

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission.
(This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

The University of Illinois at Chicago (UIC) is a mission-driven institution. The present mission statement was developed during the University's 2003-2006 strategic thinking and planning process, reaffirmed by the University of Illinois Board of Trustees, and currently guides UIC's planning and operations. The process of developing the mission reflected UIC's commitment to shared governance and broad stakeholder input. It also involved a close examination of UIC's role as an urban public research university, its relationship to its constituents and their communities, and its commitment to providing students with affordable access to high-quality academic programs. The process began with a 2004 leadership retreat during which 200 leaders from across the University identified areas to consider during the strategic thinking process. Following that retreat, the chancellor and provost charged a committee—whose members represented faculty, staff, students, and alumni—with leading the strategic thinking process. The committee met more than 40 times: with students, faculty, staff, alumni, community members, administrators, and representatives from every college. To engage the campus community in a sustained dialogue throughout the process, the committee created a website on which it posted notices for public meetings, made draft documents available, and provided a broad range of stakeholders with multiple opportunities to make comments or raise concerns through the online forum. After completing the process in April 2006, the following mission statement was ratified by the Faculty Senate:

UIC provides the broadest access to the highest levels of intellectual excellence.

UIC's mission is:

- *To create knowledge that transforms our views of the world and, through sharing and application, transforms the world.*
- *To provide a wide range of students with the educational opportunity only a leading*

research university can offer.

- *To address the challenges and opportunities facing not only Chicago but all Great Cities of the 21st century, as expressed by our Great Cities Commitment.*
- *To foster scholarship and practices that reflect and respond to the increasing diversity of the U.S. in a rapidly globalizing world.*
- *To train professionals in a wide range of public service disciplines, serving Illinois as the principal educator of health science professionals and as a major healthcare provider to underserved communities.*

The chancellor's four strategic priorities—which are guiding current planning—are grounded in our mission and aligned with the University of Illinois system's strategic pillars. The first priority, student experience and success, emphasizes the commitment in our mission to "provide a wide range of students with the educational opportunity only a leading research university can offer" by ensuring that students have access to engaging and meaningful learning experiences, both within and outside of the classroom. The second priority is to strengthen and build broader awareness of the rigorous research conducted by our faculty, which "transforms our views of the world" and informs solutions for challenges that impact Chicago, the nation, and the world. The third strategic priority focuses on maximizing one of our greatest assets—our location in the heart of the city of Chicago—and further expanding our Great Cities Commitment to engage with the city's people, institutions, and urban challenges. The fourth priority, implementing an entrepreneurial business model, supports UIC's mission because the new business model will improve efficiency and create innovative opportunities to generate revenue, all in the interest of ensuring that UIC continues to be an affordable public university.

All of UIC's 15 colleges and the University Library have developed mission statements and strategic plans that are consistent with the University's mission. This mission alignment is evaluated on a regular basis by the Office of Programs and Academic Assessment, which conducts a periodic review of all academic programs, centers, and institutes at UIC to assess their quality, effectiveness, and the degree to which they have enacted UIC's mission.

Mission-aligned planning and budgeting. UIC's institutional planning and budgeting are aligned with our mission (as described in 5.C). As is the case with many public institutions, UIC's planning and budgeting efforts are increasingly constrained by declining state resources. Despite the decrease in funds from the state government, UIC is committed to maximizing its resources to realize its mission, while also ensuring that the University remains an affordable public option.

Academic programs consistent with our mission. As our mission states, UIC strives to "provide a wide range of students with the educational opportunity only a leading research university can offer." UIC is one of only three universities in the Chicago area that meet the criteria for Carnegie's highest research classification, and it is the only public institution to do so. Our 15 colleges provide students with opportunities to conduct research and learn from nationally recognized scholars in fields ranging from the health sciences to the arts and humanities. In FY 2016, UIC researchers received more than \$300 million in funding, with nearly \$140 million awarded to faculty in the College of Medicine alone. The quality of our faculty also reflects our commitment to intellectual excellence. The faculty includes

MacArthur, Fulbright, and Ford Foundation fellows, as well as members of the National Academies.

A commitment to scholarly excellence is also evident in the range of opportunities for intellectual growth afforded our students. In addition to more than 80 undergraduate majors and 70 minors, there are opportunities to participate in research, pursue individual interests, and engage with the world beyond the classroom through service learning, study abroad, internships, and other extramural activities. Students can work directly with research-active faculty through programs such as the Undergraduate Research Experience, which pairs them with faculty mentors who conduct research in the student's area of interest, and the Undergraduate Research Assistant Program, a similar program for students in the Honors College. The Illinois African American and Latino Higher Education Alliance (IALHEA) Dialogue and Research Forum has also given underrepresented minority undergraduates a chance to present research and to interact with alumni and guest speakers around issues of public policy and professional development. These activities allow students to participate in what the mission describes as the creation of knowledge that "transforms the world."

As an urban-serving public research university, UIC is committed both to research and to public service. Our mission to "train professionals in a wide range of public service disciplines" is reflected in the academic programs offered in many of our colleges, including the colleges of Applied Health Sciences, Dentistry, Education, Medicine, Nursing, Pharmacy, Public Health, Social Work, and Urban Planning and Public Affairs. As evidence that UIC serves Illinois as the "principal educator of health science professionals," UIC trains nearly half of Illinois's dentists and one in six of the state's physicians. Our mission-driven commitments to Chicago, to diversity, and to public service are further described in 1.B, 1.C, and 1.D respectively.

Enrollment profile. UIC's mission statement indicates that it will provide "the broadest access to the highest levels of intellectual excellence." That commitment is reflected in our diverse student body. In Fall 2016, 29,120 students were enrolled at UIC. Of these students, 17,959 were undergraduates, 8,060 were graduate students, and 3,101 were enrolled in professional programs. Consistent with UIC's role as a public institution that serves the city of Chicago and the state of Illinois, 82% of our students hail from Illinois. Among undergraduate students, approximately 22% identified as Asian, 8% as Black/African American, 31% as Hispanic/Latino/a, and 32% as White. The university has been designated as an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) and in fall 2014 passed the threshold enrollment (25% of full-time equivalent undergraduates) to become a Hispanic Serving Institution (HSI). In addition, UIC has been recognized by the U.S. Department of Education as an institution that is excelling in providing low-income students with opportunities for access and success.

UIC is proud of its diverse student enrollment profile and the rich cultural and linguistic diversity that flourishes on campus. To maintain this diversity over time, one goal stated in UIC's diversity strategic plan is that "UIC will recruit and promote the success of diverse student, faculty, and staff populations." It is not an accident that no single racial or ethnic group forms a majority of UIC's student population. At both the undergraduate and graduate/professional levels, the University makes deliberate efforts to recruit students from a variety of backgrounds

and communities. The Office of Admissions holds undergraduate recruitment events across the Chicago area that reach out to students from underserved communities. Staff from campus programs that target underrepresented minority (URM) students visit high schools with diverse populations to provide prospective students with information about financial aid, academic support programs, and other opportunities at UIC. A partnership with the City Colleges of Chicago, whose student population is 37% Latino/a and 37% African American, includes a Guaranteed Admissions Transfer program for those who complete specified requirements. The Graduate College's Office for Recruitment and Diversity Affairs offers "professional development, fellowships, and other initiatives to recruit, retain, and ensure the success of underrepresented graduate students," and individual colleges do the same in their professional degree programs (e.g., Bridge To The Doctorate and the Urban Health and Diversity Program).

In Fall 2016, the average entering UIC freshman had a GPA of 3.3. Sixty percent of the cohort ranked in the top quarter of their high school class, and 91% were in the top half. UIC serves a diverse student population, including those who are high-performing from the time of enrollment and those who arrive with a wide range of strengths and needs. UIC students may be recent immigrants or the first in their family to attend college. In 2016, 33.5% of entering freshmen reported that English was not their first language, with 39 different home languages named, and 34% reported that their parents did not attend college. Many face other challenges, including academic preparation, domestic responsibilities, and full-time employment. In 2016, 47% of incoming freshman expected to need tutoring or other academic help in mathematics. To reduce financial barriers for our Pell-eligible students (51.8% of our undergraduates in FY 2016), we provide institutional aid to supplement the state and federal grants they receive.

Student support services. Providing the "broadest access" means that UIC will provide the supports our students require to succeed. UIC's HLC Quality Initiative project, our university-wide Student Success Initiative (described in 4.C), focuses on increasing graduation and retention rates for all students. Stakeholders from across the university are developing and implementing a range of programs and services to meet the needs of our diverse students (described in 3.D). To ease the transition from high school to college, Summer College offers free courses to entering freshmen, including enrichment workshops for those who did not place into credit-bearing courses in mathematics, chemistry, or English, along with a variety of other activities. Orientation for all entering students includes academic advising, course registration, seminars on financial planning, and introductions to housing, student organizations, and campus resources.

Among the resources available to all UIC students are support services that reflect the mission's emphasis on serving a diverse community of students. As one example, the Latin American Recruitment and Educational Services (LARES) program has been nationally recognized for its positive impact on the success of UIC's Latino/a students by the National Academic Advising Association and Excelencia in Education. Another award-winning program, Women in Science and Engineering (WISE), aims to increase the number of women who earn degrees in STEM disciplines through peer mentoring, monthly workshops, a WISE-dedicated floor in a residence hall, a student organization, and social events. Together with LARES and WISE, other units, such as the African American Academic Network, hold recruitment events across the Chicago area and provide holistic advising, mentoring, tutoring, and other services.

Other units serve the needs of specific student populations. For example, the Commuter Student Resource Center (CSRC) provides programs and services that are specifically designed for UIC students who do not live on campus (86% in Fall 2016). As evidence of the demand for commuter-specific resources, more than 90,000 students visited the CSRC during the 2015-2016 academic year. Another resource, learning centers, provide academic support for undergraduate students. Other programs, such as the Minority Engineering Recruitment and Retention Program, the College of Medicine's NSF-funded Bridge to the Doctorate Program, and the Urban Health Program, serve underrepresented students in specific disciplines.

Taken together, evidence across a wide range of programs and services demonstrates that UIC lives by a mission that is broadly understood by the campus community and guides our operations. This mission drives our strategic planning and is reflected across academic programs, the institution's enrollment profile, and services that support student success.

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

At UIC, our mission is not merely a policy document; it is a set of principles that inform and shape the planning and implementation of all university-wide efforts. To demonstrate how UIC enacts various aspects of its mission, examples of mission-aligned initiatives are briefly described below.

Mission articulation and scope. UIC's mission (which is further explicated by the chancellor's four priorities described in 1.A), is current because it guides our strategic planning efforts and explains UIC's emphases on research, high-quality learning opportunities for a wide range of students, diversity, public service, and our commitment to the city of Chicago. The mission is publicly articulated to the campus community and widely disseminated in several documents, including on our website, in the 2006 strategic plan, in the faculty handbook, and in the undergraduate and graduate catalogs.

The vision statement that was crafted during the university's 2003-2006 strategic thinking and planning process states that "UIC will be, and be recognized as, the nation's premier urban public research university." Within the strategic plan, the elaboration of UIC's vision further declares that,

"UIC seeks to embody the ideal of a public university: to cultivate the highest intellectual ambitions of faculty, students, and staff and, at the same time, contribute to the making of a more egalitarian society. We will be a resource and destination accessible to all who share our ambitions and have the desire to excel. We seek to be both a leading research university and a great urban institution, taking advantage of the opportunities and needs presented to and by the State of Illinois and the City of Chicago. We believe that for this commitment to be meaningful in the twenty-first century, it must be both local and global, a commitment not only to Chicago but to all 'Great Cities.' Whether in the surrounding communities or on the other side of the globe, in our own library or on the worldwide web, in the single-investigator laboratory or at an international research

center, we are dedicated to creating, sharing, and applying the knowledge the twenty-first century demands."

This elaboration of UIC's vision identifies the nature, scope, and intended constituents of UIC's programs and services by recognizing UIC's role as a public institution that serves urban students; is committed to public service; and whose faculty conduct research about critical issues that affect Chicago and other great cities across the globe.

Enacting various aspects of UIC's mission. Articulating UIC's mission is critical; however, even more important is the manner in which the various aspects of the mission are enacted in practice. Evidence of the enactment of the first three components of the mission appears below. Evidence of the enactment of the fourth and fifth components of the mission—related to diversity and public service—is reviewed in sections 1.C and 1.D respectively.

The first component of the mission states that UIC will "create knowledge that transforms our views of the world and, through sharing and application, transforms the world." UIC scholars are actively realizing this component of the mission, as evidenced by UIC's FY 2015 research and development expenditures, which totaled over \$350 million. The annual report from the Office of the Vice Chancellor for Research provides further documentation of faculty members' significant success in this area by listing the books that faculty have recently published and national awards that they have earned, including Fulbright awards and Ford Foundation fellowships.

As knowledge production is central to our mission, one of the strategic priorities articulated by Chancellor Amiridis is that UIC will "further strengthen our research enterprise." One strategy to accomplish this goal is the Chancellor's Discovery Program. To foster multidisciplinary collaborations at UIC, this program provides researchers with up to \$40,000 over a two-year period to test a hypothesis. Since 2009, the program has funded dozens of interdisciplinary projects, with awards totaling \$1,373,924. As just one example, a research team that won a Discovery Program Award in Spring 2014 is examining a significant global problem, postpartum hemorrhage (PPH), which is the leading cause of maternal mortality in the developing world. Death from PPH, or the loss of blood after childbirth, is preventable, but women who deliver their children in rural areas are at risk because they often lack access to hospitals, health professionals, or blood transfusion services. The research team is testing a prototype device that would allow women to transfuse their own blood into their bodies to prevent PPH. Funding from the Chancellor's Discovery Program has enabled researchers from many fields—including global health, bioengineering, gender studies, cardiothoracic surgery, and obstetrics and gynecology—to collaboratively address this pressing global problem.

The second element of our mission asserts that UIC will "provide a wide range of students with the educational opportunity only a leading research university can offer." This component of our mission informs the chancellor's strategic priority to enhance student success on campus. UIC's six-year graduation rate of 58% (for the 2010 cohort) is below the median of our peer group. We are determined to raise this rate. To accomplish this goal, the UIC Student Success Initiative aims to improve the transition from high school to college, implement a data-driven advising model, accelerate students' progress toward degree completion, and use evidence to

inform cycles of continuous improvement as new programs and strategies are implemented. UIC's goal to increase graduation rates represents a major improvement project that engages stakeholders from across the campus and was selected as UIC's Quality Initiative for the HLC review.

The third aspect of the mission declares that UIC will "address the challenges and opportunities facing not only Chicago but all Great Cities of the 21st century." This component of our mission is consistent with the chancellor's strategic priority to expand UIC's engagement with the city of Chicago. Inspired by UIC's Great Cities Commitment, then-UIC Chancellor James Stukel founded the Great Cities Institute (GCI) in 1995. The GCI's vision is to "formulate solutions to tackle the multi-dimensional challenges of the changing socio-political economy of cities and their metropolitan regions." By viewing UIC's location in the center of Chicago as a strategic asset, interdisciplinary teams of GCI researchers conduct applied research, the findings from which lead to a deeper understanding of complex urban issues and inform the design of innovative policies that will support vibrant and diverse cities across the globe.

Through GCI's UIC Neighborhoods Initiative, UIC scholars partner with leaders in many of Chicago's neighborhoods to fund, implement, and evaluate community and economic development programs. Over the past 20 years, leaders of this initiative successfully secured more than \$6.5 million in grant funding for more than 30 programs. In addition, since its inception in 1995, GCI has sponsored 154 faculty scholars from more than 34 different departments and units across the University. As only one example of a GCI applied research study that informed public policy, in 2012 the Center for Urban Economic Development, an affiliate of the GCI, published an evaluation of a program that was designed to prepare public housing residents in Chicago for employment. The findings documented successful outcomes for public housing residents; highlighted opportunities to expand the impact of the program; and outlined implications for cross-sector partnerships in other urban areas that involve educational programs, public housing authorities, support services, and private sector partners.

Given these examples, it is evident that UIC's mission does not exist only on paper. Instead, UIC's mission is clearly articulated in multiple documents; defines the scope and constituents of the University's programs and services; and guides the implementation of university-wide efforts that enable us to realize various aspects of our mission.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

To address its role in a multicultural society, UIC's mission and strategic planning processes pay explicit attention to diversity. The mission declares that UIC will serve a diverse student body by providing a "wide range of students" with high-quality educational opportunities. Further, the mission contends that UIC will produce knowledge that will "foster scholarship and practices that reflect and respond to the increasing diversity of the U.S. in a rapidly globalizing world." By setting diversity in the context of "a rapidly globalizing world," the mission also expresses the fact that a multicultural society extends beyond the borders of the United States.

To make UIC's mission-driven commitments actionable, the Diversity Strategic Thinking and Planning process engaged constituents from across the campus in an examination of how academic and operational policies and practices related to the Chicago area's own diversity and that of UIC's students, staff, and faculty. During the first phase, Diversity Strategic Thinking (2009-2010), the planning committee conducted meetings with individual colleges and other units, performed visioning activities, and drafted a report that was posted online for comments. At town hall meetings, UIC community members also contributed their ideas. The second phase, Diversity Strategic Planning (2010-2012), built on the first phase and further engaged the campus in the development of a diversity strategic plan: A Mosaic for Transformation. The authors chose a mosaic as their metaphor because the image illustrates how the diverse campus that we seek is not fragmented, but rather has a collective identity that builds on the strengths of all of its constituents.

Strengthen the diversity infrastructure. One result of the Diversity Strategic Thinking and Planning process was the creation of a new position for an associate chancellor and vice provost for diversity, who leads the Office of Diversity and who reports directly to both the provost and the chancellor. The Office has developed four strategic priorities that are aligned with the goals outlined in the Mosaic plan: strengthen diversity infrastructure; expand the frontiers of knowledge; promote equity and inclusion; and enhance community engagement. The first three priorities will be briefly discussed below. Initiatives related to the community engagement priority are described in more detail in 1.B and 1.D.

The mission of the Office of Diversity is to "promote an organizational culture and structure that honors diversity through integration of the principles of access, equity, and inclusion" throughout UIC's units, priorities, and initiatives. The mission aligns with the Office's priority to strengthen diversity infrastructure. The organizational chart for the Office outlines the units in the associate

chancellor and vice provost's portfolio, including the Centers for Cultural Understanding and Social Change, units with diversity-related missions, the chancellor's status committees, and three campus diversity committees.

The seven Centers for Cultural Understanding and Social Change (African American Cultural Center, Arab American Cultural Center, Asian American Resource and Cultural Center, Disability Resource Center, Gender and Sexuality Center, Latino Cultural Center, and Women's Leadership and Resource Center) provide a wide range of resources—including cultural and academic programming, mentoring, and support services—to students, faculty, and staff who identify with particular communities. The Disability Resource Center, for example, is the campus's central location for information and services to support students with disabilities, including requests for accommodations in classes and at campus events. The Gender and Sexuality Center's activities include Safe Zone, a training program for individuals and campus units that helps them provide safe space and support for LGBTQ students. The Women's Leadership and Resource Center is home to the Campus Advocacy Network, which assists UIC students, staff, and faculty who are victims of sexual assault, domestic violence, stalking, or hate crimes.

A number of committees further engage a broad range of stakeholders in advancing UIC's commitment to diversity. The chancellor convenes six university-wide committees, which include faculty, staff, and students and represent specific campus constituencies: Asian Americans, African Americans, Latinos/as, women, people with disabilities, and the lesbian, gay, bisexual, transgender, queer, and allied community. These committees advise the chancellor, advocate for improved policies and programming, and raise awareness of issues that are specific to each group within the larger University community. For example, the chancellor's committees on the Status of Blacks and on the Status of Women have advocated for more representative hiring and more effective mentoring of faculty and staff. In addition, the Diversity Advisory Committee and the Health Sciences Diversity Leadership Council advise the provost and the vice chancellor for health affairs, respectively, on diversity-related policies, procedures, and initiatives. The Diversity Chairpersons Committee oversees implementation of the diversity strategic plans in UIC's colleges and administrative units, monitors progress toward measurable goals, and recommends new initiatives to improve access, equity, and inclusion. These three committees also facilitate communication and collaboration across units.

Expand the frontiers of knowledge. As a research university, knowledge production is fundamental to our mission. To re-imagine the production and dissemination of scholarship, the diversity strategic plan calls for scholars to "draw on diverse perspectives to challenge traditional, established values that determine and direct curricular content, teaching methods, knowledge-making, and scholarship;" thus seeking to transform both the content of existing scholarship and the process by which it is created.

The Office of Diversity's strategic priority to expand the frontiers of knowledge informs UIC's approach to the development and production of knowledge in several ways. First, all students are exposed to a diverse range of voices and perspectives in their academic programs. Students are educated about multicultural society through the General Education Program, which is required of all undergraduates (and further described in 3.B). General education requirements are

designed to introduce students to the breadth of academic disciplines. While the content of these courses vary widely, several outcomes are common across the general education core, including expectations that students will "explore one's own culture and history as well as those of others" and that they will be able to "think critically about how individuals influence and are influenced by political, economic, cultural, and family institutions." Specific learning outcomes within several of the General Education Program's core areas also explicitly address our multicultural society by providing students with opportunities to explore world cultures, understand how "diverse communities—racial, ethnic, class, gender, religious, and sexual—...define cultural and political life in the United States," and analyze how "social institutions, structures, and processes" influence "the complexities of a global culture and diverse society."

This strategic priority relates not only to the knowledge that faculty share with their students, but also to the content and processes involved in knowledge production. In terms of content, one example of the faculty's commitment to diversity is evident in the health science colleges' extensive research on the disparities between majority and minority communities in health and access to health care. Other faculty members have published widely on a range of diversity-related topics in many different disciplines. In terms of process, this strategic priority drives an emphasis on collaboration and fosters opportunities to produce scholarship that incorporates the perspectives of multiple disciplines. For example, a number of different academic departments and research centers, such as the Institute for Research on Race and Public Policy and the Great Cities Institute, bring together scholars from diverse disciplines to investigate complex issues. Academic units such as African American Studies, Asian American Studies, Gender and Women's Studies, and Latin American and Latino Studies address multicultural issues through courses, degree programs, and lecture and film series. Within these departments, faculty with expertise on issues such as race, ethnicity, national origin, language, and international migration conduct research and teach courses related to the history, culture, and social experiences of U.S. and global communities. Many of these faculty members hold tenure in multiple departments, which structurally reinforces the interdisciplinary nature of their work.

Finally, this strategic priority inspires scholars to expand their scholarship beyond the borders of the United States. UIC aspires through its mission to become a public university with a global reach, fostering "scholarship and practices that reflect and respond to the increasing diversity of the U.S. in a rapidly globalizing world." In 2013, UIC's executive leaders charged a university-wide task force with developing a framework to guide UIC's expanded international focus. The task force examined UIC's global engagement and research activities and consulted with Chicago area experts to make recommendations for ways to increase the university's global presence.

In fact, our global mission is already manifest in programs dedicated to a global view of specific issues. For instance, the Global Health Program and the Center for Global Health support research, clinical services, and educational opportunities through projects across Eastern Europe, Asia, and Africa that tackle global health challenges. The Great Cities Institute and the Institute for Research on Race and Public Policy both support research that explicitly links the diversity of Chicago with global concerns. Faculty in the College of Business Administration study global marketing and the development of markets in specific areas of the world, while those in the Department of Earth and Environmental Sciences explore and attempt to create responses to

global climate change. To further advance our efforts in this area, and to coordinate programs with an international focus, in 2016 UIC created a position for a vice provost of international affairs.

Promote equity and inclusion. Several initiatives are currently underway to advance the Office of Diversity's strategic priority to promote equity and inclusion. To monitor UIC's progress over time, the Office of Diversity regularly gathers and publishes data related to the diversity of UIC's students, faculty, and staff. In addition, the Office's Diversity Portal houses a comprehensive list of UIC's diversity-related programs and services. As one example, the UIC Dialogue Initiative focuses on fostering an inclusive campus where all members of the community are welcomed, valued for their contributions, and made to feel their identities can be openly expressed. This initiative includes a series of courses, programs, and resources that are "focused on the practice of intergroup dialogue as an educational approach to promote engagement between people from different social identity groups." In these offerings, students explore the complexity of identity, learn about the similarities and differences we share across groups, and practice dialogue skills that will enable them to engage in constructive and respectful conversations with students from diverse groups. Two colleges—Architecture, Design, and the Arts and Urban Planning and Public Affairs—have made an introductory dialogue seminar a requirement for their majors.

Other initiatives to promote equity and inclusion involve recruiting and supporting diverse student, faculty, and staff populations. UIC's enrollment profile, described in 1.A, demonstrates that our student population reflects the diversity espoused in our mission. Our students share a collective UIC identity, but they are diverse in terms of academic interests, background experiences, language, race, ethnicity, gender, socioeconomic status, religion, culture, sexual orientation, disability, and citizenship status. This diversity is intentionally enhanced through our recruiting activities described in 1.A and the funding allocated toward financial aid and student support programs. Strategic efforts that are designed to ensure that UIC continues to recruit and support a diverse student body over time include UIC's enrollment management plan, the Student Success Initiative, and the chancellor's efforts to support the success of African American students, which are described in more detail in 4.C and 5.C.

Consistent with the placement of diversity in the context of "a rapidly globalizing world," UIC is increasing its efforts to attract more international students, who in 2016 comprised 31.2% of our graduate student population, but only 3.1% of our undergraduates. In 2016, UIC partnered with Shorelight Education to create UIC International, which will expand international student enrollment and enhance retention and graduation rates for these students by providing them with a range of support as they transition into the academic and cultural life of the University. UIC intends to increase enrollment through active recruitment of international undergraduate and graduate students and by offering programs such as the US/Asia Executive Development Program. Resources, such as the Tutorium in Intensive English and the International Teaching Assistant Program, are specifically designed to support international students and to help them improve their proficiency in English if they speak other languages in their home countries.

The recruitment and support of a diverse community of students is one example of how UIC's processes and activities reflect attention to human diversity, but increasing the diversity of

faculty and staff is also important. Focused efforts to hire faculty who are underrepresented in their disciplines (e.g., men in nursing; African Americans and Latinos/as in the sciences) include the Underrepresented Faculty Recruitment Program and training for search committee members on the importance of recognizing unconscious bias. The Office for Access and Equity analyzes hiring data and provides resources and assistance for recruiting employees from underrepresented groups. In part as a result of these efforts, the proportion of tenure-system minority faculty increased from 29.5% in 2011 to 33.4% in 2015.

Another initiative to recruit diverse faculty members is the cluster hiring program, which emphasizes diversity and encourages interdisciplinary scholarship related to topics such as global urban immigration and health promotion for racially and ethnically diverse older adults. To provide colleges with a significant incentive to hire underrepresented faculty, the campus pays 70% of the salaries of new hires who are from underrepresented groups for the duration of their employment at UIC. As of spring 2015, there have been nine hires, four of whom are members of underrepresented groups, and \$468,458 per year has been allocated to the colleges to cover a portion of the salaries of these faculty members.

UIC's mission-driven commitment to diversity has garnered the institution national recognition. For example, in 2016, UIC and the College of Pharmacy received the Higher Education Excellence in Diversity (HEED) Award, a national honor bestowed upon universities that demonstrate an exemplary commitment to diversity and inclusion. Moreover, as evidence of UIC's success in creating a climate that supports diversity, UIC has appeared repeatedly on lists of the campuses most friendly to LGBTQ students and staff and the University of Illinois Hospital was recognized as a leader in the Human Rights Campaign's 2014 Healthcare Equality Index.

UIC's commitment to cultivating a diverse campus is deeply embedded in our identity as an institution. Guided by our mission and the Office of Diversity's strategic priorities, UIC's leaders have implemented a variety of processes and activities, demonstrating that the importance of human diversity informs our institutional values, expands our scholarship, enhances our recruitment of students and faculty, and fosters a campus climate that celebrates diversity.

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

UIC's mission statement directly expresses the institution's commitment to the public good, and that mission has profoundly shaped the programs and services offered at the University. UIC interprets its commitment to the public good in three ways. First, as a public and urban-serving institution, we provide high-quality undergraduate and graduate programs for "a wide range of students," with a focus on serving students from the city of Chicago and the state of Illinois. Second, through our Great Cities Commitment, researchers from a range of disciplines produce and disseminate research related to complex urban issues, the findings from which can inform policies and practices designed to improve the quality of life for urban residents in Chicago and across the globe. Finally, our mission encourages each of UIC's colleges to respond to the needs of communities in Chicago and Illinois by training public service professionals. In fact, the fifth component of UIC's mission declares that the university will "train professionals in a wide range of public service disciplines, serving Illinois as the principal educator of health service professionals and as a major healthcare provider to underserved communities." Although there are many initiatives related to the preparation of public service professionals at UIC, programs from four colleges are briefly described in this section to highlight UIC's commitment to public service.

As Chicago's only public research university, UIC's primary educational role is to serve the public. Under Illinois law, as a university within the University of Illinois system, UIC is subject to the authority of the state legislature. Under the University of Illinois Statutes, UIC is governed by the University of Illinois Board of Trustees and is a non-profit institution without obligation to investors, parent organizations, or external interests. The mechanisms that assure that UIC operates with transparency, integrity, and with a primary focus on the institution's educational responsibilities are further discussed in Criterion 2.

Commitment to public service. UIC's mission-driven focus on public service is reflected in the missions of many of our colleges. Among our health science colleges, the College of Medicine and the School of Public Health provide two examples. The mission of the College of Medicine is to "produce new knowledge in the medical sciences, develop best practices in health care delivery, and educate the next generation of physicians and biomedical scientists committed

to serving the needs of Illinois and the nation." Expressing similar themes, the UIC School of Public Health

"is dedicated to excellence in protecting and improving the health and well-being of the people of the metropolitan Chicago area, the State of Illinois and the nation, and of others throughout the world. The School achieves this mission by: educating scientists, professionals and the public; conducting research to develop solutions to public health problems; providing public health service; and formulating public health policy."

The missions of both of these colleges reflect multiple components of UIC's larger mission: to produce knowledge that advances the field; to prepare public service professionals; and to serve the city of Chicago and the state of Illinois. As further evidence of UIC's commitment to the community, the UI Hospital and Health Sciences System (UI Health) provides safety-net health care for underserved communities through its hospital and clinics on the Chicago and regional campuses, and through the Mile Square Health Center, whose 12 clinics are located in Chicago neighborhoods.

To ensure that UIC's efforts to prepare health service professionals are aligned with regional needs, in 2013 the UIC Health Care Workforce Development Task Force (described in 5.C) made several recommendations based on their examination of emerging workforce needs and demographic trends. For example, the task force recommended that each college build a pipeline to increase the representation of underrepresented minorities in the health professions. UIC already has several programs to address this important goal. The Hispanic Center of Excellence, for example, exists "to improve the medical care of Latinos in Illinois by providing programs that strengthen the pipeline and increase the number of Latino applicants pursuing health careers." The Urban Health Program's mission is "to recruit, retain, and graduate underrepresented racial/ethnic minority students...into the health professions." For both programs, the goal is to address disparities by increasing the numbers of health professionals who return to practice in their communities.

A second significant example of UIC's commitment to training professionals for public service is found in the Jane Addams College of Social Work. The college builds on the strong tradition of engaged research and service that Jane Addams launched more than a century ago at Hull-House, the early 20th century social settlement that served Chicago's immigrant communities with a range of innovative programs. Located in the center of UIC's campus, Hull House is an ever-present reminder of the importance of connecting the University's mission to the communities that surround UIC. The college articulates this connection in its mission, which is to "educate professional social workers, develop knowledge, and provide leadership in the development and implementation of policies and services on behalf of the poor, the oppressed, racial and ethnic minorities, and other at-risk urban populations." The college's graduate programs focus on urban populations, prepare professionals who are knowledgeable about the most recent and rigorous research in the field, and partner with communities in the Chicago area that are most in need of services. Its PhD students are prepared to conduct applied research and advocate for policy reforms, while its Master of Social Work students are trained to manage social welfare programs and to provide direct services for clients in social service agencies throughout the Chicago metropolitan area.

Similarly, the mission of the UIC College of Education is to

"develop new knowledge about education that improves teaching, learning and assessment; informs policy and practice; and is valued by the communities we serve. We direct our teaching, research and public service to all learners, but particularly those in urban environments."

This mission statement explicitly connects the work of the College of Education to improving outcomes for all students in Chicago Public Schools and grounds the work in the needs to be addressed within the city of Chicago. To accomplish this ambitious goal, the college has developed a number of programs that prepare teachers and educational leaders. The college's doctoral program in Urban Education Leadership prepares public service professionals. This program trains instructional leaders to improve the quality of teaching and learning in urban schools. In 2013 the program was one of only two programs in the nation to receive the University Council for Education Administration's Exemplary Educational Leadership Preparation Program Award. Another example of the college's work to meet the needs of the community is the commitment of the faculty in the Department of Special Education to train their students to serve students with disabilities. To address a shortage of special education teachers in Chicago Public Schools, UIC faculty members have designed high-quality preparation programs, several of which have been funded by the U.S. Department of Education. Among them is Project PULSSE (Preparing Urban Leaders in Secondary Special Education), which prepares special education teachers to serve students with low-incidence disabilities in secondary schools, and Project Seamless Effective Transition, which trains special educators to support students with disabilities as they transition from high school to successful lives as adults. The college also provides direct service to the community through programs including the Center for Literacy, and a specialized literacy program focused on African American boys in elementary school. As another example of community service, the UIC Reading Clinic offers high-quality, low-cost tutoring services for students in the Chicago area who struggle with reading and writing.

In short, UIC has demonstrated its commitment to the public good by providing high-quality academic programs for students from Chicago and Illinois; by producing knowledge that can improve the lives of urban residents; by offering high-quality tutoring and healthcare services to residents of the Chicago area; and by preparing well-trained public service professionals who will respond to the needs of underserved residents from Chicago and Illinois in the fields of health care, education, and social work.

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

UIC's mission statement expresses our commitment to providing broad access to intellectual excellence. Driven by our mission, UIC educates a wide range of students, creates transformative knowledge, addresses the needs of an increasingly diverse and globalized world, and trains public service professionals who will serve underserved communities of Illinois.

UIC's mission is articulated publicly and is the anchor for all strategic planning and budgeting processes. As a public, urban-serving institution, we are proud of how we realize our mission's commitments to diversity and public service through our academic programs, in our enrollment profile, and through services that support the success of our students and address the needs of Chicago's communities.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

UIC and the University of Illinois system ("System") have established policies and processes to ensure that UIC operates with integrity in its functions related to academics, research, governance, personnel, ethics, and financial matters. These policies and processes are consistent with the Higher Learning Commission's definition of integrity because they promote transparency; the dissemination of accurate information; the welfare of the institution and its students; and they hold all members of the UIC community accountable for compliance with broadly understood ethical standards. Expectations for the University of Illinois Board of Trustees, administrators, faculty, and staff are clearly stated; proactive policies are in place to prevent unethical behavior; and procedures have been developed for the uncommon instances when unethical behavior might occur.

The relationship between UIC and the System is outlined on the organizational chart, which indicates that the System's president, who reports to the board, has broad oversight over the three universities within the System (Chicago, Urbana-Champaign, and Springfield) as well as over a number of offices that develop systemwide policies and provide centralized services.

Many of the integrity-related policies that impact UIC were formulated by the board (further described in 2.C), others were mandated by state and federal laws, and some are specific to UIC. Together, they address financial, academic, personnel, and auxiliary functions, including training and oversight mechanisms for the board, administration, faculty, and staff, as well as clear consequences for violations. This section will describe policies focused on integrity in financial matters and policies related to the ethical conduct and integrity of UIC employees. Section 2.B describes how information that UIC shares with the public is clearly and accurately presented. Policies and practices related to the integrity of the board are summarized in 2.C, and those related to academic freedom and integrity are discussed in 2.D, and 2.E, respectively.

Ethical conduct and integrity of UIC employees. The board's Governance, Personnel, and Ethics Committee oversees matters related to ethics and the integrity expected of UIC's employees. The System's overarching ethics structure is mandated by the State of Illinois's Executive Ethics Commission, which oversees implementation of the State Officials and Employees Ethics Act, to which all state employees are subject. The office that leads efforts

related to compliance with the Ethics Act—as well as investigations of unethical behavior—is the System's Ethics and Compliance Office ("Ethics Office"), which reports directly to the System's president. The executive director of the Ethics Office also updates the board's Governance, Personnel, and Ethics Committee on an annual basis.

The board and the Ethics Office have implemented a number of proactive measures to prevent fraud and misuse, as well as systematic procedures to investigate claims of unethical behavior. First and foremost, all University of Illinois employees must behave in ways that are consistent with the University of Illinois Code of Conduct, which makes explicit the expectation that all employees "conduct themselves in a manner that will maintain and strengthen the public's trust and confidence in the integrity of the University." The Code of Conduct is published on the website of the Ethics Office, in UIC's Faculty Handbook, and on the System's human resources website. Second, all state officials and employees—including trustees—complete annual training to remind them of key components of the Ethics Act, including the appropriate use of state resources, a gift ban, the prohibition of political activities during work hours, and a revolving-door prohibition, which was strengthened in 2015. UIC employees take ethics training seriously: the annual report submitted to the board by the Ethics Office in March 2017 indicated that 99.9% of all employees completed the 2016 ethics training.

The third set of proactive measures aims to prevent conflicts of interest. The Ethics Office oversees an annual process in which approximately 9000 employees must complete a Statement of Economic Interest and a supplemental form to comply with the Illinois Governmental Ethics Act and an Executive Order issued by the governor in January 2015. Employees who must complete this statement include trustees, department heads, principal investigators on grants, those with supervisory responsibility for a large staff, and those employees who oversee the procurement of goods and services. In addition, the vice chancellor for research (VCR) at UIC oversees implementation of the System's disclosure process, through which all faculty and academic staff members at UIC must annually report any non-university income-generating activities by completing the online disclosure form. These reports are reviewed by the unit executive officer (UEO) of each academic unit at UIC, who determines whether there appears to be a conflict of interest and, if so, works with the faculty or staff member to create a plan to manage the conflict. In these cases, the UEO's decision then moves up the administrative chain to the dean, who reviews the management plan. At the next level of review, the VCR is advised by the Conflict Review Committee. The process concludes with a notification to the System's vice president for research. If potential conflicts are not reported, or if a management plan is not followed, the UEO and the VCR are authorized to impose sanctions against the faculty member or academic staff member, with the severity of sanctions aligned with the extent of the violation.

The fourth set of proactive measures ensures that UIC employees are aware of integrity-related federal and state mandates and that they receive appropriate training. UIC policies related to implementation of federal and state laws include a range of topics from child abuse to nepotism to discrimination and harassment. Lists of these mandates and policies are published on the websites of the System's Ethics Office, UIC Human Resources, UIC's Office for Access and Equity, as well as in the UIC Faculty Handbook. Training related to federal laws, such as the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA), is required for employees who have access to specific kinds of

information. FERPA is administered through the Office of Admissions and Records. The VCR oversees HIPAA training for researchers who use protected health information in their studies. HIPAA training in the HIPAA-covered components is administered through the Academic Computing and Communications Center (ACCC), where the Chief Information Officer (CIO) is also the System's HIPAA Privacy and Security Compliance Officer.

The UIC Office for Access and Equity (OAE), which reports to the chancellor, is charged with addressing a specific set of integrity-related personnel issues, including allegations of sexual harassment, discrimination, and misconduct, as well as other violations of UIC, System, state, and federal policies related to equity. OAE also reviews all searches to fill open positions—including job descriptions, publication of searches, and lists of candidates and finalists for positions—to ensure equity and compliance with UIC's affirmative action plan.

Although UIC has proactive policies in place, such as those described related to ethical behavior, there will be occasions when unethical behavior occurs. For these instances, the System's Ethics Office has implemented—and widely publicized—the Ethics Line as a way to report ethical violations. In addition to reporting via phone, employees may also make reports via e-mail, fax, postal mailings, or in person. By law, whistleblowers are guaranteed protection if they report wrongful conduct. After a report is received, an initial review determines if there is adequate information to proceed with further investigation. If the available information is sufficient, the facts are reviewed by the appropriate officials and, if necessary, disciplinary action is taken based on the findings of the investigation. Results of investigations are confidential and exempt from the Illinois Freedom of Information Act. There is evidence that employees are reporting abuses of the Ethics Act. According to the 2016 annual report submitted to the board by the Ethics Office, there were 107 new investigations in 2015 within the University of Illinois system, 67 of which required significant resources.

Integrity in financial matters. UIC also adheres to structures, policies, and processes to ensure that finances are managed wisely and appropriately. Issues related to financial integrity are overseen by the board generally, and specifically by the board's Audit, Budget, Finance, and Facilities Committee. In the interest of transparency, and to facilitate public review of the System's finances, materials related to the System's financial health and management are published online: the System's budget; annual financial reports; salaries of all academic employees; and minutes and materials from meetings of the board's Audit, Budget, Finance, and Facilities Committee.

Integrity checks related to finances are managed by the System's Office of Business and Financial Services (OBFS). OBFS oversees all financial procedures; provides training; and enforces specific policies. OBFS has developed a range of policies and procedures to ensure that the System's assets are used properly and that employees' use of assets complies with the relevant policies and laws. Among others, OBFS has implemented policies related to payroll, purchasing, cash handling, and travel. For example, individual units or departments at UIC must be approved to handle cash, and heads of those units must establish and maintain an accountability process for receiving, handling, and depositing cash or cash equivalents. The System also requires appropriate training for employees who have access to institutional credit cards or to unit financial and human resource databases. These internal controls are intended to

prevent the misuse of the System's assets, but if these controls fail, OBFS encourages employees to report ethical breaches and prohibits retaliation against employees who report such misuse.

OBFS has also developed procurement policies that are designed to ensure that state, federal, and System funds are used appropriately and that suppliers, contractors, and others are selected fairly through a process of competitive bidding. Bids for procurement of supplies and for most services must follow both state law and specific policies from the Illinois Office of the Higher Education Chief Procurement Officer, such as provisions for advertising, limits on maximum bid amounts, and compliance with regulations that open the process to a wide range of potential vendors, such as the System's Minority and Female Business Enterprise Supplier Diversity Program. Similarly, contact with vendors not already under contract with the System must be reported to the State of Illinois using the Procurement Reporting System, as indicated on the University of Illinois Ethics website. To facilitate public review of UIC contracts, UIC's vendor awards are also published online.

OBFS policies apply to all units at the University of Illinois, including those of UIC's Campus Auxiliary Services (CAS), which operate out of the Office of the Vice Chancellor for Student Affairs. CAS includes units that provide services (e.g., Dining, Campus Housing, Meetings and Conferences); venues (Student Centers, Forum, Pavilion); retail operations; and student activity offices, such as Campus Programs. As is true for all units at UIC, CAS units follow OBFS procurement policies, which are intended to ensure appropriate use of University funds and fair competition for contracts. This is particularly important in areas such as dining and catering, where outside vendors provide services directly to students and employees, rather than providing materials or services to be delivered by UIC employees. Vendors working with CAS must comply with all state and System regulations, including the Illinois Procurement Code.

While OBFS is responsible for oversight of business and financial management services, there are also checks in place to review the implementation of OBFS policies and processes. Internally, the System's Office of University Audits ("Office") serves as a check on OBFS. This Office conducts audits to verify that there are adequate internal controls in place to protect the System's assets; that all expenditures have been accurately documented; and that the System is in compliance with federal and state regulations. The Office reports the results of its audits to the System's chief financial officer and to the board's Audit, Budget, Finance, and Facilities Committee. The Office conducts approximately 60 internal audits annually, randomly selecting some units for review and others because of specific risk factors. The Office produces annual reports to describe the units that were reviewed that year, the status of its audits, and the audit results. As a further check, external audits are conducted on an annual basis by certified public accounting firms that are hired by the Illinois Auditor General to determine that the System, as a state agency, is in compliance with federal and state laws. These detailed annual audit reports are shared with the board's Audit, Budget, Finance, and Facilities Committee and are published online for the public to review.

Taken together, the evidence presented demonstrates that UIC and the University of Illinois system have established policies and processes to ensure that UIC operates with integrity in its functions related to academics, research, governance, personnel, ethics, and financial matters. Expectations for trustees, administrators, faculty, and staff are clearly stated; policies are

in place to prevent unethical behavior; and procedures have been developed for the uncommon instances when unethical behavior occurs.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

UIC is committed to providing easy access to clear and accurate information about the institution. Our comprehensive website informs current and prospective students about requirements for admission, costs of degrees, accreditation relationships, and the expectations for degree completion

The UIC website is the primary venue through which we disseminate information about the institution. The website was revamped in 2015 to make it easier for users to find information. As it is publicly available, the website is accessible to current students as well as to prospective students and their families. The website is organized in seven main categories: admissions and aid; academics; research; life at UIC; Chicago; alumni; and information about UIC. The information in the Academics and Admissions and Aid sections will be described in more detail in the sections that follow. The Research webpage showcases some of the cutting-edge research that is being conducted at UIC and connects students to a number of different programs that engage them in research. The Life at UIC webpage provides students with information about resources, dining choices, and on and off-campus housing options. The Chicago section encourages students to "travel the world without leaving Chicago" by highlighting restaurants, events, and cultural attractions they can explore in neighborhoods that are close to UIC or that are popular tourist destinations. In the Alumni section, alumni maintain their connection to UIC by keeping informed about UIC's successes; contributing to advancement efforts; reading the alumni magazine; and connecting with other alumni. The About UIC page displays information at a glance about our mission, senior leadership, status as a public research university, and HLC accreditation status. Much of this information is also available through the UIC mobile app, which can be downloaded from the Apple and Google stores. In addition, UIC shares information with current and prospective students through social media sites including Facebook, Instagram, Twitter, and YouTube.

Admissions and Aid. UIC provides prospective students with the information they need to make an informed decision as to whether UIC is the university that can best help them achieve their goals. The Admissions and Aid section of the UIC website houses a wealth of information that allows prospective students to explore the degree programs that UIC offers, to understand the admissions requirements for those programs, and to calculate the estimated costs of those programs. Through the Admissions webpage, prospective students can find more specific details about the application process, admissions requirements and deadlines, as well as links to the online application. That website houses comprehensive information about admissions requirements for undergraduate, graduate, and professional students, including a dedicated interactive section that provides prospective transfer students with guides that are tailored for their major and their college. The information on the admissions website is translated into six

different languages to ensure that a wide range of students—from Chicago, the United States, and around the world—have access to the information they need.

To provide students with accessible information about the cost of a UIC degree, a dynamic web calculator allows students to estimate their projected tuition and fees based on their Illinois residency status and the degree program in which they will enroll. The calculated tuition estimate includes a detailed description of the fees that are included in the total cost. To help students explore a variety of ways to fund their education, the Paying for College section of the Admissions and Aid webpage features financial aid options, scholarships, on-campus jobs, assistantships, and fellowships.

Academics. While prospective students are the primary audience for the Admissions and Aid section of the UIC website, the Academics section provides detailed information about degree programs and admission and completion requirements for both current and prospective students. This section of the UIC website houses information that allows students to explore the degree programs that are available at UIC for undergraduate, graduate, and professional students. There are brief descriptions of each of UIC's 15 colleges, with links to each college's site, where more detailed information is available about programs and degrees. The College of Business Administration, for example, presents information for each of its programs on its home page, with degree-specific pages featuring a description of the degree, a list of faculty who teach in the program, links to curriculum requirements and courses, and top employers for graduates of that program. Websites for other colleges, such as Engineering, also provide information about accreditation for specific programs.

Through the UIC Academics webpage, students can also access the UIC Catalog. The undergraduate and graduate catalogs provide practical information, including the academic calendar, campus maps, lists of faculty, descriptions of the steps to register and enroll at UIC, tuition tables, lists of accredited programs and their affiliated accreditation agencies, and information about admissions and financial aid. The undergraduate catalog offers information about degree requirements and academic standing that apply to all students, a list of degree programs offered by each college, and a detailed description of the courses that must be completed to earn each degree. Similar information is also displayed in the graduate catalog. The degree requirements in both catalogs are updated each term to reflect new and revised programs or requirements. Any changes to program requirements since the last published catalog are summarized. Finally, the undergraduate and graduate catalog websites include links to course descriptions for all courses offered at UIC. The descriptions are updated every fall and spring semester to reflect current offerings.

The evidence demonstrates that UIC presents current and prospective students with easy access to useful information about the institution, requirements for admission, costs of degrees, and expectations for degree completion.

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

Authority and structure of the Board of Trustees. As described in 2.A, the University of Illinois Board of Trustees is the governing body for the three campuses within the System: Chicago, Springfield, and Urbana-Champaign. The board has the authority to make decisions in the best interest of the System; delegates oversight of academic matters and campus operations appropriately; focuses on priorities that preserve and enhance the System through its public deliberations; and develops policies and processes to maintain the integrity of the board.

As the System is a public institution of higher education, the board is accountable to the state legislature and the people of Illinois. It is responsible for financial stewardship of the System, for policy development, and it "exercises jurisdiction in all matters except those for which it has delegated authority to the president, other officers, or bodies of the University." The board has been structured to provide it with the requisite authority to make autonomous decisions that are in the best interest of the System.

According to the University of Illinois Trustees Act, the board includes the governor and at least 12 trustees, nine of whom are appointed by the governor and approved by the Illinois Senate. No more than five of the nine appointed trustees can be affiliated with the same political party. There are also three student trustees, one elected from each campus. The appointed trustees serve six-year terms, while the students serve one-year terms.

The board's priorities are reflected in its committee structure, which consists of four committees: Academic and Student Affairs; Audit, Budget, Finance, and Facilities; Governance, Personnel, and Ethics; and the University Healthcare System. These four committees were established in 2009 to provide greater accountability and to allow the appointment of specific trustees to individual committees. (In contrast, the previous structure included more than a dozen committees, all committees of the whole.) As their names suggest, each of these committees oversees key areas of the System, reporting to the board as a whole on issues such as academic

appointments, degree programs, internal and external audits, major purchases and contracts, and ethics issues.

The board has established and follows a set of Statutes that regulate the operations of the System and a set of General Rules that provide additional guidance, including the identification of officers and the responsibilities of the System's central administration. The Statutes state that the board "formulates university policies but leaves the execution of those policies to its administrative agents, acting under its general supervision." These administrative agents are also defined in the Statutes, including delegation of the chancellor as the chief executive officer on each campus and the faculty senate as each campus's legislative body for matters of educational policy.

Further, the board delegates oversight of academic matters to each campus's chancellor and faculty. According to the Statutes, the chancellor oversees the provost and the deans of the colleges. Consistent with the principles of shared governance, the dean and faculty of each college "have jurisdiction in all educational matters falling within the scope of [the college's] programs, including the determination of its curricula, except that proposals which involve budgetary changes shall become effective only when the chancellor/vice president has approved them." Consequently, the board is not mired in operational details, as each chancellor is responsible for day-to-day management of their campus and the deans oversee academic matters within their respective colleges.

Deliberations and transparency. As the governance body for a public institution of higher education, the board strives to be transparent, to conduct deliberations openly in public, and to focus on priorities that preserve and enhance the University of Illinois system. The board operates under Bylaws that provide guidance about the conduct of meetings, including practices required to comply with the Open Meetings Act for the state of Illinois. While there are exceptions for a small number of confidential topics and personnel decisions, the board is required to publish "all items on which the board will take action at a regular or special meeting...in an agenda published at least 48 hours before the beginning of the meeting at which action is to be taken." There are live webcasts of board meetings to ensure that the proceedings are open to all who are interested. To realize its goal of transparency, agendas, meeting minutes, and all materials related to agenda items are posted online.

The minutes of board meetings reflect the focus on system-wide priorities and policies rather than specific attention to the operation of each campus. During the March 2015 meeting, for example, when the chair welcomed a new trustee, he reminded the attendees that the board "is committed to representing and protecting the best interests of the University and to serve the State and the people of Illinois." Then, after welcoming the new president of the University of Illinois system, the chair charged him with launching a new visioning and planning process, with preliminary plans to be discussed during the board's July 2015 retreat. This charge reflects the board's attention to system-level plans and the appropriate delegation of the task to the president.

In their deliberations, the board considers input from internal and external constituencies. The University Senates Conference, comprised of faculty senators from each of the three campus senates, approves decisions of the campus senates and advises the board. Each campus also

elects a Faculty Advisory Committee, which serves as "a channel for direct and concerted communication" between faculty and the administration at the school, college, campus, and System levels. Individual administrators make recommendations to the board and chancellors are regularly asked to speak about their campuses or the status of specific projects. Administrators and faculty members provide reports, briefings, dashboards, and other information and materials. Faculty senators from campus senates and the University Senates Conference are often asked to speak about issues of particular concern for faculty. There are also opportunities for public comment at board meetings.

Maintaining the integrity of the Board of Trustees. While the board has final authority over the University of Illinois, there are checks in place to ensure that the trustees are not unduly influenced to act in a manner that would not be in the best interest of the System. First, as a public body that conducts its deliberations openly, it is subject to review by citizens, critics, and members of the press who hold the trustees accountable for their actions. Second, according to state law, all trustees must be residents of Illinois; cannot be employed by the University; and cannot contract with the University, either directly or indirectly. These provisions are supported by ethics and conflict of interest policies defined by the University of Illinois and the state. The trustees must annually report any conflicts of interest when they complete a conflict disclosure. In addition, like System employees, the trustees are subject to the State Officials and Employees Ethics Act (see 2.A.). The board is briefed by the University Ethics Officer on the implications of the Ethics Act and other policies. Trustees must also complete annual training related to the Ethics Act.

If additional protections are required to maintain the board's integrity as circumstances change over time or as problematic issues come to light, the state legislature can amend the existing law that grants authority to the board. The board can also amend the Statutes or the General Rules that they follow after consulting with the System's president and faculty senates on each campus. In the past, the board has been responsive to specific situations that involve real or potential ethical breaches. For example, in 2009 the governor created an Admissions Review Commission after reports emerged about how state legislators and others directly intervened in admissions decisions at the Urbana-Champaign campus. As a result of the recommendations in the Commission's report, the board changed system-wide admissions procedures to guarantee "fairness to applicants, transparency of process, and equality of access," including the establishment of an Admissions Code of Conduct in which "only those whose jobs involve direct responsibility for admissions will be involved in admissions decisions." As part of the reforms that were implemented in response to this issue, the board's committee structure was also altered, reducing the number of committees and establishing the Governance, Personnel, and Ethics Committee.

In conclusion, the evidence presented demonstrates that the board has the requisite authority to make decisions in the best interest of the System; that it delegates oversight of academic matters and campus operations appropriately; that it focuses on priorities that preserve and enhance the System through its public and transparent deliberations; and that it has implemented policies and processes that maintain the integrity of the board.

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

UIC is committed to upholding the ideals of freedom of expression and the pursuit of truth in teaching and learning, values that encourage faculty, staff, and students to engage openly in inquiry as scholars and to participate thoughtfully in a representative democracy as informed citizens.

Academic freedom and integrity for faculty. The Statutes governing the University of Illinois state that the System fully supports academic freedom. In a 2004 statement, the UIC Faculty Senate further affirmed its commitment to freedom of speech and academic freedom—principles that are enshrined respectively in the U.S. Constitution and the Principles on Academic Freedom and Tenure document published by the American Association of University Professors (AAUP)—when it asserted:

"The success of this institution and of our democratic society depends on the ability of all of its members to question, challenge, speculate, investigate, and contradict without fear of physical harm, harassment, intervention, or obstruction. We recognize that sometimes ideas are advanced that others find objectionable, abhorrent, blasphemous, or simply wrong. However, a civilized society permits such expression, and the University of Illinois at Chicago, its students, staff, and faculty, under provision of the first amendment, the principle of academic freedom, and in fulfillment of its commitment to the advancement of learning and the dissemination of knowledge has the responsibility to create and maintain an environment where such expression may take place."

The academic freedom of faculty members at UIC is protected when they engage in teaching and research, allowing them to develop curriculum and to choose areas of inquiry freely. The UIC Faculty Handbook describes both the academic freedoms that are safeguarded and the responsibilities of faculty members, who assume:

"...a responsibility to pursue scholarly activities which necessitate free inquiry, free expression, intellectual honesty, respect for the dignity and rights of others, and openness to change. The rights and responsibilities exercised within the academic community must be compatible with these characteristics. Academic freedom is essential to the functioning of a university. It applies to its teaching, research, and public service and involves both the faculty and students."

The handbook describes key aspects of the roles and responsibilities that faculty and other members of the academic staff have in relation to academic freedom and freedom of speech, which are consistent with the AAUP Principles on Academic Freedom and Tenure. At

UIC, instructors are "entitled to freedom in the classroom in developing and discussing—according to their areas of competence—the subjects that they are assigned." At the same time, they are responsible for establishing "an atmosphere conducive to intellectual inquiry and rationale." Finally, the handbook reiterates the statutory guarantee that academic staff are entitled to constitutional rights of freedom of speech as citizens and as faculty members. If academic staff members believe that their rights to academic freedom have been violated, they may present their case to the UIC Faculty Senate's Committee on Academic Freedom and Tenure, which is mandated by the University of Illinois Statutes.

To ensure that opinion and ideology do not undermine responsible teaching and research practices, the pursuit of truth in teaching and learning is fostered through three practices at UIC. First, student feedback about the instructional environment is elicited through a mandatory item on the teaching evaluation form that asks students whether "the instructor was sensitive to the cultural/human diversity, diverse worldviews, learning disability, and/or physical disability of the students." Second, department heads or unit executive officers (UEOs) conduct annual evaluations to assess the quality of all faculty members' teaching, research, and service; to identify any potential issues related to truth in teaching; and to provide faculty members with regular feedback about how well they are meeting the unit's expectations. Finally, the quality and integrity of the faculty member's performance are examined during the promotion process, which involves feedback from external academic colleagues and internal peers as well as several levels of review—including the UEO, the dean, the Campus Promotions and Tenure Committee, the dean of the Graduate College, and the provost or vice chancellor for health affairs—before the board issues its final approval of the promotion.

Exposing students to diverse perspectives and protecting their right to free expression.

UIC's protection of freedom of expression for faculty also extends to students. To prepare students to engage thoughtfully in a representative democracy, UIC aims to expose them to a wide array of ideas and encourage them to engage in discussions and debates that are spirited, but civil. To this end, UIC's General Education Program for undergraduates, which will be discussed in more detail in 3.B, is designed to expose students to knowledge across a range of disciplines and to diverse perspectives within those disciplines. As a result of their participation in the General Education Program courses, students are expected to attain a number of outcomes that will prepare them to be lifelong learners and engaged citizens, including to think independently; to analyze, evaluate, and develop arguments; and to think critically about how individuals influence and are influenced by political, economic, cultural, and family institutions. The process for assessing these outcomes is described in more detail in 4.B.

To protect students' access to information and their rights to free expression, UIC has developed a number of policies and practices. First, the University Library follows the American Library Association's Library Bill of Rights, which opposes censorship and other limits on the availability of materials that express all viewpoints. Second, UIC encourages students to engage with diverse people and ideas through student organizations. Students have created organizations with a variety of viewpoints including the Fearless Undocumented Alliance, which supports undocumented students; the Muslim Student Association; the College Republicans; and the Platypus Affiliated Society, which is a "project for the self-criticism, self-education, and, ultimately, the practical reconstitution of a Marxian Left." Finally, UIC's Policy on Campus

Demonstrations explicitly supports "the free exchange of ideas and the expression of dissent...[as] indications of intellectual vitality and social awareness."

In short, the evidence demonstrates that UIC takes seriously its responsibility to protect academic freedom; to foster a culture of free inquiry; to expose students to a wide range of diverse ideas; and to encourage all members of the campus community to engage in the vigorous deliberation and debate of ideas which a healthy democracy requires.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

UIC is committed to the responsible acquisition, discovery, and application of knowledge within many different disciplines. To ensure that research conducted by faculty, staff, and students meets the highest standards of academic integrity, UIC has developed a range of policies, systems, and processes. These include internal reviews of proposed research studies, the provision of resources and guidance for students, and processes to handle the uncommon instances when the work of faculty and students does not realize UIC's high standards for academic integrity.

The University of Illinois system explicitly describes its commitment to academic integrity:

"Academic integrity is the key to a successful university in all its aspects of learning, teaching, research and service. Faculty, staff, and students of the University of Illinois ensure integrity and high quality in their research and publications by strict adherence to professional standards set both within and outside the university, to individual ethical codes and by self-regulation. Underlying academic integrity are the universal principles of honesty, fairness, trust, respect and responsibility. The University of Illinois has the highest expectations for integrity; and university personnel are expected to comply with the strictest ethical codes and guidelines for the conduct of research. Research misconduct cannot be condoned as it is damaging to the researcher, the institution and the discipline, and betrays public trust."

At UIC, the Office of the Vice Chancellor for Research (OVCR) is responsible for providing oversight and support services to ensure that research and scholarly practice conducted by its faculty, staff, and students meet the System's standards for integrity.

Maintaining research integrity through internal policies and systems. To support research at UIC, from the inception to the conclusion of studies, the OVCR is divided into three main areas: research development, infrastructure support, and compliance. In addition to OVCR's Conflict of Commitment and Interest Office, which oversees implementation of the System's conflict of interest policy at UIC (described in 2.A), the existence of five other OVCR offices illustrates how UIC has put structures and processes in place to protect the integrity of research.

First, when UIC researchers compete for externally funded grants and contracts, the Office of Research Services (ORS) supports proposal development by reviewing each proposal to ensure that the scope of work is responsive to the sponsor's requirements; the budget is sufficient to support the proposed research; and the project is in compliance with federal and state laws as well as policies at UIC and the funding agency. Further, ORS negotiates contract terms and conditions for non-federal awards. After an award is granted, the Office of Grants and Contracts (GCO), within the System's Office of Business and Financial Services (OBFS), works with departmental business managers to monitor spending on externally funded projects to ensure that funds are spent in a "reasonable and responsible manner" that is documented and in compliance with UIC policies and with the funding agency's regulations. The ORS works jointly with the GCO to oversee the submission of all financial post-award transactions, final reports, and close-out documents to the funding agencies.

Second, for those researchers who conduct clinical trials, in 2013 OVCR established the Clinical Trials Office to provide the UIC research community with the tools and information required to conduct clinical trials. Some of the services include Medicare coverage analysis, centralized registration of projects in clinicaltrials.gov, protocol development, educational opportunities, and strategic budgeting guidance and planning for clinical trials.

Third, the Office for the Protection of Research Subjects (OPRS), guided by UIC's Human Subject Protection Program's Policies and Procedures, federal regulations, and Illinois state law, reviews all research at UIC involving human subjects to ensure that participants' rights and welfare are protected, with a particular sensitivity to the rights of the most vulnerable populations. To ensure that researchers have developed appropriate procedures to protect the rights of research participants, all proposals involving human subjects must be reviewed and approved by UIC's Institutional Review Board (IRB) before the research begins. The IRB ensures that benefits justify the risks; risks are minimized; subjects are selected equitably; researchers follow procedures that will protect the subjects' privacy and confidentiality; and prospective informed consent is obtained from subjects or their legally authorized representatives unless a waiver is granted by the IRB. Moreover, all investigators and research personnel on the project must complete UIC's mandatory IRB training before they submit an application for the IRB to review. UIC's Scientific and Scholarly Review of Research policy emphasizes the importance of disciplinary-specific expertise by requiring that "research involving humans undergo review by individuals with relevant scientific or scholarly expertise" and outlines a process to ensure that this happens. To externally validate its work, OPRS completes a reaccreditation process every five years. In 2013, UIC's Human Subject Protection Program was reaccredited for a full five years by the Association for the Accreditation of Human Research Protection Programs (AAHRPP), making UIC's Chicago and Peoria campuses two of only four academic institutions in the state of Illinois to achieve full AAHRPP accreditation. (The Peoria regional site has its own separate AAHRPP accreditation and oversees a separate Institutional Animal Care and Use Committee.)

A fourth office is the Office of Animal Care and Institutional Biosafety (OACIB). The Animal Care Committee and Institutional Biosafety Committee, administered by OACIB, are responsible for reviewing and approving all research involving animals, recombinant/synthetic RNA/DNA, and infectious agents. The committees that review proposed research studies include

representatives from appropriate disciplines. In 2014, UIC strengthened its existing policies and implemented new training requirements for all researchers who use animals in their research. These requirements ensure that those researchers are appropriately trained and that policies at UIC are consistent with federal regulations and accreditation policies. In addition, the Institutional Biosafety Committee routinely updates forms and policies for compliance with updated regulations related to the NIH Guidelines.

Finally, OVCR strives to protect "the integrity of the research conducted at UIC" and implements UIC's established procedures in the event of allegations of research misconduct. In this work, OVCR is guided by the University of Illinois System *Policy and Procedures on Integrity in Research and Publication*, which were adopted in 2009 and are compliant with federal code. The Research Integrity Officer (RIO) in the Office of Research Integrity is responsible for conducting impartial fact-finding that leads to the fair adjudication of research misconduct allegations. Research misconduct is defined as fabrication, falsification, or plagiarism. Research misconduct may also include conduct that seriously deviates from accepted ethical guidelines and professional standards in scholarship and research. Honest error or difference of opinion does not constitute research misconduct. Further, OVCR fosters research integrity across the University by contributing to the educational efforts of departments, colleges, and schools related to the responsible conduct of research. For example, in Fall 2016, OVCR initiated a Responsible Conduct of Research (RCR) Workshop Series to address the NIH RCR training requirement for faculty and postdoctoral NIH award grantees.

Resources and guidance for students. Academic integrity at UIC is critical not only for faculty members who are currently contributing to their fields, but also for students who are learning how to conduct research within their disciplines. To support students, UIC offers multiple forms of guidance in the ethical use of information resources. Most importantly, students at UIC are mentored by faculty who model how to conduct research with integrity in specific disciplines. Graduate students work closely with their advisors, conduct research under their supervision, and learn about the discipline-specific processes related to academic integrity as they submit journal articles or conference presentation proposals for peer review. Undergraduates at UIC also have opportunities to conduct research with faculty mentors. For example, the Summer Research Opportunities Program, for underrepresented minority students, and the Undergraduate Research Experience provide opportunities for students to work closely with experts in their fields; to learn about methods that are commonly used to investigate research questions; and to understand how academic integrity is operationalized in the discipline.

Guidelines for students' academic integrity, including the prohibition of plagiarism, are outlined in the Student Disciplinary Policy. In addition, it is required that all course syllabi include a statement about UIC's expectations for academic integrity. To help students meet these expectations, the UIC Library provides resources about copyright and permissions, as well as opportunities for individualized consultations with librarians. Similarly, the UIC Writing Center website features a number of resources about ethical citation practice and trains tutors who can work with students on academic writing skills, including how to properly cite the work of others. To help students and faculty members review student work for appropriate citations, Blackboard, the commercially licensed software used in many UIC courses, includes the plagiarism prevention service SafeAssign.

The Graduate College provides education and support for students who are training to be academic researchers, such as the course *Scientific Integrity and Responsible Research*. To prevent both deliberate and inadvertent plagiarism, the Graduate College requires that all students screen their theses and dissertations through the iThenticate software before their defenses. Students run the draft of the manuscript through the software, obtain an initial overlap score, and are then required to make edits to obtain a score with as close to 0% overlap as possible. Although the software helps students spot potentially problematic areas in their theses, not all flagged areas are necessarily plagiarized. The Graduate College provides guidance for students and their advisors to assist with interpreting the results from iThenticate and making the appropriate revisions.

In addition, the Academic Computing and Communications Center (ACCC) has implemented policies related to the ethical use of digital media. The ACCC website includes the Higher Education Opportunity Act mandated *Compliance at UIC: UIC Plan for Combating Unauthorized Distribution of Copyrighted Materials*, which identifies the specific ways in which the campus discourages and tracks illegal peer-to-peer file sharing. The ACCC also has a set of procedures and policies in place to ensure that students understand what constitutes "acceptable use" of both UIC computing equipment and copyrighted or otherwise protected materials. The ACCC has identified potential abuses, and the resulting sanctions, for actions ranging from "frequent frivolous use" of computing equipment that prevents other students from having access, to criminal activities, such as using a stolen account or violating copyright law.

Policies and processes related to violations of academic integrity. As described above, UIC has a range of proactive policies in place related to academic honesty and integrity. While these policies are intended to prevent violations of academic integrity, there are also processes in place to handle the rare instances when the work of faculty and students does not reach UIC's standards for academic integrity. For instance, UIC's Student Disciplinary Policy, administered by the Office of Student Affairs, specifically states that students are subject to disciplinary action for academically dishonest behavior, which includes plagiarism, cheating, and other offenses. The policy describes the processes required to lodge a complaint, the hearing and review procedures, and the consequences of violating specific policies. In some instances, degrees may be withheld or revoked if there is clear and convincing evidence that the student did not meet all of the conditions for the award of the degree or certificate.

The 2009 University of Illinois system's *Policy and Procedures on Integrity in Research and Publication*, together with the UIC Policy on Academic Misconduct in the Faculty Handbook, describe disciplinary and grievance procedures and possible sanctions for research misconduct that occurs when: (1) "there has been a significant departure from accepted practices" defined by the discipline; (2) "the misconduct was committed intentionally, knowingly, or recklessly"; and (3) "a preponderance of the evidence" confirmed that misconduct occurred. Allegations of research misconduct are examined according to the procedures outlined in the 2009 Policy. The chancellor is the final adjudicator of all allegations of research misconduct at UIC, subject only to an appeal to the president of the System on procedural grounds.

As demonstrated by the evidence, UIC has a range of policies, systems, and processes in place that hold faculty, students, and staff to high expectations for academic integrity as they produce, apply, and disseminate knowledge within many different disciplines. In the uncommon cases when research misconduct occurs, UIC has outlined procedures for investigations of allegations, as well as disciplinary sanctions to which faculty or students would be subject if there was significant evidence of wrongdoing.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

UIC and the University of Illinois system have established structures, policies, and processes to ensure that the institution operates with integrity, respects academic freedom, and holds its employees to high expectations for ethical and responsible behavior. The University of Illinois Board of Trustees leads these efforts as it develops policies that are in the best interest of the System, but it delegates oversight of academic matters and campus operations to the faculty and the chancellor at UIC, respectively. Policies have been implemented to prevent unethical behavior and to ensure that research conducted by faculty, staff, and students meets the highest standards of academic integrity.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

UIC has implemented processes for approving and revising degree programs that engage stakeholders at multiple levels of governance to ensure that degree requirements are current and appropriate to the degree awarded. During the approval and review processes, UIC faculty and staff evaluate whether requirements in degree programs are appropriately differentiated across program levels and consistent wherever and however those programs are delivered.

Program approval and review. There is a multi-layered approval process in place at UIC to ensure that degree programs, certificates, and minors meet the levels of rigor required for a postsecondary institution and that the requirements are appropriate for the degree, minor, or certificate awarded. As the Board of Trustees has delegated oversight of the curriculum to the faculty, curriculum development at UIC is largely conducted through a robust process of self-governance, in accordance with state policies issued by the Illinois Board of Higher Education (IBHE). Engaging representatives from multiple levels of governance in the approval process facilitates a thorough review of new programs and affords multiple opportunities to appraise and improve proposals before the programs are implemented.

Proposals for new postsecondary degree programs—for undergraduate, graduate, and professional degrees—follow the IBHE framework. All proposals must include a description of the program's learning goals and expected outcomes; the need for the program; the resources that will support it; and the quality assurance process that will be followed to ensure that the expected outcomes are attained. The proposals also include descriptions of possible career opportunities

for graduates and, where applicable, comparisons with similar programs elsewhere. The process of developing a proposal for a new degree program begins with disciplinary experts in an academic unit. If the program will be externally accredited, the disciplinary experts ground the development of the proposal in the standards and guidance from the related accreditation organization.

Once proposals are developed at the unit level, they must be approved by the college's educational policy committee (and in some cases by the college's faculty as well). After receiving approval at the college level, the first reviews of the proposal at the university level are conducted by the Office of Programs and Academic Assessment (OPAA), a unit within the Office of the Vice Provost for Planning and Programs, and approved by the Graduate College Executive Committee if the proposed program will serve graduate students. OPAA and the Graduate College may ask for revisions before they send the proposal through the next levels of review. The levels of required review will vary according to the content of the proposal, but will include review by the UIC Senate Committee on Educational Policy, the full Senate, the Board of Trustees, and the IBHE. As this process is iterative in nature, the proposal may be significantly revised in response to the feedback received from stakeholders at each governance level. After all the necessary reviews have been completed, OPAA informs the college that it may launch the new degree program. A similar process is also followed for revisions to existing degree programs, although all levels of governance do not need to be involved if revisions are minor.

After new or revised undergraduate and graduate degree programs are approved, all program requirements are posted in the catalog to ensure that students can easily find what the various programs require. To further aid undergraduates, all catalog descriptions of undergraduate programs include a sample course schedule that can be used to understand how the degree requirements can be completed in four years.

In addition, after degree programs are approved, student learning goals are entered into the centralized web-based Tk20 system. This system is later used to gather information about students' progress toward those goals, as described in 4.B. To ensure that academic programs are current and continue to meet the needs of our students over time, OPAA coordinates regularly-scheduled program reviews (described in 4.A). Although our internal institutional processes are designed to ensure that programs are current and appropriate to the degree awarded, as further validation of program quality, UIC requires that program reviews include feedback from external reviewers, whose reports evaluate the program's success in meeting its goals and objectives and how the program compares to others in its discipline.

Degree differentiation. UIC is authorized to offer three levels of degrees: the bachelor's, master's, and doctorate. Requirements for degrees are differentiated in two important ways at UIC. First, the number of semester hours a student must complete varies by degree. IBHE defines the number of semester credit hours and years of full-time study that are required for each type of degree granted by a university in Illinois. These degree definitions are consistent with those of the federal Integrated Postsecondary Education Data System (IPEDS) and have been adopted by the University of Illinois Board of Trustees and the UIC Senate. Certificates

formally approved by the IBHE must meet its standards, while "campus" certificates follow requirements set by academic units and the University.

All undergraduate degrees require the completion of at least 120 semester credit hours, a GPA of at least a 2.0/4.0 overall and in the major, and completion of all General Education Program requirements. The first 90 or the final 30 semester hours must be taken at UIC. Individual colleges and programs may have additional requirements. For example, while all undergraduate degrees in the College of Liberal Arts and Sciences require 120 credit hours, the College of Engineering requires 128 credit hours. A few other programs require more than 120 hours, but this is relatively unusual because the college has to demonstrate a compelling reason(s) for the additional hours when the degree is approved.

Candidates for the master's degree must complete at least 32 semester hours beyond the baccalaureate, with at least 24 completed at UIC. Only courses at the 400 and 500 levels and grades of A, B, C, P, and S count toward the master's degree. Again, individual programs may require additional hours, specific courses, a higher GPA, a thesis, or an exam. For example, a candidate for an MA in History must complete at least 32 semester hours, while a candidate for the Master of Public Administration (MPA) must complete 54 semester hours. Earning an MA in the English department's Program for Writers requires writing an original creative manuscript that may be as long as 150 pages, while candidates for an MS in Biomedical Visualization must complete a thesis or research project that culminates with a final paper, oral presentation, and defense.

All PhD degrees require at least 96 semester hours beyond the bachelor's degree or 64 beyond the master's degree, a preliminary exam prior to admission to candidacy, and a dissertation. Programs may require more credit hours, specific coursework, a certain number of credit hours at the 500-level, or additional activities, such as a qualifying exam. For example, to earn a PhD in Urban Planning and Policy, a candidate must complete a core of five required courses; an approved plan of study, which includes 28 hours in the area of concentration; a preliminary examination; a dissertation; and a research project or classroom teaching conducted under faculty supervision.

Degrees are also differentiated at UIC because learning expectations for advanced degree students are more demanding and complex than are those for undergraduates. For example, the Art History department organizes the learning goals for all of its degree programs according to Bloom's taxonomy of educational objectives, which range from basic recall of facts and concepts to higher levels of analysis, synthesis, and evaluation. The expectations for each of these educational objectives is differentiated by the level of the Art History degree. For example, the evidence needed to demonstrate mastery in Bloom's evaluation category increases in complexity as students progress from the undergraduate to the doctoral program. To earn a BA in Art History, undergraduates must write a term paper to demonstrate that they can "*evaluate* various critical approaches to an issue in the history of art... [and] support an argument about the selected topic." At the next level, master's degree students should be prepared to "*evaluate* visual phenomena by distinguishing various critical approaches and conducting research on a given topic." Then, in the PhD program, as evidence of their ability to *evaluate* research in the discipline more broadly, doctoral candidates must write a dissertation to demonstrate their ability

to "contribute new scholarly knowledge in an unaddressed art historical topic, by defining a research area...[and developing] justified and substantiated arguments" based on a critical assessment and evaluation of the topic. Thus, while undergraduates are expected to make claims in the discipline and to support their arguments appropriately, the expectations for doctoral students are more complex, as those students must substantiate new arguments that advance the existing knowledge in the discipline.

Consistency across modes of delivery. In addition to traditional face-to-face classroom courses, UIC uses several other modes of delivery in order to give students wider access to its programs. The learning goals, content, and expectations for students are consistent regardless of the instructional delivery method. Policies and practices are in place to ensure that program quality is consistent wherever and however programs are delivered.

One alternative mode is online delivery, which offers nontraditional students more flexibility than traditional face-to-face formats. Online learning is decentralized at UIC, with seven of the 37 degree or certificate programs managed through partnerships between the colleges and UIC Extended Campus and 30 administered solely through the colleges. For the partnership programs, after potential programs are selected through an RFP process, Extended Campus leaders help program directors in the colleges to design and launch blended or online degree programs by conducting environmental scans that evaluate the demand for the proposed program; analyzing the financial feasibility of the proposed program; developing marketing strategies; offering instructional design services for faculty to ensure that the curriculum and assessments are aligned with best practices in distance education; and providing students with technical assistance on evenings and weekends, when they are most likely to engage with the course material.

UIC follows IBHE guidelines to ensure that online curriculum content is comparable to that delivered in a face-to-face format. Programs designed specifically for online delivery are approved through the same multi-level program review process described earlier in this section. External accreditation and other professional standards are also used to ensure consistency between instructional delivery methods, particularly when an entire certificate or degree program is offered in two different modes. For example, there are two ways for students to obtain a BS in Nursing at UIC: through the traditional BSN program or through the online RN to BSN Degree Completion Program. The College of Nursing ensures that there is consistency across the two programs because the curriculum offered in each is built on the Essentials of Baccalaureate Nursing Education established by the American Association of Colleges of Nursing. Online programs are assessed through the university-level assessment process described in 4.B as well as by UIC Extended Campus, using the online quality scorecard and course evaluations (in cases where the college partners with UIC Extended Campus).

Another alternative mode of instructional delivery is dual credit, in which a UIC course is taught to high school students by a teacher from their school. (UIC also offers dual enrollment courses, in which high school students take an existing UIC course taught in an on-campus classroom by a UIC instructor.) UIC's dual credit courses follow guidelines outlined in the 2009 Illinois Dual Credit Quality Act and the related IBHE regulations that were mandated by the Act. These regulations require that the content, standards, and expectations for students in dual credit

courses must be the same in secondary schools and postsecondary institutions, instructors in secondary schools must have appropriate credentials, and high school students must be academically qualified to enroll in college courses. All courses offered through dual credit arrangements must be approved by IBHE and data related to those courses must be reported to IBHE annually. UIC's Office of High School Development, which supports dual-credit and dual-enrollment courses for high school students from Chicago Public Schools, has developed a contract that makes explicit UIC's commitment to hold high school students to the same expectations and standards that are required of our undergraduates.

Finally, UIC has processes in place to ensure consistency and quality wherever our programs are offered, including those delivered on branch campuses or at additional locations. For example, as described in the multi-campus report for the Rockford branch campus, the College of Pharmacy (COP) operates as one college with two sites, one in Chicago and one in Rockford, which welcomed its first class in 2010. Both sites prepare students for the PharmD degree. The curriculum and instructional delivery methods are the same on both sites. To ensure that the curriculum is current and aligned with professional practice guidelines, it is regularly reviewed and evaluated by the COP Educational Policy Committee, which includes faculty members from both the Chicago and Rockford sites. Distance technology provides a means to deliver real-time course content across sites and ensure an equivalent experience for all students. When a course is taught live in one location for both sites, faculty or class coordinators support students in the other location. In addition to the distance learning equipment that is available in classrooms on both sites, COP faculty members also use interactive tools, such as GoToMeeting and Blackboard, to deliver instruction, host course-related discussions, or conduct conferences with students. As distance learning is new for many faculty members, in 2014 COP hired an instructional designer to help faculty adapt their curricular content and increase their use of instructional delivery methods that engage students in active learning and take full advantage of the available technology.

In short, UIC has implemented processes for approving, reviewing, and revising degree programs that engage stakeholders at multiple levels of governance to ensure that degree requirements are current and appropriate to the degree awarded. During the approval and review processes, faculty and staff also evaluate programs to ensure that requirements are appropriately differentiated across program levels and consistent wherever and however those programs are delivered.

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

UIC offers all students educational programs that engage them in intellectual inquiry and prepare them for success in their lives and careers. Students must master transferable skills—such as critical thinking, writing, and problem solving—that will enable them to be lifelong learners. At UIC we prepare our students with a broad foundation of knowledge through the General Education Program and then help them deepen their specialized expertise through a range of degree programs.

General Education Program. Engaging students in intellectual inquiry at UIC begins with the General Education Program ("Gen Ed"), which every undergraduate must complete. The current program was implemented in 2007, in accordance with guidelines developed in 2005 by the Educational Policy Committee of the College of Liberal Arts and Sciences, which offers most of UIC's Gen Ed courses. The two-component program is designed to help students become "well-educated college graduates and citizens" and develop the knowledge, skills, and competencies they will need to be successful lifelong learners. The first component requires all students to demonstrate proficiency in writing, a critical skill. The second component of the program—which is grounded in the elements of UIC's mission related to knowledge creation and diversity—engages students in exploring a wide range of ideas and a variety of approaches to creating knowledge in different disciplines. The six themes for general education courses are: (1) analyzing the natural world; (2) understanding the individual and society; (3) understanding the past; (4) understanding the creative arts; (5) exploring world cultures; and (6) understanding U.S. society. Students can choose from more than 400 courses within the six different categories.

Collectively, Gen Ed courses are designed to help students develop a range of skills, including the ability to:

- think independently
- understand and critically evaluate information
- analyze and evaluate arguments
- develop and present cogent written and oral arguments
- explore one's own culture and history as well as those of others
- understand, interpret, and evaluate the arts
- think critically about how individuals influence and are influenced by political, economic, cultural, and family institutions

UIC requires that students complete a minimum of 24 Gen Ed semester hours, which must include at least one course in each of the six themes. Colleges may, however, exceed these requirements. The College of Liberal Arts and Sciences, for example, goes beyond the minimum number of hours by also requiring that their students demonstrate proficiency in quantitative reasoning and in a foreign language.

To ensure that new general education courses meet the requirements of the program, the General Education Council provides the initial review and approval of course proposals. The Council is composed of faculty who are familiar with the general education program, and it is a subcommittee of the Faculty Senate Committee on Educational Policy (SCEP). Courses are next approved by SCEP and reported to the Senate for information. The Council also develops general education policies and advises the Office of Programs and Academic Assessment (OPAA) in the design and implementation of the general education assessment process (described in 4.B).

Approved general education courses must be 100- or 200-level introductory courses that address one or more of the learning outcomes for the relevant theme. Learning outcomes for each of the six themes are articulated in the undergraduate catalog, which also lists the courses that have been approved for each theme. For example, Analyzing the Natural World courses should help students attain one or more of the following learning outcomes:

- understand and critically evaluate information and concepts in the natural and mathematical sciences
- use and understand scientific methods to analyze ideas and obtain knowledge
- appreciate the value of and difference between scientific laws, theories, hypotheses, and speculation
- use scientific and mathematical reasoning to make relevant distinctions among ideas
- think critically about contemporary issues in science and technology
- logically and clearly communicate experimental results and observations to others
- analyze quantitative information and draw conclusions from these analyses

In addition to addressing at least one of the learning outcomes associated with the appropriate general education theme, each course must also provide students with an opportunity to demonstrate what they have learned in the course through either a laboratory component, a

"substantial paper or writing assignment appropriate for the subject matter," or "assignments that include either problem sets or written data analysis." Instructors must provide students with feedback on these assignments to help them improve their skills and monitor the progress of their own learning.

The quality of Gen Ed courses is evaluated on a regular basis through the process described in 4.B. This process requires faculty to report the extent to which students demonstrated mastery of the learning outcomes for the course; to describe how their instruction facilitated student learning; and to reflect on changes they might make to improve student outcomes in the future.

Intellectual inquiry in degree programs. Since UIC is a research-intensive university and knowledge creation is an important component of our mission, it is essential that our students engage in intellectual inquiry. All undergraduates develop their skills with analysis and critical thinking through Gen Ed courses and in their degree programs. For graduate students, expectations related to scholarship, creative work, and the discovery of knowledge are incorporated into degree programs, particularly at the doctoral level, where students are expected to conduct original research. To ensure that all UIC degree programs provide students with the opportunity to develop transferable skills (e.g., oral and written communication skills) and to deepen their knowledge of discipline-specific modes of inquiry, student learning goals for degree programs are developed and approved through the multi-level process described in 3.A and regularly evaluated through the degree program assessment process described in 4.B.

Engaging students in exploring diverse ideas and human and cultural diversity. Guided by our mission-driven commitment to diversity, UIC's educational programs focus on human and cultural diversity in three principal ways. First, as described in 1.C, all students explore a diverse range of ideas, voices, and perspectives through Gen Ed courses. Second, students have the opportunity to further explore issues of diversity through the UIC Dialogues Initiative described in 1.C; within a number of degree programs; and through dedicated academic units, such as African American Studies, Global Asian Studies, Gender and Women's Studies, and Latin American and Latino Studies, which address diversity through courses, degree programs, and lecture and film series. Finally, informal learning opportunities are available for students who participate in the diversity-related co-curricular activities described in 3.E or through the cultural centers that were described in 1.C, which offer a range of learning opportunities, including brown bag discussions, art exhibitions, film festivals, heritage celebrations, and poetry nights. Both these formal and informal diversity-related learning experiences, together with opportunities to interact with peers on UIC's diverse campus, prepare UIC students for successful participation in our increasingly global and diverse society.

UIC contributions to scholarship and discovery. UIC's nationally and internationally recognized faculty has made significant contributions to scholarship, creative work, and the discovery of knowledge. The annual report from the Office of the Vice Chancellor for Research lists dozens of books published by faculty (2011-2014) and hundreds of national awards and fellowships awarded to faculty members since UIC's founding. In addition, faculty members garnered more than \$300 million in external funding in FY 2016 to support their research. For example, UIC is using a \$17.4 million grant from the National Cancer Institute to partner with other area universities in collaborative efforts to reduce rates of cancer in Chicago's low-income,

African American and Latino communities, where cancer death rates are double the national average. UIC researchers are also responsible for cutting-edge discoveries, such as an "artificial leaf" solar cell that can convert carbon dioxide emissions into burnable fuel—an innovation that, when taken to scale, could potentially substantially reduce global reliance on fossil fuels for energy.

In part because of the mentoring they have received from faculty and their work with eminent scholars in their fields, UIC students have also been recognized for their talent and potential achievements by receiving a number of externally-funded awards from organizations including the American Heart Association, the Fulbright Scholars Program, and the National Science Foundation.

Taken together, the evidence demonstrates that UIC offers all students a range of high-quality learning experiences that engage them in intellectual inquiry and prepare them for success in the complex evolving world of the 21st century.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

High-quality instruction is essential to support student learning. To ensure that UIC students have access to rigorous educational programs that are taught by experts in the field, the University has a sufficient number of highly-qualified instructors. Expectations for faculty performance in the core areas of research, teaching, and service are clearly outlined. Instructors receive feedback about their performance in these core areas through an annual review process. Ample professional development opportunities are available for instructors who are interested in implementing innovative instructional approaches or who would like to improve their teaching practices.

Sufficient numbers of faculty. In 2016, there were 2880 faculty at UIC, of whom 1986 were full-time and 894 were part-time faculty. Of the total faculty, 47% were in the tenure system and 53% were not. In comparison with the median performance of its peers, UIC has a similar student-faculty ratio (SFR), more full-time tenure system faculty, and a slightly higher proportion of large classes (with more than 50 students). These comparisons suggest we have a sufficient number of faculty to support high-quality programs. Some programs that are externally accredited have even lower SFRs set by their accreditation agencies. The School of Public Health's accreditor, for example, requires SFRs for all graduate programs to be 10:1 or lower because public health instruction is labor intensive. In Fall 2012, the SFR for some programs was over 10:1. The school made two new hires in 2014 to bring the program into compliance with the accreditation standard. As this example illustrates, accreditation cycles, (along with UIC's regular program reviews, which are described in more detail in 4.A) help the University maintain a sufficient number of faculty members.

Appropriately qualified faculty. Consistent with HLC and IBHE guidelines, instructors at UIC must be appropriately credentialed. IBHE regulations assert that "faculty should have completed a degree 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." While IBHE guidelines allow some exceptions for practice-oriented disciplines, which require instructors to have more experience in the field, faculty who are teaching in graduate programs generally must have earned a terminal degree in the discipline, and those teaching in undergraduate programs "should hold a degree at least one level above that of the program in which they are teaching." As qualifications for faculty vary across programs and colleges, specific standards for hiring tenure-track system faculty are set at the college level. In some fields, particularly those requiring professional degrees, licensing and accreditation requirements determine the specific credentials required for hiring and promotion of faculty. For example, in the College of Medicine, clinical faculty must hold a medical license to practice medicine.

After candidates are vetted with respect to these requirements and credentials, offers for tenure-system positions then require review and approval by the department, the college dean, the provost, the chancellor, and the University of Illinois Board of Trustees. In addition, all instructors in dual credit programs must be appropriately qualified. The act that establishes dual credit programs in Illinois states that instructors of these courses must meet the "same academic credential requirements as faculty" who teach in the discipline. The home academic department must provide an orientation as well as the appropriate support and resources for instructors in dual credit programs.

Evaluations. All course instructors (including tenure system faculty, adjuncts, and graduate student instructors) receive feedback from students to help them improve their teaching. As required by UIC's Teaching Evaluation Policy, students are given an opportunity to evaluate instructors in each course for which credit is awarded or that is required for program or degree completion. While departments are free to add questions to the course evaluation, all evaluations must include six core questions that ask students to evaluate the quality of the course, the curriculum, and the instructor's teaching effectiveness. The results are shared with instructors and department chairs after grades are submitted and then posted online on the UIC course evaluation website. The vice provost for faculty affairs encourages departments to use the course evaluation results—together with other assessments—during the annual faculty review process. Units may also utilize other tools to gather student input. For example, the Department of Accounting offers instructors the option of using the "One-Minute Survey," which is conducted at the midpoint of the semester. The survey asks students to comment about strengths and weaknesses of the course. The instructors find this feedback to be helpful, and they are able to use this information to implement mid-course changes, if necessary, such as hosting review sessions or revising assignments.

A second source of feedback for faculty (who have at least a 50% appointment) is the annual review process. The results of this process are used to inform recommendations for salary increases, promotion, and tenure. As required by the university-level Annual Evaluation policy, every department documents its expectations for instructors in a detailed department-level evaluation policy, shares this policy with faculty, and files it with the college. The departmental policy must include evaluation criteria in the three core areas of teaching, research, and

service, but definitions of these categories vary by discipline and department. UIC's Office of Faculty Affairs (OFA) maintains copies of all departmental policies and reviews them every five to seven years to ensure that expectations were clearly communicated to faculty and that the process was implemented equitably.

The annual review begins when instructors submit a self-evaluation to their unit executive officer (UEO) that describes their performance in the three core areas. UEOs also evaluate each faculty member in writing, based on the department's criteria. An example of explicit criteria is provided by the College of Education. In its Policies and Guidelines, the College defines four levels of productivity, with the exemplary level characterized as follows: (1) *research*: faculty publish at least two peer-reviewed articles in selective scholarly journals or an authored scholarly book, along with other published material, and secure some research grant funding; (2) *teaching*: faculty teach a full teaching load with student evaluations averaging 4.5 on a 5-point scale, provide evidence of high PhD student productivity, and are active in program development; and (3) *service*: faculty take on leadership roles in the college, on campus, and/or in national organizations, or demonstrate extensive activity as a reviewer for scholarly journals and grants.

Professional development. To provide students with access to high-quality instruction that supports their learning, UIC has processes in place to ensure that instructors are current in their disciplines and continue to improve the quality of their teaching over the course of their careers. The OFA requires that colleges develop and implement a faculty mentoring program. Links to college-level policies and programs related to faculty mentoring are housed on the OFA website. At the university level, OFA organizes new faculty orientations and, in 2015, launched the Center for the Advancement of Teaching-Learning Communities (TLC) to "promote and develop the growth of faculty as teachers of UIC's diverse student body, strengthening UIC's culture of faculty commitment to student success." TLC's mission is to facilitate the development of, and participation in, various learning communities where faculty engage in curricular, instructional, and assessment innovation to improve student learning. TLC supports experienced faculty recognized for their teaching excellence (Master Teaching Scholars) as they work closely with peers (Teaching Scholars) who aim to advance their teaching by exploring various pedagogical innovations, including the use of technological tools. TLC's programming includes workshops on various teaching topics that are open to all faculty; informal monthly conversations about teaching that are open to all faculty; peer classroom observations and debriefings between Master Teaching Scholars and Teaching Scholars; collaboration with Learning Technology Solutions staff supporting Teaching Scholars who are focusing on extensive technological innovation; and feedback from students. In FY 2016, 90 faculty members participated in TLC programming, as Teaching Scholars, Master Teaching Scholars, or as participants in various advancement-of-teaching events.

Expectations and accessibility. Providing UIC students with high-quality educational programs requires hiring and developing faculty who are experts in their fields and who are committed to supporting student learning. Expectations for faculty are set and enforced by colleges. Regular reminders are sent by the vice provost for faculty affairs to reinforce expectations and to provide faculty with updates about policies related to teaching. For example, all instructors are required to distribute a syllabus to communicate to students the learning goals for the course and their expectations for students. The syllabus must also include the instructor's availability times and

contact information so that students can contact the instructor outside of class if they have questions or need additional support. To increase their availability outside of office hours, many instructors respond to student questions via e-mail, hold Skype chats, or take advantage of the proprietary Blackboard system (and other software packages supported by UIC) to communicate with students.

Qualifications and professional development for staff. Staff members who provide student support services are also appropriately qualified, trained, and supported in their professional development. UIC Human Resources (HR) has established university-level policies and guidelines related to classifying and hiring qualified candidates for civil service or academic professional positions. Qualifications of candidates are assessed during the hiring process by the hiring manager within each college or unit, who works together with HR experts throughout the hiring process. HR provides an orientation toolkit and university-level training for new employees to supplement the onboarding and training opportunities provided at the unit level. The College of Liberal Arts and Sciences (LAS), for example, offers individual and group professional learning opportunities for new academic advisors that incorporate interactive sessions, shadowing, and observation. An intensive first month, known as orientation, is followed by an intentional year-long training program. Advisors receive additional training and development through participation in bi-monthly staff meetings, weekly advisor professional development sessions, unit committees and task forces, National Academic Advising Association webinars, departmental advising retreats, and university-level advisor summits and advisor reading groups. To further their professional development, LAS advisors regularly attend and present at conferences hosted by local, state, and national advising associations.

To ensure that UIC employees regularly receive feedback about their performance, HR requires that managers work together with their direct reports to set goals, offer feedback, and recommend professional development opportunities. As an example of unit-level opportunities that foster professional growth, the Student Affairs Staff Development Committee offers regular professional development workshops, webinars, and seminars for all staff in student affairs (which includes units such as financial aid, housing, and a number of offices focused on student support and development). In addition, staff in student affairs receive funding to attend national and regional conferences related to their functional areas and actively participate in a range of professional organizations including, the Association of College and University Housing Officers, the National Association of Student Financial Aid Administrators, and the Association of International Educators. To further strengthen their professional skills and knowledge, staff members may participate in the university-level Lifelong Learning and Education Access Program, and they are also eligible for a tuition waiver for courses offered at UIC.

Taken together, the evidence demonstrates that UIC has a sufficient number of highly-qualified faculty and staff to support student learning in its educational programs. To ensure that instructors are current in their disciplines and adept in their teaching roles, instructors receive feedback about their performance in the areas of research, teaching, and service during an annual review process. For faculty who are interested in implementing innovative instructional approaches or who would like to improve their teaching practices, UIC provides a wide variety of professional development opportunities to meet those needs.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

UIC offers students a range of high-quality degree programs and provides them with the support and resources that they need to be successful. To foster student success, incoming students are placed in courses that are appropriate for their knowledge and skill levels. Their academic success is regularly monitored, and they have access to academic advisors and a range of services that are aligned with their diverse needs. Across the University, student learning at UIC is also supported with the requisite facilities and resources.

Course placement. To foster students' academic success, incoming students are assessed and placed in preparatory (developmental) programs if they need to strengthen their skills before enrolling in credit-bearing courses. Depending on their college and degree program, incoming students might take a number of different placement tests in subjects including mathematics, foreign languages, writing, and chemistry to determine their most appropriate course placements. Students who have not attended schools where English is the primary language of instruction must also meet an English proficiency requirement. Placement is based on performance on UIC placement tests, transfer credit, and credit earned through ACT, SAT, AP, IB, or CLEP exams. UIC placement tests are conducted online, and students receive their results when they attend the mandatory summer orientation. During the orientation, first-year students are introduced to the campus; work with an academic advisor to register for courses; learn more about resources that are available at UIC; and begin to develop relationships with their peers. Students whose placement scores were not high enough in some area to qualify for credit-bearing courses must take developmental courses. For these students, UIC offers free enrichment workshops in mathematics, writing, and chemistry during Summer College. Students who successfully complete these workshops may be eligible for placement in credit-bearing courses during their first semester. Support for students who did not meet the English proficiency

requirement is also available through English as a Second Language courses within the Tutorium in Intensive English.

As part of the UIC Student Success Initiative, staff design and pilot innovative programs to support student success. For example, current research suggests that institutions can significantly improve outcomes for students who place into developmental courses if those students are enrolled directly into credit-bearing courses that are paired with additional supports. The English Department conducted a pilot program during the Fall 2015 semester to determine if this approach would be successful at UIC. They enrolled 33 students who placed into the non-credit-bearing writing course in both a section of English 160, "Academic Writing I: Writing in Academic and Public Contexts"—the required credit-bearing writing course—as well as a newly designed co-requisite workshop. During the workshop, the students developed drafts of their English 160 writing assignments, reviewed their instructors' feedback, and discussed strategies for revision. At the end of the semester, 30 of the 33 participants in the pilot passed English 160 and earned three credit hours, with 24 students receiving a grade of A or B. Since 91% of the students succeeded in earning credit, the English Department decided to expand the number of co-requisite workshops in order to serve more students.

Academic advising and support services. Once students are enrolled at UIC, their performance is monitored in three ways. First, instructors in developmental and 100-level courses enter midterm grades for students into the electronic records system, where students and advisors can view them. These grades are not recorded on the student's permanent record, but instead are intended to serve as feedback and to help students monitor their learning and progress. The midterm grades serve as an early alert, so that if students' grades are poor, they will have ample time to reach out to their instructors or to academic advisors to obtain the support they need to improve their grades before the end of the semester. Second, at the end of each term, students' grades are reviewed by their academic advisors. Students who earn less than a 2.0 GPA are placed on academic probation, and if their grades do not improve, they could be subject to dismissal. Third, students' GPAs are evaluated by the Office of Student Financial Aid to make sure they are making satisfactory academic progress. If undergraduates earn less than a 2.0 cumulative GPA at the end of their second academic year, their financial aid will be cancelled.

All students at UIC have access to academic advisors and a range of support services designed to meet many different needs. For graduate students, the director of graduate studies for each program is responsible for assigning an advisor to each graduate student in that program and for working collaboratively with the program's advisors to monitor student progress. Similarly, all colleges and some academic departments provide academic advising for undergraduates enrolled in their programs. In addition to the academic advisor in their college, students can meet with advisors in organizations that provide culturally responsive support services, which are designed to increase enrollment, retention, and graduation rates for underrepresented students. These support units include the Latin American Recruitment and Educational Services, the African American Academic Network, the Native American Support Program, the CHANCE Program, and the federally-funded TRIO program. Services offered by these units include tutoring, academic support, peer mentoring, leadership development, and academic, career, and financial aid counseling.

Students also have access to services from three types of organizations—tutoring, disciplinary, and group-oriented—to supplement support from their academic advisor. First, tutoring from peers and graduate student teaching assistants is available through the Mathematical Sciences Learning Center, the Science Learning Center, the Language and Writing Studio, and the Writing Center. In addition, the Academic Center for Excellence provides developmental courses in writing, critical thinking, study skills, and English as a Second Language. Second, several organizations, such as the Bridge to the Doctorate Program, provide support for students in specific disciplines. A third set of support offices provides tailored services to meet the needs of particular student groups, such as transfer students, commuters, veterans, and undocumented students. Student affairs also houses the Office of Financial Aid, the Office of Career Services, the UIC Counseling Center, and the Office of International Services to meet the varied needs of UIC students. Finally, the Centers for Cultural Understanding and Social Change (described in 1.C) offer programming, activities, and gathering spaces for students from specific communities.

Given the wealth of resources that are available in different locations across the campus, it can be difficult for students to identify and access the most appropriate resources to address specific challenges. To help students navigate the available resources, the vice provost for undergraduate affairs (VPUA) is leading four interrelated efforts. First, in 2016 VPUA launched an interactive web portal that can connect students to the resources they need. Second, to improve the quality of advising at UIC, the Office for Advising Development (OAD) regularly shares information with advisors and offers them professional development opportunities. Third, the VPUA chairs the Advising Leadership Council, a group of senior leaders who are focused on improving the coordination and coherence of advising activity across units. Finally, the VPUA is currently working with internal and external partners to develop a streamlined and comprehensive Integrated Planning and Advising Services (IPAS) system that will allow advisors from different units to share information about students. IPAS will also provide advisors with on-demand access to information about students' degree progress and their performance (e.g., early alerts and midterm grades) that is not currently available in one place. With this more accessible information, advisors should be able to better monitor students' progress and refer them to the appropriate supports. Ideally, this proactive support will help students improve their academic performance, which should lead to increases in institutional retention and graduation rates over time.

Facilities and resources. Teaching and learning at UIC are also supported with the requisite facilities and resources wherever and however programs are delivered. UIC has approximately 15 million square feet of gross space for various uses, including classrooms, office space, libraries, laboratories, residence halls, sports and recreation facilities, the UIC Theater, an art gallery, a museum, and two large multi-purpose arenas for conferences, performances, and other events (UIC Pavilion and UIC Forum). On branch campuses, as described in the Peoria multi-campus report, for example, students learn from instructors in multiple locations through distance learning technology and engage in experiential learning opportunities that are offered in cutting-edge research laboratories and simulation centers.

The Office of Facility and Space Planning works to maximize campus facilities to support UIC's mission. To allocate teaching space, the office reviews data related to utilization of existing space as well as trends in student enrollment across the university and within specific

departments. This office also tracks the deferred maintenance backlog and prioritizes the most critical repair and replacement requirements.

The Office of Campus Learning Environments (OCLE) works collaboratively with the Office of Facility and Space Planning and with staff from academic departments to create attractive, flexible, learning environments that are equipped with the latest technology and facilitate the use of active learning strategies such as small group discussions, student responses in large group sessions via clickers, or peer-editing conversations during the writing process. OCLE uses various assessment methods, including focus groups and survey methods, to evaluate the satisfaction and functionality of instructional space. As of Fall 2016, the OCLE team had renovated 89% of the common-use classrooms, which accounts for 95% of classroom seats. Audio-visual technology is installed in 94% of the common-use classrooms, which accounts for 97% of classroom seats. In addition, since 2003, Project Oasis has created more than 30 informal learning spaces across the campus—strategically situated near classrooms and other formal learning environments—to provide students with comfortable spaces to study, interact, and extend academic discussions beyond the classroom.

The Research Resource Center (RRC) supports the very high research activity of UIC faculty, staff, and students with 20 state-of-the-art core facilities housed in more than 45,000 square feet of laboratory space. RRC staff maintain and support high-technology scientific equipment and train the research faculty and staff who use this equipment. Through the RRC, researchers also have access to statistical and computational support for data handling, data transfer, and interpretation of experimental results.

The UIC Library participates in university-wide efforts to create a variety of learning environments that meet diverse student needs. The Richard J. Daley Library, which serves social sciences, sciences, arts, humanities, and engineering disciplines, houses the IDEA Commons, a technology-rich, colorful, informal learning environment available to students 24/5. The Library of the Health Sciences-Chicago serves the health sciences colleges with a newly-renovated floor that offers a well-equipped and welcoming commons. Both libraries' commons have seminar spaces, open work areas, classrooms for library instruction sessions, computers for individual use, printers, whiteboards, SMARTboards, and a variety of comfortable, flexible seating options. The library buildings also offer numerous spaces for silent and quiet study as well as for collaboration. To serve students on UIC's branch campuses, the Library of the Health Sciences also has locations in Peoria, Rockford, and Urbana.

UIC librarians continually update the collections to meet user needs. The Library has 2.3 million print volumes, 61,000 electronic journals, and more than 450,000 electronic books. The Library of the Health Sciences is one of the largest health science collections in the country, with more than 725,000 books and 5,200 journals, the majority of the latter available electronically. As evidence of the utility of these resources, users downloaded more than 4 million articles in 2014-15. UIC supplements its collections through resource sharing with the Consortium of Academic and Research Libraries in Illinois (CARLI), the Greater Western Library Alliance (GWLA), the Center for Research Libraries, the HathiTrust, and world-wide interlibrary loan partners. The Library acquires manuscript collections for research in the political, cultural, and social history of Chicago: distinctive collections include the records of Jane Addams's Hull-House, the

Chicago Board of Trade, and Chicago mayors, including Richard J. Daley. As a participant in the Federal Depository Library Program, the Library provides access to U.S. government publications. It also collects documents from Illinois agencies and the city of Chicago.

To provide students with guidance in the effective use of library resources, librarians interact with users in many ways. For example, they answer reference questions in person and online (30,404 answered in 2014-2015); teach introductory information literacy sessions and course-integrated instruction for upper level undergraduate and graduate students (899 presentations in 2014-2015 reaching more than 16,000 students); and provide in-depth research consultations with students and faculty. In addition, UIC's librarians have created 262 research guides that provide disciplinary-specific or course-specific recommendations for the most helpful information resources. The guides were accessed more than 1.3 million times in 2014-2015.

To foster student success, UIC librarians have developed new programs focused specifically on first-year students. These include providing copies of the more expensive general education textbooks on reserve and conducting orientations and scavenger hunts for first-year and transfer students to help reduce anxiety when using a large research library. The Library is also the academic home of the Dialogues Seminar, which introduces first-year students to UIC's diverse campus and offers introductory content on social identity, privilege, discrimination, and communication across difference.

The Academic Computing and Communications Center (ACCC) ensures that students and faculty have the technology they need to support effective teaching and learning, whether courses are face-to-face, online, or at branch campuses or additional locations. ACCC provides the UIC community with network, wireless and internet connectivity, digital and analog telephony, e-mail, calendaring, and other business tools. It houses a \$2.4 million high-performance computing cluster that has over 3,000 processors, 28,000 gigabytes of RAM, and over 1 petabyte of disk storage. ACCC also maintains 31 student computer labs with over 850 seats across the Chicago campus. The full list of services offered by ACCC is described in the ACCC Service Catalog.

The ACCC also supports Blackboard Learn, a learning management system that enables instructors to conduct classes entirely online or to enhance face-to-face instruction. Through Blackboard, instructors can provide students with access to digital content in multiple formats, facilitate online discussions, and assess students' mastery of the content. ACCC staff assist instructors with the design and delivery of technology-enhanced education by offering professional development and support with instructional design, course development, and the integration of technology into teaching and learning. The ACCC also negotiates with software vendors to provide faculty, staff, and students with access to software at discounted rates. In addition, two ACCC resource centers (C-stops) provide students with comfortable working space, access to printers, and options for recharging electronic devices. Technical assistance from ACCC staff is available at the C-stops as well as at desks in the Daley Library, the Library of the Health Sciences, and Student Center East.

Finally, UIC strives to provide students with cutting-edge learning experiences in clinical practice. For example, the Graham Clinical Performance Center on the College of Medicine's Chicago campus and the Jump Trading Simulation and Education Center on the Peoria campus provide medical students, residents, fellows, and physicians with simulated experiences, for both learning and assessment, using an array of simulation modalities, including standardized patients, full-body mannequins, and task trainers. These simulation modalities provide learners with opportunities to master a skill with continued practice; to safely make mistakes; and to get personalized feedback that can help them improve their skills before they practice with actual patients. In addition, throughout medical school and residency training, students participate in clinical experiences as members of healthcare teams. These experiences are supervised by experts and involve increased responsibility for students over time. Other health science colleges, such as the School of Public Health, offer students a range of opportunities for real-world practical experience in hospitals, clinics, and in Chicago area organizations such as the Argonne National Laboratory, the Chicago Department of Public Health, and the Illinois Department of Children and Family Services.

Taken together, the evidence demonstrates that UIC provides students with the supports and resources that they need to be successful in a postsecondary academic program through appropriate program placements, access to academic advisors and a range of support services, as well as the facilities and resources that are needed to support teaching and learning.

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

UIC enriches students' educational experiences by providing them with a wealth of learning opportunities that are aligned with the University's mission-driven commitments to diversity and research.

UIC encourages students to engage in learning experiences in both formal and informal settings. Through UIC's student affairs units, students have multiple opportunities to connect with student organizations; to participate in campus events; to develop leadership skills; to volunteer throughout the Chicagoland area; and to engage in the political process. These learning experiences include service learning activities, such as the annual UIC Day of Service, through which students serve the Chicago community by working in community gardens, cleaning beaches, or serving meals to those in need. Students might also participate in civic engagement events, such as National Voter Registration Day, to register voters and encourage civic participation across the city.

Student affairs launched UIC Impact in the fall of 2016 (formerly the UIC Experience program) to provide students with a structure for identifying and documenting informal learning experiences through ePortfolios and co-curricular transcripts. UIC Impact encourages students to engage in experiences identified by the National Survey of Student Engagement as high-impact practices because students who participate in those experiences are more likely to persist and graduate. Examples of high-impact learning experiences offered at UIC include service learning; participation in learning communities; internships and career preparation experiences; research with faculty; and study abroad opportunities. To evaluate students' co-curricular learning, assessment experts in student affairs have developed a set of learning outcomes and a robust assessment process, which is described in more detail in 4.B.

Focus on diversity. To reinforce its mission-driven commitment to diversity, UIC provides a number of ways for students from diverse groups to learn from each other through informal experiences. First, UIC's Centers for Cultural Understanding and Social Change (described in 1.C) offer advising, discussion groups, lectures, and film showings, along with art exhibits and other programming. Second, students engage with diverse peers and experiences through student organizations. The Center for Student Involvement recognizes 282 student organizations and offers a number of campus events, many of which are sponsored by the Student Activities Board,

a student-run programming organization. Students have the opportunity to explore sports, professions, or cultural expressions that might be unfamiliar to them through organizations including the Cricket Club; the Society of Women Engineers; the Pyro Paddlers Dragon Boat Team; and Movimiento Latino, a dance team that explores "Latino cultural expression through the art of modern Latin dance."

A third unique program is the UIC Heritage Garden, which is a collaboration between the Latino Cultural Center, the African American Cultural Center, and the Gender and Sexuality Center. Through the Heritage Garden project, students are engaged in experiential learning that connects horticulture "with environmental sustainability, cultural diversity, and social justice." Students plant and maintain nine gardens on the east side of UIC's campus while engaging in a rich and multifaceted curriculum. They learn about the plants from horticultural experts and through visits to community gardens in Chicago. They document stories, recipes, and the cultural significance of particular plants by interviewing members of their community. They review research related to environmental and cultural sustainability and engage in discussions of the research with faculty members. Then they apply what they have learned through art projects—created in collaboration with a master artist—and by developing public environmental education programs for community residents and for UIC students, faculty, and staff.

Focus on research. Consistent with UIC's mission-driven focus on research, all students at UIC have opportunities to conduct research with faculty mentors. For example, in 2016, UIC was awarded a \$5.3 million grant from the U.S. Department of Education's Hispanic-Serving Institution STEM program. This funding supports a new initiative that aims to increase the number of Latino/a and low-income students who complete degrees in STEM fields and engage in undergraduate research with faculty mentors. Other programs, such as the Undergraduate Research Experience and the Honors College Undergraduate Research Assistant Program, pair students with mentors who share their research interests. The Summer Research Opportunities Program also introduces underrepresented minority students to academic research and encourages them to continue their research in graduate school.

In conclusion, the evidence demonstrates that UIC enriches students' educational experiences by providing them with a wealth of both formal and informal learning opportunities that are aligned with the University's mission-driven commitments to diversity and research.

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

UIC offers all students a range of high-quality learning experiences that are consistent with its mission-driven commitments to diversity and research. These learning experiences, both inside and outside of the classroom, engage students in intellectual inquiry, expand their knowledge and skills, and prepare them for success in the complex evolving world of the 21st century. We have processes in place to approve, review, and revise degree programs to ensure that degree requirements are current, appropriate to the degree awarded, and consistent across all modes of delivery. To support student learning in these programs, we have a sufficient number of highly-qualified faculty and staff, the facilities and technology needed to deliver instruction wherever and however programs are offered, and a range of services that foster student success.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

UIC is committed to offering high-quality educational programs. We demonstrate responsibility for the quality of our educational programs by requiring a rigorous approval process, regularly conducting program reviews, and evaluating the quality of all credit that UIC transcripts. In addition, UIC assesses program quality by analyzing data related to meaningful outcomes for UIC graduates.

Quality assurance process. During UIC's rigorous program approval process (described in 3.A), representatives from multiple levels of governance evaluate the quality of the proposed program in terms of expectations for student learning; the faculty and resources required to implement the program; and the plans to evaluate students' attainment of the program's learning goals. Once the approved programs are implemented, UIC employs a variety of processes and procedures to maintain quality. For example, as was further described in 3.C and 3.A

respectively, UIC follows IBHE and HLC guidelines to ensure that faculty are appropriately qualified and that courses offered through alternative modes of instructional delivery, such as online or dual credit, are equivalent to those offered in a face-to-face format. In addition, UIC utilizes a range of tools to ensure that students follow approved degree pathways. For example, the enforced prerequisite-checking rule in Banner is used to block students from registering for courses for which they have not met the defined requirements.

Program review process. Another quality assurance mechanism is the regular program review process, which is coordinated by the Office of Programs and Academic Assessment (OPAA). To facilitate a culture of continuous improvement, the program review process is designed to provide units with formative feedback that can be used to strengthen their programs. The review examines the quality and effectiveness of the program, the extent to which the program has achieved its goals, and its alignment with UIC's mission and strategic priorities. In accordance with IBHE requirements, all existing programs are scheduled for review every eight years (with the exception of externally accredited programs, which are discussed later in this section). The program review schedule includes programs that are offered in a traditional face-to-face format, those that are delivered online (e.g., Master of Engineering and MS in Patient Safety Leadership), and those offered at branch campuses (e.g., MS in Medical Biotechnology) or additional locations (e.g., Master of Design in Graphic Design). All new degree programs are reviewed three years after they are approved by IBHE and implemented at UIC. OPAA also requires reviews on the shorter three-year cycle for some programs that have not yet achieved external accreditation, programs with temporary suspensions of enrollment, and programs that are flagged for priority review. Since UIC's last HLC accreditation review in 2007, 230 programs have either completed or are currently engaged in the program review process.

UIC program reviews involve a number of stakeholders in a three-step process: (1) internal self-study conducted by program faculty; (2) external review by experts in the discipline; and (3) evaluation by the Program Review Subcommittee of UIC's Senate Committee on Educational Policy (SCEP). Program elements that are evaluated during the review process include curriculum and instruction; assessment of student learning; student success; and the resources that support teaching and learning in the program (e.g., budget, facilities, faculty, staff, student support services). Program review procedures are described in further detail in OPAA's Program Review Manual.

On the basis of its review of the unit's self-study and the report from the external reviewers, SCEP recommends that the program be designated in good standing; be flagged for priority review; or that the college consider suspending enrollment in the program. According to OPAA guidelines related to these designations, SCEP may also request that the program submit a follow-up progress report to address specific areas for improvement. After SCEP's review, the vice provost for planning and programs, dean, and unit head then meet to discuss the findings of the review process as well as strategies that could be implemented to address any areas that were identified as in need of improvement. OPAA compiles information about all of the program reviews that are conducted during each academic year and submits an annual summary report to IBHE. In the summary report there is a short description of each program that was reviewed, which includes the program's strengths, areas for improvement, plans for the future, and the program status that SCEP recommended.

Specialized accreditation. Sixty UIC programs are accredited by 20 specialized accreditation agencies. All 60 programs have maintained their accreditation over time. If accredited programs are delivered on both the Chicago campus and at branch campuses or additional locations (e.g., MD, PharmD, Nursing), all locations are involved in the accreditation review process. To ensure that current and prospective students can easily find information about UIC's accredited programs, comprehensive lists are available in the catalog and through UIC's consumer information page.

Accredited programs are periodically reviewed by the appropriate accreditation agency to ensure that they meet the agency's standards for quality and effectiveness. As with UIC's program review process, accreditation reviews gather evidence through internal self-study and external peer review in order to determine whether the program is in compliance with accreditation criteria and requirements. For its annual IBHE reporting purposes, OPAA accepts accreditation review reports from externally-accredited programs in lieu of participation in UIC's program review process.

Transcripted credit. In addition to assessing the quality of courses offered at UIC, we also evaluate the quality of all credit that we transcript to ensure that credit earned through examinations or through transfer meets the same standards as the courses that we offer. Incoming students may receive credit toward an undergraduate degree at UIC if they perform at high levels on nationally recognized examinations. In accordance with state law, beginning in Fall 2016 students must score a 3 or higher on Advanced Placement exams in order to earn UIC credit. For most International Baccalaureate exams, students must earn at least a score of 6. Subject to some restrictions, students may also earn credit for a maximum of 30 semester hours if they meet or exceed the minimum score of 65 on examinations that are part of the College Level Examination Program. While UIC recognizes that these three types of exams are designed to measure college-level learning, it is also essential that students engage in substantial academic coursework at UIC in order to earn a degree from the institution. Thus, at least 50% of semester hours in a student's major area of study must be completed at UIC.

Transfer credit. Courses that transfer students have completed at another institution are evaluated for admission purposes first and then reviewed for applicability to degree programs. UIC allows transfer students to earn credit at UIC for classes that were completed at another institution if that coursework was "similar in nature, level, and content" to that offered by UIC. The Transfer Articulation and Degree Audit Office works closely with UIC's colleges to review courses from a number of accredited institutions of higher education to determine if non-UIC courses meet UIC's standards. To learn more about transfer policies and transfer requirements that are specific to particular degree programs, transfer students can access information available through the undergraduate catalog and through interactive transfer guides on the website of the UIC Admissions Office. Transfer students also have access to Transferology, a web-based system that allows them to identify courses that will transfer between institutions and that will earn credit toward degree requirements.

To make the transfer process more seamless for students who attended two-year colleges, UIC has established Transfer Admission Guarantee agreements with regional community colleges and a transfer partnership with the City Colleges of Chicago that guarantees those students

admission to select UIC colleges if they complete a two-year degree at one of these partner colleges and maintain at least a 3.0 GPA. These students receive transfer credits only for courses that meet UIC's standards. The courses that are eligible for transfer are outlined for students before they begin their two-year program. In addition, UIC participates in the Illinois Articulation Initiative, which facilitates student transfers between institutions of higher education in Illinois.

Evaluation of graduates' success. UIC also gathers outcome data about the success of its graduates as indicators of program quality. To determine if students are prepared for employment, UIC's professional schools, the Council on Teacher Education, and OPAA track pass rates for licensure and board exams. For information about students' career outcomes after they graduate, the Office of Career Services conducts the First Destination Survey. In the 2015 pilot survey, 77.3% of respondents reported that they were employed (full-time, part-time, military/volunteer service) or continuing their education, which is similar to the 80.9% rate for public institutions nationally. The Graduate College also participates in the national Survey of Earned Doctorates, which provides information about students' educational history and post-graduation plans.

A number of programs use external measures to validate the success of their programs. For example, a key indicator of program success for the College of Medicine is the residency program match rate. Match rates are critical because medical school graduates are not allowed to practice clinical medicine independently until they have completed a residency program. For the class of 2015, the College of Medicine achieved an impressive match rate of 100%. In the College of Education (COE), graduates of the college's program have also been successful in securing employment as educators in Chicago Public Schools (CPS). In fact, one in 11 schools in CPS is led by a UIC-trained principal and one in seven CPS students is taught by a COE-trained teacher. Consistent with the public service aspect of our mission, both of these examples demonstrate that UIC's programs have effectively prepared our graduates to serve as teachers and healthcare professionals.

In brief, UIC demonstrates responsibility for the quality of our educational programs in several ways. Quality assurance begins when programs are approved, continues with a regular program review process, and culminates with analysis of data related to student outcomes. In addition, all non-UIC courses that we transcript must be equivalent to those offered at UIC.

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

UIC has developed ongoing, systematic processes to assess student learning. Through these iterative processes, stakeholders gather evidence of student learning and then analyze that evidence through cycles of inquiry that drive continual improvement of teaching and learning. These assessment processes are coordinated at the university level, but are designed to respect the autonomy of faculty, who are responsible for the development and implementation of curricula.

UIC's 2006 strategic thinking document emphasizes that in order for the University to realize its commitment to "access to excellence," it must "ensure excellence through a culture of assessment and feedback." To institutionalize this culture of assessment, experts in academic affairs and student affairs manage the systematic assessment of student learning within UIC's curricular and co-curricular programs. These assessment experts have developed participatory, iterative, and evidence-informed processes to assess student learning that reflect good practices outlined by the Higher Learning Commission and others, such as the participation of faculty in the assessment process.

Assessment process in academic affairs. Within academic affairs, the Office of Programs and Academic Assessment (OPAA) provides university-wide support to colleges and faculty as they assess student learning in degree programs. OPAA works collaboratively with the Degree Program Assessment Committee to engage faculty and college administrators in conversations about the following three fundamental questions:

1. What are students expected to know and be able to do at the end of the program?
2. How do we know that students have achieved these learning goals?
3. In what ways do we use assessment results to improve student learning?

Thus, through the assessment process, faculty set learning goals, gather evidence of student learning, and then interpret that evidence to inform a cycle of continuous improvement.

Faculty are central to the assessment process because they are best positioned to develop curricula and assess student learning in their disciplines. However, coordination of the process and support for faculty are also essential. Consequently, UIC has developed a blend of centralized and decentralized approaches to strike the balance that is most appropriate for our institution. In their centralized role, OPAA and its assessment committees follow an "assessment loop" as they guide the assessment processes for degree programs and the General Education Program. While the processes are guided by OPAA, faculty establish learning goals and gather evidence of student learning. The extensive participation of faculty is demonstrated by the fact that 320 general education instructors have participated in the general education assessment process since Fall 2009. All directors of undergraduate and graduate studies in 14 colleges have also been engaged in program assessment since the 2011-2012 academic year.

As another example of the continual assessment of student learning, the Graduate College mandates the annual assessment of doctoral students. To ensure that doctoral students receive formative feedback about their progress, programs are required to facilitate an annual process that includes a self-assessment component; an assessment conducted by the doctoral advisor; and a review of the student's progress by a third individual, such as the director of graduate studies. Through this process, students can identify deficiencies and strengths early on and then work with their advisor to correct what is weak and build on what is strong.

Degree program assessment. The overall goal of the degree program assessment process is to monitor and improve student learning. The assessment process is overseen by the Degree Program Assessment Committee, which includes faculty, associate deans, and program directors from every college on campus. The committee members also act as liaisons to the colleges they represent in implementing assessment activities. The process begins when directors set learning goals, in consultation with department faculty, and then annually assess one or more learning outcomes. One learning outcome is assessed during the first assessment cycle, and one is added during each subsequent cycle. For each learning outcome, directors describe the methods that were used to assess the outcome and the extent to which students attained the outcome. Based on these results, directors identify strengths and weaknesses in the program, propose strategies to improve the program, and describe the implementation of those strategies. Directors report the results of their assessment within the Tk-20 system.

The degree program assessment process was phased in over four years, with all degree programs participating in the process by the end of the 2014-2015 academic year, including those offered online and at branch campuses and additional locations. While degree programs approved after 2005 were designed to address well-constructed learning outcomes, this was not always the case for existing programs that were implemented before the updated program approval process was launched. To support the directors of existing programs during the roll out of the assessment process, OPAA offered workshops and technical assistance to directors of more than 200 programs to familiarize them with the assessment process and to help them develop or refine their program's learning outcomes to ensure that those outcomes were specific, measurable, outcome-focused, and appropriately aligned with instruction and assessments.

On an annual basis, OPAA summarizes the assessment results reported by directors and publishes the summary on its webpage. According to OPAA's most recent report, learning

outcomes in degree programs focused on a range of skills and knowledge, including mastery of concepts and content in the domain, critical thinking and problem solving skills, proficiency in written and oral communication, and independent research skills. These learning outcomes were assessed with a wide variety of direct and indirect methods for formative and summative purposes.

Based on their analysis of assessment results, UIC's directors proposed and implemented a number of strategies to improve teaching and learning in their programs. For example, the director of one undergraduate program found that students with limited preparation in mathematics struggled to accurately assess results from quantitative research studies. In response, during the next semester, one of the two TAs for the course was required to have strong quantitative skills in order to provide students with additional support in that area. In this way, the degree program assessment process at UIC has facilitated a practice of inquiry and reflection on student learning outcomes that leads to action to improve student learning. The evidence demonstrates that 99% of the directors (167 out of 168) who completed the 2014-2015 assessment cycle analyzed the results, 88% of them (147 out of 168) made recommendations for improvement, and 90% of those recommendations were implemented or are currently being implemented.

General education assessment. UIC's updated General Education Program was launched in Fall 2007, as described in 3.B. The General Education Assessment Committee (established in May 2007) was instrumental in the design and implementation of the general education assessment process at UIC. The committee was comprised of faculty and staff who were knowledgeable about the General Education Program. The role of the committee was transitioned to the newly formed General Education Council in Fall 2015. The council is a subcommittee of the Faculty Senate Committee on Educational Policy (SCEP), whose responsibilities include developing general education policies, approving general education courses at the first stage of the approval process, and advising OPAA in the design and implementation of general education assessments. (Before the establishment of the council in 2015, the approval of general education courses was handled by the educational policy committee in the College of Liberal Arts and Sciences.) Part of the impetus for forming the council was the need to more clearly connect assessment results to the processes for curriculum development and policymaking in the General Education Program.

The General Education Assessment Committee developed a course-based general education assessment process that gathers evidence of student outcomes and then feeds that information back into the process of curriculum development and instruction. The assessment process is driven by the student learning outcomes that are identified for each of the six categories in the general education program (which are described in more detail in 3.B). Instructors of general education courses are expected to provide students with opportunities to attain learning outcomes within each of the general education categories under which that course is approved.

The assessment process begins when OPAA selects a sample of general education courses for review at the start of each semester. In 2012 OPAA began using a random sampling method to select 25% of the general education courses offered during each semester. After the courses are selected, the vice provost for planning and programs notifies departmental directors of undergraduate studies and instructors of the selected courses. Throughout the semester, OPAA

staff meet with or e-mail directors and instructors to communicate expectations; to explain the assessment process; and to provide any technical assistance or support that might be required. At the end of the semester, the selected instructors complete the general education assessment form through the Tk20 web-based system. Instructors report the methods that they used to assess general education learning outcomes; the degree to which students demonstrated mastery; how their instruction helped students achieve the general education outcomes; how they used assessment results to inform their instruction; and their recommendations to improve student performance in the future.

After instructors submit their reports, OPAA summarizes the results of the general education assessment process on its webpage. Between Fall 2009 and Spring 2016, 79% of the general education courses offered (312 out of 395) were involved in the assessment process, some of them more than once. The longitudinal report indicates that all of the general education outcomes were assessed at some point during this period. Across all six general education categories, the three most commonly reported assessment methods were discussions, exams, and writing assignments, indicating that instructors utilized a range of formative and summative assessments. Highlights from the assessments are shared with the UIC community via the OPAA website.

This assessment process fosters opportunities for faculty to interpret evidence of student learning and to use these data to improve instruction or to restructure courses. For example, in a longitudinal analysis of general education assessment reports that were submitted between the Fall 2009 and Spring 2016 semesters, 246 instructors reported that they changed their instructional practices, 158 modified content, 120 revised assignments, and 57 adjusted assessment approaches during the course. For instance, after noting that some students were not performing well on class assessments, and students showed confusion about the assignments' requirements, one general education instructor began to use detailed grading rubrics to make expectations for students explicit. Overall, after implementing course adjustments, instructors reported that students were more engaged, increased their mastery of the content, and improved their performance on course assessments. To supplement the existing opportunities within the assessment process for faculty members to reflect on their practice, in 2017 the General Education Council will consider how to develop a council-level review process that would drive broader improvements across the entire General Education Program.

Assessment process in student affairs. While the assessment of student learning is essential in academic programs, leaders in student affairs have also recognized the importance of assessing student learning and engagement in co-curricular programs. The director of student engagement assessment, a position created in 2013, oversees the assessment process within student affairs and a Student Affairs Assessment Committee has been in place since 1997.

Student affairs unit and program assessment. The primary vehicle for assessment in student affairs is the annual reporting process, when each unit completes a report for the fiscal year. The assessment framework for this report includes key performance indicators related to utilization, satisfaction, and student learning. Results are shared with the UIC community through the Student Affairs Annual Report. Within this report, highlighted assessment projects focus on student satisfaction, learning, and student success. For example, leaders from the Intergroup

Dialogue Program conducted a pre/post assessment with participants in the first-year dialogue seminar. Analysis of the results revealed that there was significant growth for learners in the following areas: intergroup understanding; intergroup relationships; intergroup collaboration and action; and attitudes toward higher education and diversity. After taking the course, students reported being more open to perspectives different from their own and being more comfortable communicating and interacting with people who identify with different social groups.

Student affairs learning outcomes. In 2015, a working group reviewed the learning domains outlined by nationally recognized higher education professional associations (e.g., Association of American Colleges and Universities, the Council for the Advancement of Standards in Higher Education, and student affairs professional organizations) to inform the development of a framework for assessing learning outside of the classroom. During the 2015-2016 academic year, assessment experts in student affairs built on that foundation and began to develop a comprehensive set of learning outcomes, consistent with the recognition that students engage in learning across units and that their experiences are cumulative and collective. Four overarching co-curricular learning outcome statements were aligned with the following learning domains: cognitive skills; resiliency and practical skills; intrapersonal and interpersonal skills; and diversity and social responsibility. These statements were developed to describe the learning that occurs through the programs and services offered by student affairs. The learning outcomes framework for student affairs is based on the premise that students first acquire knowledge related to each learning domain, they are then given the opportunity to apply the skills learned through their co-curricular experiences, and ultimately they integrate these skills into their lives to serve them beyond their time at UIC.

During the 2016-2017 academic year, student affairs units will begin a cycle of assessing unit, program, and activity outcomes. Units in rotation will biennially report how attainment of each selected learning outcome was assessed, as well as the results of each assessment. Each unit will reflect upon the results and consider how the data about student learning can be used to inform improvements in programs and services.

Taken together, the evidence demonstrates that UIC has processes in place that facilitate a culture of continuous improvement in which program directors, together with teaching faculty, establish learning outcomes in curricular and co-curricular programs and then reflect on evidence of student learning as they continually strive to improve the quality of programs and courses.

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

UIC's mission-driven commitment is to provide a wide range of students with access to high-quality educational opportunities. However, access alone is not sufficient. We are further dedicated to ensuring that all our students complete their degree or certificate programs and are prepared for success in the future. Although our current rates of first-to-second-year retention (80% for the 2015 cohort) and six-year graduation (58% for the 2010 cohort) are consistent with the national average for four-year universities, we are not satisfied with average performance. To improve student success, we have set ambitious yet attainable goals. In UIC's 2014 QI proposal, the proposed goals included increasing the six-year graduation rate to 65% and the first-to-second year retention rate to 85%, with full parity among all ethnic/racial and gender groups. To narrow the gap between our aspirations and our current performance, we collect and analyze data related to student retention, persistence, and completion and then update our policies or implement interventions to improve student success.

As we collect outcome data, UIC follows Integrated Postsecondary Education Data System (IPEDS) definitions for our retention and graduation rates, both because IPEDS is the standard for federal reporting and to facilitate comparisons with peer institutions. To enable transparent communication of key outcome measures, the Office of Institutional Research (OIR) has created online, FERPA-compliant, interactive Tableau dashboard tools for use by the general UIC community. At the college and department levels, OIR has created more extensive dashboard tools that allow for a deeper level of exploration of graduation and retention rates. Although we use IPEDS definitions, we recognize that these metrics are limited in some ways. Consequently, we are also a member of Student Achievement Measure, which uses an alternative methodology to better capture, for example, outcomes related to students who transfer into UIC.

The best example of how UIC uses retention and completion data to make improvements is the Student Success Initiative (SSI). This initiative was launched in February 2012 when the then-chancellor charged the Undergraduate Policy Council with developing a plan to increase the first-to-second-year retention rate to 85% and the six-year graduation rate to 65%. To formulate these ambitious, but attainable goals, campus leaders analyzed trends at UIC—where six-year graduation rates have increased from 31% in 1997 to 58% in 2016—and reviewed graduation rate data from peer institutions.

Guided by the chancellor's charge, from February to November 2013 more than 200 representatives of stakeholder groups from across the campus—faculty, staff, administrators, and students—conducted research and submitted recommendations through eight task forces: data analysis and assessment; targeted first-year curriculum; support for student learning; faculty engagement; advising; financing college; campus life; and pre-matriculation issues. Collectively, the task forces ultimately provided 125 recommendations for UIC leaders to consider. The full report was released to the campus community in Spring 2014.

Since 2014, approximately 90% of the 125 recommendations have been addressed through completed projects, ongoing projects, or projects that have been incorporated into existing efforts of various units. Among others, completed projects include enhancing collaboration between UIC advising units; creating a teaching and learning center to improve the quality of instruction; and reducing the number of non-credit bearing developmental courses that students must take in mathematics and English. After projects are completed, they are institutionalized and new projects are developed to meet identified needs.

To support implementation of the SSI, the vice provost for undergraduate affairs established a project management office to monitor and support all student success projects, the Office of First-Year Initiatives (OFYI) to coordinate programs for first-year students, the Office for Advising Development, the Office of Undergraduate Research, which promotes student engagement in faculty research, and the Office for Research on Student Success (ORSS). The ORSS will supplement the capacity of the Office of Institutional Research as it collects and analyzes data related to undergraduate success. Findings from these analyses will inform UIC's efforts to improve retention and graduation rates.

The ORSS is an example of how data-driven continual improvement has been institutionalized at UIC. As one illustration, to increase first-to-second year retention rates, in Fall 2015, OFYI launched a transition coaching initiative that served approximately 200 first-generation freshmen. Over the course of the students' first year, transition coaches mentored students and connected them with support services that were aligned with their needs. The ORSS conducted a context evaluation during the 2015-2016 academic year to inform program design and is evaluating the outcomes during the 2016-2017 academic year to determine if there was a positive impact on retention rates for students who worked with a transition coach. Similarly, other programs that are implemented as part of the SSI will also be rigorously evaluated, with formative feedback used to improve program design, and summative results utilized to make decisions about program continuation.

Colleges and departments are also implementing changes to improve student success that are grounded in an analysis of student outcome data. For example, to improve student performance in mathematics and to reduce the number of non-credit-bearing courses that students are required to take, the department of Mathematics, Statistics, and Computer Science introduced three significant reforms. First, when students take the mathematics placement test, they now receive feedback about their performance, have the opportunity to complete personalized learning modules, and can retake the test up to five times. Of the students who have retaken the placement exam, 87% increased their score enough to place into at least one course higher than their original placement. Second, the department modified its developmental course sequence to reduce the required number of non-credit-bearing courses. One updated pathway allows students who placed into the developmental level to immediately enroll in a credit-bearing course at the same time that they take a corequisite workshop, which provides them with the personalized support they need to be successful in the course. Finally, to ensure that students are not surprised by poor grades on their final exam in introductory calculus, instructors now plan collaboratively, use common assessments and grading scales, offer students formative feedback throughout the course, and engage students in active learning during class. To support their shift from lecture-based instruction to more active learning modes, instructors use technology to enhance their instruction. Students now view lectures in advance, complete homework through a web-based system that provides them with instant feedback about errors, and use clickers during problem-solving activities in class that help instructors identify gaps in student understanding. This use of formative feedback to inform instruction and improve student learning has led to a reduction of DFW rates (grades of D, F, and withdrawals) in introductory calculus (Math 180) from 44% in Spring 2015 to 23% in Spring 2016.

In short, the evidence presented demonstrates that UIC collects and analyzes student retention and completion data and systematically uses this information to implement interventions that will enable us to improve student outcomes and attain our ambitious goals.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

UIC is committed to offering high-quality educational programs. We demonstrate responsibility for this in several ways. First, we begin with a proactive approach to evaluate the quality of programs before they are approved. These programs are then reviewed on a regular basis to determine if they should be strengthened or updated. Second, there are structures in place to facilitate a culture of continuous improvement in which faculty and program directors establish learning outcomes in curricular and co-curricular programs and then reflect on evidence of student learning as they continually strive to improve the quality of programs and courses. Finally, to support our mission-driven commitment to provide a wide range of students with access to high-quality educational opportunities, we have set ambitious, but attainable goals for undergraduate student retention and graduation. To enable us to attain these goals, we analyze student outcome data and systematically use this information to increase rates of student success at UIC.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

UIC's resource base is sound. Our fiscal, human, physical, and technological resources provide us with a solid foundation that supports our educational programs and our mission-driven strategic priorities. In addition, UIC has developed a resource allocation process that is well suited to our decentralized structure and aligned with our priorities.

Financial resources. UIC's financial foundation is solid. The fiscal year 2016 Composite Financial Index, or CFI, was 1.76. This is within HLC's "above the zone" range for public institutions. The decline from the prior year is entirely attributed to the State of Illinois budget impasse. Overall, the University has a balanced distribution of revenue sources to support its operations from state appropriations; tuition; student fees; indirect cost recoveries; grants and contracts; hospital and auxiliary revenue; and distributions from endowments and philanthropic donations. The current budget model distributes the majority of unrestricted funds to the 15 colleges and the university libraries, with administrative units receiving approximately 16.8% of these funds.

To assist with access and affordability for a wide range of students, institutionally funded, financial aid awarded to undergraduate students totaled \$50.9 million in FY 2016. This leveraged 1.55 external dollars for every one dollar spent. UIC provides grants of up to \$5,000 per year to

Pell-eligible students on a first-come, first-served basis. The Pell eligibility of our students is very high and increased in FY 2016 to 51.8%. Unfortunately, financial aid budgets have remained relatively constant for the past two years due to declines in state funding, coupled with flat tuition rates. As a result, a focus on philanthropy to make up unmet need is a major strategic initiative.

Resource allocation process. UIC has a structured process in place for budgeting and for monitoring expenses. In 2007, UIC adopted a modified Responsibility Center Management (RCM) budget model to distribute tuition to the colleges (revenue generating units) on the basis of student credit hours and headcounts. RCM is a decentralized approach to budgeting that provides revenues to areas experiencing growth and encourages entrepreneurial activities, such as new programs and services. The RCM approach allows college deans a great deal of autonomy and flexibility with college-level budgets, while also setting the expectation that those budgets must be aligned with university-wide strategic priorities.

In conjunction with executive leadership, UIC's associate chancellor for budget and resource planning coordinates the annual budget and allocation process, is responsible for the management of central budgets and cash reserves, and regularly monitors expenditures to ensure that funds are used to support educational purposes and UIC's mission. Each year, the associate chancellor projects anticipated revenue from various revenue sources—including state appropriations, tuition, fees, and overhead recoveries—to estimate budget changes in discretionary funding for the coming fiscal year. To develop UIC's financial priorities, budget meetings are held with the campus leadership and unit heads to review each college or unit's three-year budget plan; communicate financial issues affecting the units; review faculty and staff hiring plans; and develop funding priorities that align with UIC's strategic priorities.

Vice chancellors and deans have fiduciary responsibility for the sound financial management of their colleges or units and are expected to monitor expenses on a regular basis and to prevent deficit spending. Although deans and vice chancellors have significant autonomy in allocating the use of their assigned budget, centralized oversight is also in place, both through the annual budget meeting described above, as well as through regular monitoring. To assist unit heads with the monitoring process, a wide variety of data and reports are available through Banner, which is the financial system used by UIC and the University of Illinois system. Financial reports are sent to unit heads and fiscal officers at the end of the second through fourth quarters each year. The associate chancellor for budget and resource planning also conducts an annual financial controls certification review that requires a Fiscal Control and Internal Auditing Act Certification questionnaire to be completed. These monitoring practices balance the autonomy of colleges and units by providing an appropriate level of centralized oversight so that financial decisions align with UIC's mission and strategic priorities.

Human resources and infrastructure. UIC has the human resources needed to support its operations. In 2016 UIC employed 1,986 full-time and 894 part-time faculty as well as 8,428 full-time and 1,165 part-time staff. As described in 3.C, each college ensures that its instructors are appropriately credentialed in their field. The UIC Office of Human Resources manages the recruitment process for staff, reviews applicant credentials to ensure that they meet the minimum qualifications outlined in the job description, and oversees the

performance review process. Many staff training opportunities are available on compliance requirements, business and financial processes, and other professional development topics. For example, the biannual Bringing Administrators Together conference provides administrators from across the university with the opportunity to share best practices, network, and learn about new university initiatives.

In terms of physical infrastructure, UIC has the facilities to support its educational programs, with approximately 15 million square feet of gross space and 13 million square feet of assignable space in 134 buildings. As described in 3.D, UIC has the requisite facilities and technology to support student learning, including the University Library and information technology managed by ACCC. Another technology-related resource is the Ellucian Banner enterprise resource planning system, a suite of administrative applications used to process and maintain financial, employee, and student data. Taken together, our mission is realistic and attainable because we have the resources we need (fiscal, human, and infrastructure) to implement our strategic priorities.

Financial planning. UIC has historically managed and is currently planning for continued declining levels of state support. Although an important revenue source, state appropriations made up only 13.5% of the total FY 2015 budget. While state funding declined by 15% between FY 2005 and FY 2015, during the same period UIC's direct budget *increased* by 52% to a total of \$2.1 billion. Factors that contributed to this growth included increases in enrollment, tuition and fees, and clinical medical service plan revenue. Recently, tuition revenue growth has been relatively flat, due to the University of Illinois Board of Trustees' decision not to increase tuition rates for the past three years, coupled with a state law that guarantees undergraduate tuition rates for four years.

The 2015-2016 State of Illinois budget impasse required use of cash balances to address the gap in state appropriations during that year. In July 2016, the state legislature authorized stop-gap funding that amounted to 27% of UIC's 2015 adjusted appropriation and funding for the first six months of FY 2017. To present a balanced budget, 39% of all units' cash fund balances in state, institutional and student fee accounts at the end of FY 2016 were reallocated to offset the cash shortfall of almost \$125 million. This was done with the intention that these "escrow" amounts would be paid back to the contributing units over a future time period to be determined once the state budget situation was finalized.

The evidence demonstrates that UIC's fiscal and human resources, along with our facilities and technological infrastructure, provide us with a solid foundation that supports our educational programs. Further, we have implemented a resource allocation process that is well suited to our decentralized structure and aligned with our mission-driven strategic priorities.

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

UIC's governance and administrative structures promote effective leadership, provide colleges with the autonomy and authority to make decisions related to academic programs, and engage a range of stakeholders in policy and decision making through our shared governance process.

Governance and administrative structures. Through UIC's governance and administrative structures, the University of Illinois Board of Trustees and UIC leaders exercise effective oversight, while also providing faculty with significant autonomy to shape academic policies at the college level. The board is the governing body for all three universities in the University of Illinois system ("System"). It operates according to the University of Illinois Statutes ("Statutes") and is accountable to the state legislature and the people of Illinois. The board exercises final authority over policy development and is responsible for financial stewardship of the University of Illinois system. The broad areas the board oversees are reflected in its four-committee structure: Academic and Student Affairs; Audit, Budget, Finance, and Facilities; Governance, Personnel, and Ethics; and the University Healthcare System. The structure of the board and the practices that allow it to exercise its authority with transparency and integrity are further described in 2.A and 2.C.

The Statutes state that the board "formulates university policies but leaves the execution of those policies to its administrative agents, acting under its general supervision." These administrative agents are defined in the Statutes, including delegation of the chancellor as the chief executive officer for each university. To facilitate cross-campus collaboration, the chancellor also serves as a vice president of the System and reports directly to the System's president. Following the reporting lines down from UIC's chancellor, seven vice chancellors and three associate chancellors are responsible for oversight of areas including academic affairs, research, administrative services, advancement, public and government affairs, student affairs, health affairs, diversity, budget and resource planning, and access and equity. Units and centers reporting to each of the vice chancellors are delineated on the UIC organization chart. For

example, the provost (who is also the vice chancellor for academic affairs) provides leadership in matters of academic policy and regularly advises the chancellor on these matters. Direct reports to the provost include the deans of eight colleges (Architecture, Design, and the Arts; Business Administration; Education; Engineering; Graduate College; Honors College; Liberal Arts and Sciences; and Urban Planning and Public Affairs), the university librarian, the chief information officer, and vice provosts over several administrative units (Faculty Affairs, Planning and Programs, Academic and Enrollment Services, Undergraduate Affairs, and International Affairs). Working in partnership with the provost, the vice chancellor for health affairs has primary responsibility and oversight for healthcare delivery within the University of Illinois Hospital and Health Sciences System—including the Outpatient Care Center, the Mile Square federally qualified health center, the Cancer Center, and other off-site health clinics—as well as the seven health science colleges (Applied Health Sciences, Dentistry, Medicine, Nursing, Pharmacy, Public Health, and Social Work), three of which serve students both on the Chicago campus and at branch campus or additional locations in Rockford, Peoria, Quad Cities, Urbana, and Springfield.

Faculty governance. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes at UIC. The development of academic programs and determination of academic requirements are decentralized and occur through a bottom-up process that begins in departments or programs within UIC's colleges. Deans, as the colleges' chief executive officers, govern in partnership with their colleges' faculty and administrators, following bylaws that are established by each college's faculty. To provide a structure for collaboration, all colleges have established standing committees, most of which include faculty members, student representatives, and *ex officio* members of the college's administrative team. As one example, the School of Public Health's administration and faculty share in the responsibility of identifying needs and then planning, implementing, and evaluating program changes to meet those needs. Faculty input on general policymaking occurs through participation in strategic planning efforts, service on committees, and through faculty meetings. As elected members of standing committees, students also participate in school and program evaluation processes, policy setting, and decision making.

While there is significant autonomy at the college level, some actions, such as the development of requirements for degree programs, must also be reviewed through university-level processes. The UIC Senate is the site of the faculty's involvement in educational policy. The Senate determines "matters of educational policy including but not limited to: requirements for admission to the several colleges, schools and other teaching divisions; general requirements for degrees and certificates; relations among colleges, schools and other teaching divisions; the academic calendar; and educational policy on student affairs." There are 200 faculty senators from academic units across the campus, three academic professional representatives, and up to 50 student senators. All of the faculty senators serve three-year terms, with approximately one-third of the representatives elected each year. In addition to the Executive Committee that leads the senate, other committees include Educational Policy; Research; Student Affairs; Academic Services; Academic Freedom and Tenure; External Relations and Public Service; Budget, Planning and Priorities; Support Services; Faculty Affairs; and Student Recruitment, Admissions and Retention. Most committees include faculty senators, student representatives, and *ex officio* members from the administration. Policies approved by each of the three campus senates are

reviewed by the University Senates Conference, a committee of senators from all three universities in the System, to ensure that all of the appropriate officials or groups have been consulted before a Senate action is implemented and that policies are not duplicated across the universities in the System. The Executive Committee of the University Senates Conference also serves as an advisory group that communicates issues of concern to the board, the president, and other System leaders. An additional venue through which some faculty engage in policymaking and voice their collective concerns is through UIC United Faculty, a labor union that has represented UIC's tenure-track and non-tenure-track instructors in 11 of the 14 colleges since 2014.

Engaging internal constituencies. UIC is committed to the principle of shared governance, and several structures are in place to engage a variety of stakeholders. In addition to opportunities for faculty to participate in the UIC Senate and the UIC United Faculty labor union, the Statutes also outline two additional engagement mechanisms that provide stakeholders with opportunities to advise campus leaders. First, faculty members at UIC elect a Faculty Advisory Committee. The committee includes nine faculty members, three of whom are elected each year. The members meet regularly and "make such reports to the chancellor/vice president, the president, the senate, and the faculty as it deems appropriate at least once a year." In addition to the forum for faculty voice provided by the UIC Senate and the labor union, the committee provides another avenue for faculty to raise concerns or address grievances with the University's administrative leaders. The UIC Senate has also authorized the committee to host hearings for faculty who face severe sanctions and to make recommendations to the administration about the sanctions that should be imposed in those cases.

The second stakeholder engagement mechanism required by the Statutes is the Academic Professional Advisory Committee (APAC), which is elected by the more than 4,000 academic professionals at UIC. APAC consists of 15 to 18 members—including the three academic professional representatives who are elected to the UIC Senate—all of whom serve staggered three-year terms. While the UIC Senate provides academic professionals with an opportunity to voice their concerns, along with those from the larger campus community, APAC is dedicated specifically to raising issues related to academic professionals with administrators at UIC. APAC representatives also review policies, represent their members on search committees, and offer professional development opportunities for all academic professionals at UIC. In addition to the Faculty and Academic Professional Advisory Committees, which are described in the Statutes, there is also a Staff Advisory Council at UIC that advises the chancellor and campus administrators in the development and implementation of policies and procedures related to civil service employees.

Students at UIC also have multiple opportunities to advise the campus administration. Beginning from the highest level of oversight, one student from each of the three universities in the System is elected by their peers to serve on the University of Illinois Board of Trustees. At UIC, 50 students are also elected to the Faculty Senate and serve one-year terms. These student senators represent undergraduate, graduate, and health professional student constituencies. In addition, student leaders represent their peers through the Undergraduate Student Government, the Graduate Student Council, and the Health Professionals Student Council. These organizations provide each student constituency with a voice in UIC's policy and decision

making and facilitate effective communication between students, faculty, staff, and administrators.

Finally, the Chancellor's Status Committees, which were discussed in 1.C, advise the chancellor on issues related to supporting UIC's diverse students, faculty, and staff. These six committees include faculty, staff, and students, and each represent a specific campus constituency: Asian Americans; African Americans; Latinos; women; people with disabilities; and the lesbian, gay, bisexual, transgender, queer, and allied community. These committees advise the chancellor, advocate for improved policies and programming, and raise awareness of issues that are specific to each group.

In short, the evidence presented demonstrates that UIC's governance and administrative structures promote effective leadership, provide colleges with the autonomy and authority to make decisions related to academic programs, and engage a range of stakeholders in policy and decision making through our shared governance process.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

UIC engages in systematic, mission-aligned planning processes that formulate strategic goals and priorities, align resources with these priorities, and then use data to monitor progress toward these goals. We have structures in place to facilitate data-driven planning processes that are grounded in a sound understanding of our current fiscal resources and that are also responsive to emerging factors.

UIC is one of the three universities that are part of the University of Illinois system ("System"). Leaders from each of the three universities, together with system-level administrators, recently developed a strategic framework for the System. As evidence of UIC's integral role in the planning process, members of the steering committee from UIC included the chancellor, the vice chancellor for student affairs, and the chair of the Faculty Senate. For 14 months, beginning in March 2015, the System's president and the steering committee collaboratively developed the framework, which was approved by the University of Illinois Board of Trustees in May 2016. To ensure that the planning process was open, inclusive, and transparent, members of the University of Illinois community were involved in committee meetings; eight town hall meetings were held throughout the state; and constituents were invited to provide feedback through a dedicated strategic framework website. The final framework, titled "The Public's University: Optimizing Impact for the Public Good," emphasizes that the System should play a critical role in "promoting the public good" and contributing to the transformation and revitalization of Chicago, Illinois, and the world. The framework is organized around four strategic pillars, which outline how the System will, collectively, be relentlessly student-centered; conduct innovative, applied research with global impact; contribute to a healthy future for Illinois and the Midwest; and strive to be a university system that looks toward the future.

Guided by the framework, each of the System's universities will develop its own strategic priorities. In fact, the chancellor's priorities for UIC, described in 1.A, were developed concurrently with the System's framework to align with both the System's goals and UIC's

unique context. As implementation of those priorities proceeds, the provost ensures that academic leaders allocate their resources in accordance with UIC's mission and strategic priorities and create budget plans that are based on UIC's current fiscal capacity. To further explore opportunities to streamline operations, maximize existing funds, and generate additional revenue, the chancellor formed the Resource Strategy Team in 2016. Recommendations from their May 2016 report covered a number of areas, including human resources, business processes, research administration, and strategic resource use. The associate chancellor for budget and resource planning is responsible for monitoring the status of these recommendations and for suggesting new business process improvement initiatives to pursue.

As one example of UIC's strategic planning efforts, in response to a 2013 request from the System to identify a set of goals that would guide UIC for the next three years, the University carried out an alignment exercise that analyzed the relationship between mission-based priorities and resource expenditures. A broad range of stakeholders were involved in the process, including Faculty Senate members, deans, vice provosts, faculty, staff, students, and alumni. The final report, *Focusing on Urban Excellence: A vision for achieving excellence at Chicago's public research university*, centered on three goals that were aligned with UIC's mission: improving students' retention and graduation rates; expanding our research enterprise; and developing a sustainable business model. Each strategic goal was aligned with action items, the resources needed for implementation, and dashboard metrics to track progress toward achieving those goals.

The chancellor's priorities build upon the 2013 framework. The provost is charged with monitoring the implementation of the priorities to assure integrated planning. The vice provosts, who comprise the provost's management team (PMT), have designated implementation responsibilities related to these priorities. Weekly PMT meetings are often utilized to review data related to specific programs that implement the priorities and to develop action plans that respond to new challenges. This tracking sheet provides a set of examples that are illustrative, but not exhaustive, to demonstrate how vice provosts and others reporting to the provost or chancellor are accountable for specific initiatives that advance the priorities.

To illustrate how UIC will leverage existing projects to support implementation of the chancellor's strategic priorities, three UIC strategic plans—aligned with both the system-level and UIC-level priorities—are briefly described below. First, as described in 4.C, UIC launched an ambitious Student Success Initiative (SSI) in 2012. To attain our goal of increased retention and graduation rates, as described in the Quality Initiative report, many of the SSI projects are focused on three outcomes: enhancing the transition to college, implementing a data-driven advising model, and improving students' progress toward degree completion. In 2012, the then-chancellor allocated additional resources to support implementation of the SSI because it was an institutional priority.

Four years later, after analyzing data related to retention and graduation rates for African American students, Chancellor Amiridis commissioned the Task Force on the Progression and Success of African American students to supplement existing SSI efforts. The task force's report, released in July 2016, made 30 recommendations, including expand early intervention programs; examine existing policies that may not support the success of African American students; require

a cultural competency/diversity course for all incoming students and make additional efforts to improve the campus climate; streamline support services for African American students that are currently offered by several different units; and offer students increased financial support. Implementation of these recommendations began in 2017. This data-driven focus on student success ensures that regular assessments of student outcomes are linked to revised plans for programs and resource allocation.

Second, UIC's first strategic enrollment management plan, published in 2012, illustrates how enrollment management planning at UIC looks toward the future as UIC anticipates demographic shifts and considers factors related to globalization. For UIC, enrollment management is an institution-wide, intentional, and comprehensive process that is designed to maintain the quality and diversity of the student body, improve student learning experiences, and increase student success. Data presented in the 2012 plan were used to examine trends in enrollment patterns in the state, the nation, and the world. Analysis of this data, informed by UIC's mission-driven focus on diversity, resulted in formulation of strategic goals to increase the diversity of the undergraduate student population by expanding outreach to international students, out-of-state students, and underrepresented minority students. As evidence of progress toward these strategic goals, the Fall 2015 applicant pool was the largest in UIC's history, and the number of Fall 2015 admits for underrepresented undergraduates increased 10% over the previous fall.

To inform UIC's efforts to expand its enrollment moving forward, in 2016 the Enrollment Management Strategic Planning Committee analyzed labor market data to identify occupations with significant predicted growth; determined which UIC programs could prepare students for those jobs; and researched competitors who offer similar programs in the local market. Informed by this analysis, the committee suggested that UIC focus its recruitment efforts on high-demand programs in the STEM and healthcare fields. Recommended strategies to increase enrollment included more aggressive efforts to fill available seats in existing high-demand programs to capacity and exploring how to use online or blended delivery options to make existing programs more accessible for nontraditional learners. By maximizing or expanding the capacity of existing high-demand programs, UIC plans to increase its enrollment by approximately 1000 students per year to meet a FY 2021 enrollment target of 33,119 students (17.8% increase over five years). To monitor enrollment growth capacity, beginning in Fall 2017, the Office of Institutional Research will provide a unit-specific reporting dashboard for each college dean, the provost, and the vice chancellor for health affairs. This information will be reviewed during annual budget meetings and at key intervals to assess enrollment capacity as UIC strives to meet its growth targets.

Finally, plans that help UIC contribute to the System's third goal, a "healthy future for Illinois and the Midwest," are already underway. From November 2013 through December 2014, a task force of 23 leaders from across the University convened to consider how best to align UIC's programs for health science professionals with changes in the healthcare system, the labor market, and in the health-related needs of increasingly diverse communities in Illinois. The task force began by reviewing the potential impact of new policies, such as the Affordable Care Act; demographic data; job and wage growth trends for healthcare occupations; and state and federal funding opportunities for workforce development. To ensure that UIC's efforts to prepare health service professionals are aligned with regional needs, the task force made several recommendations. First, health science colleges should consider workforce development data

when they develop their strategic plans. They might also explore state and federal funding opportunities that could support new programs designed to meet emerging workforce needs. Second, in response to demographic shifts and UIC's mission-driven goal to be a "major health care provider to underserved communities," the health science colleges should build a pipeline from high schools to professional schools in order to increase the representation of underrepresented minorities in the health professions. Once students complete their programs, college leaders should set targets for placing graduates in medically underserved areas and in underrepresented disciplines and then monitor progress toward those targets. Third, UIC has a unique opportunity to launch programs that enhance interprofessional collaborative practice because different types of health science professionals are trained at UIC. Thus, the colleges should consider developing a signature cross-college program that prepares students to provide team-based, patient-centered care, which will ultimately improve health outcomes and reduce the per-capita cost of health care. To further explore UIC's potential in this area, the vice provost for planning and programs hired a director of interprofessional education in 2014 who engaged the campus in a strategic planning exercise to develop a new cross-college interprofessional curriculum. The director is currently leading implementation of the strategic plan from her permanent home in the office of the vice chancellor for health affairs.

In short, the evidence demonstrates that UIC engages in systematic, mission-aligned planning processes that involve a range of key stakeholders; are grounded in a sound understanding of our current fiscal resources; and use data to monitor implementation of our strategic goals.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

UIC is a data-driven institution that works systematically to improve its performance. Several offices collect and analyze information that is used to support policy decisions and assess attainment of goals and strategic objectives. As described in 3.D, data related to infrastructure is collected through offices such as Facilities Management, the Academic Computing and Communications Center, the Office of Facility and Space Planning, and the Office of Classroom Learning Environments. The budget offices provide campus leaders with a range of reports to help them monitor revenue and expenditures and financial statements that inform annual budget meetings (described in 5.A). These statements include information related to overall cash position; revenue and expense trends; and discussion of fund-level issues.

The use of Banner and a centralized data warehouse, along with a host of analytic and reporting tools, allows consolidated access to critical data elements about student admissions, enrollments, academic performance, degrees, as well as financial aid, human resources, and budgeting. The Office of Institutional Research (OIR) is responsible for maintaining consistent reporting standards, monitoring data integrity, and official reporting. OIR analyzes data related to student enrollment; student outcomes; students' perceptions of the UIC experience (survey data); faculty and staff characteristics; and a range of performance indicators. OIR works closely with many other administrative units (such as Budget and Program Analysis, Academic Enrollment Services, Student Affairs, Faculty Affairs, Undergraduate Affairs, and the Office of Diversity) as well as functional working groups and committees (Committee of Associate and Assistant Deans, Student Success Initiative, Strategic Enrollment Committee, Classroom Scheduling, and Chancellor's Status Committee) to provide data and analysis in support of institutional planning, evaluation, assessment, decision-making, and policy development. Customized reports that OIR has developed for colleges, such as the *Analysis of D, F, and W Courses and Student Retake Behavior*, have been instrumental in identifying barriers to student success. In addition, UIC participates in a comprehensive cost study required by the Illinois Board of Higher Education, which helps to identify programs with high costs and/or low enrollments. Given UIC's current budget constraints, this data continues to receive focused attention from University leaders.

Evidence of UIC's performance is regularly shared with the University of Illinois Board of Trustees through data dashboards that are presented at each board meeting. These presentations identify accomplishments that have met or exceeded expectations, areas that are still in need of improvement, areas being watched, and direct comparisons with peer institutions and

aspirational groups. Topics of recent dashboards that are aligned with the chancellor's four strategic priorities include updates related to research performance, admissions, faculty, and graduation and retention rates. Academic department data is also provided to the board through academic unit review dashboards

Using data to advance UIC's strategic priorities. As noted in 5.C, the provost, with the support of her management team, utilizes metrics and outcome measures to continuously monitor and advance priorities. To illustrate how UIC uses data to learn from experience and to improve our institutional effectiveness, we briefly describe how data are used to drive a cycle of continuous improvement at the university and college levels.

University-level example: Enhance UIC's reputation for research. To advance our mission-driven focus on research, UIC has steadily strengthened its ability to secure external dollars to fund research conducted by UIC faculty and staff. Total research dollars awarded have grown from \$197,329,820 in FY 2000 to \$313,280,019 in FY 2016, an impressive 59% increase over the past 16 years. This research portfolio is also differentiated, with funding received from organizations such as the U.S. Department of Health and Human Services, the National Science Foundation, the U.S. Department of Education, and Illinois state agencies, among many others. As a result, UIC is currently ranked 65th of 895 institutions on the National Science Foundation's list of total research and development expenditures. While this is a strong ranking for such a young institution, there is still room for improvement.

To further strengthen our research performance and compare more favorably with both current and aspirational peers, UIC will increase its investment in Research Development Services (RDS), a unit of the Office of the Vice Chancellor for Research (OVCR) that provides services to support faculty research, such as assistance with preparing proposals for external funding or fostering collaborations across disciplines that lead to multidisciplinary research projects. As evidence of OVCR's past success, for each dollar invested, UIC received \$12.64 in new extramural funding. In 2017, OVCR plans to hire an associate director for RDS, who will be responsible for leading and revitalizing the unit, aggressively pursuing a range of funding opportunities, and assisting faculty with large grant proposals in order to further increase UIC's return on investment ratio and reputation for high-quality research.

University-level example: Increasing access for a wide range of students. As an urban public research university, UIC is also committed to ensuring that a wide range of students have access to the opportunities that are available at our research-intensive university. To attain this component of our mission, we must provide a diverse group of students with access to the institution and support them over time to ensure that they persist and graduate.

In 2016, African American and Latino/a students constituted 8.9% and 38.5%, respectively, of the incoming freshman cohort. Although the number of underrepresented minority (URM) freshmen has steadily increased over time, we are committed to further increasing the diversity of our undergraduate population. To guide UIC's efforts to attain this goal, the Office of the Vice Provost for Academic and Enrollment Services (AES) developed a strategic enrollment plan (described in 5.C), which was grounded in an analysis of institutional data. AES identified feeder high schools that send large numbers of diverse students to UIC; analyzed survey data

about students' choices to attend UIC; and reviewed enrollment patterns in postsecondary institutions in Illinois, the United States, and abroad. After gathering these data, AES conducted a SWOT analysis to identify opportunities to expand their recruitment and yield efforts. To achieve their strategic goal to "increase the percentage of underrepresented undergraduate students" who attend UIC, AES collaborated with campus support units, such as the African American Academic Network and Latin American Recruitment and Educational Services, to enhance the existing recruitment arms of those organizations; increased marketing and communication efforts; expanded participation in recruitment and outreach events; and offered bilingual sessions to ensure that Spanish-speaking families had access to information about UIC.

As a result of their efforts, undergraduate applications for Fall 2016 increased by 13% overall, and 18% for URM students, over the previous year. UIC is now the most diverse university among its peers, with 42% of undergraduates from underrepresented groups. In addition, the increasing proportion of Latino/a freshman over time (from 30.5% in 2012 to 38.5% in 2016) led to UIC's 2014 qualification for the federal Hispanic-Serving Institution (HSI) designation, becoming the only university east of the Mississippi River with a Carnegie "very high" research activity rating to earn this distinction. The chancellor has acknowledged that while the HSI designation should enable UIC to expand its recruiting efforts in the Latino community—both within and outside of Illinois—more work remains to further increase the proportion of African American students, so that UIC's student population better reflects the population of the city of Chicago, in which African Americans constitute 33% of the population. One important first step, to be launched with the 2017 cohort, is the ACCESS program, which considers factors other than ACT scores and high school GPAs for URM applicants. By providing these ACCESS candidates with additional support, UIC aims to improve rates of both access and success for our diverse students.

College-level example: Learning from experience to improve student success. UIC's colleges also document evidence of their performance and rely on that evidence when they develop their plans for the future. One illustration of these college-level continual improvement processes is found in the College of Business Administration (CBA). The CBA Operating Committee—which includes the dean and senior college leaders—meets monthly to monitor progress toward this goal. As part of their strategic efforts, the college significantly revised its curriculum to reflect the mission and goals of the college; best practices in business schools; accreditation standards; and feedback from students, employers, and alumni. The college paired its new curriculum with a robust assessment process that allows faculty and leaders to continually gather evidence of student learning and to iteratively adapt the curriculum over time in order to improve student outcomes.

For example, during the curriculum revision process faculty identified four categories of competencies that students need to develop in order to be successful business leaders: communication, personal growth, teamwork, and professional presence. To help students develop these skills, they designed an Institute for Leadership Excellence and Development (iLEAD) curriculum, which was integrated into existing courses required for students in the college. Pre- and post-assessments were administered to the 2014 and 2015 freshman cohorts and the results indicated significant changes in emotional intelligence, leadership confidence, and

social skills. iLEAD program leaders will continue to track the development of student competencies over time and to update the curriculum in response to their findings.

Taken together, the evidence presented above illustrates how UIC documents evidence of its performance; uses that data to learn from its experience; and then takes steps to further improve its institutional effectiveness.

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

The evidence presented demonstrates that UIC's fiscal and human resources, along with its facilities and technological infrastructure, enables us to attain our mission-driven goals. We engage a range of stakeholders in policy and decision making through our shared governance process, develop mission-aligned plans that define strategic goals, and then use data to monitor implementation of those goals. This data-driven process helps us to learn from our experience; to further improve our institutional effectiveness; and to respond to emerging challenges and opportunities.