability and Growth."

University of Illinois Chicago

Proposed Center Title in the Region of Authorization: Institute for Healthcare Delivery Design

New Administrative Unit: The proposal is for the authorization of the Institute for Healthcare Delivery Design. The Institute for Healthcare Delivery Design will serve as an administrative and research institute for the development, evaluation, and implementation of sustainable models of healthcare throughout the University of Illinois Health System.

Background

The University of Illinois Chicago (UIC) is seeking authorization for the Institute for Healthcare Delivery Design. The Institute for Healthcare Delivery Design will serve as an administrative and research institute for the development, evaluation, and implementation of sustainable models of healthcare throughout the University of Illinois Health System. Initially developed as the Program for Healthcare Delivery design under the Population Health Sciences unit of UIC's Office of the Vice Chancellor for Health Affairs, the Institute for Healthcare Delivery Design was granted initial approval as a temporary Institute by the Illinois Board of Higher Education on November 27, 2018.

IHDD applies human-centered design (HCD), strategy, and innovative professional practice to identify stakeholder needs as a basis for conceiving and testing "user-friendly" solutions calibrated to how people live their lives. Individual achievement and maintenance of health is a function of location and available resources rather than solely the quality of care they receive during a visit with a healthcare provider. Integrating HCD into healthcare delivery models encourages healthcare experiences that are tailored to the social, cognitive, cultural, emotional, and physical needs of patients, clinicians, frontline staff, caregivers, and other stakeholders. The Institute works in three domains: research, advising services, and education with the intention of integrating human-centered design into healthcare in order to reduce health disparities and improve health outcomes.

As a temporary Unit of Administration, the IHHD's services have been utilized statewide. The Institute:

- Advised the Illinois Department of Healthcare and Family Services (HFS) on the design and implementation of the Healthcare Transformation Collaboratives (HTC) project. Based on the work led by the IHDD and in collaboration with the UIC School of Public Health, the State of Illinois appropriated $1 billion over seven years to conduct demonstration projects that promote cross-provider collaboration to care for patients' physical, behavioral, and social needs in a coordinated, accessible fashion to improve health and eliminate health disparities among Medicaid beneficiaries in Illinois;
- Advised the Chicago Department of Public Health on the development of a resource coordination hub of multiple social service providers to serve and support vulnerable populations at risk of contracting HIV/AIDS, resulting in 1,400 individual service encounters in its first year of operation during a pandemic, and the distribution of approximately $600,000 in financial assistance for individuals facing financial hardship and homelessness;
- Oversaw and directed the design and implementation of UIC campus-wide saliva-based testing for SARS-CoV2 initiated in August 2020;
- Oversaw and launched UIC's campus-wide flu vaccination program in 2020, resulting in the highest number of flu vaccinations administered and recorded at UIC;
- Conceived, convened, and launched the Vaccine Corps Partnership, a Cook county-wide

initiative that brought together communities, not-for-profit organizations, healthcare systems, public health department, foundations, and community partners to address vaccine hesitancy months before vaccines were available to the public;

- Completed service design planning and improvements to the patient experience in the Department of Ophthalmology, UI College of Medicine;
- Completed service design planning and improvements to the patient experience in the UIC College of Dentistry, Oral Surgery clinic;
- Implemented on-going National Institutes of Health (NIH) and Patient-centered Outcomes Research Institute (PCORI)-sponsored research activities to improve the health of people with COPD, insomnia, and acute and post-acute sequelae of SARS CoV2 (PASC), also known as "Long COVID";
- Organized mentorship of early-career faculty on training grants in the College of Medicine;
- Facilitated advisory services to introduce improvements to the student experience in the UI College of Medicine in support of re-accreditation;
- Engaged in facilitation and thought partnership in the conceptualization and further refinement of the newly created Center for the Advancement of Interprofessional Practice Education and Research (CAIPPER);
- Developed the UI Health Ambulatory Services Telehealth Strategy at the request of the Chief Ambulatory Services Officer as a key component of the health system's 2022 strategic goals;
- Developed a 13-week, non-credit-conferring Certificate in Healthcare Delivery Design pilot program for a fee of $2,400 per person, attended by six healthcare professionals; and
- Initiated a pilot program for Design Fellowships for health sciences students, a one year paid IHDD Design Fellowship.

Permanent status will enable IHDD to continue to serve as a resource for the development, evaluation, and implementation of sustainable models of healthcare and fill an unmet need at UIC to address the complex and diverse needs of patients, caregivers, clinicians, and other decision makers in healthcare contexts such that proven new standards of care are delivered effectively and at scale.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically consistent with the educational priorities and needs of the State of Illinois. B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

IHDD will continue to serve as a resource to UIC, UI Hospital and Clinics, and the University of Illinois System to fulfill their missions. Improvement in the delivery and provision of healthcare for Illinois' most vulnerable populations will continue to be a complex, ongoing need for the foreseeable future. IHDD will continue to work in partnership with stakeholders in the Chicago metropolitan area and across the State to respond to persistent and unforeseen health challenges like the COVID-19 pandemic, working to align and coordinate efforts toward the common good. IHDD will act as a convener of key constituents to work toward shared goals of improving health and wellness in Illinois. IHDD will continue to be a resource for UI Hospital and Clinics bridging communities and the healthcare system to improve access and evolve models of care that meet the needs of patients so that they may achieve and maintain health.

Local government and State of Illinois agencies seek the services of the Institute for Healthcare Delivery Design to help address a wide range of healthcare delivery challenges and as the United States moves from a fee-for-service model to a value-based care one, demand for IHDD's advising services is anticipated to grow over the next decade. A recent spike in requests from State agencies to engage IHDD in initiatives to develop strategies for their greatest challenges suggests growing awareness of the value of IHDD's work and desire among State agencies to innovate.

A *Thriving Illinois*: Higher Education Paths to Equity, Sustainability, and Growth

The proposed Unit of Administration will support Goal 1, Equity of *A Thriving Illinois, to close the equity gaps for students who have been left behind*. IHDD is committed to UIC's vision of creating a climate of diversity and equity in which individual students, faculty, and staff feel welcomed in their identities and valued for their contributions and feel their identities can be openly expressed wherever they live, work, and study. IHDD operates according to principles of inclusion, access, open collaboration, and equity for all racial, ethnic, gender, sexual orientation, age, physical capability, cultural, national origin, citizenship status, or religious groups. The Institute's work is informed and motivated by a goal to improve the health of populations that have been historically underrepresented, excluded, marginalized, or discriminated against. IHDD regularly invites and facilitates collaborations with community residents and community organizations to address their most pressing health priorities. It strives to coordinate ongoing and new efforts across UIC to build trusted and sustained partnerships in Chicago and with the State's most vulnerable communities to improve the health and wellbeing of residents.

The common denominator across all IHDD work for Illinois organizations is bridging the intention of healthcare policies and the availability and provision of community-level services to reduce documented gaps in access to quality healthcare for underserved communities. Beginning in summer 2024, IHDD will create internships for underrepresented minority students to work on projects with the aim of providing field experiences and exposing them to pathways to careers in Population Health and Healthcare Delivery Design. The establishment of an internship program for underrepresented minority students is aligned with IHDD's educational mission. Having students engage in IHDD projects holds potential to build trust and strengthen connections between the University and the communities UIC and UI Hospital and Clinics serve. Progress toward equity goals through internships will be measured in dollars distributed to students, the number of student interns taken on each summer, and measures of student interest in pursuit of educational pathways to careers in Population Health and/or Healthcare Delivery Design. Associated community measures will include degree of community participation, measures of healthcare utilization, and project specific measures (e.g., measures of health literacy, screening, improved access to healthcare services).

The proposed Unit of Administration will support Goal 2, Sustainability of *A Thriving Illinois, to build a stronger financial future for individuals and institutions by finding ways to reduce the financial burden of education on students and their families*. IHDD has been fully integrated into the administration and operations of the Population Health Sciences Program since 2019. These activities are overseen by PHSP's Director of Administrative Operations. As engagements with clients external to the university account for a significant source of revenue for IHDD, responsiveness is critical regarding the execution of contracts and hiring of contract employees. IHDD's administrative structure has evolved its operations to minimize redundancy and maximize flexibility in staffing to accommodate the needs of each project. Similarly, IHDD has been self-sustaining since two and a half years after temporary approval through a stream of revenue for advisory and

research projects at the college, University, healthcare system, state, national, and international levels. IHDD's Advising Services awards increased from fiscal year 2019 totals of $50,287 to fiscal year 2022 totals of $3,048,166.

IHDD will continue to contribute to Goal 3, Growth, to *increase talent and innovation to drive economic growth*. Under the temporary approval, the Institute has worked locally with the Chicago Department of Public Health to facilitate and accelerate the conceptualization and development of a coordinating hub for HIV positive individuals and those at risk of contracting HIV in need of various but disconnected healthcare and social services. Local work has included aiding the City of Chicago Mayor's office in the planning and execution of vaccination events, and facilitation of multi-day workshops for mission alignment at the Chicago Department of Public Health to define new roles for the Racial Equity Rapid Response Team. Statewide initiatives include measurements of health in communities across the State to inform decisions related to equity-driven healthcare and hospital transformation plans as part of the implementation of Public Act 101-650. National research and collaboration partners include the National Heart, Lung, and Blood Institute, White House COVID-19 Response Team, and United States Department of Veterans Affairs.

Comparable Units in Illinois

The Institute for Healthcare Delivery Design differs from and complements similar institutes in Illinois including the graduate programs of Northwestern University's Design Engineering Innovation program and Illinois Institute of Technology's Institute of Design. For the last three summers, students from these programs interned with IHDD. In October 2022, IHDD along with representatives from the Innovation Center joined the inaugural meeting of the Healthcare in Design Consortium organized by the Siebel Design Center. Since one goal of IHDD is to serve as a resource to the university and the healthcare system, it envisions supporting the efforts of the University's design education entities through continued collaborations and potential future innovation opportunities. With a vision of fostering alignment between major institutions and agencies to respond to present and emerging public health challenges, IHDD will continue to catalyze collaborations that aim to improve health outcomes and reduce health disparities.

The Center model is similar to the Siebel Center for Design on the University of Illinois Urbana-Champaign campus which teaches, practices and models design thinking to re-imagine the UIUC campus, community, and the collective world. IHDD differs from the Innovation Center and Siebel Center for Design in its focus on evolving and promulgating new methods and models for addressing healthcare delivery challenges at local, regional, state, national, and international levels. The form of design IHDD practices and teaches is multidisciplinary, integrating approaches from population health science, clinical research, implementation science and healthcare systems operations. This multidisciplinary approach is at the core of IHDD's ambition to nurture, strengthen and grow a new form of design unique to healthcare delivery. As such, its novel forms of design practice complement the Innovation and Siebel Center design thinking curricula. Moreover, teaching of design-thinking constitutes the primary function of the Siebel Center, whereas education is only one of IHDD's three functions. In addition, IHDD's education portfolio includes advisory services to assist colleges in improving student experience, increasing faculty and staff engagement, and innovating within their operations.

Institution	Academic Unit	Sector
University of Illinois Urbana-Champaign	Siebel Center for Design	Public
Northwestern University	Segal Design Institute	Private

Mission and Objectives

1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university. B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

The Institute for Healthcare Delivery Design is a strategy, innovation, and research unit in the Office of the Vice Chancellor for Health Affairs at the University of Illinois Chicago. Its mission is to initiate, design and promulgate new models of human-centered healthcare delivery at the University of Illinois Chicago that will increase efficiency and effectiveness of proven medical interventions in urban, suburban, and rural settings and serve as models for improving national and international standards of care.

Assessment

1050.30(a)(2): The design, conduct and evaluation of the unit of instruction, research or public service are under the direct and continuous control of the sponsoring institution's established processes for academic planning and quality maintenance.

Assessment of Outcomes

Since IHDD supports the mission of the University in research, education, public service, and social responsibility, it utilizes different processes for demonstrating the quality of its work in each. The primary processes driving research activities are those related to grant submissions, awards, and publication. The Institute reviews feedback from students and trainees as evidence of quality educational content. Proposal writing and contract awards provide evidence of IHDD's service and social responsibility work. All apply a process of continuous review and iteration from the inception through completion of all work to ensure excellence and contribution to the University's mission and Statewide goals. The timely completion of promised deliverables that meet and exceed expectations of internal and external clients, co-investigators, constituents, and others is the basis for evaluating the quality of work. Impact is generally measured post-engagement once the innovation ideas or plans created by IHDD are implemented by the client. IHDD conducts regular check-ins with clients to find out whether desired changes are realized and identifies improvements measures.

The Director reports to the Associate Vice Chancellor for Population Health Sciences. The Associate Vice Chancellor and the Director will review IHDD annually and will assess the quality of the unit and the extent to which its outcomes achieve the stated objectives. Since its formation, IHDD has held a weekly all-staff operations meeting to assess its current and forecasted operational needs. Every six months, the entire IHDD team, along with leadership from the Populations Health Sciences Program holds an offsite planning meeting to assess its needs against its strategic goals and to update its plans to ensure it is equipped to serve clients and the University. Once a year, IHDD, along with leadership from the Population Health Sciences Program and the Breathe Chicago Center, presents a report on its activities and financial performance from the prior year to the Office of Vice Chancellor for Health Affairs (OVCHA) and OVCHA Chief of Staff. The OVCHA provides feedback indicating any required changes needed to strengthen the Institute's effectiveness.

Facilities

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained. B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service. C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

IHDD occupies 7,492 square feet of open design studio space on the east side of the third floor of Mile Square Health Center on the same floor of the Population Health Sciences Program. The open design includes movable walls enabling the space to be configured and partitioned into distinct project bays that can expand or contract based on the scope of work. The east side of the studio serves as an open work and instructional space with moveable tables and seating for up to 36 people. This space is frequently made available to other units in the University to host meetings, hold classes, or host academic gatherings. The west side of the space includes offices, a conference room that can accommodate meetings, and a production space. Library resources are accessed via computer on an as needed basis.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met. B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation. E) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

The Institute for Healthcare Delivery Design is organized within the Population Health Sciences Program in the Office of the Vice Chancellor for Health Affairs. The activities of the Institute are directed by its director in close consultation with the Associate Vice Chancellor for Population Health Sciences, the Institute's Assistant Directors, and supported by a staff of four senior design strategists. The reporting line is designed for close communication and coordination of efforts across the Institute.

The University has several institutional strategies and initiatives in place to maintain and increase diversity among faculty and administrators. With the support of the Chancellor and Provost, the University engaged in a 2020 strategic planning process through its Office of Diversity, Equity and Engagement (DEE) that required the involvement of all academic units on campus in developing Advancing Racial Equity (ARE) plans. As such, every departmental plan must identify priorities; data sources; short-term and long-term goals that are specific, measurable, achievable,

relevant, and time-bound; strategies and metrics in relation to success; and an explanation as to how accountability, improvement, and ongoing focus will be built into the annual process. UIC also continues its long-standing program, the Under-Represented Faculty Recruitment Program (UFRP), with the goal of attracting and retaining a faculty that more closely resembles the UIC student population by providing funds toward salary and research for underrepresented faculty candidates. The University also has a Target of Opportunity program focused on diversifying faculty with high enrollment courses and a Bridge to Faculty program designed to attract underrepresented postdoctoral scholars to transition to tenure-track faculty after two years. Additionally, a mentoring program is in place to support faculty effectiveness and promote an environment where support for the recruitment and retention of faculty of color is normative.

Fiscal and Personnel Resources

1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained. B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

Since Fiscal Year 2019, IHDD's revenue has grown steadily, enabling it to become self-sufficient in Fiscal Year 2021. Support from the Office of the Vice Chancellor for Health Affairs was essential in Fiscal Year 2019 to Fiscal Year 2020 to enable IHDD's creation and to accommodate the build-out of the Institute's space in the Mile Square Health Center. Since then, financial support from the Office of the Vice Chancellor for Health Affairs has been unnecessary due to increases in revenue. From Fiscal Year 2019 to 2022, advising service awards increased from $50,000 to over $3 million, a 60-fold increase. The IHDD has become a trusted partner for the State of Illinois' Department of Health and Family Services (HFS), with an increasing number of HFS-funded awards over the past several years. With the recognition of the importance of transforming healthcare service delivery to fit patients and other stakeholders, advising services provided for UI Health have grown. Research direct funds attributed to the IHDD have increased from $134,000 to $785,000, with further increases expected given the acknowledgment by national funders of the impact of human-centered design in the development and conduct of research, particularly in the realm of participant recruitment, retention, and return of results.

Expenditures have grown as necessary to accommodate the increase in funded projects. IHDD has grown from four to nine full-time staff from Fiscal Year 2019 to Fiscal Year 2022. In addition, IHDD engages consultants and enlists the expertise of other faculty and staff around the university to complete projects. Employing a core staff while engaging consultants, extra help, students, and university faculty as needed allows IHDD to remain agile and adaptable to funding amounts, timelines, and breadth of services while ensuring that costs are kept in check.

Accreditation and Licensure

1050.30(b)(3) [applicable only to units of instruction]: Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

No specialized accreditation or licensure is required.

Program Information

1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Detailed information about the proposed center will be published on the University's website.

Staff Conclusion

The staff concludes that the Institute for Healthcare Delivery Design proposed by The University of Illinois Chicago meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education polices pertaining to assessment and accreditation or licensure. The staff concludes that the proposal aligns with the higher education strategic plan, "A Thriving Illinois: Higher Education Paths to Equity, Sustainability and Growth."

University of Illinois Urbana-Champaign

Proposed Center Title in the Region of Authorization: Center for Culturally Responsive Evaluation and Assessment in the Prairie Region

New Administrative Unit: The proposal is for the establishment of the Center for Culturally Responsive Evaluation and Assessment. The Center for Culturally Responsive Evaluation and Assessment will serve as the entity dedicated to the scholarly practice of evaluation and assessment of social and educational programs, initiatives, and policies.

Background

The University of Illinois Urbana-Champaign (UIUC or the University) is seeking authorization to establish the Center for Culturally Responsive Evaluation and Assessment (CREA or the Center) in the Prairie Region. The CREA was established in 2011 in the College of Education (the College). The Center has a core mission of contributing to knowledge and appreciation of the role, impact, and utility of culture and cultural context in educational evaluation, assessment, research, and policy analysis. CREA focuses on centrality issues - culture, power, and equity which impact achieving relevant and valid conclusions from any form of inquiry. This work requires a substantive understanding of the nature and influence of diverse cultural norms and practices.

The Center is an international community of scholars and practitioners that exists to promote a culturally responsive stance in all forms of systematic inquiry including evaluation, assessment, policy analysis, applied research, and action research. CREA recognizes the issues of power, privilege, intersectionality, and corresponding influence. The Center's core mission is to generate evidence for policymaking that is methodologically sound as well as culturally and contextually defensible. The Center is a dual resource in public and community engagement for organizations and individuals seeking to better understand and apply cultural responsiveness in their work. CREA strives to build a body of informed practitioners, published scholarship, professional development opportunities, technical assistance resources, and advocacy efforts, all of which advance cultural responsiveness across inquiry platforms and settings.

There is an interdisciplinary collaborative nature to the Center. The core College of Education faculty associated with CREA represent the four academic departments of the College, serve as internal affiliates within CREA, and are associated with departments and/or degree programs that have courses relevant to evaluation and assessment. CREA serves as a link among academic units in cultivating cross-disciplinary discussion of evaluation and assessment. There are collaborations with the Center of Social and Behavioral Studies, the Bureau of Educational Research, the Institute for Inclusion, Diversity, and Access, and the Center for Education in Small Urban Communities. In the Department of Educational Psychology (EPSY), which is the traditional location of UIUC's evaluation training program and most of the College of Education's evaluation faculty, the Quantitative and Qualitative Methodology, Measurement, and Evaluation (QUERIES) division offers substantive coursework and a graduate degree concentration. EPSY CREA faculty teach courses in evaluation theory, methods, and practice as the broader social and political implication of monitoring, evaluation, and assessment. QUERIES CREA faculty supervise a graduate certificate in evaluation for graduate students in the field of evaluation. This certificate program serves students from a wide range of programs, inlcuding educational policy, human resource development, agriculture, and educational technology.

CREA's affiliation, conferences, and other opportunities can provide both faculty and students an opportunity to deepen their understanding of evaluation gained through course instruction. Additionally, CREA holds affiliate relationships with leading international and national external affiliate researchers in academic, non-profit, research and evaluation firms, industry, and philanthropic institutions representing diverse academic and technical practices that serve to expand the outward-facing Center mission and goals.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically consistent with the educational priorities and needs of the State of Illinois. B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

The Center addresses the current Federal administration's interest in expanding evaluation and assessment in the public sector. This is supported by the Executive Order on Advancing Racial Equity and Support for Underserved Communities through the Federal Government (cf. Executive Order 13985). Also, the Ford Foundation Landscape Analysis in 2021-2022, on equity in public sector evaluation revealed evidence of formal and informal training with professional associations, philanthropic associations, research firms, institutions of higher education, and government that spur growth in developing and expanding the bench, pipeline, and pathways for practicing evaluators across a broader range of sectors and content areas than historically prevalent. In addition, the largest professional association for the application and exploration of evaluation as a profession, the American Evaluation Association, which includes over 20 university centers and institutes, notes peer institutions with similar scope and content of CREA. However, these centers function as a site of externally funded evaluation projects, offering applied graduate education, and none of them have a focus on the role, impact, and utility of culture and cultural context in educational evaluation, assessment, research, and policy. CREA distinguishes itself in this regard.

Recent reviews of university-based evaluation education programs suggest that despite the landscape of opportunities for evaluation training in the development and socialization of evaluators in government, nonprofit, and philanthropic organizations, the number of universities offering evaluation education varies. There is a gap that signals opportunities to find supplemental ways of generating evaluation training for increasing needs from government and philanthropic agencies which are increasingly requiring external awards to contain evaluation and assessment plans. The CREA is the only campus or University of Illinois System entity dedicated to the scholarly practice of evaluation and assessment of social and educational programs, initiatives, and policies. The work and focus of the CREA fill a need in this space.

***A Thriving Illinois*: Higher Education Paths to Equity, Sustainability, and Growth**

The Center for Culturally Responsive Evaluation and Assessment's goals and plans are consistent with IBHE's strategic plan, *A Thring Illinois: Higher Education Paths to Equity, Sustainability, and Growth* pillars. The Center supports *Goal 1, Equity of A Thriving Illinois to close the equity gaps for students who have historically been left behind*. The Center's strategic priorities provide a dual resource in public and community engagement for organizations and individuals seeking to better understand and apply cultural responsiveness. CREA faculty, leadership, and external affiliate researchers are leaders in the major professional associations, institutions of higher learning, research, and evaluation first in the state and across the nation. These collaborators play pivotal roles in extending the culturally responsive focus in evaluation and assessment with a particular

focus on the underserved and underrepresented in society. CREA's scholarly and public service is focused on developing sustainable relationships with targeted school districts in the Champaign area with students who are at risk for severe discipline and dropout rates. This work directly impacts communities of color, often marginalized and underserved communities around the country. CREA collaborates with the Unit 4 School District of Champaign and the City of Champaign to support school-going children who are at risk of severe discipline and dropout with their families and recently developed program, Leading Individuals and Families to Transformation (LIFT). At the system level, the University of Illinois prioritized closing equity gaps among citizens across Illinois, within urban and rural communities. The system notes that closing equity gaps among citizens across Illinois is a priority and closing gaps is crucial to achieving the missions of the University of Illinois System. At the institutional level, UIUC's diversity, equity, and inclusion work is led by the Office of the Vice Chancellor for Diversity, Equity, and Inclusion. The office has facilitated a variety of efforts and programs to set the tone and strategically support and improve equity on campus. In July 2020, the University pledged $2 million annually for the Chancellor's "*Call to Action to Address Racism and Social Injustice*."

The College of Education supports *A Thriving Illinois* Goal 2 – *Sustainability* to *build a stronger financial future for individuals and institutions by finding ways to reduce the financial burden of education on students and their families*. Currently, the College is undergoing a rethinking and repositioning of its core centers and is planning ways to coordinate reporting, operations, and collaborative synergies across the college and university. Moving forward the new directorate of leadership to allow deeper and widening relationships within the UIUC colleges and the University of Illinois System communities to find a path forward consistent with the goals, outcomes, sustainability, equity, and growth plans of the Strategic Plan. The permanent status of CREA will become a catalyst that will help facilitate efficiency improvements, including fiscal savings, and a synergistic opportunity. This fall's CREA Conference VII will focus on matters of sustainability and growth. There will be an opportunity to network and build new opportunities in these areas. At previous conferences, CREA generated support for community and undergraduate-level evaluations and engaged their aspiring evaluation and assessment interest in collaboration with philanthropic and research/evaluation organizations.

The proposed CREA also contributes to *Goal 3,* Growth, *to increase talent and innovation to drive economic growth*. The permanent center status of CREA will continue to afford deep relations related to research, innovation, and economic development in Illinois. There are opportunities to expand CREA and the University of Illinois System relationship through the Illinois Workforce and Education Research Collaborative (IWERC) in the Discovery Partners Institute (DPI). IWERC collaborates closely with Illinois state government, state agencies, K-12, and higher education policy programs. CREA is uniquely positioned to collaborate with DPI on IWERC core research projects: Early Childhood Research, Teacher Workforce Research, and High School-to-work Research.

Comparable Units in Illinois

UIUC's Center for Culturally Responsive Evaluation and Assessment is unique in Illinois as it is robust in scope on the role, impact, and utility of culture and cultural context in educational evaluation, assessment, research, and policy. In Illinois, there is no comparable public or private university that sustains the range than UIUC. Several out-of-state programs are similar in scope and content but in this landscape, UIUC stands out for the breadth and depth of this Center.

Mission and Objectives

1050.30(a)(1): A) The objectives of the unit of instruction, research, or public service are consistent with the mission of the college or university. B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

The proposed Center is aligned with the purpose, goals, objectives, and mission of the University. CREA aligns with UIUC's priorities by cooperating with many public-engaged activities already occurring in multiple colleges, departments, institutes, and public good entities.

Assessment

1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved. B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies. C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of 23 the unit of instruction. D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree programs under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study.

1050.30(a)(2): The design, conduct and evaluation of the unit of instruction, research or public service are under the direct and continuous control of the sponsoring institution's established processes for academic planning and quality maintenance.

Assessment of Outcomes

CREA completed a self-study report in 2022 to identify internal outcomes for internal stakeholders, including center leadership, faculty, external affiliate researchers, and staff. Additional external outcomes are identified through core CREA stakeholders and are ongoing in review. The ongoing reviews are completed annually by the Dean of the College of Education which includes a review of the annual report submitted by CREA. The report will include a review of budget revenue and expenditures, mission, goals, opportunities challenges, equipment, resource adequacy, and other personnel items.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained. B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service. C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

CREA offices are located on the first floor of the Natural Resources Building, directly across the street from the College of Education. The proximity to the College of Education allows for close

collaboration. The space houses staff offices and a conference room with corresponding office equipment. UIUC possesses appropriate library resources with access to online databases, books, journal holdings, and other electronic resources to support teaching and scholarly work. The library houses key academic journals and other publications used by CREA, which overlap with those utilized by the College of Education units and programs.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met. B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation. E) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

CREA is housed in the College of Education and reports directly to the Dean. CREA serves the College's department and contributes to the overall College mission and vision. The department will be maintained by existing faculty and staff. It includes a director, a tenured professor, two assistant directors, and administrative and postdoctoral fellows/associates with graduate research assistant support. The assistant directors may hold faculty appointments in one of the College of Education's academic departments. One assistant director will hold a portfolio on local and community initiatives in the Champaign-Urbana area that pursues CREA's community and public engagement interests. Both Assistant Directors will pursue collaborative interdisciplinary relationships with other centers and units in the college and university. Center faculty, leadership, and external affiliate researchers are leaders in major professional associations, institutions of higher education, research, and evaluation firms, and philanthropic agencies in the state and across the nation.

The University implements an array of programs to *increase and retain faculty, staff, and administrators of color*. The Distinguished Faculty Recruitment Program has a stated goal of increasing underrepresented minority faculty. Since 2017, the System has committed $20 million to this program for the recruitment of tenured, start, or rising faculty from a range of disciplines who can transform the universities through exceptional scholarship and teaching. A criterion of this award is that the selected faculty members "will enhance diversity in the unit and in the college." Even though faculty hiring is a department and college-level decision, the campus has devoted significant resources to incentivize hiring activities that support diversity, recruitment, and retention goals. Such examples are the Targets of Opportunity Program (TOP) and the Dual Career Academic Couples (DCAC) program. TOP provides recurring funds for salary support for hires that enhance campus diversity in STEM fields and the DCAC program provides recurring matching funding if the partner is hired into a tenure track position. These funds from the Provost's Office actively support diversity hiring and retention.

Fiscal and Personnel Resources

1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained. B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

The University has adequate faculty, staff, and other instructional resources for the proposed Center for Culturally Responsive Evaluation and Assessment. The department will be maintained by existing faculty and staff. Initially, in 2011, the College of Education provided seed funding of $100,000 to cover expenses for the planning and implementation of CREA conferences. Additional assistance has been provided for administrative and graduate student staff. Federal funding from the National Science Foundation and philanthropic funds from the Kellogg Foundation, Annie Casey Foundation, and the Spencer Foundation, and state funds, support Center work. The fiscal year budget was $463,787 for 2023 and just under $400,000 for 2022.

Accreditation and Licensure

1050.30(b)(3)[applicable only to units of instruction]: Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

No specialized accreditation or licensure is required.

Program Information

1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Detailed information about the proposed center will be published on the University's website.

Staff Conclusion

The staff concludes that the Center for Culturally Responsive Evaluation and Assessment proposed by the University of Illinois Urbana-Champaign meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

University of Illinois Urbana-Champaign

Proposed Center Title in the Region of Authorization: Center for Global Studies in the Prairie Region

> *New Administrative Unit:* The proposal is for the establishment of the Center for Global Studies. The Center for Global Studies will serve as an administrative center that focuses on interdisciplinary research and teaching while organizing the dimensions of global studies, research, teaching, and outreach.

Background

The University of Illinois Urbana-Champaign (UIUC or the University) is seeking authorization to establish the Center for Global Studies (CGS or the Center) in the Prairie Region. The Center was established in 2000, and since 2019 has been an Illinois Board of Higher Education (IBHE) temporarily approved unit. CGS operates under the administrative center, Illinois Global Institute (IGI), which is currently pursuing permanent center approval as well. The IGI is comprised of ten units focused on foreign language and area studies and shares staff as well as administrative resources to work together as a cohesive unit. CGS works to globalize the research, teaching, and outreach missions of the University. CGS is the only U.S. Department of Education designated National Resource Center (NRC) in International Studies in Illinois and provides state-wide leadership and marshals the expertise of the University of Illinois toward its research, teaching, and educational missions.

The area of global studies education has expanded across campuses over the past two decades as a field that focuses on interdisciplinary research and teaching issues that impact the world's diverse populations at local, national, regional, and global levels. The Center organizes the complex dimensions of global studies, research, teaching, and outreach that bring together disciplines, regions, and professions. Four clusters build global studies expertise, available to government and non-government decision-makers in key policy areas: Global Health, Global Society and Sustainable Development, Global Knowledge, and Global Governance.

The Center supports campus programming through external funding, particularly the U.S. Department of Education's Title VI program. The budget allocations from NRC and the Foreign Language and Area Studies (FLAS) program are $557,045 annually. This is the highest-funded NRC in the International category. There are only 12 other NRCs across the nation. The CGS also supports the study of Less Commonly Taught Languages (LCTL) by UIUC's students as part of the FLAS program. CGS partners with faculty and disciplinary units to develop new courses and degree programs in global studies. CGS also supports a graduate-level Global Studies minor program which develops global awareness among graduate students. CGS funding has supported the creation of 22 majors, minors, and certificate programs. The Center facilitates a deep understanding of the values, thinking, practices, and aspirations of the world's diverse cultures and the acquisition of advanced language skills in LCTLs, of which the Center supports 19 taught at UIUC. As for public outreach and support, the CGS sponsors approximately 85-100 events a year which are open to the campus and community to encourage engagement and connections, including long-term reciprocal partnerships with local Preschool to grade 12 schools, community organizations, and minority-serving institutions.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically consistent with the educational priorities and needs of the State of Illinois. B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

CGS impacts the region and nation significantly through the production and dissemination of global studies knowledge to the P-12 and higher education communities. The impact is derived through internationalization and institutionalization of courses, degrees, and outreach. CGS has helped develop 141 new global studies courses, 22 degree programs and certificates, and awarded 339 undergraduate and graduate FLAS fellowships in 33 languages. Interdisciplinary undergraduate and graduate programs supported by CGS remain strong with over 2,800 undergraduates and 1,800 graduate students enrolled. CGS programs and resources reach nearly 140,000 people annually in P-12, post-secondary, community college, business, military, media, and public sectors while collaborating with other Illinois National Resource Centers and campus units.

Within Illinois, the CGS is a unique program with an all-campus scope and broad engagement mandate. It is the only U.S. Department of Education designated National Resource Center in international studies in Illinois. It provides state-wide leadership and marshals the expertise of the University of Illinois toward its research, teaching, and educational missions. Being an NRC is advantageous to other Illinois higher education institutions. UIUC's CGS broad outreach mandate has fostered collaborative engagements and productive partnerships with other institutions.

***A Thriving Illinois*: Higher Education Paths to Equity, Sustainability, and Growth**

The proposed Center for Global Studies supports *Goal 1*, Equity, of *A Thriving Illinois, to close the equity gaps for students who have historically been left behind*. This is evident through its commitment to implement systematic solutions to increase access and opportunities for underserved communities. The Center's first equity strategy includes providing differentiated academic and social-emotional support that students need to return to pre-pandemic learning trajectories. While this is slated for pandemic-related educational gaps, CGS notes these "should be implemented as systematic solutions that will address equity gaps for the long run." This departmental strategy aligns with both the system priorities of closing equity gaps, as well as those of IBHE. To encourage broad outreach, CGS programs are open to the public which extends to traditionally underrepresented groups, including ethnic minorities, seniors, veterans, and rural populations. CGS multicultural event is aimed at preschool through high school students in area schools and events on campus. The extended programs are geared towards integrating global studies into the P-12 curriculum.

At the institutional level, the University of Illinois Urbana-Champaign's diversity, equity, and inclusion work is led by the Office of the Vice Chancellor for Diversity, Equity, and Inclusion. The office has facilitated a variety of efforts and programs to set the tone and strategically support and improve equity on campus. In July 2020, the University pledged $2 million annually for the Chancellor's "*Call to Action to Address Racism and Social Injustice*." The proposed Illinois Global Institute, the administrative center for CGS, was selected to implement the project "A Blueprint for Transitional Justice in the U.S." This project draws on global experiences with transitional justice, including how societies respond to the legacies of massive and serious human rights violations, from other countries, such as South Africa, Korea, Guatemala, and Brazil, to build insights and tools to

address structural racism in the United States. Additional "*Call to Action*" work includes the Director for the Center for Global Studies serving as a co-organizer of a program called Yellow-Peril. This program created open-access materials, which will be available publicly in 2024, to enable K-12 teachers to support the objectives of the TEAACH Act for Asian American History learning standards in the State of Illinois.

The IGI, which is the overarching administrative unit of the CGS, is also charged with organizing a Diversity, Equity, and Inclusion Committee comprised of staff and students. This committee addresses questions about campus climate and inclusion in the IGI, including the CGS and its other units. The committee works to avoid issues of microaggressions while promoting recruitment of underrepresented faculty and staff and implementing pipeline programs. In addition, the administrative integration of the College of Liberal Arts and Sciences (LAS) Global Studies into the IGI directly promotes equity goals as it will provide avenues for the development of undergraduate pipelines of students interested in global, regional, and thematic programs of study.

UIUC is working to improve equity in graduate degree attainment rates. To achieve this goal, UIUC has strategically focused on undergraduate access and success coupled with strategic graduate recruitment. UIUC has been able to recruit between 700 to 800 UIUC undergraduate students for graduate degree programs. This is approximately around 19 percent of UIUC's total new enrollments each year. Of those enrolling in the graduate programs, approximately 100 to 130 students are from domestic underrepresented populations, which is approximately 30 percent of the underrepresented undergraduate population each year. UIUC prioritizes increasing the number of UIUC graduate students who completed their undergraduate coursework at UIUC as a metric of increasing access to graduate degrees as well as reflecting access of attainment for undergraduate degrees. To support this goal and improve results, the UIUC campus is focused on its Student Success Initiative, which is primarily focused on undergraduate populations. This program works to increase access to higher education by reducing the cost of attendance, increasing aid, and considering time to degree. It is eliminating equity gaps through increasing retention and graduation rates of underrepresented and minority students. It looks to improve the University of Illinois experience, identity, and broaden campus programs, support services, and opportunities for engagement.

To address *A Thriving Illinois: Goal 2, Sustainability*, *to build a stronger financial future for individuals and institutions by finding ways to reduce the financial burden of education on students and their families,* the University of Illinois Urbana-Champaign developed programs and initiatives to increase college accessibility and affordability for students. The Illinois Commitment program provides scholarships and grants to cover tuition and campus fees for students who are Illinois residents and have a family income of $67,100 or less. The program covers tuition and campus fees for new freshmen for up to four years, eight semesters of continuous enrollment, and tuition and campus fees for up to three years and six semesters of continuous enrollment for new transfer students. The University also offers scholarships to high-achieving, newly admitted freshmen from historically underrepresented groups through the President's Award Program. The goal of the program is to ensure and enrich the diversity of the student body. To be eligible for consideration, students must be Illinois residents and have demonstrated outstanding academic achievement while graduating from a recognized Illinois high school.

The IGI and its components maintain an efficient organizational structure. The units rely upon a shared services business operations model developed by IGI. It pertains to business operations, grant administration, human resources, fellowship coordination, and office support. The model reduces duplication of resources within its units by providing services to all.

The proposed IGI center will also contribute to *Goal 3, Growth, to increase talent and innovation to drive economic growth*. The IGI, and its units, make a significant contribution to the economy of Illinois and contribute to the competitiveness of state employers. The IGI's unit brings to Illinois a combined annual investment of over $4 million in federal grant funds, endowment, and gift income that supports student learning and academic programs that create a globally aware workforce. The *Growth* pillar is also supported by the University through its strong partnerships with business and industry through statewide initiatives, like the Discovery Partners Institute and the Illinois Innovation Network (IIN). These initiatives engage with Chicago's technology workforce, allowing students to interact with Chicago's technology and innovation culture. Students make connections to regional employers and industries, university research teams, civic and nonprofit organizations, and employers. The IGI, and its units, contribute to the mission of the IIN through research, language, and international competency skills development among UIUC undergraduate and graduate students.

CGS improves Global Studies curricula and programs that align with Illinois' need to equip its workforce with skills to allow them to compete globally. To ensure that the Center's programs meet workforce needs in Illinois, the Center director attends activities of the Chicago Council on Global Affairs and regularly consults with private and public sector leaders regarding program articulation within the State of Illinois. In addition to working with industry partners, a primary focus of CGS is support for teacher education with UIUC's College of Education. This partnership focuses on providing global learning opportunities for students, specifically training for jobs within the State of Illinois as teachers.

Comparable Programs in Illinois

The University of Illinois Urbana-Champaign's program has an all-campus scope and a broad engagement mandate. The Center is the only U.S. Department of Education designated National Resource Center in International Studies in Illinois and is a leader for other higher education institutions in this space. Bradley University has an Office of Global Studies and Initiatives. UIUC has partnered with this office to host a statewide Governing Globalization Conference in 2017. While not centers, both Illinois College and Western Illinois University have Global Studies programs. UIUC collaborated with these institutions in reviewing grant materials.

Mission and Objectives

1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university. B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

The proposed Center for Global Studies is in alignment with the purpose, goals, objectives, and mission of the University of Illinois Urbana-Champaign as it works to globalize the research, teaching, and outreach mission of the University. The Center for Global Studies' central mission has been to promote and support innovative research to better understand global issues confronting the world's populations and identify ways to cope with and resolve these challenges.

Assessment

1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved. B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies. C) The

admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of 23 the unit of instruction. D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree programs under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study.

1050.30(a)(2): The design, conduct and evaluation of the unit of instruction, research or public service are under the direct and continuous control of the sponsoring institution's established processes for academic planning and quality maintenance.

Assessment of Outcomes

The Center for Global Studies conducts a multi-layered assessment approach for its programs and staff. Programming and activities are evaluated by the U.S. Department of Education through bi-annual reports that measure program participation, student impacts, and progress toward grant program goals. Also, the Center works with an external evaluator to provide assessment and evaluation of teaching and engagement. The unit also participates in the Illinois Global Institute's evaluations, including a five-year external review process. CGS also submits annual reviews to the College of Liberal Arts and Sciences for programs and staff.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained. B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service. C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

The IGI will be housed in Coble Hall. The transition to Coble Hall began in 2021 and once complete, the space will allow for student-facing support as well as collaboration across units. Temporarily, IGI business operation units, visiting scholars, and postdoctoral fellows are housed in the Office of the Provost and in the Atmospheric Sciences Building.

The University possesses appropriate library resources with access to online databases, books, journal holdings, and other electronic resources to support teaching and scholarly work. The UIUC International and Area Studies Library (IASL) has nationally significant holdings in area and global studies. The director of the ISAL serves as the director of the National Resource Center-holding Center for Global Studies, which ensures a strong collaboration between the Center and the library. The University Library includes a faculty of area studies librarians with regional and thematic specializations that align with the specializations of the IGI units, including CGS. The University Library has sufficient resources to support CGS and is an integral reason for CGS' success in advancement and grant development.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met. B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation. E) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

CGS is overseen by a Director who reports to the Executive Director of the IGI. The IGI, which is the overarching administrative structure for the CGS, is overseen by an Executive Director, appointed by the provost in consultation with the Dean of LAS and Directors of the IGI units, who are faculty members and retain a line in their home departments. The Executive Director provides leadership, strategic direction, and oversight for the international area and global studies centers and thematic programs housed in the IGI, ensuring cohesion between unit operations and university policy and procedures. The Executive Director manages the administrative budget for IGI and its units and oversees business operations, human resource functions, and grant administration needs. The Executive Director is also responsible for organizing efforts in IGI, and its units, which include a shared governance framework, and memoranda of understanding for all collaboration with faculty units. The IGI, and subunits, are home to 40 staff, including academic professionals, instructors, and civil service employees. Directors are faculty from across campus with appointments as unit directors. Over 600 faculty are affiliated with the IGI and its units. In addition to the Director of CGS, there is a dedicated Associate Director, Outreach and FLAS Fellowship Coordinator, and a part-time Office Support Specialist.

The University of Illinois system and the UIUC campus support the effort of *A Thriving* Illinois Equity Strategy 3, *to increase and retain faculty, staff, and administrators of color*. The Distinguished Faculty Recruitment Program has a stated goal of increasing underrepresented minority faculty. Since 2017, the System has committed $20 million to this program for the recruitment of tenured, start, or rising faculty from a range of disciplines who can transform the universities through exceptional scholarship and teaching. A criterion of this award is that the selected faculty members "will enhance diversity in the unit and in the college." Even though faculty hiring is a department and college-level decision, the campus has devoted significant resources to incentivize hiring activities that support diversity, recruitment, and retention goals. Such examples are the Targets of Opportunity Program (TOP) and the Dual Career Academic Couples (DCAC) program. TOP provides recurring funds for salary support for hires that enhance campus diversity in STEM fields and the DCAC program provides recurring matching funding if the partner is hired into a tenure track position. These funds from the Provost's Office actively support diversity hiring and retention. The IGI, and its units, have a record of recruitment of faculty, staff, and administrators of color. IGI prioritized building connections between global communities and themes and underrepresented minority communities in the United States. The units are also attuned to experiences of ethnic, racial, gender, and religious minorities in world regions as well as the experiences of international students

and scholars at UIUC.

Fiscal and Personnel Resources

1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained. B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

The University has adequate faculty, staff, and other instructional resources for the proposed Center. There are 304 faculty affiliates from across campus and disciplines who participate in the Center for Global Studies. CGS is centrally budgeted through the IGI, the overarching administrative center for CGS, and nine other units.

Accreditation and Licensure

1050.30(b)(3)[applicable only to units of instruction]: Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

No specialized accreditation or licensure is required.

Program Information

1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Detailed information about the proposed Center for Global Studies is published on the University's website.

Staff Conclusion

The staff concludes that the Center for Global Studies proposed by the University of Illinois Urbana-Champaign meets the criteria to implement the Board of Higher Education Act (110 ILCS

205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

University of Illinois Urbana-Champaign

Proposed Center Title in the Region of Authorization: Center for South Asian and Middle Eastern Studies in the Prairie Region

New Administrative Unit: The proposal is for the permanent establishment of the Center for South Asian and Middle Eastern Studies in the Prairie Region. The Center for South Asian and Middle Eastern Studies will serve as the administrative and academic structure for undergraduate and graduate students to further their knowledge and awareness of South Asian and the Middle Eastern societies.

Background

The Center for South Asian and Middle Eastern Studies (CSAMES or the Center) is one of the units in the Illinois Global Institute (IGI) at the University of Illinois at Urbana-Champaign (UIUC or the University) with a goal of promoting contemporary and historical studies of South Asia and the Middle East. CSAMES was established in 1983 as the South Asian and Middle Eastern Studies program, then transitioned to a temporary center in 2007. UIUC requested an extension for the temporary center in 2017 and subsequently applied for a renewal of its temporary status to allow time during a reorganization to evaluate whether CSAMES would seek permanent status. The request was approved by the Illinois Board of Higher Education (IBHE) in 2018.

Notably since the renewal of its temporary status in 2018, CSAMES has received three grants from the U.S. Department of Education:

- Undergraduate International Studies and Foreign Language (UISFL) grant of $99,932.00 for the 2020-22 cycle (extended through 2023 due to the COVID-19 pandemic)
- National Resource Center (NRC) grant of $613,424 for the 2022-26 cycle
- Foreign Language and Area Studies (FLAS) grant of $1,055,104 for the 2022-26 cycle

The total amount of CSAMES external grants from the Department of Education for the 2022-26 funding cycle is $1,668,528. These grants allow CSAMES to award undergraduate and graduate fellowships; support language instruction by hiring teachers and developing courses; support collaborative research projects involving faculty at UIUC and other Illinois institutions (including community colleges); and organize public outreach activities such as lectures, exhibits, film screenings, and similar events.

Through a combination of faculty research and professional development, curricular internationalization, student-life activities, international experiences, and outreach and public engagement, CSAMES fosters the awareness and cultural competency of civilizations in South Asia and the Middle East. Students have opportunities to learn different languages and pursue interdisciplinary programs of undergraduate and graduate study related to the two regions. The Center also supports faculty research on international themes in global, regional, and national contexts along with encouraging research collaboration between scholars at UIUC and peer institutions throughout the world.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically consistent with the educational priorities and needs of the State of Illinois. B) The unit of instruction,

research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

CSAMES is one of ten area and thematic studies centers within IGI and the only unit offering programs in two major world regions. The core mission of CSAMES is to further the knowledge and awareness of societies in South Asia and the Middle East. CSAMES fulfills this mission by supporting disciplinary and multi-disciplinary academic programs central to these regions and sponsors a variety of public engagement activities including lectures, film screenings, and art exhibits. These activities strive to provide the campus community and citizens of Illinois with essential tools to identify and address the complex and nuanced global challenges that our society faces at local, regional, international, and global scales.

Through Title VI grant funding from the U.S. Department of Education, CSAMES is a designated National Resource Center for the study of the Middle East enabling students to deepen their knowledge and understanding of Middle Eastern regions. This signifies the Center's commitment to transformative teaching and engagement with South Asian and Middle Eastern cultures, histories, and societies. The Center's programs, events, and activities serve students in the humanities, business, engineering, and military science disciplines. Many CSAMES graduates enter academic, federal, and non-profit fields. Additionally, the Center sponsors academic conferences and symposia which are open to the public, supports professional development activities for K-12 and community college instructors in Illinois, and hosts cultural programming at local public libraries. Over 600 people participate in CSAMES activities annually. According to post-event surveys administered in 2020-21, 94 percent of attendees reported that they gained knowledge about South Asia and the Middle East and 98 percent reported that they would attend a future event.

A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth

UIUC's proposal includes initiatives related to IBHE's *A Thriving Illinois:* Goal 1, Equity, *to close the equity gaps for students who have historically been left behind*. The University's diversity, equity, and inclusion work is led by the Office of the Vice Chancellor for Diversity, Equity, and Inclusion (OVCDEI) and IGI was one of the units whose proposal was selected for funding by the Chancellor's Call to Action to implement the project, "A Blueprint for Transitional Justice in the U.S." This project reflects on global experiences with transitional justice, such as the work of truth and reconciliation commissions in South Africa, Korea, Guatemala, and Brazil to gain insight into the use of transitional justice tools to address structures of racism in the United States.

As a unit of IGI, CSAMES has a profound impact on various constituencies through public events, programs, and outreach activities on campus and in the community that extend to traditionally underrepresented groups including ethnic minorities, seniors, veterans, and rural populations. In 2022, CSAMES launched outreach initiatives for Illinois educators and civic audiences with support from the U.S. Department of Education Title VI NRC grant that provided opportunities for experiential learning and engagement with contemporary issues in the Middle East, often understudied in U.S. classrooms. Recently, in collaboration with the Global Exploration for Educators Organization (GEEO), CSAMES granted ten awards to teachers (predominantly from Illinois) for summer study tours to Egypt, Jordan, Morocco, Southern Spain, and Central Asia. Teachers will create a curriculum for their classes during the tours and submit a lesson plan which will be published online. CSAMES also supports the Midwest Institute for International/Intercultural Education (MIIIE), an organization that facilitates professional development and the dissemination of curriculum resources to faculty and staff in the consortium. MIIIE offers an extensive database of curriculum modules across 30 disciplines that are accessible to faculty from 44 member institutions.

To address *A Thriving Illinois*: Goal 2, Sustainability, *to build a stronger financial future for individuals and institutions by finding ways to reduce the financial burden of education on students and their families*, IGI maximizes the effectiveness and efficiency of its units by maintaining an efficient organizational structure. All units and programs have core professional and academic staff that include a 50 percent administrative appointment and an associate director. Other staff positions are partially grant- funded and include roles in educational outreach, instruction, and academic advising. The units rely on a shared services business operations model developed by IGI. This is a recently created business operations unit organized in 2019 with the Office of the Provost and the College of Liberal Arts and Sciences. The shared service model applies to business operations, grant administration, human resources, fellowship coordination, and office administrative support. This model avoids duplication within units by providing services across all units, and in the case of office support, across clusters of units. As a unit of IGI, CSAMES has core professional and academic positions that include 2.5 full-time equivalent (FTE) staff, excluding the director who retains a home-unit faculty appointment. The other roles include an associate director, outreach coordinator, and an office support specialist.

CSAMES and other IGI units operationalize *A Thriving Illinois*: Goal 3, Growth, *to increase talent and innovation to drive economic growth*, by making a significant contribution to the Illinois economy and preparing graduates for the global workforce. The Center has an annual investment of approximately $500,000 in federal grant endowments and gift income that supports student learning, academic programs, workforce development, K-12 and community college educational outreach activities, and international collaborative research. CSAMES also forged a new partnership with the Peoria Area World Affairs Council (PAWAC), a non-profit and non-partisan organization offering engaging educational initiatives on world issues to members in Central Illinois.

The Center plans to expand its academic offerings in South Asian and Middle Eastern Studies and organize activities at local libraries and businesses to increase the awareness of CSAMES and Middle Eastern Studies programs. Furthermore, CSAMES will sponsor teacher training workshops for K-12 and post-secondary educators in Illinois; support the teaching of Less Commonly Taught Languages (LCTL) through the Languages of the Muslim World Summer Institute in the School of Literatures, Cultures, and Linguistics at UIUC; and partner with community colleges in the MIIIE to co-sponsor faculty curriculum and professional development workshops on topics including Global Inequality and Poverty, Education in the post-COVID World, Climate Change and People's Livelihoods, Global Justice, Human Rights and Dignity, The Internet and Social Media in a Digital World, How Democracies Die, and Understanding Climate Change.

Comparable Programs in Illinois

Northwestern University has an undergraduate program focused on Middle Eastern and North African cultures, but the University of Illinois Urbana-Champaign and the University of Chicago are the only two institutions in Illinois that offer undergraduate and graduate South Asian and Middle Eastern Studies concentrations and grant Foreign Language Area Studies fellowships to students studying Middle Eastern regions. In 2022, CSAMES was awarded a four-year FLAS grant that provides over $1 million in student research, travel, and language study fellowships. The Center also offers tuition scholarships for the study of Middle Eastern languages and cultures. Additionally, UIUC is the only public university in Illinois with a National Resource Center. Through grants, the Center has been able to effectively respond to the strong demands for language instruction from K-12 schools and community colleges as well as offer enrichment programming.

Comparable Degree Programs		
Institution	**Degree Program**	**Sector**
Northwestern University	B.A. in Middle East and North African Studies	Private Not-For-Profit
University of Chicago	B.A. in South Asian Studies B.A. in South Asian Languages and Civilizations M.A. in South Asian Languages and Civilizations M.A. in Middle Eastern Studies	Private Not-For-Profit

Source: IBHE Program Inventory

Mission and Objectives

1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university. B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

As an area studies center, CSAMES promotes the study of South Asian and Middle Eastern cultures and fosters a greater public understanding of these globally influential regions. The main objectives of the Center are to sustain and increase opportunities for South Asian and Middle Eastern language and area studies; equip students with knowledge of South Asia and the Middle East through study, research, and other engagement activities; provide K-12, pre-service, and community college instructors with resources on South Asia and the Middle East through experiential learning on diverse topics and perspectives; serve as a campus and regional nexus for students and scholars of South Asia and the Middle East; and secure funding to achieve unit goals.

The Center's faculty affiliates teach 30 non-language courses with over 70 percent of content focused on South Asia and Middle East and 55 courses that include substantial content on the two regions and languages studies in Arabic, Hebrew, Biblical Hebrew, Hindi, Persian, and Turkish. The courses are taught in several departments including Comparative and World Literature, English, History, Landscape Architecture, Political Science, Religion, and Sociology. CSAMES graduates are employed in various sectors such as academia, engineering, communications, government, finance, international development, journalism, law, healthcare, hospitality, and non-profit organizations.

Assessment

1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved. B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies. C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of the unit of instruction. D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree programs under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study.

1050.30(a)(2): The design, conduct and evaluation of the unit of instruction, research or public service are under the direct and continuous control of the sponsoring institution's established processes for academic planning and quality maintenance.

Assessment of Outcomes

As a recipient of the Undergraduate International Studies and Foreign Language grant and the Title VI National Resource Center grant, CSAMES submits annual reports and evaluations of its grant-sponsored activities to the U.S. Department of Education. The reports are completed by Center staff and measure the performance and impact of projects funded by the grant. These reports contain qualitative and quantitative data including titles of new courses, event attendance and budget, positions funded by the grant, and cost-share activities during the reporting period.

CSAMES also engages in ongoing monitoring of the unit's impact and effectiveness by reviewing the range of regional languages and interdisciplinary area studies courses offered; the range of interdisciplinary activities offered; the employment rate of students graduating with coursework in South Asian and Middle Eastern language or area studies; success in securing grant and gift support including the ratio of external to internal funding; and faculty involvement and student participation in Center activities.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high-quality academic work in the unit of instruction, research or public service are available and maintained. B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service. C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

CSAMES has office space for the director, associate director, and outreach coordinator, along with a shared workspace for the IGI office support and administrative staff who work at the Center. The individual offices are used for small meetings with students and colleagues and to receive guests or other visitors. Two conference rooms in Coble Hall are also available for larger meetings or events, such as lectures.

The library collections associated with CSAMES are overseen by two assistant professors in the International Area Studies Library (one specializing in the Middle East and North Africa and one in South Asia). The library houses approximately 55,000 volumes of Arabic, 11,000 volumes of Persian, and several hundred volumes of other Middle Eastern language materials. Materials in Urdu and other Indic languages are part of the South Asian collection. Those in Turkish and Hebrew are housed in specialized libraries. The collection covers a wide range of subject areas including, but not limited to, the humanities, social sciences, education, law, agriculture, medicine, and women's studies. The library catalog is linked to a statewide network, Consortium of Academic and Research Libraries in Illinois (CARLI), which comprises 134 Illinois libraries along with the Chicago Public Library. The library is a founding member of the South Asia Open Archive and recently purchased access to the online archive for MARG Magazine. The library also has access to the Bibliography of Asian Studies database, The Times of India, the Critical Collective, and the Journal of South Asian Studies.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met. B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation. E) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

CSAMES is administered by a director, associate director, and executive committee. The director is appointed by the dean of the College of Liberal Arts and Sciences (LAS) in accordance with the appropriate University statutes and LAS procedures. The director oversees all activities and programming for the Center and is responsible for ensuring that the Center's objectives are met. The director also serves as the chairperson of the executive committee.

In collaboration with other departments, CSAMES offers two undergraduate minors in South Asian Studies and Islamic World Studies and two graduate programs in South Asian Studies and Middle Eastern Studies. As an area studies center rather than a department, CSAMES does not have faculty lines, nor does it offer an undergraduate major or doctoral degree. Approximately 80 faculty affiliates from units across campus instruct Middle Eastern, South Asian, and Language Studies courses.

Fiscal and Personnel Resources

1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained. B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

The Center receives grants from the U.S. Department of Education for CSAMES programs and events, including the Undergraduate International Studies and Foreign Language grant focused on strengthening Middle Eastern studies in undergraduate education and the four-year Title VI National Resource Center grant and Foreign Language and Area Studies grant for Middle Eastern programming, curriculum, and activities for students, educators, and the public. The Title VI grant also provides funds each year for the Middle East and North Africa library collection within the International and Area Studies Library. CSAMES also administers gift accounts consisting of a general CSAMES fund and accounts associated with individual areas of study, including Sindhi Studies, India Studies, South Asian Studies, Middle Eastern Studies, Omani Studies, Pakistani Studies, and NS Iranian Studies. CSAMES is not seeking additional state funds.

Accreditation and Licensure

1050.30(b)(3)[applicable only to units of instruction]: Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

No specialized accreditation or licensure is required.

Program Information

1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Detailed information about the Center will be published on the University's website.

Staff Conclusion

The staff concludes that the Center for South Asian and Middle Eastern Studies proposed by the University of Illinois Urbana-Champaign meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

University of Illinois Urbana-Champaign

Proposed Center Title in the Region of Authorization: Center for Women and Gender in Global Perspectives in the Prairie Region

New Administrative Unit: The proposal is for the establishment of the Center for Women and Gender in Global Perspectives in the Prairie Region. The Center for Women and Gender in Global Perspectives will serve as the administrative and academic structure for undergraduate and graduate students to study the gendered impact of policies and issues arising in communities across the globe with a concentration on the Global South.

Background

Women and Gender in Global Perspectives (WGGP) is a program in the Illinois Global Institute (IGI) housed in the College of Liberal Arts and Sciences (LAS) at the University of Illinois at Urbana-Champaign (UIUC or the University). WGGP, similar to all units in IGI, constitutes one of Illinois' preeminent global gateways which designates UIUC as the only university in the state with a center exclusively focused on gender equity internationally. WGGP was first established in 1980 as the Office of Women in International Development (WID). As an academic unit, WID was charged with encouraging and facilitating the development of research, instructional, and service activities focused on the international aspects of women in development. The office was renamed in 2000 to the Women and Gender in Global Perspectives program and served as an administrative unit within Illinois International, which is the Office of the Vice Provost for International Affairs and Global Strategies. In 2019, WGGP was transferred to the Illinois Global Institute under the auspices of the College of Liberal Arts and Sciences. WGGP's two main curricular foci are the graduate minor in Gender Relations in International Development (GRID) and the undergraduate certificate in Global Health. The GRID interdisciplinary graduate minor is academically housed in the School of Social Work and designed to give students the analytical and empirical skills needed to address global human security and gender equity issues in research and policy analysis, as well as daily life. There are 31 graduate students currently enrolled in the GRID minor from 18 departments within eight colleges and schools at UIUC. The GRID core graduate course averages 14 students from varied disciplines from colleges and departments across campus. The undergraduate certificate in Global Health has been offered since 2016 in collaboration with the College of Liberal Arts and Sciences Global Studies (LASGS) program and has 67 graduates to date. The program equips students with fundamental knowledge, critical perspectives, and skills from a range of disciplines to understand the complex relationships between health and economic development; local, national, and global institutions; social and cultural norms; environmental sustainability; and the needs of marginalized populations.

WGGP awards two fully endowed year-long fellowships for graduate students and an endowed research travel award. The unit's extensive programming is supported by a significant endowment from the founding director. In addition, WGGP administers two to three IGI graduate language fellowships to students. The numerous endowed fellowships and grants at IGI reflect the ongoing identification with and commitment to area, thematic, and global studies by current and emeriti faculty and alumni.

The impact of WGGP extends far beyond its faculty affiliates and students. WGGP has longstanding connections and collaborations with partners across campus. For the past five years, WGGP and the Humanities Research Institute (HRI) have hosted an International Women's Day event, "12 Women Who Changed the World: Untold Stories" to recognize women who have made

significant contributions to academia and beyond. WGGP has also hosted over 50 events in collaboration with other centers in IGI expanding the educational opportunities for students to learn about different regions and global contexts.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically consistent with the educational priorities and needs of the State of Illinois. B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

Gender equity is an international, national, and statewide priority. Through a multidisciplinary approach, WGGP is one of the principal hubs for research, education, and public engagement that highlights the centrality of gender in shaping opportunities open to individuals and communities with a particular emphasis on the Global South and the promotion of gender equity. WGGP specializes in identifying and critically evaluating the gendered impact of policies and the implications of the impacts on the normative value of gender equity.

Each year WGGP offers a core course for the interdisciplinary GRID graduate minor, WGGP 581: Gender Relations in International Development. This is an interdisciplinary course that averages 14 students from varied disciplines from colleges and departments across campus. To date, the GRID graduate minor has certified 155 alumni from 48 countries who have pursued graduate studies in 35 departments across nine colleges at UIUC including Agricultural, Consumer and Environmental Sciences; Liberal Arts and Sciences; Social Work; Medicine; and Education. WGGP alumni utilize GRID training to obtain key positions at various organizations and institutions worldwide such as the World Bank, the International Union of Forest Research Organizations (IUFRO), Girls in Tech, Africa's Tomorrow, the Department of Architecture at Universitas Pendidikan Indonesia, the University of Botswana, and the University of Eswatini. WGGP provides an important resource to Illinois programs and employers by enlarging the pool of graduates with specific skills and topical area knowledge relevant to global challenges.

A Thriving Illinois: **Higher Education Paths to Equity, Sustainability, and Growth**

Supportive of IBHE's *A Thriving Illinois:* Goal 1, Equity, *to close the equity gaps for students who have historically been left behind*, the University of Illinois System's Access 2030 Strategic Plan is a comprehensive initiative designed to increase the number of graduates from underrepresented groups by 50 percent by the end of the decade. This will include students from disadvantaged backgrounds (e.g., ethnic and racial, rural, and urban) which will strengthen the institution's ongoing efforts to create more opportunities for Illinoisans of all backgrounds and reduce equity gaps throughout the K-12 pipeline.

At the university level, UIUC is engaged in several efforts to strategically support and bolster equity on campus. For example, in July 2020, the University pledged $2 million annually for the Chancellor's Call to Action to Address Racism and Social Injustice to focus the intellectual and scholarly talent of the University to examine two of the greatest challenges facing society and seek innovative solutions. Ninety-two proposals were submitted and 22 were funded for $1,630,373. The remainder of the funds will support a symposium and other programmatic operations. Principal investigators leading the funded proposals represent eight colleges and two administrative units across 17 departments. IGI was one of the units whose proposal was selected for funding by the Chancellor's Call to Action and the WGGP Director served as principal investigator on the project,

"Blueprint for Transitional Justice in the US: Building on Lessons and Insights from Global Perspectives."

Additionally, IGI and its units share a commitment to recruiting and retaining faculty, staff, and administrators of color. Many IGI staff members and administrators are from underrepresented minority communities and have international backgrounds. To capitalize on these efforts, IGI is organizing a Diversity, Equity, and Inclusion (DEI) committee comprised of staff and students. This will be IGI's first standing committee beyond its core governance structure with a focus on addressing questions of climate and inclusion in IGI and its programs. The IGI Diversity, Equity, and Inclusion committee will coordinate and elevate efforts across IGI units to avoid issues of microaggression, promote recruitment of underrepresented faculty and staff, and the implementation of pipeline programs.

To address *A Thriving Illinois:* Goal 2, Sustainability, *to build a stronger financial future for individuals and institutions by finding ways to reduce the financial burden of education on students and their families*, IGI and its units maintain an efficient organizational structure. All units and programs have core professional and academic staff that include a 50 percent administrative appointment and an associate director. Other staff positions are partially grant- funded and include roles in educational outreach, instruction, and academic advising. The units rely on a shared services business operations model developed by IGI. This is a recently created business operations unit organized in 2019 with the Office of the Provost and the College of Liberal Arts and Sciences. The shared service model applies to business operations, grant administration, human resources, fellowship coordination, and office administrative support. This model avoids duplication within units by providing services across all units, and in the case of office support, across clusters of units. As a unit of IGI, WGGP has core professional and academic positions that include 1.5 full-time equivalent (FTE) staff, excluding the director who retains a home-unit faculty appointment. The other roles include an associate director and an office support specialist at 0.5 FTE and relies on a shared services business operations model.

In alignment with *A Thriving Illinois:* Goal 3, Growth, *to increase talent and innovation to drive economic growth*, WGGP supports pathways for undergraduate and graduate student learning across multiple professional sectors and academic disciplines. For example, WGGP partners with the Applied Technologies for Learning in the Arts and Sciences (ATLAS) internship program to provide two to three internships to undergraduate students. WGGP also offers graduate fellowships and awards annually, including three language fellowships that support specialized language training in over 30 languages. These language skills are a critical competency across multiple fields of professional and academic engagement which increase the global competitiveness of UIUC students in the workforce.

The unit is regularly the point of contact for businesses and governmental organizations seeking expertise or connections with campus experts on gender equity issues. In partnership with other campus units, WGGP promotes events and initiatives to foster dialogue and cooperation with campus, business, government, military, and non-governmental organizations. WGGP annually supports the Women in Entrepreneurship Conference through Gies College of Business that provides networking, resources, and lectures to share knowledge, build skills, and inspire women in their entrepreneurial pursuits. WGGP has also partnered with student groups such as the Society of Women Engineers. In partnership with other IGI centers, WGGP supports engagement and exchange between academic, public sector and industry leaders by hosting IGI Career Day which prepares students to be competitive in professional job markets.

The unit has also established endowments that generate $50,000 in annual income for programs and activities on campus focused on topics and issues that affect gender equity in the Global South. In 2021-22, WGGP sponsored 29 events offered in virtual, hybrid, and in-person formats and co-sponsored 70 events that were open to both campus and community members.

Comparable Programs in Illinois

Several institutions in the state offer separate programs in either Women and Gender Studies or Global Studies. Women and Gender Studies programs examine the perspectives on gender and its intersections with roles and relationships and the impact of these elements on life and society. Global Studies programs foster a deep understanding of global issues while exploring the diversity and richness of other cultures. In contrast, WGGP at UIUC is distinctive in melding the two programs with a unique focus on policy-oriented explorations of gender, development, and globalization issues and understanding how resource inequalities and gender equity affect individual and community capabilities around the world.

Comparable Degree Programs		
Institution	**Degree Program**	**Sector**
Augustana College	B.A. in Women, Gender & Sexuality Studies	Private Not-For-Profit
Benedictine University	B.A. in Global Studies	Private Not-For-Profit
DePaul University	B.A. in Women's and Gender Studies M.A. in Women Studies	Private Not-For-Profit
Dominican University	B.A. in the Study of Women and Gender	Private Not-For-Profit
Illinois College	B.A. in Global Studies	Private Not-For-Profit
Illinois Institute of Technology	B.S. in Global Studies	Private Not-For-Profit
Illinois Wesleyan University	B.A. in Women's and Gender Studies	Private Not-For-Profit
Loyola University of Chicago	B.A. in International/Globalization Studies B.A. in Women Studies M.A. in International/Global Studies M.A. in Women Studies	Private Not-For-Profit
McKendree University	B.S. in Global Studies	Private Not-For-Profit
Knox College	B.A. in Gender and Women's Studies	Private Not-For-Profit
North Central College	B.S. in Global Studies	Private Not-For-Profit
North Park University	B.S. in Global Studies	Private Not-For-Profit
Northeastern Illinois University	B.S. in Global Studies B.A in Women's and Gender Studies	Public
Principia College	B.A. in Global Studies	Private Not-For-Profit
Roosevelt University	B.A. in Women's and Gender Studies M.A. in Women's and Gender Studies	Private Not-For-Profit

Source: IBHE Program Inventory

Mission and Objectives

1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university. B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

Like all units within the Illinois Global Institute, WGGP is organized around the principle that a public university has a responsibility to its communities to foster global understanding and the capacities for global engagement. Since its inception, the unit has promoted the study of human development in international settings relating to gender, cultural, economic, legal, moral, political, social, and technological dimensions. Through the GRID graduate minor and the undergraduate certificate in Global Health, WGGP students gain an understanding of how inequalities arise and how gender equity can be promoted through policies with a particular emphasis on the Global South.

The unit also aims to develop a Master of Science in Global Studies program to enhance the professional credentials of students in providing the interdisciplinary knowledge and intercultural skills necessary to analyze and solve contemporary world problems. The competencies developed in the program will prepare students for careers in business, government, education, immigration, international affairs, law, public health, and non-governmental organizations (NGOs).

Assessment

1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved. B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies. C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of the unit of instruction. D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree programs under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study.

1050.30(a)(2): The design, conduct and evaluation of the unit of instruction, research or public service are under the direct and continuous control of the sponsoring institution's established processes for academic planning and quality maintenance.

Assessment of Outcomes

The unit's intended outcomes include comprehensive multidisciplinary engagement with world regions combined with a thematic focus on gender and gender equity; securing resources through advancement and grant development that supports global inquiries around issues of gender and gender equity as a subject of teaching, research, and public engagement at UIUC; and, sustaining and enhancing student and community awareness and understanding of gender and its relationship to world regions, cultures and societies in multidisciplinary perspectives. The metrics used to measure success in these three areas are the range of regional and global approaches to gender and gender equity embodied by WGGP; success in securing gift support and grants along with the ratio of external to internal funding; and WGGP's impact as measured by the number of campus

events held, the number of student fellowships and scholarships awarded for research and language study, the number of courses and instructors supported, and the number of public engagement and educational outreach activities conducted. Outcome assessment is monitored through program surveys developed in collaboration with an outside evaluator, ALK Evaluation and Consulting. The assessment tools evaluate accessibility, content, and strengths of program offerings. Moreover, WGGP is currently developing a survey for alumni to gauge program impact and student satisfaction.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high-quality academic work in the unit of instruction, research or public service are available and maintained. B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service. C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

The Illinois Global Institute and the College of Liberal Arts and Sciences provide space and facilities for WGGP including staff offices, access to shared conference rooms, and meeting spaces in Coble Hall. WGGP utilizes the Office of the Registrar's Course Management and Scheduling Services unit for all instructional needs.

Since 1974 with the creation of the Women in Development fund, the University Library has established a significant collection related to women in development. Over the years, this fund evolved to support library resources for women and gender studies materials in all formats, languages, and across multiple disciplines. The total number of volumes held by the library for Women's Studies is approximately 31,000 titles. The University Library also holds the collection of Irene Tinker, founding board member of the International Center for Research on Women and pioneering scholar on world development and the differential impact of development projects and policies on women and men. Key academic journals that will support this unit and available at the University library include Gender and Development, Journal of Women and Culture in Society, Development and Change, and Feminist Theory.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met. B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation. E) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

The executive officer of WGGP is the director who is appointed by and reports to the executive director of IGI. WGGP staff includes, in addition to the director, an associate director and office support specialist. The director is responsible for strategic planning and is a tenured professor whose research aligns with the focus of WGGP. WGGP coordinates with IGI for shared services such as human resources, business processes, communication, and IT services.

WGGP's 100 faculty affiliates are from 12 colleges and schools, of which 75 faculty are tenured or tenure-track and 11 have received Distinguished Professorships. Thirty-one percent of WGGP's commitment to equal access for underrepresented minorities is reflected in the demographics of the unit. Faculty affiliates include 27 percent African American, Hispanic, Native American, or Biracial and 80 percent women. The unit also has an executive committee consisting of ten faculty and two graduate students that meet twice each semester to vote on policy decisions and advise on programming activities. All WGGP faculty affiliates are eligible for election to serve three-year terms on the executive committee. Graduate student representatives serve one-year terms.

Fiscal and Personnel Resources

1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained. B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

The IGI and its units are centrally budgeted. The state budget allocation for IGI and its units, including WGGP, is determined and allocated by the Office of the Provost. The budget process for IGI passes through three stages: internal planning, review by LAS, and review by the provost. The University's financial commitment to WGGP covers all staff lines and director benefit packages. Endowed gift support to WGGP is 22 percent of the total expenditures and provides graduate student fellowships and all programming support. WGGP is not seeking additional state funds.

Accreditation and Licensure

1050.30(b)(3)[applicable only to units of instruction]: Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

No specialized accreditation or licensure is required.

Program Information

1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek

to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Detailed information about the proposed Center will be published on the University's website.

Staff Conclusion

The staff concludes that the Center for Women and Gender in Global Perspectives proposed by the University of Illinois Urbana-Champaign meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

University of Illinois Urbana-Champaign

Proposed Center Title in the Region of Authorization: Illinois Global Institute in the Prairie Region

> *New Administrative Unit:* The proposal is for the establishment of the Illinois Global Institute. The Illinois Global Institute will serve as the administrative center for the organizational and business operations home for its ten unit centers.

Background

The University of Illinois Urbana-Champaign (UIUC or the University) is seeking authorization to establish the Illinois Global Institute (IGI) in the Prairie Region. The IGI was established in 2019, with a temporary status from the Illinois Board of Higher Education. The IGI sustains academic programs in multidisciplinary areas and thematic studies as well as serves as an overarching umbrella administrative center for its ten unit centers: Center for African Studies; Center for East Asian and Pacific Studies; Center for Global Studies; Center for Latin American and Caribbean Studies; Center for South Asian and Middle Eastern Studies; European Union Center; Lemann Center for Brazilian Studies; Program in Arms Control and Domestic and International Security; Russian, East European and Eurasian Center; Woman and Gender in Global Perspective Program. Through the IGI, the centers have a combined staff of 40 academic professionals, instructors, civil service employees as well as faculty with administrative appointments as unit directors.

These units have secured over $20 million in endowment and gift funding from both U.S. and international foundations, such as the Tinker Foundation, the European Union, the Wanxiang Group, the Lemann Foundation, and the São Paulo Research Foundation. The U.S. Department of Education Title VI National Resources Center (NRC) program is the major source of funding for the internationalization of higher education in the United States. UIUC holds the second-largest number of NRC awards in the nation. The overall budget for IGI units is $7 million, with $2.3 million, or 32.9 percent, coming from university appropriations and the remainder is from endowed gift funds and grant dollars. These funds are used to support a range of teaching, research, and public engagement activities and are invested in networks of support for students and faculty across campus, which reaches every college and school at UIUC.

Three IGI units offer undergraduate majors: the Center for Latin American and Caribbean Studies, the European Union Center, and the Russian, East European, and Eurasian Center. These centers along with the Center for African Studies, also offer undergraduate minors. Five centers offer masters level degrees: Center for African Studies, the Center for Latin American and Caribbean Studies, the European Union Center, the Russian, East European and Eurasian Center, and the Center for South Asian and Middle Eastern Studies. Those five centers and the Center for Global Studies and the Women and Gender in Global Perspective Program also offer graduate minors.

The IGI supports the most extensive resources funding language training and international research by undergraduate and graduate students. This is evidenced by high participation rates of faculty and students in programs and IGI units. There are over 600 faculty members affiliated with IGI across campus, a leading multidisciplinary center. The national significance is recognized by the high levels of external funding received from the United States Department of Education Title VI National Resource Center and Foreign Language and Area Studies grants steadily since 1959. Several IGI units support scholars from the United States and other countries conducting research utilizing UIUC resources. In academic year 2022, the IGI disbursed $1.78 million in student grants

for 103 students, used for various support items from fellowships, research awards, and tuition scholarships, to study abroad awards. Since 2009, the Lemann Center for Brazilian Studies has funded two postdoctoral fellows annually and awarded over $1 million in faculty research and collaborative grants for research in Brazil, with matching funds from the São Paulo Research Foundation. Most IGI centers provide seed research and conference travel grants that are awarded to faculty across campus.

In addition, several IGI units support scholars from the United States and other countries who conduct research utilizing UIUC resources. The Russian, East European and Eurasian Center has received recurring grants from the Department of the State Title VIII program that sustains two programs that make UIUC's library collection in Russian, East European, and Eurasian studies unique and available to scholars from around the world. The Summer Research Lab and the Open Research Lab award 60 grants per year utilizing funding from the Department of State which allows the library collections for International and Area Studies Library accessible to community college faculty, staff, librarians, and administrators. There are also funds for supporting language instruction costs through the cost of education allowance for Foreign Language Area Studies to support instruction in Less Commonly Taught Languages. For community engagement and outreach, there are seven dedicated staff members of IGI centers for educational outreach. The outreach is focused on PreK-12, community college programs, and cultural community events with tremendous reach. For example, the average audience for the Center for East Asian and Pacific Studies is 2,000 people, the Center for African Studies had an outreach impact of 3,248 K-12 students, and professional development programs impacted over 400 K-16 educators through the IGI Global Educators series. The overarching work of the IGI has a great reach on a variety of audiences.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically consistent with the educational priorities and needs of the State of Illinois. B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

The Illinois Global Institute (IGI) is the overarching umbrella for ten centers focusing on global and area studies addressing state needs. The IGI and its centers are the preeminent global gateway in the State for global and area studies. These content areas are integral pieces of the educational and research infrastructure of almost all colleges and universities. Among Illinois institutions, there is no comparable public or private university that sustains the range of teaching, research, collaboration, exchange, educational outreach and public engagement across world regions and international themes than UIUC. Due to the National Resource Center designation, global studies programs at other colleges and universities utilize the leadership of UIUC in this space.

Highlights of the IGI and its units include the most extensive resources funding language training and international research by undergraduate and graduate students. Annually, IGI units fund $1.76 million in language fellowships and scholarships though the U.S. Department of Education Foreign Language and Area Studies (FLAS) program. Students study over 30 languages at UIUC and can travel to language institute in the United States and abroad. IGI Graduate Language Fellowship funds an additional $150,000 in language fellowships for critical language learning outside the scope of FLAS awards. IGI units also contribute an additional $275,000 in fellowships from endowment funds. In addition to being an economic engine within the University, the IGI and its units sustain academic programs in multidisciplinary areas, thematic studies, and conduct programmatic educational outreach. These efforts are beneficial to not only the campus

and the community, but the State as well.

A *Thriving Illinois*: Higher Education Paths to Equity, Sustainability, and Growth

The University and the IGI support Goal 1, Equity of A Thriving Illinois *to close the equity gaps for students who have historically been left behind*. The University is intentionally directing efforts and resources to support initiatives related to each pillar of A *Thriving Illinois*. At the system level, the University of Illinois prioritizes closing equity gaps among citizens across Illinois, within urban and rural communities. The system notes that closing equity gaps among citizens across Illinois is a priority and closing gaps is crucial to achieving the mission of the University of Illinois System, *Access 2030*, which has a goal to increase the number of graduates from underrepresented groups by 50 percent by the end of the decade, including students from disadvantaged background, ethnic and racial, rural, and urban. UIUC is working to improve equity in graduate degree attainment rates. To achieve this goal, UIUC has strategically focused on undergraduate access and success coupled with strategic graduate recruitment. The University has been able to recruit between 700 to 800 UIUC undergraduate students for graduate degree programs. This is approximately around 19 percent of UIUC's total new enrollments each year. Of those enrolling in the graduate programs, approximately 100 to 130 students are from domestic underrepresented populations, which is approximately 30 percent of the underrepresented undergraduate population each year. Specifically, the University prioritizes increasing the number of UIUC graduate students who complete their undergraduate coursework at UIUC as a metric of increasing access to graduate degrees as well as reflecting access of attainment for undergraduate degrees. To support this goal and improve results, the UIUC campus emphasizes its Student Success Initiative, which is primarily focused on the undergraduate population. This program works to increase access to higher education by reducing the cost of attendance, increasing aid, and considering time to degree. It is eliminating equity gaps through increasing retention and graduation rates of underrepresented and minority students. It looks to improve the University of Illinois experience, identity, and broaden campus programs, support services, and opportunities for engagement.

At the institutional level, the University of Illinois Urbana-Champaign's diversity, equity, and inclusion work is led by the Office of the Vice Chancellor for Diversity, Equity, and Inclusion. The office has facilitated a variety of efforts and programs to set the tone and strategically support and improve equity on campus. In July 2020, the University pledged $2 million annually for the Chancellor's "*Call to Action to Address Racism and Social Injustice*." IGI was selected to implement the project "A Blueprint for Transitional Justice in the U.S." This project draws on global experiences with transitional justice from other countries, such as South Africa, Korea, Guatemala, and Brazil, to build insights and tools to address structural racism in the United States.

In Spring 2023, the institution released a campus-wide climate assessment instrument to understand the degree to which students feel safe, accepted, and valued. The assessment captured students' perceptions of the quality of their interactions with peers, faculty members, and administrators, including their sense of the campus as a place where they belong and are treated with respect. The IGI is also charged with organizing a Diversity, Equity, and Inclusion Committee comprised of staff and students. This committee will address questions about campus climate and inclusion in the IGI and its programs. The committee will work to avoid issues of microaggressions, promote recruitment of underrepresented faculty and staff, and the implementation of pipeline programs.

To address *A Thriving Illinois:* Goal 2, Sustainability, *to build a stronger financial future for individuals and institutions by finding ways to reduce the financial burden of education on students and*

their families, the University of Illinois Urbana-Champaign has developed programs and initiatives to increase college accessibility and affordability for students. The "Illinois Commitment" program provides scholarships and grants to cover tuition and campus fees for students who are Illinois residents and have a family income of $67,100 or less. The program covers tuition and campus fees for new freshmen for up to four years, eight semesters of continuous enrollment, and tuition and campus fees for up to three years and six semesters of continuous enrollment for new transfer students. The University also offers scholarships to high-achieving, newly admitted freshmen from historically underrepresented groups through the President's Award Program. The goal of the program is to ensure and enrich the diversity of the student body. To be eligible for consideration, students must be Illinois residents and have demonstrated outstanding academic achievement while graduating from an Illinois high school.

The proposed IGI center will also contribute to Goal 3, Growth, *to increase talent and innovation to drive economic growth.* The IGI, and its units, make a significant contribution to the economy of Illinois and contribute to the competitiveness of state employers. The IGI's unit brings to Illinois a combined annual investment of over $4 million in federal grant funds, endowment, and gift income that supports student learning and academic programs that create a globally aware workforce. Goal 3 is also supported by the University through its strong partnerships with business and industry through statewide initiatives like the Discovery Partners Institute and the Illinois Innovation Network (IIN). These initiatives engage with Chicago's technology workforce, allowing students to interact with Chicago's technology and innovation culture. Students make connections to regional employers and industries, university research teams, civic and nonprofit organizations, and employers. The IGI, and its units, contribute to the mission of the IIN through research, language, and international competency skills development among UIUC undergraduate and graduate students.

Comparable Units in Illinois

The University of Illinois Urbana-Champaign's Illinois Global Institute and its centers offer programs that are robust in scope and reach. In Illinois, there is no comparable public or private university that sustains the range of teaching, research, collaboration, exchange, educational outreach, and public engagement across world regions and international themes than UIUC.

There are several major program options in various international areas and global perspectives:

- Eastern Illinois University: Interdisciplinary majors in International Studies; Spanish and Hispanic Studies;
- Illinois State University: European Studies;
- Northeastern Illinois University: Global Studies;
- Northern Illinois University: World Languages and Cultures; World Languages and Cultures – Spanish and Hispanic Studies (Master of Arts);
- Southern Illinois University Carbondale: African Studies and Language, Cultures, and International Studies;
- Southern Illinois University Edwardsville: International Studies;
- University of Illinois Chicago: Global Asian Studies, International Studies, Latin American and Latino Studies, Polish, Russian, and Lithuanian Studies and other culture, language, and thematic study programs; and
- University of Illinois Springfield: Global Studies.

In this landscape, UIUC stands out for the breadth and depth of international area studies offerings and financial support from federal funds, gift dollars, and endowed funds.

Mission and Objectives

1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university. B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

The proposed IGI is in alignment with the purpose, goals, objectives, and mission of the University. IGI's mission is to sustain engagement with world regions and global themes in teaching, research, and public engagement at the university, both through support for its component units as well as to support the extensive range of international engagement by UIUC faculty.

Assessment of Outcomes

1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved. B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies. C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of the unit of instruction. D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree programs under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study.

1050.30(a)(2): The design, conduct and evaluation of the unit of instruction, research or public service are under the direct and continuous control of the sponsoring institution's established processes for academic planning and quality maintenance.

The IGI conducts an evaluation modeled on the academic program review process every five years. The process includes a self-study of IGI, and all component units, an external evaluation, and the development of a strategic plan. The IGI, and subunits, also follow the University and College of Liberal Arts and Sciences (LAS) strategic planning goals.

Assessment includes the evaluation of impact through the aggregate contributions of the units to UIUC's research, teaching, and engagement. Measures will focus on the ability of the University to provide transformative learning experiences, make a visible societal impact, and foster scholarship and innovation. The evaluation involves regular program review, including an external evaluation by a committee comprised of senior faculty and administrators from nationally leading global and area studies programs, and the development of a strategic plan facilitating coordination between the units, as well as advancement and grant development. In addition to the IGI-wide review process, individual units conduct regular reviews and evaluation that is tailored to their specific missions and funding models. The six centers holding U.S. Department of Education National Resource Center awards conduct annual program assessments as part of their federal funding. There are multiple layers of program review at both the IGI and the unit levels which have brought significant positive returns. The review process has also strengthened shared governance practices, improved stewardship efforts, and helped underwrite success in securing external funding.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained. B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service. C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

The IGI will be housed in Coble Hall. The transition to Coble Hall began in 2021 and once complete, the space will allow for student-facing support as well as collaboration across units. Temporarily, IGI business operation units, visiting scholars, and postdoctoral fellows are housed in the Office of the Provost and in the Atmospheric Sciences Building.

The University possesses appropriate library resources with access to online databases, books, journal holdings, and other electronic resources to support teaching and scholarly work. The UIUC International and Area Studies Library (IASL) has nationally significant holdings in area and global studies. The director of the IASL serves as the director of the National Resource Center - holding Center for Global Studies. The University Library includes a faculty of area studies librarians with regional and thematic specializations that align with the specializations of the IGI units. The University Library has sufficient resources to support the IGI and its units. Technology needs are supported by Applied Technologies for Learning in the Arts and Sciences.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met. B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation. E) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

The IGI is overseen by an Executive Director, appointed by the Provost in consultation with the Dean of LAS and Directors of the IGI units, who are faculty members and retain a line in their home departments. The Executive Director provides leadership, strategic direction, and oversight for the international area and global studies centers and thematic programs housed in the IGI, ensuring cohesion between unit operations and university policy and procedures. The Executive Director manages the administrative budget for IGI and its units and oversees business operations, human resource functions, and grant administration needs. The Executive Director is also responsible for organizing efforts in IGI that include a shared governance framework, and memoranda of

understanding for all collaboration with faculty units. In addition to the Executive Director, the IGI, and subunits, are home to 40 staff, including academic professionals, instructors, and civil service employees. Directors are faculty from across campus with appointments as unit directors. Over 600 faculty are affiliated with the IGI and its units.

The University of Illinois System and the UIUC campus support the effort of *A Thriving Illinois* Equity Strategy 3, *to increase and retain faculty, staff, and administrators of color*. The Distinguished Faculty Recruitment Program has a stated goal of increasing underrepresented minority faculty. Since 2017, the System has committed $20 million to this program for the recruitment of tenured, start, or rising faculty from a range of disciplines who can transform the universities through exceptional scholarship and teaching. A criterion of this award is that the selected faculty members "will enhance diversity in the unit and in the college." Even though faculty hiring is a department and college-level decision, the campus has devoted significant resources to incentivize hiring activities that support diversity, recruitment, and retention goals. Such examples are the Targets of Opportunity Program (TOP) and the Dual Career Academic Couples (DCAC) program. TOP provides recurring funds for salary support for hires that enhance campus diversity in STEM fields and the DCAC program provides recurring matching funding if the partner is hired into a tenure track position. These funds from the Provost's Office actively support diversity hiring and retention. The IGI, and its units, have a record of recruitment of faculty, staff, and administrators of color. IGI prioritized building connections between global communities and themes and underrepresented minority communities in the United States. The units are also attuned to experiences of ethnic, racial, gender, and religious minorities in world regions as well as the experiences of international students and scholars at UIUC.

Fiscal and Personnel Resources

1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained. B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

The University has adequate faculty, staff, and other instructional resources for the proposed administrative unit. The IGI will be maintained by existing faculty and staff. There will be no impact on teaching loads and responsibilities since all courses will be taught by existing faculty. The IGI and its units have a high ratio of external funding to internal funding. It brings in $2 to UIUC for every $1 in university financial support. Establishing the IGI will not add additional administrative burdens, costs, or expenses due to the robust and long-standing existence of the units.

Accreditation and Licensure

1050.30(b)(3)[applicable only to units of instruction]: Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

No specialized accreditation or licensure is required.

Program Information

1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Detailed information about the proposed administrative unit will be published on the University's website.

Staff Conclusion

The staff concludes that the Illinois Global Institute proposed by the University of Illinois Urbana-Champaign meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.