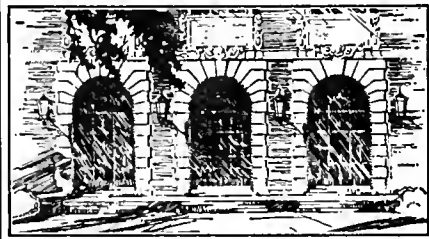




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VOLUME I

# INSTITUTIONAL PROFILE



THE UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

PREPARED FOR  
NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS  
COMMISSION ON COLLEGES AND UNIVERSITIES  
TEN YEAR REVIEW VISIT





VOLUME I

INSTITUTIONAL PROFILE



THE UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

MARCH 1969



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## OFFICE OF THE CHANCELLOR

The chancellorship system came into being by action of the Board of Trustees in September 1966 and, with the appointment of J. W. Peltason as Chancellor of the Urbana-Champaign campus of the University of Illinois in July 1967, the chief executive office of the campus was filled for the first time. Prior to that time the President had overall responsibility for the continuous operation of the Urbana-Champaign campus. An Executive Vice President and Provost, the chief educational officer under the President, had been immediately responsible for the administration of this campus as well as the Chicago Circle and the Medical Center campuses. Since July 1967, the chancellorship system has undergone developmental evolution on the Urbana-Champaign campus. Authority for the administration of many functions, which under the old system were the direct responsibility of the President or the Provost, was delegated to the Chancellor. The following campus-level functions have been delegated to the Chancellor, and appropriate campus-level headquarters for reporting to that officer have been established:

- Academic Programs and Budgets
- Administrative Data Processing
- Admissions and Records
- Business Affairs
- Graduate Education
- Institutional Research
- International Programs
- Legal Counsel
- Library
- Nonacademic Personnel
- Plant and Services
- Public Information
- Student Affairs
- Utilization of Space

Delegation of the following is currently under discussion:

- Extension and Public Service
- University Press

Portions of the University Statutes and the General Rules relevant to the administration of the various campuses are being revised and will soon reflect the new campus administrative organizations.

The Chancellor's authority, derived from that of the President of the University, encompasses all facets of the operation of this campus. To assist him in his efforts, the Chancellor employs several major staff officers and a small personal staff. At this time there are two vice chancellors--one for academic affairs and one for administrative affairs. The Chancellor has delegated to them the authority to supervise day-to-day operation of the campus. This



delegation permits routine operational decisions to be made at a point close to the unit concerned. It also permits the Chancellor to be more readily available to discuss new programs, new ideas, and new problems with faculty, staff members, and students. The Vice Chancellor for Academic Affairs is the campus chief executive officer in the absence of the Chancellor, and the Vice Chancellor for Administrative Affairs is next in succession.

The division of responsibility between the two vice chancellors lies along functional rather than organizational and administrative lines. Thus, the Vice Chancellor for Academic Affairs is responsible to the Chancellor for the general academic programs of the campus, including the allocation of funds and space to these programs. He deals principally with the major academic units, but he must also work with the various administrative and academic-support units. Similarly, the Vice Chancellor for Administrative Affairs is responsible to the Chancellor for the supervision of the administrative and academic-support units of the campus, but he must also work with the academic and other nonadministrative units. Since the division of responsibilities between the two vice chancellors is not clearly defined, the two officers work continuously to ensure a general and continuous flow of information between them.

The Chancellor also directly supervises the Dean of the Graduate College and the Dean of Students. The organization and functions of the offices of these two deans are presented in separate sections of this profile. It should be noted, however, that these deans also work closely with, and in many cases through, the vice chancellors.

The greatest strength of the chancellorship system implemented on this campus is the increased opportunity it affords the chief executive official for personal involvement in current campus affairs and problems. His wide delegation of authority has permitted his removal from almost all the routine decision-making processes, although he is continuously apprised by the two vice chancellors of all matters in which he may have specific interest.

Another strength inherent in the present operation is the extremely high degree of flexibility it permits in dealing with unprogrammed events arising from internal or external sources. The two vice chancellorships provide the campus with a degree of administrative adaptability not normally found at institutions of this size and age.

Certain present deficiencies of the chancellorship system stem from its comparative newness. During the eighteen months' operation of the system, the following specific problems have come to light.





(1) Limited face-to-face communication because the Chancellor's staff has not yet been consolidated into one central office complex.

(2) As yet unfilled personnel spaces in the complete complement of middle management staff.

(3) Some confusion regarding appropriate administrative channels due to imprecise definition of responsibilities between the two vice chancellors. (This condition, noted earlier as a strength, has its element of weakness.)

(4) Residual lack of consolidation and/or clarification of campus-level administrative groupings as the chancellorship structure has evolved from its predecessor (e.g., general student matters are yet to be consolidated under one central administrative officer).

In addition, certain details remain to be worked out involving lines of authority and responsibility relating to campus administrative units which have all-University counterparts. (Functions involved include Business Affairs, Administrative Data Processing, Legal Counsel, Plant and Services, and Institutional Research.)



## OFFICE OF ADMINISTRATIVE DATA PROCESSING

### Strengths

The Office of Administrative Data Processing is organized under the Chancellor of the Urbana-Champaign Campus but reports directly to the University Office of Administrative Data Processing for operational control. We recognize top management involvement, knowledge, and support of administrative data processing as a noteworthy strength.

The University of Illinois is recognized as a leader among colleges and universities in many areas of administrative data processing. Student scheduling, purchasing, inventory control and analysis, student admissions, budget analysis, alumni records, facilities analysis, test scoring, and test analysis are examples of the more complex and sophisticated systems. This position of leadership was made possible through use of the latest third-generation electronic computing machines and the services of a competent staff.

### Limitations

Like other data processing installations, we have difficulty retaining high-caliber personnel. The demand is so high and opportunities so abundant that unusual effort and expense are required to hold personnel turnover at an acceptable level. The concern and understanding of management have helped to maintain salaries and wages at near competitive levels. Competitive wage levels, a pleasant working environment, and challenging assignments have aided in personnel retention.

Inadequate space necessitates dividing the staff and operating in four separate locations. Such division reduces efficiency and effectiveness and increases cost of operation. This weakness has been made known to the Office of Space Utilization. They are sympathetic to the problem and will provide a solution at the first opportunity.

Although not necessarily a weakness, budgetary limitations restrict development and expansion of data processing. On the other hand, demand for automation is so great that some restriction may be an advantage in that new projects are likely to be more thoroughly studied and soundly justified.

Advancement in computer technology over the past ten years has been little short of miraculous. In this time, the Office of Administrative Data Processing has advanced from a punched-card system through three higher speed magnetic-tape systems to the present IBM-360 operating system. The rapid change outpaced our ability to readily adapt to the new computing system. In many cases the



transition was made by converting existing programs. As a result we now have in operation many systems designed for earlier generations of computers that do not use the full capabilities of our present equipment. Redesign and reprogramming are being accomplished as speedily as analyst and programming personnel can be made available for these tasks.



## OFFICE OF ADMINISTRATIVE STUDIES

Historically the Office of Administrative Studies (formerly the Bureau of Institutional Research) has had the prime function of gathering and analyzing those data items which have budgetary implications. The major portion of the effort of the Office has been the analysis of faculty teaching and non-teaching loads and the projection of future teaching loads.

### Strengths

The system of analysis of faculty activities at the University provides a very detailed and complete set of data parameters which are made possible (particularly with respect to teaching) because the University has a computerized data system for all students and courses taught.

Since this Office, or its predecessor, has been in existence since 1933, data are available to show past history and to aid in projecting future trends. Comparable data showing teaching loads by department, college, and campus are also available for the past 15 years.

Recent innovations in the processing procedures used in our data analysis have made possible computer storage of our complete data base. We have also developed a generalized computer program to be used specifically with the data base, making it possible to answer a wide variety of specific questions that may be asked, generally on a 12-hour turnaround-time basis. This service is available to all campus offices.

### Limitations

The main limitation in the services provided by the Office of Administrative Studies is the relatively long time required to complete processing to provide the final data base. The length of time required is directly related to the level of detail and the scope of the data analyzed--the more detail and scope, the more processing time required. Because both inclusiveness of data and timeliness are important, we have worked toward an interim report (Preliminary Budget Analysis Report); it does not provide as much detail as the final data base, but it is available to administrative officers early in the school year. This type of report has been prepared for the past two years with considerable modifications and improvements the second year. Additional modifications and improvements are anticipated as changes in conditions and technology occur.

A second factor, which is a frustration more than a limitation, is the relatively restrained use of our data base by administrative officers at the college and, particularly, the department level. However, the Chancellor's





Office is encouraging more active participation of the administrative officers in the budgeting and long-term planning procedures of the campus, and we are anticipating wider use of our services.



Strengths

One of our primary strengths is the beginning freshman articulation program. At a recent meeting of Big Ten Admissions Officers and Registrars, the other member schools were amazed that the University of Illinois has so many more beginning freshman applicants than it has space available and that we do not run into more trouble because we have to turn away so many well-qualified applicants.

Because of our articulation program, the working relationships between the Office of Admissions and Records and high school counselors throughout the State are very good. High school counselors have generated considerable interest in the University of Illinois among their students. They have also been very helpful in explaining to students and parents the reasons why we have to turn away so many qualified applicants.

Other activities involved in articulation efforts include a yearly conference with high school principals and counselors, periodic meetings involving various subject matter specialists in various fields, college day and college night programs, visits to individual high schools, and joint regional conferences for the purpose of discussing admission requirements and procedures at the University of Illinois and other State educational institutions.

Another strength is the efficient processing of undergraduate applications. Not only are undergraduate applications processed rapidly and accurately, but communication with students concerning our actions is becoming increasingly personalized, particularly with the denial students. This is possible because many of our routine procedural steps are now computerized, and our professional staff has more time to spend in direct communication with students.

On the whole, the performance of our registration and records division is very good. Despite the fact that the registration period has been reduced from 4½ to 2½ days in recent years, over 30,000 students complete registration with relatively few problems. Subdivisions, which include transcript, fee assessment, diploma, registration, and records sections, carry on complicated functions with dispatch.

Our advance enrollment program for continuing students is excellent. The Office of Admissions and Records has a primary responsibility to coordinate the activities of many University departments to make the advance enrollment program a reality. Since we permit the student to select not only the courses of his



choice but also the section of the course he prefers, our program is necessarily more complicated than that of other institutions which do not permit a section choice. This procedure, however, provides the student with a desirable degree of flexibility not otherwise available.

Another strength of the Office of Admissions and Records is in our pre-college programs for beginning freshmen. The Office has the responsibility of coordinating and scheduling these programs for the students involved. The programs include testing, counseling through the Student Counseling Services Office, summer advance enrollment, and the parents' program. Between 85 and 90 percent of our beginning freshmen participate.

During the spring and summer of 1968 the Office of Admissions and Records was very much involved in the conception and development of the Special Educational Opportunities Program. When the plan was put into operation, the primary responsibility of this Office was the identification and recruitment of students. Despite a very late start, we were successful, primarily through the use of many student recruiters, in more than filling the program quota.

#### Limitations

There are some weaknesses in the processing of applications of graduate and foreign students and the handling of these students during registration. The problems result from (1) long delays in application processing which may occur for any one of several reasons; and (2) large numbers of students who walk into the University for the first time during the registration period.

Since the fall 1968 registration period, two systems and procedures analysts (one on a full-time basis) have been examining our processing procedures in the Graduate and Foreign Admissions Unit to identify problems and to propose solutions. Many recommendations have been formulated, some of which have been put into effect. Processing time will be reduced through such measures as the elimination of unnecessary functions; the transfer of certain functions to other sections of the Office, such as shifting non-degree extramural student histories from the Graduate and Foreign Admissions Unit to the records division; the transfer of some processing functions from the Office of Admissions and Records to the individual graduate departments; the use of temporary staff during peak work load periods; and the addition of permanent staff to handle the increased work load caused by the growing number of student applications received.

Another problem is budget control. In the past, budget control had been primarily the responsibility of the Director of the Office of Admissions and Records, and the heads of various units of the Office had very little say about



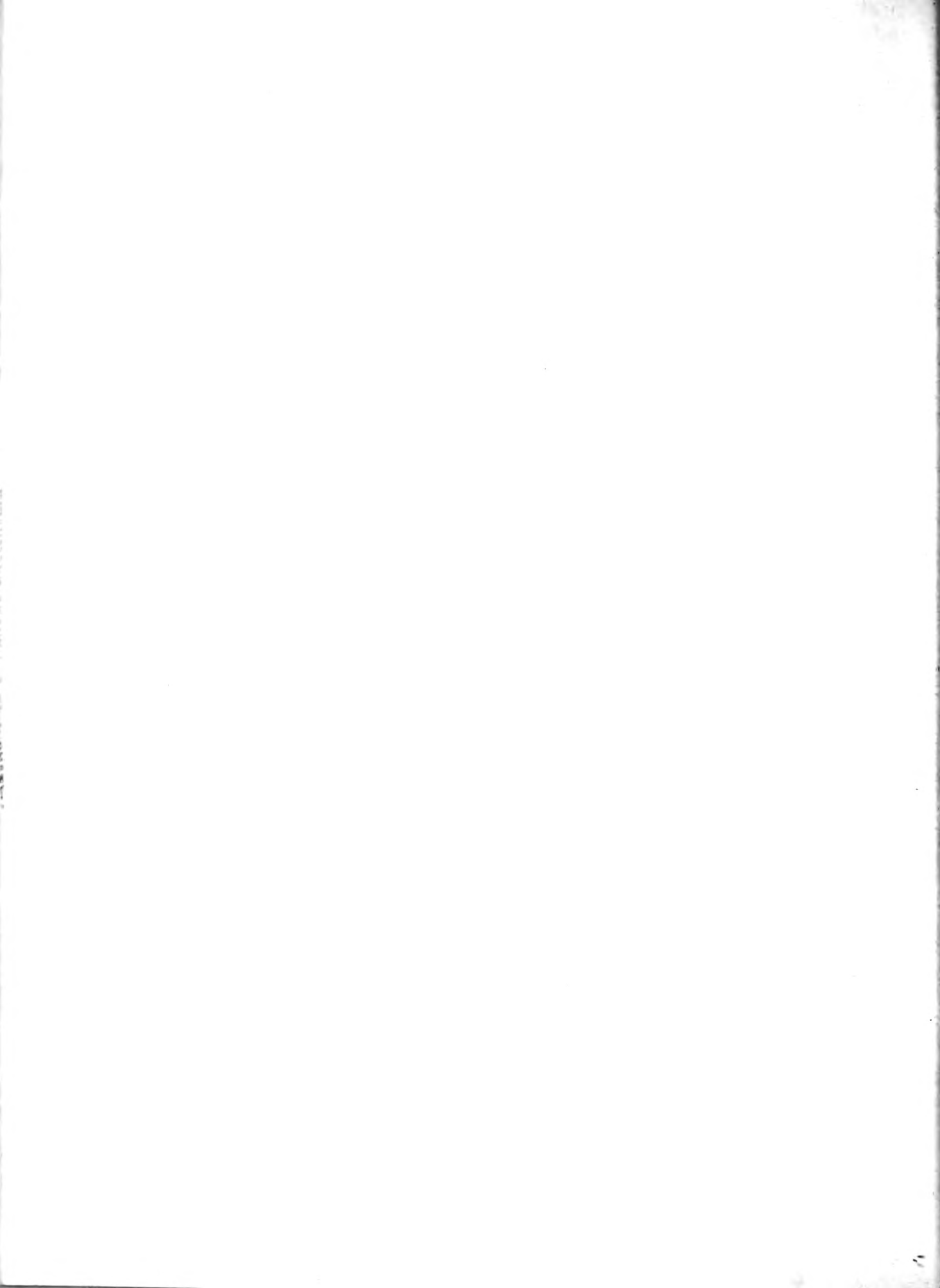
the budget or felt much responsibility for its control. An advisory budgetary committee has been established to review the resources available to the Office and how they can best be distributed to produce the desired results. More complete and frequent financial analyses are shared with the academic employees in the Office than in the past. Although the final budgetary decisions have been and will continue to be made by the Director, he does seek and seriously considers the opinion of his academic staff in making important budgetary decisions and developing the budget.

Although we have become fairly sophisticated in the use of the computer in the processing of applications, we use it rather sparingly in our record keeping. For example, all grades are still hand-posted to the student's permanent ledger; and voluminous files for individual students are manually maintained at a rather high labor cost.

As soon as possible, a systems and procedures analyst will be asked to concentrate on developing ways and means to computerize our record keeping procedures in cooperation with the Associate Director of Records and Registration.

A more systematic arrangement needs to be developed for coordinating requests to the Administrative Data Processing Unit and to determine whether or not our recurring requests for computer output are still viable. A committee is being set up within the Office to review these problems and provide recommendations for resolving them.

Although the recruiting effort for the Special Educational Opportunities Program during the summer of 1968 was successful in terms of the number of students who came on campus, many students arrived with little information concerning the financial aid available to them. For fall 1969, students in this Program will be recruited primarily by the professional staff in the Office of Admissions and Records. At the time a student is informed of his admission to the program, he will be given detailed information concerning the financial aid package that the University can offer him. He will be asked to notify us in writing whether or not he accepts the financial aid package. The purpose of this arrangement, of course, is to let the student know from the beginning what he can expect in terms of financial support.





## COLLEGE OF AGRICULTURE

Unquestionably, the greatest strength of the College of Agriculture is that, fundamentally speaking, it is and always has been people-oriented. Its purpose is to help people improve themselves and the quality of their lives through the medium of education. The College's approach to the task includes a genuine, personalized concern for people and their problems.

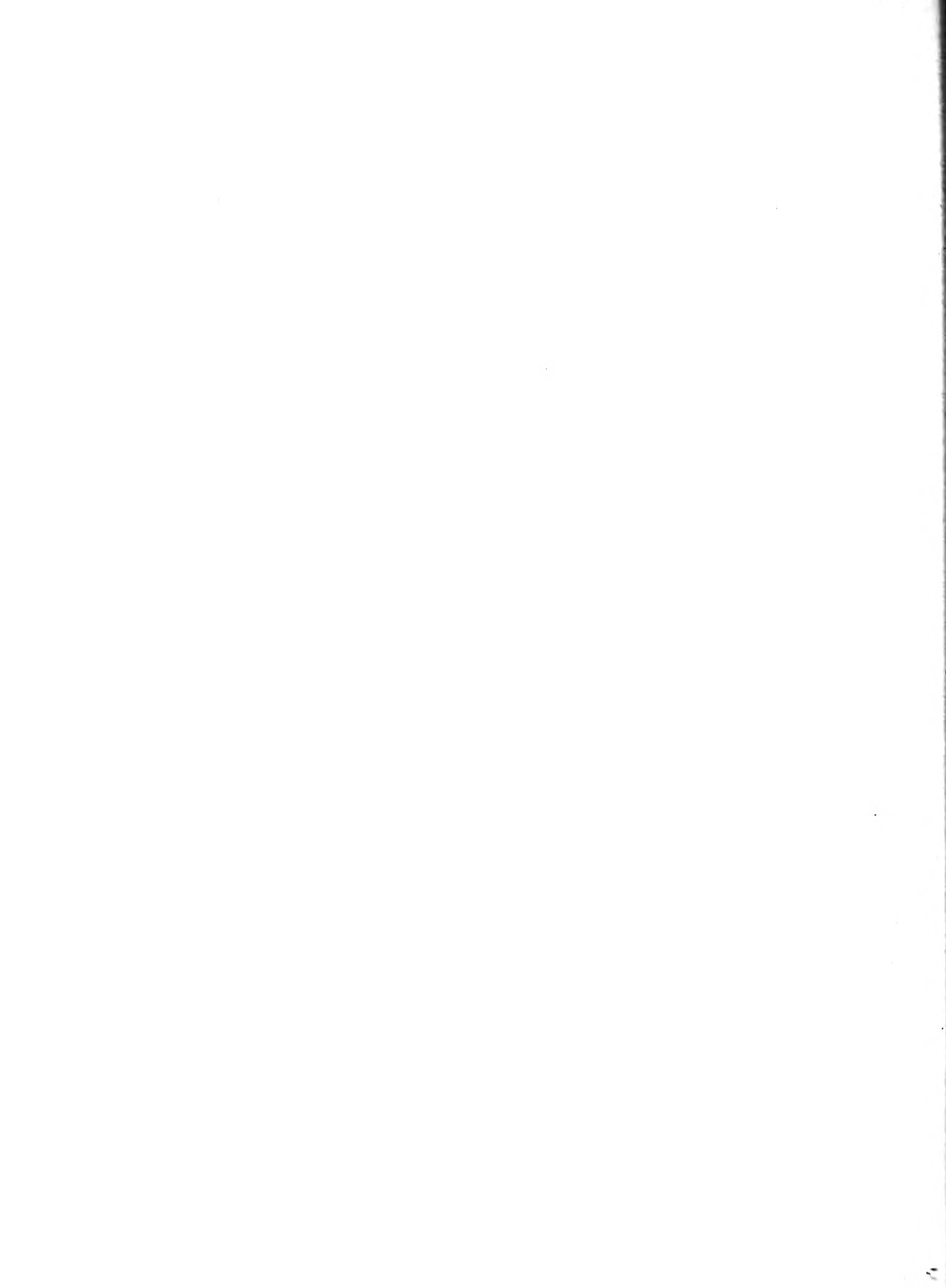
Another basic strength of the College of Agriculture resides in its legally prescribed obligation to supervise the Cooperative Extension program in agriculture and home economics for the entire State of Illinois and to conduct research for the benefit of the State and the nation through the operation of the Illinois Agricultural Experiment Station. These two functions result in the centralization at the Urbana-Champaign campus of the major part of public-supported research and extension in agriculture and home economics for the State.

The teaching function of the College is tremendously strengthened through the relationships of the instructors with the research and extension activities. Almost all members of the teaching faculty of the College have part-time responsibilities in research and this results in a staff alert to the problems facing the producers, processors, and marketers of agricultural products within the State, the nation, and the world. A faculty so involved brings to the classroom current problems and the results of research either from their own experimental efforts or from those described in scientific journals and at professional meetings.

The College functions as a center for the solution of the problems of agriculture and the home, for a constant flood of practical questions from over the State comes to the attention of the staff daily. Because of the increasing sophistication of the research efforts needed in the solution of many of these questions, attention also has to be given to the fundamental research on which the developmental studies are based.

The Extension Service specialists on the Urbana-Champaign campus and the staff located elsewhere in the State also continually refer problems to the College and seek solutions there. The close contact with the agricultural producers of the State brought about through the Extension Service provides a productive avenue for the dissemination of the results of research at the College.

In the past fifteen years the College has become increasingly involved in the agricultural problems of the developing countries of the world, not only



through United States AID contracts but through the efforts of individual professors working on a variety of other projects. The effect of this international effort has been to broaden the vision of staff members and to make their comprehension of agriculture world-wide.

Other strengths of the College of Agriculture lie in the availability of the resources of the great University library, as well as the collective competence of University staff in the supporting physical, biological, and social science disciplines.

Still another strength of the College is the continuing concern of the faculty in the welfare of individual students brought about in part by a well-coordinated advisory program and by a personalized placement service located in the College. These activities assure the student of the concern of the College for its students and graduates. In addition, students are impressed by the facts that instruction in the College is provided largely by faculty of professorial rank and that graduate assistants are indeed assistants.

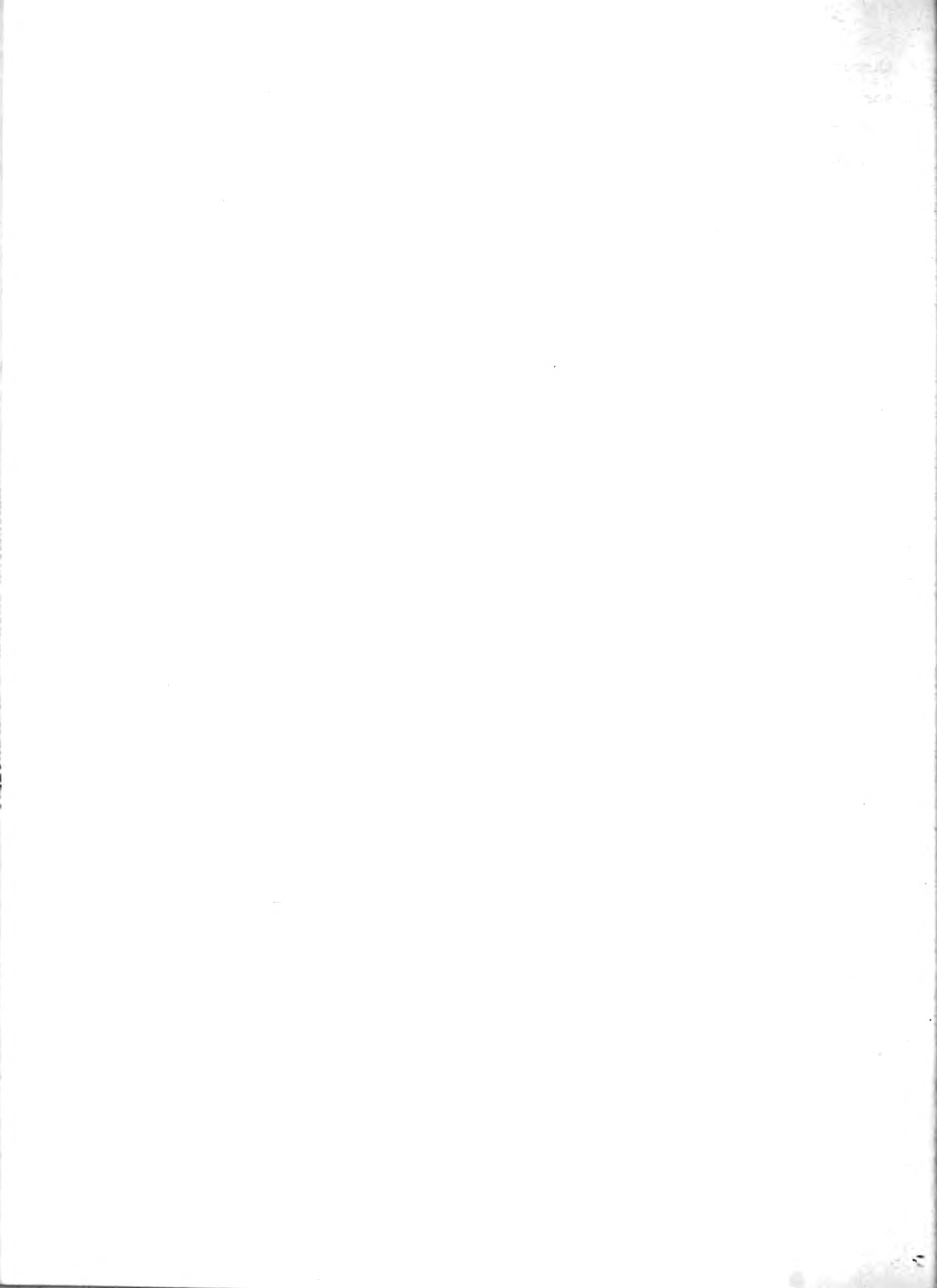
In certain departments and certain divisions of other departments, physical facilities in the form of old or highly inadequate laboratory and office facilities, place limitations upon the success of the College. In other cases, the separation of staff into small units scattered over the campus is a handicap. The latter situation damages cooperative effort and the interplay of general academic discussion and reduces the availability of certain facilities to all members of the staff.

In one or two divisions of the College, some reorientation in the purposes and functions of the unit is needed. As a result of the complex nature of many areas of study, a smaller range of activity with more definition in the attack appears warranted.

Evaluation of the effectiveness of teaching, research, and extension activities remains a difficult endeavor, with perhaps the greatest problem being the measurement of quality. Increasing attention is being directed toward more thorough evaluation.

Obtaining highly qualified staff in teaching, research, and extension becomes ever more difficult because the opportunities for trained graduates at all levels are expanding and the competition for the best graduates increases. While faculty salaries have increased considerably in recent years, difficulty is still experienced in finding and keeping highly capable staff.

Operating budgets are an even greater limitation upon the productivity of the College. More resources that may be used at the discretion of administrators



are badly needed. The graduate training program of the College expands too slowly because of the necessary limitations on the numbers of graduate assistantships available. Occasionally, research activities are directed by the availability of federal government and foundation research grants rather than by the major research needs of agriculture. While available funds and research need may sometimes coincide, it is regrettable that funding rather than need often directs the course of experimental study.

Further, the present policy of providing operating funds largely upon the basis of student enrollments tends to deny that the College has responsibilities unrelated to student numbers.

In the final analysis, a college can become and remain great only through the caliber of its faculty and the capabilities of its graduates. A dynamic technical agriculture located in a great agricultural state places heavy demands upon the faculty of its principal research and teaching center. The entire State of Illinois and, in particular, its agricultural sector, look to the College of Agriculture for leadership and confidently expect to find it. This faculty with an acknowledged high degree of competence is responding with initiative and dedicated effort. Its productiveness can be further enhanced by increased research funds and more adequate working facilities.



## ARMED FORCES

The major strengths of the Military Departments have not changed through the years, even though student attitudes and conditions of enrollment (i.e., voluntary ROTC instead of compulsory) have changed considerably. These strengths are two. First, providing in the University curriculum an otherwise unavailable outlet for qualified students to prepare for their military obligation in a manner commensurate with their education. The various ROTC programs continue to provide highly qualified young leaders for the Armed Forces, and upon completion of active duty, for civilian industry as well. Second is the favorable image created by ROTC cadets and staff members who exemplify the tradition of honorable service to our country through participation in University and community activities. This is particularly true in communities away from the University where there is sometimes a feeling that all university students are dissenters, draft dodgers, "hippies," etc. These continue to be the major strengths of the Military Departments, although much could be said for the efforts of all the services to keep pace with the changing University scene, both from the standpoint of the academic quality of the military curriculum and the professional competence of the staff.

The only significant limitation is the decrease in enrollment that has affected all three ROTC programs. This trend can be attributed to several factors; the first and foremost is a general attitude of distaste for the war in Vietnam and a tendency to express this feeling by avoidance or postponement of any type of military service. Closely related to this factor is the undergraduate's relative security from the draft as long as he maintains his standing as a college student. Those who do enroll in ROTC are many times subjected to ridicule by their classmates and associates; and, although few, some do yield to pressure and withdraw from the program. A more frequent reason for withdrawal is academic. Many Basic Course cadets and midshipmen, particularly freshmen, suddenly find themselves in unexpected academic difficulty in their colleges. Something has to give; and, unfortunately for the Military Departments, it is usually ROTC, since most colleges do not recognize military training at the Basic Course level. Even for those who do not have academic difficulty, the work load within the various colleges causes many ROTC cadets to spend an extra semester or even an extra year to obtain a baccalaureate degree.

Several steps have been taken to overcome this limitation, among which is a special two-year program offered in all three services that substitutes a





special summer camp for the Basic Course. Each service also offers an attractive scholarship program that is competitive with other types of financial assistance. Continued emphasis is placed on counseling at the high school level and at the University to ensure that all draft-eligible men know of the available options. Innovations in military curricula are continuously being studied, as exemplified by the Navy's adoption of a new program which lightens the burden of professional naval subjects during the first two years and gives more recognition to the vast differences in students, major fields of study, and college requirements. The Army and Air Force have had similar programs for several years in which certain non-military courses taught by the University accrue credit from both ROTC and the student's college.

In summary, the Military Departments remain dedicated to the purpose of training highly qualified young leaders for service as commissioned officers and future "citizen leaders," but at the same time strive to maintain the flexibility required for harmonious relations on the modern campus. Thus the student at this University has readily available to him an educational option that can affect his professional future.



## INSTITUTE OF AVIATION

The Institute of Aviation, established in 1946, was charged with the promotion and correlation of educational and research activities relating to aviation in all parts of the University. The Institute also cooperates with other divisions of the University on projects related to aviation. Typical of the Institute's cooperative activity is the help extended (1) to the Medical College in the establishment of its atmospheric environment research, (2) to the College of Law in publication of its monograph on airport zoning law, (3) to the Electrical Engineering Department in providing space at the Airport for antennae research, and (4) to the Aeronautical and Astronautical Engineering Department by furnishing aircraft for aeronautical engineering demonstrations and research. While the Institute acts as a service agency in some research, its own staff has also produced notable research results.

The Institute manages and operates the University of Illinois-Willard Airport which consists of nearly 1,120 acres and was built in 1945. The Airport is the site of research activities, instruction, and public service.

Teaching carried on by the Institute includes flight instruction in classrooms on the main campus as well as in laboratories at the Airport. Flight instruction courses start with basic instruction and extend through full professional preparation. All courses are open to students from all divisions of the University. Other courses given by the Institute consist of three two-year curricula: a Professional Pilot Curriculum, 75 percent of which is in liberal arts; an Aircraft Maintenance Curriculum, and an Aviation Electronics Curriculum. The latter two are designed for the development of aviation technicians and are fully approved by the Federal Aviation Administration. A large number of students who complete these courses transfer to other divisions of the University such as Vocational Education, Aeronautical and Astronautical Engineering, and Business Administration, take degrees from these divisions, and end up with unique but very marketable backgrounds. The demand for the Institute's graduates has always exceeded its supply. In recent years the number of applicants for admission to the Institute has been so great that a high degree of selectivity, including a personal interview, has been possible. Applicants always have had to meet the same basic educational requirements for admission as applicants to other divisions of the University.

To stimulate more research at the Institute, a new Aviation Research Laboratory has been established. It will be directed by a senior scientist who

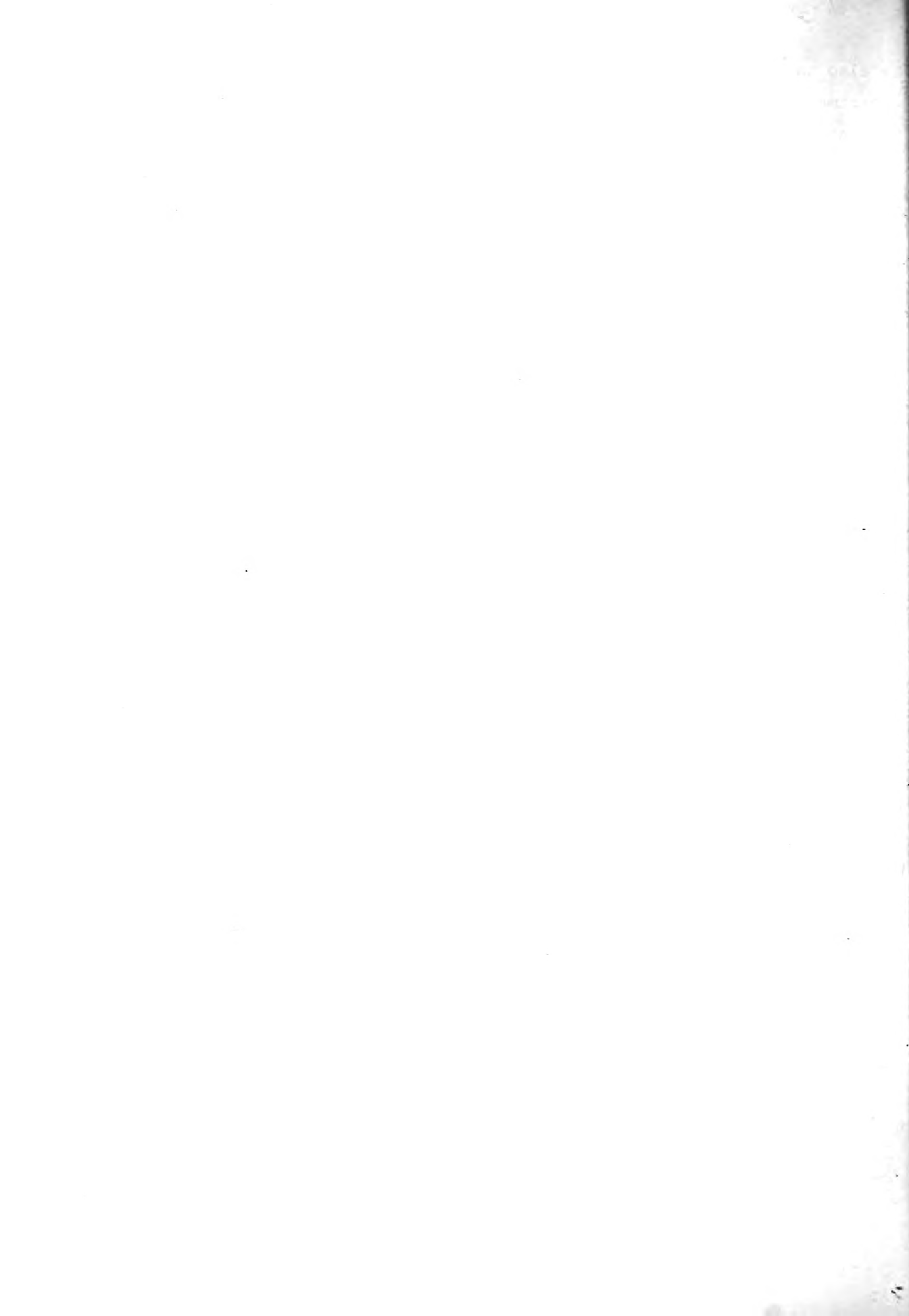


is also an experienced pilot and has a joint appointment as professor in the departments of Psychology and of Aeronautical and Astronautical Engineering. The laboratory will conduct research in aviation training, performance measurement, flight simulation, displays and controls in the cockpit, air traffic control, and other areas relevant to aviation in general.

Part of the University's service to the public is the availability of the Airport facilities to the community. Among these services are the use of the landing areas and fuel, hangar, and mechanical repair services. The Ozark and Airlines use the landing and terminal building facilities, thus making air transportation available to the community. Through the landing charges and rentals, a part of the operating costs of the Airport is recovered, and through the flight course fees, the operating costs of flight instruction are recovered. With the income from all sources, the Airport financially breaks even.

A final service, supplied to University personnel, is the airplane pool of ten University aircraft, including a 64-place DC-6B, available for transportation of students, teachers, and staff. These aircraft are supplied either with or without pilots. Currently the Institute operates a fleet of 55 aircraft in all its activities.

During more than 22 years of operation, the Institute has developed an international reputation for its pioneering work in aerospace education, and has produced graduates who have proved successful in industry, government, and education.



## BUSINESS OFFICE

The Director of Business Affairs is the chief business officer for the Urbana-Champaign campus and is responsible for the direction, coordination, and review of campus fiscal affairs as handled by the following divisions: Accounting, Bursar, Insurance, and Purchasing. A brief description of these divisions appears below.

The Director reports directly to the Vice President and Comptroller via the Chancellor but assists and supports the Chancellor's Office, as indicated above and through the performance of such functions as may be assigned to him by the Chancellor. The line responsibility via the Chancellor is necessary as the Vice President and Comptroller is the general fiscal officer of the Board of Trustees and, as such, approves for the Board all expenditures for which an appropriation has been made by the Board.

### Accounting Division

The Chief Accountant and his staff are responsible for the preparation and issuance of financial reports, verification and payment of all vouchers, equipment inventory control, financial accounting for related organizations, accounts receivable control, collection for non-student sales and services, and central mail remittance control for the campus Business Office.

Activities and records of the division have been programmed for and implemented on data processing equipment. Additional utilization of data processing equipment for inventory control, financial reporting, and disbursing functions is in various stages of development. Initial stages are underway for a complete review and revision of the accounting system to provide all campus departments with financial information in a more useful form and on a more timely basis.

Present problems include insufficient working space, outmoded filing systems, and a shortage of qualified accounting personnel. Additional space is being provided to the division this year and should partially alleviate the space problem. Proposals are being reviewed and systems studied for better and more efficient filing systems. Efforts are underway to recruit additional professional staff as well as upgrade present professional personnel who are improving themselves through personal study and/or whose salaries are not commensurate with their responsibilities.

### Bursar's Division

The Bursar and his staff are responsible for the receipt and deposit of all money, payment of all employees (approximately 18,000 staff and students),





handling of student loans (about 8,100 per year), and the negotiation and fiscal administration of approximately 2,000 grants and contracts with governmental and private agencies aggregating over \$40 million per year. A new payroll system is to be implemented during the year which represents a substantial improvement over the present system; and, in addition, the responsibilities of this office will be broadened to include accounting for benefits of the nonacademic staff.

Primary problems are (1) recruiting and retention of key personnel, and (2) lack of adequate space for the staff. The space problem will be partially alleviated in 1969 by moving into larger but not new facilities. Studies are continuing of ways to reduce turnover and to recruit and retain competent professional personnel.

While the above description of work involves only the Urbana-Champaign campus, this office also handles the details of acquisition and disposition of investment securities and endowment administration for the entire University. This required approximately 375 transactions, which included the purchase, sale, etc., of securities, with a total approximate value of \$70 million during FY 1968.

#### Insurance Office

The Insurance Office headed by a Supervisor of Insurance, administers student, faculty, and staff insurance programs as well as the general insurance requirements for the University. Functions of the office include the drafting of contracts and insuring agreements, procurement of insurance, and administration of the plans. The all-inclusive responsibility for these functions is an ideal arrangement leading to greater flexibility and responsiveness to the various needs for protection.

#### Purchasing Division

The Board of Trustees has centralized the authority to purchase in the Business Office under the Vice President and Comptroller, who has delegated the authority to the Director of Purchases through the Director of Business Affairs.

The Purchasing Division provides a full-service purchasing operation to acquire commodities and services for the departments in the most economical and timely manner consistent with regulations adopted pursuant to the Illinois Purchasing Act. Included in the division are the following basic groups: Administrative, Buying Section, Traffic Section, Clerical Group, Military Property Custodian, and General Stores Operations.

The strength of the division lies in the existence of a professional purchasing staff with accumulated expertise in all phases of purchasing, stores,



and traffic management. This staff is available to all departments for consultation and advice in connection with planning or operational problems. The staff has been able to increase its effectiveness by the development and implementation of new computer-oriented purchasing techniques related to expediting, analysis, stores, inventory, billing, and traffic management. The major limitations are associated with space, funds for additional automated equipment, and the accessibility of computer facilities. Improvement in space is being made through the construction of a new Central Receiving Warehouse and the assignment of additional office space. Studies are currently underway to define the role of the Administrative Data Processing installation which could result in more computer time for purchasing programs.

#### Auditing Division

The Internal Auditing Division is part of the General University Administration of the University and reports directly to the Vice President and Comptroller. A separate office administered by an auditor is maintained at each campus. (Currently, both Chicago campuses report to the auditor at the Urbana-Champaign campus. The appointment of a University auditor is contemplated in the near future.)

The Urbana-Champaign campus office includes audit and systems staff. The audit staff conducts both operational and financial audits, and the systems staff is involved primarily in developing improved financial systems and procedures. All new financial systems or modifications of existing systems must be approved by the assistant to the Auditor.

The primary problem of the division is a shortage of systems staff. Recruiting efforts are now in progress for two new staff positions.



### Strengths

Faculty: Many professors in this College have national reputations in their areas. We are especially strong in accountancy with Bedford and Mautz. Survey methodology in marketing is perhaps the strongest such area in the nation with Ferber and Sudman. Litterer gives us considerable strength in management, as does Mehr in insurance. Economics has a number of outstanding professors such as Brems, Due, Frankel, and Judge. Four of our professors are currently presidents or presidents-elect of their national scholarly associations. Among our assistant professors are several individuals of great academic promise.

Programs: Our undergraduate and graduate programs in accountancy and economics are well organized and highly respected. The success of our accountancy graduates in national professional examinations is especially noteworthy.

Facilities: Commerce West is a particularly attractive classroom and office building which, together with David Kinley Hall, provides our faculty and students with accommodations that are more than adequate. The location of these buildings, in close proximity to the University Library, is conducive to scholarship; and the presence of a computer facility in Commerce West is an additional plus factor.

Peripheral Organizations: A number of organizations affiliated with this College has proved stimulating to research. For example, the Center for International Education and Research in Accounting is a unique institution that has encouraged relationships between accountants from several countries, and that has resulted in professorial exchange programs and scholarly monographs and articles. The Bureau of Business Management and the Executive Development Center have both contributed significantly to continuing education programs in business. The Bureau of Business and Economic Research has provided a vehicle for faculty research and has independently produced the Quarterly Review of Economics and Business and the Illinois Business Review, as well as several monographs and books each year.

### Limitations

Faculty: The faculty of the College appears to have a cadre of weak, but tenured, associate professors. Also, in the past there has been considerable inbreeding, especially in accountancy. Finance has too many institutionalists and does not have senior men who are trained in the latest techniques. Business administration needs a number of faculty members with mathematical and behavioral



skills. Economics would probably be stimulated by the addition of another senior man with a national reputation in his field.

Programs: The College is one of the few in the nation that structures its programs in business (including accountancy) in the liberal arts departmental tradition. This arrangement has produced a large number of relatively inflexible departmental degrees of varying quality at the graduate level. Thus, there are Ph.D's in accounting, marketing, finance, economics, and business; a D.B.A. in Business; an M.B.A.; and a number of other master's degrees. These highly structured programs have impeded the introduction of much of the material (e.g., information theory, systems analysis, operations research, computer applications, behavioral science, model building, etc.) which has revolutionized business education in recent years. On the undergraduate level there are far too many courses, majors that take too long, and a lack of new subject matter. Over 130 hours are now required for graduation from this College. Here, too, the curriculum is dominated by competing departmental programs.

External Relationships: In the past there has been little communication between the College and the business community.

Research: There is great need for forceful emphasis on scholarly productivity. Faculty research has been quite "spotty" in the past, and the penalty-reward system has not worked uniformly to enhance academic performance.

#### Current or Projected Plans for Overcoming Limitations

Faculty: A College-wide policy now exists to prevent the addition of more Illinois Ph.D's to our faculty. The penalty-reward system is now based entirely upon scholarly performance and may encourage weak faculty with tenure to improve their efforts or to leave. No more institutionalists are being added to finance, and recruiting of first-rate people is proceeding vigorously in all areas of the College.

Programs: The Dean has recommended, and a committee is studying, the establishment of a new Graduate School of Business with only one Ph.D. to be offered in business. This Ph.D. plus the one now offered in economics will be, hopefully, the only doctoral programs in the College. Several departments have already been combined into the Department of Business Administration. Another committee is currently examining our undergraduate curriculum which will be abbreviated, consolidated, and modernized as a result.

External Relationships: An associate dean for external relationships has been newly appointed, an advisory committee established, and several new plans for business conferences and meetings initiated.





Research: Improvement in merit structure has already been noted. In addition, the new administration is attempting to establish an environment conducive to research.



## COLLEGE OF COMMUNICATIONS

The College of Communications consists of five divisions--three instructional departments, a research agency, and a broadcasting unit. Its teaching and research faculty consists of 23 full-time and 22 part-time staff members and 27 graduate assistants.

The three instructional units are the Department of Advertising, the Department of Journalism, and the Department of Radio and Television. They prepare students for professional careers on newspapers and magazines, in advertising and public relations, and with broadcasting stations and networks. Each department offers work leading to the bachelor's and master's degrees. All three were re-accredited in 1968 by the American Council on Education for Journalism. Undergraduate enrollments during fall semester 1968 were advertising, 171; journalism, 101; and radio and television, 102. Master's enrollments were advertising, 42; journalism, 28; and radio and television, 31.

Undergraduates in the College of Communications ordinarily take their first two years of work in liberal arts and enter one of the College programs at the start of their junior year. By graduation, they have taken approximately three-fourths of their work in liberal arts and one-fourth in the College of Communications.

Among some journalism educators the College has the reputation of over-emphasizing theory and under-emphasizing skills. The faculty is not opposed to emphasizing the skills that a professional needs. However, its conception of the skills and background a professional needs sometimes differs from that of other journalism educators. The faculty has tried to hold purely skills courses to a minimum and to teach them with the best professionals obtainable. The Department of Radio and Television, partly because of the nature of the medium, is more skills-oriented than the departments of journalism and advertising. Currently the Department of Journalism is conducting a searching self-study to adapt its curriculum to the revolution in communications technology and to strengthen its emphasis on public affairs reporting.

The Institute of Communications Research investigates all phases of human communication. Emphasis is on theoretical as distinguished from applied research. At present its major project is a cross-cultural study of the semantic differential, a tool for measuring affective meaning. Staff members hold joint appointments in such areas as political science, linguistics, psychology, sociology, and journalism.



The Division of University Broadcasting operates the University's non-commercial broadcasting stations--WILL-AM, WILL-FM, and WILL-TV (Channel 12)--as well as a motion-picture unit which produces instructional films.

In addition, the College sponsors an interdisciplinary doctorate in communications. The program is administered by an interdepartmental committee, which offers no courses of its own but which cross-lists courses in such areas as linguistics, psychology, sociology, theater, journalism, and library science. It provides a student with an opportunity to concentrate in either of two broad areas: inter- or intra-personal communication (involving, for instance, psycholinguistics) or mass communications (involving a study of the institutions of mass communications, their history, structure, scope). A student concentrating in one area is required to take some work in the other. The doctorate is not intended to produce practitioners for the media but is a research degree with a heavy emphasis on theory. Enrollment was 48 during fall 1968 semester.



## DEAN OF STUDENTS OFFICE

The division of the Dean of Students includes the offices of the Dean of Student Programs and Services (formerly Dean of Men), Dean of Student Personnel and Dean of Women, Foreign Student Affairs, Student Financial Aid, Coordinating Placement, and Security. In addition the Director of Housing and the Director of the Illini Union report to the Dean of Students with respect to social, educational, and cultural programs carried on in residence halls and in the Union. The Dean of Students is administratively responsible for various student-faculty advisory boards and is charged with general supervision of extracurricular affairs and activities of undergraduate students on the Urbana-Champaign campus.

Many of the major weaknesses and limitations to be found within the division of the Dean of Students have now been corrected. Until two years ago, this division, like other student affairs offices on other campuses, suffered from a variety of organizational and philosophical weaknesses. Some of these were diffusion of responsibility and an arbitrary division of responsibility on the basis of the sex of the students; a limited, essentially defensive conception of student affairs as little more than the provision of auxiliary services unrelated to academic life; and overlapping, duplicated staff functions with an accompanying lack of communication among individuals responsible for such matters as advising freshman men, advising freshman women, advising in matters of housing, discipline, or financial aids. Communication links between students and staff, between staff members in various departments, and between the division of the Dean of Students and the chief executive officers of the campus were in disrepair. Above all, the ability of the campus to respond quickly and effectively in critical situations involving student unrest was severely limited, and there was little opportunity for the division of the Dean of Students to provide effective leadership in developing new programs, effectively arbitrating in matters of student concern, or effectively supporting educational programs.

In 1967-68, plans for reorganization and staff recruiting aimed at correcting these deficiencies were completed. All individual student personnel services for both men and women, together with such related group functions as married student and Selective Service advising, the Special Educational Opportunities Program, the Mothers and Dads Associations, and freshman orientation, have been brought together under Dr. Miriam A. Sheldon in the office of the Dean of Student Personnel and Dean of Women. Matters related to advising of student government groups and organizations (fraternities, sororities, MIA, WISA, MRHA, Student





Senate, and all recognized student organizations) have been coordinated in a new Office of Student Programs and Services under the direction of Dean Daniel J. Perrino. In addition, this office has been charged with the new responsibility of developing creative programs to stimulate the intellectual and cultural life of the entire campus. The separate functions of administering undergraduate scholarships, veterans' benefits, student loans, and student employment have now been combined in a new office of Student Financial Aids under the direction of Mr. Hugh M. Satterlee.

As a corollary to this reorganization along functional lines, communications, which is taken to include more precise definition of staff and department functions as well as the coordination of staff efforts, has been greatly improved. The Associate Dean of Students, Dr. Stanley R. Levy, is responsible, in addition to his other duties, for working with matters affecting student affairs research and coordination among departments. The Assistant Dean of Students, John Scouffas, has been assigned responsibility for coordinating the response of the campus in instances of confrontation and student unrest, and he works directly with matters affecting the Security Office and the student discipline system. Communication with students has been improved in a variety of ways, the most important being preparation of a monthly newsletter, Student Affairs, that is mailed to each undergraduate. A student-staff communications committee has developed plans for an information network as well as plans for more rapid distribution of information in regard to cultural events on the campus and has assisted in developing various student advisory committees, as well as programs such as the Faculty Associates plan which brings students in the residence units into closer contact with faculty. Cooperation among departments has been improved markedly by the establishment of interdepartmental standing and ad hoc committees concerned with residential affairs, academic affairs, external affairs (that is, the relationship of students and student organizations to the community), and special topics such as the development of a policy governing the maintenance of student personnel records. Policy matters of the division are now discussed and acted upon in regular weekly meetings of an executive committee consisting of the head of each department, together with the Associate and Assistant Dean of Students, the Director of Housing, and the Director of the Illini Union. (It is expected that the relationships of the Director of Housing, Director of the Union, and Director of the Assembly Hall to the Office of the Dean of Students will be formally recognized beginning in September 1969, when the budget will show them as holding joint appointments with



the Dean of Students as well as with the Director of Plant and Services.) The Dean of Students regularly advises the Chancellor in various meetings of deans and directors and other campus administrative officers.

One of the major problems remaining is the diffusion of authority among a large number of student governing groups, and the resulting lack of clear lines of legislative authority. Creation of a new Policy Committee on Student Affairs by the Faculty Senate may be of help in this area. The committee includes faculty and graduate as well as undergraduate students, and is charged with responsibility for advising the Faculty Senate in all matters of student affairs policy. Theoretically, this will provide a single legislative channel directly to the Senate and thence to the Chancellor, President, and Board of Trustees. Creation of the new Policy Committee also clears the way for establishment of an undergraduate student committee, advisory to the Dean of Students, that will be concerned with identifying student needs, formulating proposals for consideration by the Policy Committee on Student Affairs, and advising in all matters of policy implementation. It is expected that this committee will be appointed by the beginning of the second semester 1969. More than this, the Office of Student Programs and Services is rapidly developing a variety of direct contacts with students in their living units, and important new emphasis is being placed on using residence hall counselors and head residents as channels for communication with students and for the representation of student needs and opinions to the administration.

In summary, the division of the Dean of Students now appears able to perform its traditional service functions more effectively, to be more immediately responsive to student needs, and to be moving forward into important new areas of concern for the intellectual and cultural life of the campus.



## COLLEGE OF EDUCATION

### Educational Program

The College of Education serves over 1,100 undergraduate students in curricula administered within the College, and approximately 3,400 students in teacher education programs in six other colleges of the University. Acting as a single department of the Graduate College, the College of Education serves 1,170 graduate students within its own programs and approximately 200 students in master's programs in teacher education administered by other departments of the Graduate College. The graduate student enrollment in the Department of Education includes 668 master's candidates, 74 candidates for the Advanced Certificate, and 392 doctoral students.

There appears to be growing interest among the College faculty in the revision of courses to bring theory and practice into closer relationship through increased emphasis on clinical experiences. Some faculty members and many students have held the opinion that the laboratory experiences now offered in the College come too late in the programs to serve the beneficial purposes commonly ascribed to them. The Alternate Program in Teacher Education, now serving a number of students admitted under the Special Educational Opportunities Program, functions as an experiment emphasizing early clinical experiences for students in teacher education. Some of the didactic approaches now employed in professional education courses are being replaced with seminars in which laboratory experiences are analyzed, evaluated, and reconstructed.

The Washinton School Project (operated in conjunction with Unit 4, Champaign), the programs administered by the Curriculum Laboratory in the University High School Building, the new program in Early Childhood Education, and the Center for Instructional Research and Curriculum Evaluation exemplify new directions in program research and development, some of which have had national impact.

The extramural program of the College has continued to serve both degree candidates and public school personnel pursuing courses for professional advancement. This program permits those eligible for admission to the Graduate College to complete as much as one-half of the requirements of the Master of Education through off-campus courses and has encouraged many students to enter graduate and advanced graduate study in the Graduate Department of Education. The University Extension Division is experimenting with telecommunications



to discover whether instructional expertise may be amplified and disseminated through remote classroom stations to students over the State.

### Faculty

Serving the seven instructional departments of the College of Education are faculty members whose contributions to education are nationally and, in some cases, internationally recognized. The interests and achievements of some 250 faculty members, and as many graduate assistants, provide an appropriate balance of productive research, writing, and teaching at all levels.

The educational program would be strengthened by the addition of specialized faculty members in certain areas of special education, history and philosophy of education, educational psychology, and secondary and continuing education. The growing enrollment in teacher education throughout the University diverts the faculty from research and development tasks which should have higher priority than is now possible. The College is responsible for professional courses for students in programs administered by seven colleges of the University in some thirty teaching fields. The expansion of the professorial ranks in education has not been proportionate to the increase in students.

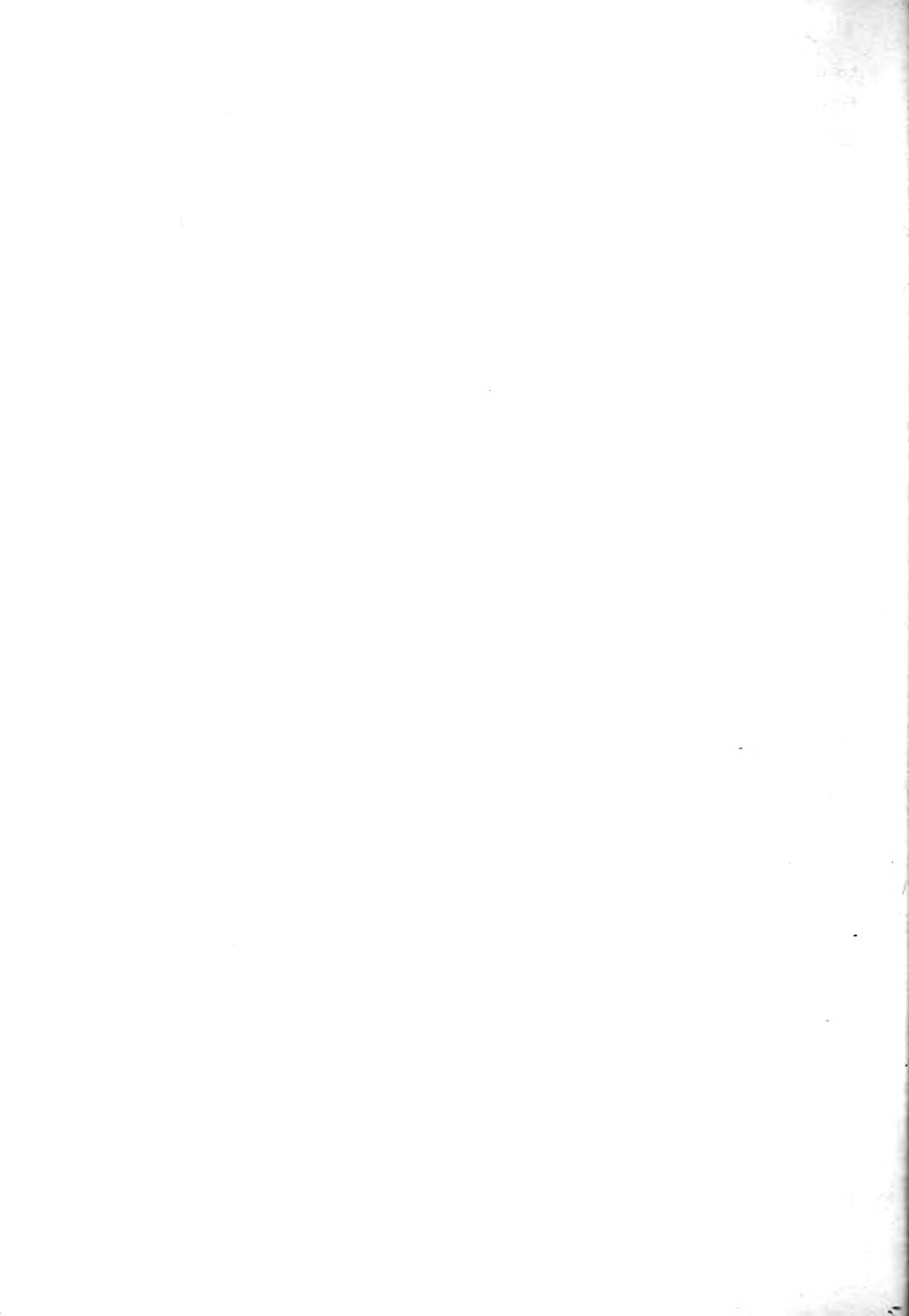
Programs in special education, because of a shortage of appropriately specialized faculty, have excluded such areas as the visually handicapped and the trainable mentally retarded. The addition of specialists in these areas would permit greater breadth of opportunity for graduate studies and research. The department of Special Education has three full-time faculty vacancies, a condition which imposes an inordinate burden on those few who are qualified, in terms of Graduate College policies, to advise doctoral students.

The interest of the College in serving areas now unattended should be emphasized as the basis for citing the need for more faculty members. The College does not propose greatly to increase the production of graduates in all its programs; rather, it plans to respond selectively to the educational concerns demanding professional attention.

One of the major strengths of the faculty of the College lies in its close communication with members of the profession active in public schools and with a wide range of agencies interested in public education, including the U.S. Office of Education, the State Board of Higher Education and its committees, and the Office of the Superintendent of Public Instruction.

### Students

Since the enrollment capacity of the University and the College has not increased in direct proportion to the number of applicants, admission standards





have become increasingly selective (except for special groups). As a result, the academic potential of the students has been elevated, especially within the last three or four years. The quality of our students today is regarded as a positive influence on the quality of education at this institution.

#### Research and Development Units

The Center for Instructional Research and Curriculum Evaluation has three main functions: (1) to develop models and techniques for evaluation of educational endeavors and to encourage the use and development of evaluation and curriculum projects in various types of educational programs; (2) to conduct research and development projects in the areas of evaluation and instructional research; (3) to foster or administer training programs on evaluation in the form of workshops, conferences, and institutes. The Center is engaged in the evaluation of the program for Training of Teachers of Teachers, sponsored by the U.S. Office of Education. The Center is regarded as one of the most unique and influential units of its kind in the nation.

The Educational Research Information Center is a nationwide network comprising a central staff at the U.S. Office of Education and a number of decentralized information centers, or clearinghouses, each focused on a substantive area of education. Each Center selects and acquires significant information from the educational community so that it may be stored, readily retrieved, and disseminated.

The Institute for Research on Exceptional Children has achieved national recognition for its contribution to the education of both gifted and handicapped children. The Department of Special Education, closely allied with the Institute, prepares a limited number of highly qualified undergraduate students and administers a program of advanced graduate education which attracts both domestic and foreign students.

The Curriculum Laboratory has conducted important research and development programs in most of the school subjects. Greatest attention has been devoted to science, mathematics, and social studies education. The far-reaching influence of the University of Illinois on school mathematics through its curriculum development and workshops is well known in this country and abroad.

The new Illinois Teaching Experiences Laboratory, by recording teaching episodes, provides opportunities for both students and professors to engage in critical self-analysis.

The Bureau of Educational Research has provided consultative leadership for school systems in all parts of the United States and has collaborated in



the development and promulgation of studies whose findings provided the bases for major administrative decisions affecting the participant systems. The staff of the Bureau, and particularly its director, played key roles in State-wide studies which have produced a set of guidelines for education in Illinois whose influence will be effective for some time to come.

The College of Education is actively participating in the work of the Computer-Based Education Research Laboratory, the central activity of which is to develop techniques and applications of computer technology to educational tasks. The Programmed Logic and Teaching Operation was conceived and developed as a major project of the laboratory which includes staff members from the College faculty.

The Office of Educational Placement maintains a computerized system in which vacancies in educational positions are classified in detail. Graduates of the University who are registered with the placement service are systematically informed of positions which would be appropriate to their background and interests. This office processes approximately 74,000 world-wide vacancies per year.

#### Facilities

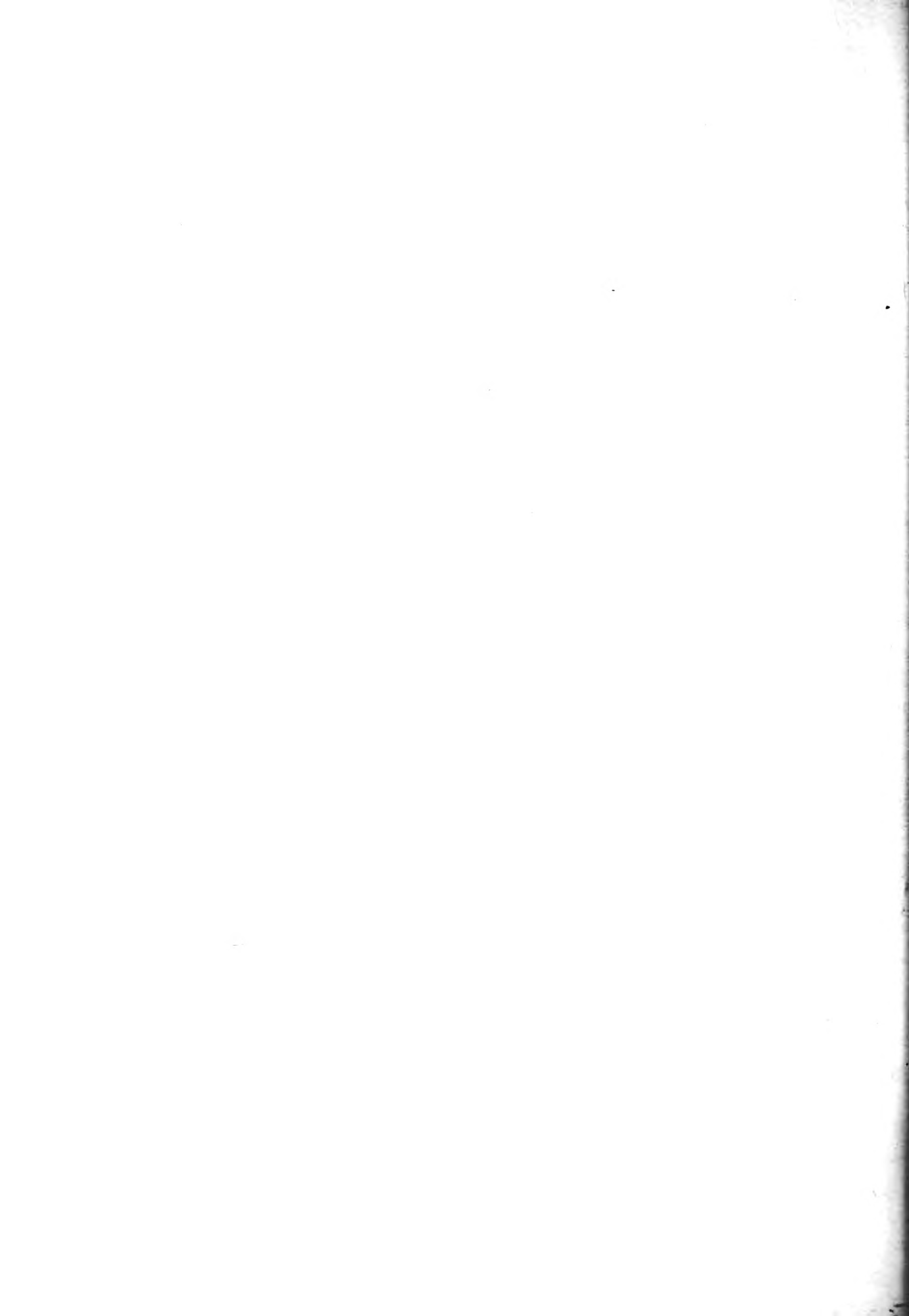
The space problems of the College testify to the vitality of its programs which, once initiated, rapidly outgrow their accommodations. A faculty building committee is charged with the responsibility for assessing present and future needs for facilities. The prospect of new building funds appears favorable, since the space needs of the College, according to University standards, seem to be the greatest on the campus.

#### Educational Media

College of Education students and faculty enjoy the use of the library facilities on this campus which are among the best in the nation.

While University computer facilities for educational research are available to graduate students and faculty, they are not always accessible. To facilitate development of instructional programs and educational application of computer techniques and to provide more accessible facilities for research and administrative experimentation, the College is participating in the development of a data processing facility to be housed in the Education Building.

Television broadcast and recording facilities are available and have been used in conjunction with the activities of the Illinois Teaching Experiences Laboratory and for widely ranging instructional and experimental applications.



Curriculum material centers, instructional media laboratories, and excellent laboratories for those preparing as teachers of science and industrial education have been provided in the Education Building.



## COLLEGE OF ENGINEERING

### Strengths and Limitations

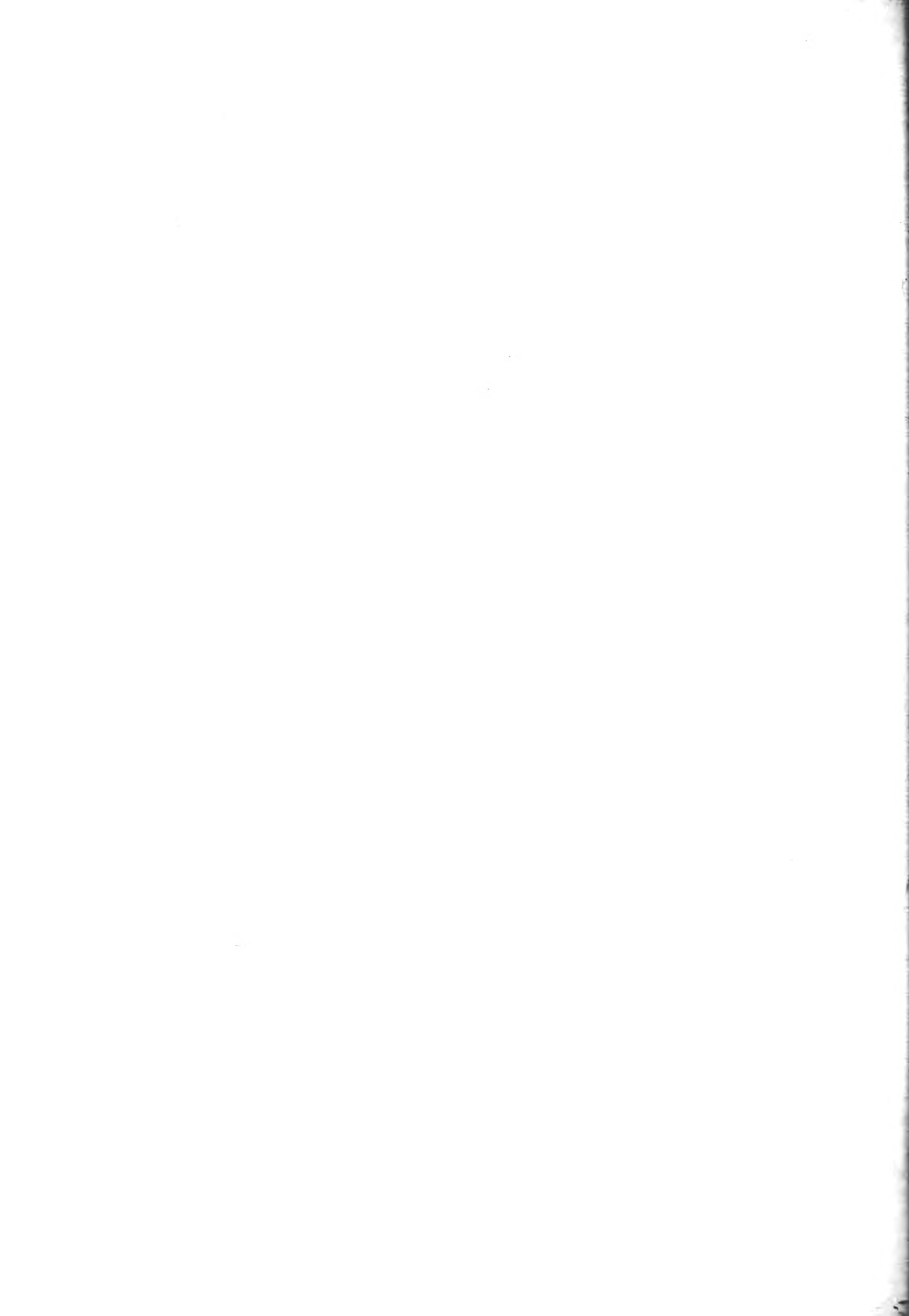
The most valuable resource of the College of Engineering is a distinguished academic staff which functions flexibly at all levels of instruction as well as over a broad spectrum of research. Our staff is serviced by adequate departmental and college administration which provides relief from routine chores and from the time-consuming procurement of vital resources. We have developed a large graduate research program which is assessed as being one of the most prominent in the nation.

The limitations of the College of Engineering can be defined as stemming from current needs, the most pressing of which are listed below.

Increased State Funding of Graduate Program: Our graduate program is primarily supported by federal contracts and grants which not only support a sizable "quality component" of the graduate program, but to a very large extent also support a "direct educational component" of our graduate program. We define the quality component as that measure of the sponsoring agency's willingness to support its need for research results and to bear a part of the cost of ever-increasing sophistication in experimental research in engineering and science. The direct educational component of the program is defined as the minimum cost of research instruction related to a viable graduate education. One of our most pressing current needs is to obtain increased State funding of a larger proportion of the direct educational component of our graduate research program.

Engineering Library Building: The College of Engineering is one of the country's largest and most distinguished centers of engineering education and research. With an enrollment of almost 5,000--including 1,300 graduate students--the space in the library of the College is grossly inadequate. There are reading stations for only 120 students and book storage for only 50,000 volumes; yet, within ten years it is estimated that 1,100 reading stations and space for 200,000 volumes will be required. Stack space was exhausted years ago, and a substantial portion of the engineering book collection has been transferred to the book stacks in other buildings where they are relatively inaccessible to engineering students and faculty.

Funds for an Engineering Library Building were requested for the 1967-69 and the 1969-71 biennium, but the project was not approved by the State Board of Higher Education. Enrollment, however, continues to increase, and the critical deficiency in the College's library space should be remedied as soon as possible.





Aeronautical and Astronautical Engineering Space Needs: For over twenty years, the Department of Aeronautical and Astronautical Engineering has been assigned to space vacated by other departments as they moved into newer and more modern facilities. With only minor remodeling of this "cast-off" space, the Department has been forced to conduct a modern teaching and research program. Although this is one of our most rapidly growing areas of undergraduate enrollment, its space assignment can only be described as obsolete and inadequate. The Department's undergraduate enrollment is the largest of any accredited aerospace program in the nation, but the inadequate physical facilities make it difficult to provide the students with the types of programs they need and which would enhance the Department's position of leadership. A new facility would bring together the scattered activities of the Department, enhance the type of highly technical programs offered, and provide facilities for programs which cannot be undertaken now. Funds were requested for planning a new facility for this Department in the 1967-69 and 1969-71 capital budgets of the University.



## DIVISION OF UNIVERSITY EXTENSION

The Division of University Extension is the arm of the University which "extends" educational and other resources to adults throughout Illinois who cannot take part in on-campus programs of study but who nonetheless have a valid claim on the educational assets of their state university. To accomplish this mission, the Division utilizes all the recognized major techniques for educating adults at the university level.

The Division carries on its work through the Audio-Visual Aids Service, Civil Defense Instructors Training, Correspondence Courses, Extension in Engineering, Extension in International Affairs, Extension in Music, Extension in Visual Arts, Extramural Classes, Firemanship Training, Police Training Institute, Short Courses and Conferences, and Special Programs and Research. The Division has a small staff of field representatives in selected geographical locations throughout the State, who assess business, industrial, community, and individual needs for special courses or programs.

### Strengths

Notable Cooperation and Working Relationships with Teaching Faculty on All Three Campuses: Like the Graduate College, the Division staffs its offerings with faculty from the University's regular instructional units. It also relies on the academic departments to approve teachers, so that on-campus standards apply to extension programs. Last year, 948 faculty members from 71 subject-matter departments on all three campuses participated in activities as teachers, lecturers, program planners, session chairmen, etc.

Unusual Flexibility as an All-University Unit: In conducting educational programs and in providing other services over the State, the Division works across departmental and college lines, bringing together specialists from the various educational units and using University faculty and facilities wherever available to work toward the common goal of helping the University serve the State.

Ability to use new teaching methods: The multi-media approach is an illustration of what so far has been successful experimentation in finding more effective ways of off-campus teaching.

Emphasis on High-Quality and High-Level Programs: These programs aid advanced undergraduate and graduate students and qualified, motivated adults who seek post-professional instruction to bring them up-to-date on new developments in their professions or to qualify them for greater service.



Cooperation with Other Institutions: Since 1960, the Division and the extension arms of sister institutions have worked together in the University Extension Committee, whose primary purpose is the preparation of study papers on relevant subjects and overlapping or duplicating of efforts and resources.

Relationship with the Cooperative Extension Service in Agriculture:

In many institutions and states, the relationship of a division of extension with the agricultural extension services is one of rivalry. At the University of Illinois, recognizing that the educational job is greater than can be accomplished even with the maximum utilization of our combined resources and facilities, there is a minimum of pettiness and a maximum of good will and cooperation.

Limitations

There is a lack of sufficient University-wide commitment to extension, particularly regarding recognition of and reward of faculty effort in off-campus teaching. One of the most acute staff shortages is the insufficient number of generalists to develop extension programs and specialists to represent the University in the conduct of the programs. Another limitation is the lack of an on-campus Continuing Education Center, such as exists at the University of Chicago and Indiana University, which would permit a sheltered, in-depth learning experience for participants in the Division's short courses, conferences, and institutes.

To diminish the limitations, additional staff and funds will continue to be sought. The multi-media program, by serving several localities with a single presentation, will make utilization of existing staff more efficient. Efforts will be made to expand the present five regional offices to twelve. Each office will be directed by a man of broad competence who can pinpoint regional needs and get assistance in meeting them from University specialists. Every effort will be made to expand the graduate program without jeopardizing its standards.

The University Council on Extension and Public Service is making a thorough study of the Division. It is expected that their recommendations will add to its strengths and diminish its limitations.



## COLLEGE OF FINE AND APPLIED ARTS

The College of Fine and Applied Arts is made up of seven teaching departments and four non-teaching divisions. The teaching departments are Architecture, Art, Dance, Landscape Architecture, Music, Theatre, and Urban Planning. The non-teaching units are the Bureau of Community Planning, the Krannert Art Museum, the Small Homes Council-Building Research Council, and the University Bands. The Krannert Center for the Performing Arts, which houses certain elements of the School of Music as well as Dance and Theatre, is under the administration of the College. There is an academic staff of approximately 260 full-time members and about 150 graduate assistants. There are over 1,950 undergraduate majors and over 460 graduate students, as well as many non-majors in courses given in the College. In recent years approximately 280 undergraduate and 240 graduate degrees have been granted annually. In the past year Theatre and Dance have been moved into the College from their former location in Liberal Arts and Physical Education.

The Department of Architecture, one of the two oldest departments in the College and one of the largest in the country, with nearly 800 majors annually, has long maintained an excellent record as far as the professional competence of its graduates is concerned. It has some special problems due to the fact that it is the only large architectural school in the country which is not located in or near a metropolitan area. The Department is strong in both design and architectural engineering. The major educational activity of recent years has been the development of a new six-year program which has been approved and will soon replace the present five-year program. The new program attempts to bring into the curriculum more elements of general education than are now possible. A fourth-year semester located in southern France has been a successful, recent development. This department has a far larger proportion of out-of-state students than most departments in the University.

The Department of Art, with approximately 700 major students, is a comprehensive one, uniting both studio work and art history. Many more students apply for admission to this Department at all levels than can be accommodated by present staff and space. Great effort has been made in recent years to strengthen the offerings in art history, and the Ph.D. in this field has recently been approved. The Department is particularly strong in industrial design and graphics, but is well rounded in all major areas. It suffers because many elements of the program are housed in substandard and widely dispersed areas.





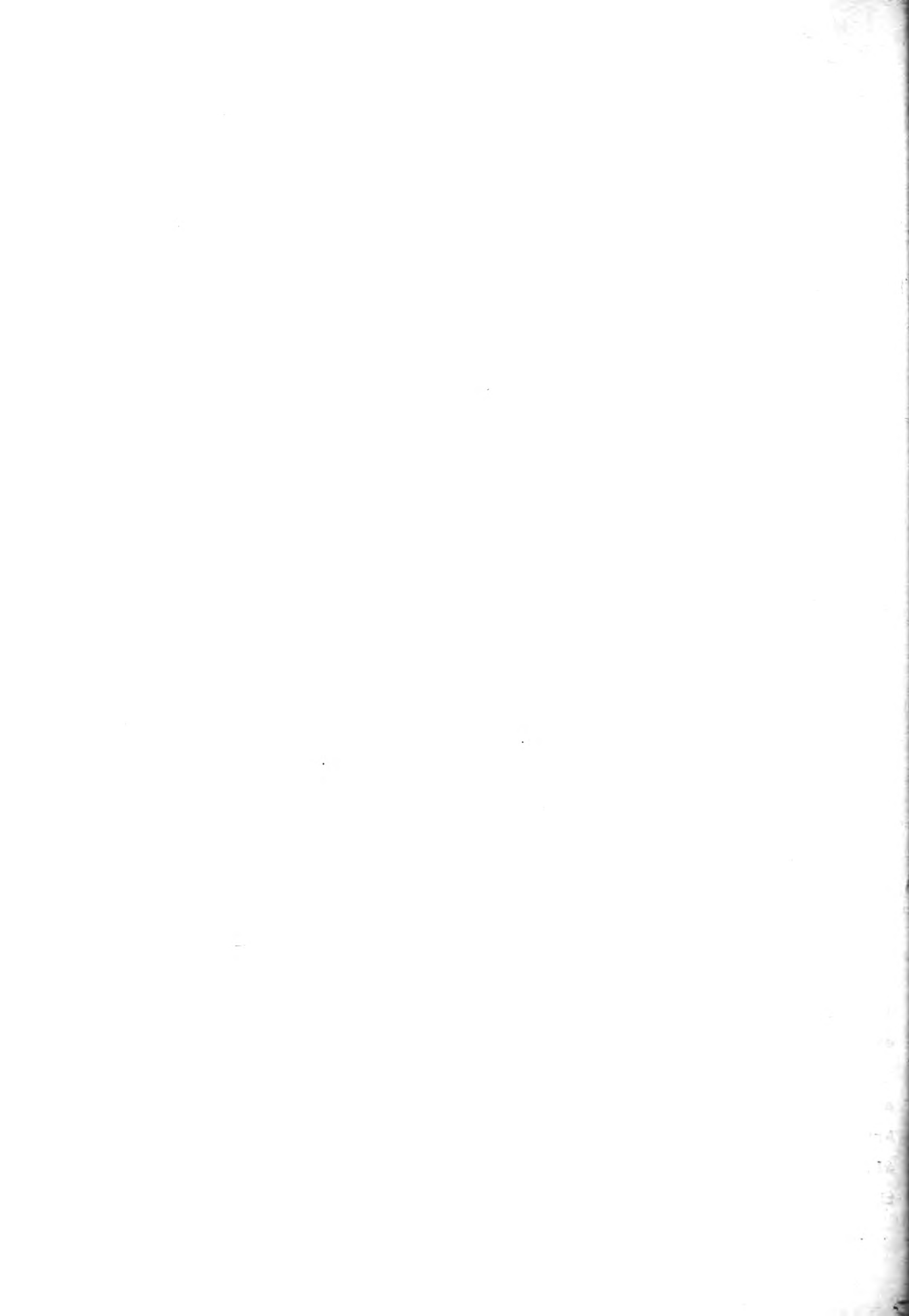
The School of Music, with approximately 700 major students, has the largest graduate program in the College (some 300 of the 700 majors are graduate students<sup>1</sup>). The program is comprehensive, with outstanding performing groups in all areas. The graduate program in musicology has developed very strongly. A particular strength is its work in the field of electronic music. The new Krannert Center for the Performing Arts will provide splendid facilities for opera, orchestra, and choral organizations, and a new music building is in the final planning stages.

Landscape Architecture and Urban Planning are smaller departments (each with about 75 major students). Each of these departments has a good reputation which draws students from far afield, but they are both greatly hampered by extreme lack of proper space, and there is no doubt that the graduate programs have consequently suffered. Both now give the M.A., and Urban Planning is working on a Ph.D. program which it expects to propose within the next year. The relationships between the Department of Urban Planning and the Bureau of Community Planning are now under review; it is possible that these two units will be brought together in a single administration.

The departments of Dance and Theatre have now been detached from larger departments in other colleges and are assuming separate identities for the first time. It is expected that they will experience important developments as a result of the new facilities in the Krannert Center for the Performing Arts. Both offer professional programs carried through the M.A., and in the case of Theatre, the Ph.D. Much of the undergraduate work in Theatre has been on an extra-curricular basis in the past, but with the transfer of the department to this College new programs have been developed which will permit greater concentration. The College is fortunate in that there are outstanding specialized library resources in the fields of all of the teaching departments.

The Bureau of Community Planning is a research and extension organization which produces studies and manuals, as well as short courses and seminars for non-university professional groups. All of its staff members are also engaged in teaching activities in the Department of Urban Planning. It is hampered by extremely inadequate physical facilities.

The Krannert Art Museum carries on an ambitious and extensive exhibition and acquisition program, collaborates with the Division of Extension in Visual Arts in producing over twenty traveling art exhibitions which go to locations all over the State, and with the State Superintendent of Public Instruction in the design and installation of art exhibits in the State artmobile. The Museum



building is currently being almost doubled in size. The Small Homes Council-Building Research Council, which has recently moved into a new building, is a research, publication, and public service unit. It organizes a series of short courses for professional workers and has circulated over 6,200,000 copies of its publications.

The staff members of the University Bands also hold part-time appointments in the School of Music, where they teach certain courses. The Bands are housed in a building uniquely suited to their specialized requirements and have maintained a high standard of performance for many years.

The administrative heads of these eleven units consist of five Directors, five Chairmen, and one Head. These individuals, plus the Dean and the Associate Dean, have been elected the Executive Committee of the College, which meets on call and reports to the entire College faculty at its annual meeting late in the academic year.



## INSTITUTE OF GOVERNMENT AND PUBLIC AFFAIRS

### Strengths

Much of the strength of the Institute of Government and Public Affairs derives from its independence from any college. This permits the Institute to develop close working relations with the many units on and off campus that are concerned with government and public affairs.

The Institute has developed especially strong and close relationships with the Department of Political Science. Unlike similar institutes on other campuses, where rivalries and jealousies often develop between research and service units and related teaching departments, our Institute has developed an arrangement whereby our staff has joint appointments to teach in the Department of Political Science, and to have Department personnel as visitors, normally without formal budget divisions.

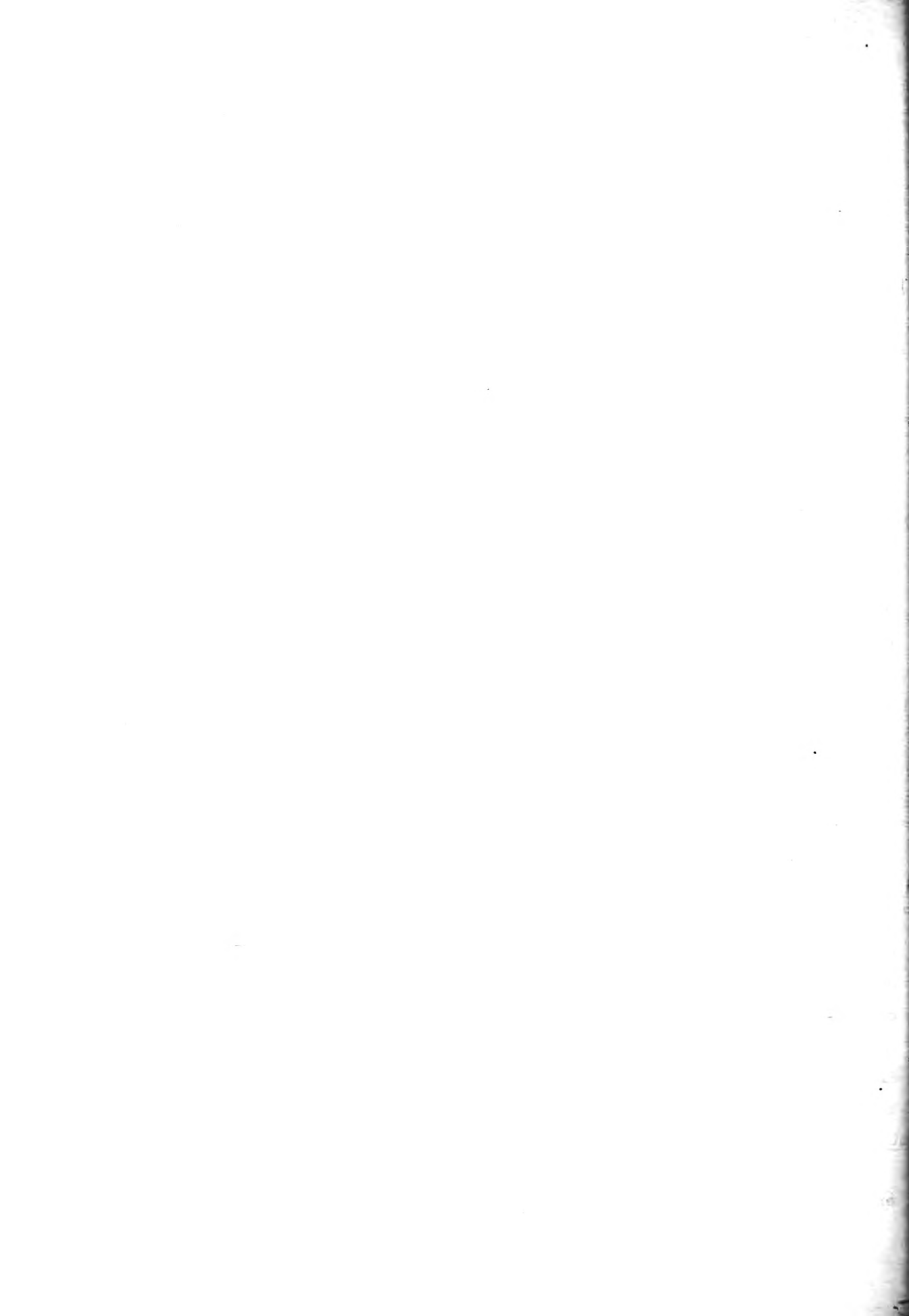
We are in the process of developing similar relationships with the Department of Sociology. One member of that Department will now spend summers with the Institute. And an Institute staff member joining us in the fall has been invited to teach in the Department and will have a joint appointment without a budgetary division.

Cooperation with important off-campus organizations is also a very strong point. For example, we have close working relationships with the Illinois Municipal League and the Illinois Legislative Council. In other states there is often conflict and distrust between university research institutes and similar organizations. In general our relationships with the State government agencies with which we wish to associate are very good. This is particularly true of relationships with the legislature and, recently, with the Governor and his staff.

These relationships on and off campus have been developed in many ways. Our legislative staff intern program has certainly helped us bridge the gap between the academic and the political world. Our work with several legislative commissions and with other study groups has also made positive contributions to our present relationships. Our annual assemblies on current public issues and our publications have proved invaluable. The publications have been so well accepted in both the academic and political world that they are widely quoted in both worlds.

### Limitations

Some of our weaknesses result from less-than-desirable relationships in areas, both on and off campus due to limitations in the number of personnel.



Some departments on campus with which closer cooperation would be desirable are economics, law, and history. In the latter two, we have had more interaction than usual as we prepare for the Constitutional Convention. And we have, from time to time, supported graduate students from the Department of Economics.

It would be desirable to have closer relationships with the Chicago Circle campus in order to produce a better balanced research and service program. We hope to improve the inter-campus relationships however, by participating in the joint appointment of a new faculty member to be hired by the Department of Political Science at the Chicago Circle campus.



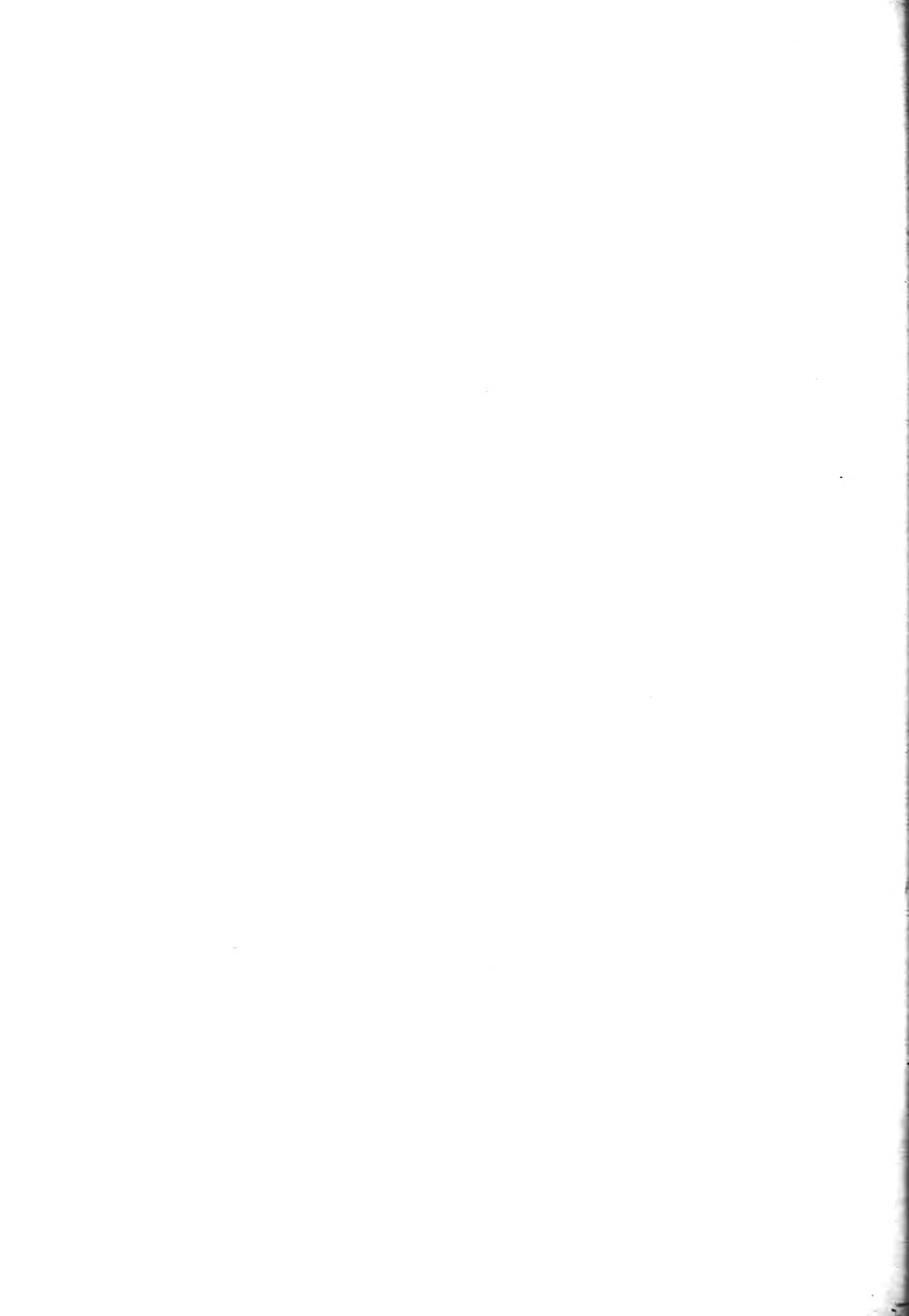


## GRADUATE COLLEGE

The Graduate School (as it was then called) was formally organized in February 1907, though graduate students had been on campus for many years before that. In June 1908, 39 master's degrees and 7 doctorates were awarded. Since that time, the Graduate College has doubled in size approximately every 11 years, except for periods during the two world wars. This doubling rate has had its greatest impact since World War II. In 1939-40, 1,285 graduate students were enrolled; in 1949-50, 3,358; in 1959, 4,241; and presently, over 8,000 graduate students are enrolled. In 1967-68, 575 doctorates and 1,620 master's degrees were awarded. A total of 107 departments or administrative units offer graduate study, 68 of which award the doctorate. Several interdisciplinary doctoral programs have recently been approved by the Executive Committee of the Graduate College and are awaiting final approvals: History of Art, Nutritional Sciences, and Organizational Sciences. Other interdisciplinary programs are being discussed.

During 1967-68, 3,650 graduate students had appointments as part-time research or teaching assistants. These students worked from one-fourth to three-fourths time. During the same year, 1,404 students held fellowships administered by the Graduate College; 253 of these were supported by University funds, and 1,008 were supported by federal funds. During 1968-69, doctoral support grants were instituted and offered to new students in selected departments. These grants provide a one-year fellowship, followed by at least two years of departmental support as a research or teaching assistant or as a fellow, and a dissertation fellowship during the terminal year. The program was instituted to attract highly qualified students and to shorten the time required to attain the doctorate; 21 departments or administrative units participated in 1968-69.

The Graduate College also supports graduate work and research through the activities of the University Research Board. During 1967-68, the Research Board appropriated \$1,480,000. The Board took action on 288 proposals submitted by individual faculty members for the purchase of research materials and equipment, the employment of research personnel, and various research needs. The trend of the past few years has been for increasing appropriations by the Board to support research and creative work in the Humanities and Arts and in the Social Sciences, and leveling or diminishing support of the sciences. This support of Humanities and Arts and Social Sciences has tended to balance greater federal support for research in the sciences. The Board, however,



depends on funds accruing from indirect-cost funds paid on behalf of federal grants and contracts, primarily in the sciences, and, therefore, is vulnerable to changes that may occur in the pattern of federal support of research.

Under the auspices of the Graduate College the University Press publishes the following: Biological Monographs, Monographs in Anthropology, Studies in Language and Literature, Studies in the Social Sciences, The Illinois Journal of Mathematics, and The Journal of English and Germanic Philology.

Several special academic units, typically involving interdisciplinary or cross-disciplinary graduate research, are also the administrative responsibility of the Graduate College. Among these are the following:

- (1) The Department of Computer Science, a special unit in the Graduate College, is now responsible for education in computer science, research in the design and utilization of computer hardware and software, and the provision of central computer services for research and education. During 1967-68, over 1,800 students were enrolled in computer science courses, including rapidly growing graduate degree programs at the master's and doctorate levels. The research program has received national recognition for its eminence and sophistication in research on computer hardware as well as software. The computer service involves a third-generation IBM 360/50/75 system and a management staff uniquely capable of developing systems software for a variety of users.
- (2) The computer-based Educational Research Laboratory has pioneered in the development and demonstration of the country's most sophisticated and flexible systems for computer-based instruction. It is engaged in exploratory research on the PLATO III system in many educational disciplines, behavioral science research on learning and teaching, and design of new computer-based technology. It has initiated a program to design and build PLATO IV, which is intended to be the nation's first prototype of an economically viable system for computer-based education.
- (3) The Center for Advanced Study was organized in 1959 to encourage creative achievement in scholarship by recognizing scholars of the highest distinction. The Center has enlarged its activ-



ities to attract as fellows a greater number of young scholars and creative artists of promise; to bring to the University for varying lengths of time, distinguished men from academic and public life to give students and faculty the benefit of their experience and background; to sponsor conferences and symposia to stimulate interdepartmental and intellectual activities; and to promote frequent interchange of ideas among the faculty, student body, and outside visitors. During 1967-68, five new professors were appointed to the Center; sixteen associate members were appointed; and twelve fellows were invited to the University.

Allan H. Cartter in An Assessment of Quality in Graduate Education found the University of Illinois to be "distinguished" in three of the five general areas of study: Biological Sciences, Physical Sciences, and Engineering. Though the Humanities and the Social Sciences are not rated as "distinguished," the Cartter report, in its rating of effectiveness of graduate programs, finds that English is thirteenth, German is sixteenth, Spanish is seventh, History is eighteenth, and Political Science and Sociology are "acceptable plus." The Graduate College is striving to maintain its "distinguished" status in Biological Sciences, Physical Sciences, and Engineering, and to help strengthen the Humanities and the Social Sciences.



## HEALTH SERVICE

### Strengths

The first and chief strength of the Health Service is the high quality of medical care being provided by the twenty-five physicians and seven part-time consultants. The consultants are all board-certified; and, of the twenty-five physicians, eight are board-certified and two are board-qualified. It is believed that this ratio of board-certified and board-qualified physicians is probably as high or higher than that of any health service in the country. The second strength is that the Health Service is operated entirely with appropriated funds so that the outpatient services are offered entirely without cost to the student.

McKinley Hospital, which provides inpatient care for the student, is certified by the American Hospital Association. The Health Service physicians provide 24-hour emergency room service in the Hospital seven days a week.

The following immunizations are made available to the student without cost: smallpox, typhoid, tetanus, Sabin and Salk poliomyelitis, and influenza. Other immunizations, provided at cost, are mumps, measles, rabies, typhus, plague, cholera, and yellow fever. The Health Service has been designated by the United States Public Health Service as official immunization center #192 and, as such, is able to purchase the necessary yellow fever vaccine.

Counseling is also available to staff and students who are traveling to foreign countries. Advice is offered relative to the proper immunizations and the precautions to take with food and water to maintain health. Prescriptions are given for medications which may be useful.

### Limitations

Our primary limitation at present is the lack of a pharmacy. In the past this has been intentional so as not to compete with the local pharmacies. However, the students are not happy with this arrangement, and it is believed that they will insist a pharmacy be installed. We are making plans for this implementation.

A second limitation of the Health Service is that it does not perform any executive-type physical examinations for the key personnel of the University. We provide a pre-employment physical examination for all staff, but this is the last examination that the individual has so far as the Health Service is concerned. Executive-type physical examinations have not been performed in the past, again by design, because of an objection registered by the County Medical





Society. It is believed that the relationships between County Medical Society and Health Service physicians are such that the executive-type examination could very well be inaugurated now without objection. The experience at the University of Michigan has demonstrated the value of these examinations over the past nine years. They have been of value to the individual by uncovering disease and to the local medical practitioners by generating a considerable amount of surgery.

Another limitation of the Health Service is our understaffed Environmental Health Division. This is staffed with a sanitary engineer, a sanitarian, and a part-time environmental health physician. This is far too inadequate to provide for the needs of a campus of this size, but more important is the fact that the Division is an isolated unit of the Health Service. It would be most desirable to have the staff of this Division working elbow-to-elbow with the radiological health physicist and the safety personnel.

We have three equipment deficiencies, foremost of which is the lack of self-contained emergency power. This has been requested but has met with considerable opposition from Safety Office personnel because they do not believe that our emergency power need be self-contained. The second equipment deficiency is the lack of a radiometer, needed primarily because of the large number of paraplegics on campus who can get into respiratory difficulties very rapidly with only minor illnesses. The third piece of equipment needed is an emergency cardiovascular cart, made by MAX, which would provide us with the means of synchronized mechanical external cardiac massage and respiration.



## OFFICE OF INTERNATIONAL PROGRAMS AND STUDIES

### Strengths and Limitations

The strengths and limitations of the administrative organization of this Office, which was established in May 1968, are implied by the description presented below.

The Director of International Programs and Studies will serve the Chancellor on all international matters and will stand in a line relationship between the Chancellor and other units.

The Director will have direct responsibility for an office designed to facilitate the operation of overseas programs, for the Tehran Research Unit, the AID Overseas Projects Office, and whatever centers or other units the Chancellor may wish to attach directly to his office.

The area and functional centers and other units will report to both the relevant deans and the Director of International Programs and Studies unless otherwise assigned.

The greatest strength of the Office lies in the support and help it receives from staff and other administrative offices.

The greatest limitation of the Office is that it is not yet fully operational nor fully institutionalized on the campus or elsewhere.

### Responsibilities

The responsibilities of the Office of International Programs and Studies fall into five classes.

Development, Analysis, and Evaluation of Programs and Studies: This responsibility is shared by the entire University community. The role of this Office involves on- and off-campus components. Perhaps the most important role is the development and maintenance of effective linkage between and among the geographically separated projects and staff members, when overseas activities are conducted. Specific activities in program analysis and development may include conducting research and program reviews, preparation and submission of announcements and reports, and facilitating communication among scholars on and off campus. Financial assistance, to the maximum extent possible, will be provided to assist in program development. These types of activities will be designed to stimulate excellence in international education.

Funding and Budgeting of Programs and Studies: This responsibility is a necessary, but obviously not a sufficient, condition for excellence. The



responsibilities of this Office include providing assistance in obtaining financial support for international programs and studies from all sources. Such assistance may involve the preparation of program proposals, budget requests, and allocations. Concerning international education, the Office will assist in the coordination and encouragement of the University's relations with government agencies, foundations, national and international organizations, and other universities.

Administration of Funds Supporting International Activities: This includes all funds obtained for international activities from outside sources as well as from University funds which are budgeted to international activities. The Director of International Programs and Studies will have the responsibility of administering and allocating the funds assigned through his Office in such a way that project directors, center directors, etc., will be able to continually reallocate funds among various activities to reflect program and project productivity. The various center and project directors will have the responsibility of optimizing the allocation of resources among specific programs, projects, and studies; for the employment of research assistants, staff, secretaries, and clerks; and for the purchase of supplies, transportation, and miscellaneous items.

Campus Logistic Support for Overseas Activities: The AID Overseas Projects Office and various other groups now provide this support. The Director will be responsible for assuring that this support will be provided through the AID and/or other offices in the best way possible. The service activities of the AID Overseas Projects Office should be made available to support other campus activities involving overseas service. Such matters as medical examinations, insurance, assistance in obtaining visas and passports, shipment and storage of household goods, and transportation will be coordinated or handled by the Overseas Projects Office. Additionally, matters of budget preparation and other nonacademic matters may be handled by this Office.

Informational Services: This responsibility includes serving as a clearing-house on campus international programs and studies as a service to students, faculty, and the general public.



## INSTITUTE OF LABOR AND INDUSTRIAL RELATIONS

The Institute functions in three major areas: graduate on-campus instruction, research, and extension and public service programs. Its graduate students number between fifty and sixty. The faculty consists of twenty-three members, eight of whom carry on our extension program and have joint appointments with the Division of University Extension. The on-campus faculty is representative of the various social sciences; and seven faculty members have joint appointments with the sociology, economics, and psychology departments. In addition, the Institute has two outside advisory bodies.

### On-campus Instruction

The Institute grants both an M.A. and a Ph.D. in industrial relations. The bulk of the students are in the professional M.A. program and move into industrial relations jobs in industry, though a significant number of graduates work in union research and education, government, and nonprofit organizations. The strength of the program lies in its interdisciplinary approach to industrial relations. It does not seek to provide specific tools (time study, grievance handling) but rather the broad analytic tools of the social sciences. It allows students great flexibility in designing their programs but protects against narrow preparation by requiring work in several disciplines. Graduates have moved rapidly into positions of responsibility, and our contacts with employers indicate a high level of satisfaction with their performance.

Dissatisfaction with the ability of students to integrate their work at the Institute led to the introduction of tutorial work in 1963. The situation has improved but is still not satisfactory. The need for some shifts in emphasis from traditional industrial relations toward manpower and public employment problems was recognized several years ago. New faculty and courses have been added in the manpower area. A new faculty member and several of the existing faculty are now working on public employment problems, and new course offerings are being explored. In addition, a faculty-student committee is currently reviewing the whole M.A. curriculum. Finally, a recently completed study of labor economics offerings by the Department of Economics and the Institute is now being implemented.

The Ph.D. program, instituted in 1966 after a three-year study, now has ten students. Anticipating that the early years would involve a good deal of experimentation, we have kept the program under continuing review. Admission is by recommendation to the full faculty, and advising of individual students





is carried on by a committee representative of the various disciplines in the Institute. Several minor changes have been adopted as a result of these reviews. We are well satisfied with the quality of the students attracted to the program (seven out of ten having received competitive fellowships or traineeships) and moderately satisfied with its operation. Graduate theory requirements in two social science disciplines have resulted in more course work than anticipated to the detriment of other parts of the program and probably extending the length of time for the degree. The program also has drained some graduate assistant funds previously used for M.A. candidates.

### Research

Research is a major Institute function, and the distribution of on-campus faculty time reflects this. Faculty research is wide ranging and has brought national and international recognition to the Institute. Over the last five years, members of the faculty have published about 150 articles and essays and 15 books. The faculty includes recognized scholars in European and Israeli industrial relations; and the international studies deserve special note. The Institute is the strongest center in the country in the area of Japanese and Southeast Asian industrial relations and has been operating an extensive exchange program with Keio University in Tokyo for the last five years which includes training of Japanese and American scholars. International studies in progress include labor in the course of industrialization, the "brain drain," differing concepts of industrial democracy, and the effects of culture on the organization and operation of standardized technologies. The effort to increase work in manpower and human resources has already borne fruit in a series of research studies. The area of negotiations in public employment is less far advanced, but two major research projects are in progress.

While much of our research is policy oriented (and often done at the direct request of federal policy makers), we feel that more should be done in programmatic research and evaluation, particularly at the State level. A budgetary request has been made for a new human resources and manpower program (based mainly in Chicago) that would provide information about and develop research for urban manpower programs and that would dovetail with the training of professional manpower specialists on campus. There is also both a research and instructional weakness caused by our inability to replace a political scientist who left the staff two years ago.



### Extension and Public Service Programs

Most of our extension work consists of courses and conferences for labor and management groups held throughout the State and staffed by our own extension faculty or by others on an ad hoc basis under faculty direction. The labor extension program is progressing well. The offerings have adjusted to changing interests and needs (e.g., programs for technical and professional groups and on race problems in the Chicago schools). We wish to increase the number of activities of an interunion nature (as against single local or national unions) and have had some success under the sponsorship of central union bodies in various localities. In addition, we are currently training (under an HEW grant) thirty young Chicago trade union members in a year-long program designed to make them effective union representatives in community organizations. The main problem is that the demands for service far exceed our resources. To increase the efficiency of our service, we established a branch office in Chicago in 1966, now staffed by two faculty members. We are currently exploring the training of union people as teachers so that they can carry on labor education either for their own unions or in conjunction with our programs.

The state of our management extension program is much less satisfactory. Some good work is being done in short courses for plant managers, supervisors, and staff specialists. We have made a substantial contribution to training programs for the Chicago police and for management staff for various companies throughout the State. However, this program is overdue for a major review of content and its ability to reach industrial relations staffs in major firms. Also an unfilled staff opening has required a considerable input by part-time instructors. The review and recruiting have been deliberately delayed until a report (recently completed) on the University's entire extension activities was available, and until the new Dean of the College of Commerce and Business Administration could review extension activities in that college. It is our view that the Institute's management extension should be an autonomous but integrated part of a total University program aimed at meeting the needs of the business community. We will be working with the College of Commerce in the coming year to achieve this end.

In addition to extension, a considerable amount of faculty time goes into public service. Among others, faculty have served recently, or are now serving, as Chairman of the Illinois Civil Service Commission and as Chairman and Vice Chairman of the Governor's Advisory Commission on Labor-Management Policy for Public Employees; as members of the Illinois Manpower Advisory



Committee, the Board of Governors of the National Academy of Arbitrators, the Board of Directors of the National Institute of Labor Education, and the National Committee of the International Society for Labor Law and Social Legislation; and as continuing consultants to the President's Council of Economic Advisors, the National Manpower Policy Task Force, and the United States Employment Service. In this past year, faculty members have spent a great deal of time meeting with school boards and school officials on problems of collective negotiations. All these public services are contributions of individual faculty members and not part of formal Institute responsibilities.



## COLLEGE OF LAW

### Major Strengths

The College of Law has the thirteenth largest law school library in the nation, as well as access to the University Library which is the third largest university library in the United States. The College is rapidly collecting an impressive library of foreign materials as a part of its growing international law program.

The College has a highly qualified staff recruited from the top law schools of the country. It is well diversified both as to age and fields of interest of its members and is productive in teaching, research, and public service. The salary scale and fringe benefits offered the staff enable the College to compete with the leading law schools of the nation.

The large number of well-qualified applicants (approximately 1,200 for 225 first-year openings) in the last few years has made it possible to select a very good student body. In the fall of 1967, the average applicant entered the College of Law with close to a 600 admission test score and the average undergraduate had approximately a B record. The student body is still drawn predominantly from the State of Illinois, however, and further geographical diversification would be desirable.

With a faculty of thirty, the College is able to offer a wide variety of courses and seminars. New developments in the legal field are quickly reflected in the curriculum, and a large number of electives are open to the students.

The law building, new in 1954, is an efficient, comfortable structure for a student body of 550 to 600. It would, however, be inadequate for an increased enrollment and program.

### Major Limitations

As stated, qualified applicants greatly exceed the capacity of the College. As the only state-supported law school in Illinois, it is essential that the College expand. Moreover, the changes in legal education over the past decade call for additional physical plant, not anticipated in 1954. This limitation will be overcome if the State appropriates the \$5,301,100 approved by the Board of Trustees for an addition to the current building. This addition will allow the College to take an entering class of 375 and to provide for approximately 1,000 students. The present faculty will also be increased to, roughly, fifty in order to maintain a faculty-student ratio of 20-1.





The College has plans for new or expanded programs in three areas:

(1) international law, (2) an institute on law and social action, and (3) a program of community involvement. All three programs will be expensive, and it is doubtful if money will be available solely from State appropriation. Committees of the College are at work in all these areas, and support will be sought from federal grants and private foundations.

It is clear that the urban problems of the nation must have priority in law, as elsewhere. A law school in a large urban center provides built-in opportunities for student clinical work and faculty research. There is no easy way to resolve this limitation for the College of Law on the Urbana-Champaign campus since there are strong reasons for keeping it here. Fortunately, the University has an ideal location at the Chicago Circle campus, and plans could be developed for use of those facilities where required. Jet planes and interstate highways constantly bring Chicago closer to Champaign-Urbana, so that the College has increasingly easy access to a metropolitan laboratory. Moreover, greater use can be made of the Champaign-Urbana area itself than has been true in the past.



## OFFICE OF THE LEGAL COUNSEL

The Office of the campus Legal Counsel was established by action of the Board of Trustees of the University on July 24, 1968. The pertinent language of the Board item authorizing the designation of a campus Legal Counsel reads as follows:

For each campus the University Counsel, after consultation with the Chancellor, may designate a Legal Counsel who will also be an Associate University Counsel. Each Campus Legal Counsel will report to the University Counsel and be his representative on the designated campus in legal matters. Under the general direction of the University Counsel the Campus Legal Counsel will serve as legal adviser to the Chancellor and to other administrative officers of the campus.

As noted, the campus Legal Counsel is also an Associate University Counsel and in that capacity is involved in matters having University-wide implications, as well as having specific responsibility for a legal-research-pool operation servicing the University Counsel and associates located at other campuses. This relationship adds strength to the Office by increasing the depth of resource personnel both at the University and campus levels. Moreover, it adds to the breadth of experience of professional personnel, thereby increasing their perspective as well as their professional competence.

The primary function of the Office of the Legal Counsel is to provide legal services to the Chancellor and other administrative offices on campus. The Office of the Legal Counsel does not initiate projects but is expected to assist other administrative officers in the development and implementation of policies and procedures and in the resolution of problems having both policy and legal implications.

One of the strengths of this office is its capacity to respond to requests from the Chancellor and other administrative officers for assistance with respect to advance planning and policy development. A close working relationship with other administrative offices has resulted in early involvement in policy development and has placed the emphasis upon orderly planning to avoid legal problems.

The Office has been successful in developing and retaining its professional staff. This has contributed to the quality of service and has enabled the Office to build a high level of professional expertise in many of the special legal problems relating to an institution of higher education.

The Office has played an increasing role in the development of solutions to the special problems relating to the student-power movement and student



disciplinary procedures. It is also heavily involved in reviewing legislation affecting the entire University.

The professional staff of the Office now consists of the Legal Counsel and three attorneys who report to the campus Legal Counsel. An extensive law library maintained by the University Counsel is available in the campus Office of the Legal Counsel. The staff also utilizes the law library maintained by the College of Law.

The increasing complexity of legal problems and the increasing involvement of the professional staff in the legal aspects of campus planning and policy development would suggest that an expansion of the professional staff might be necessary in the near future.



## COLLEGE OF LIBERAL ARTS AND SCIENCES

In 1968-69, the College of Liberal Arts and Sciences has 10,821 undergraduate students and 3,123 graduate students enrolled in its twenty-six departments. Because the College offers a broad range of disciplines and provides a wide variety of "service" courses for other colleges, it is responsible for approximately 57 percent of the formal instruction at the Urbana-Champaign campus. Its annual budget from State funds totals approximately \$17,000,000.

The faculty is made up of 1,232 F.T.E. staff members. It is a strong faculty as measured either by scholarly reputation or by teaching ability. The list of honors and recognitions received is a long one. The Library is a major resource for instruction and research; moreover, the laboratories and sophisticated instrumentation provide unusual support for advanced training and research in the sciences. Classes remain generally small; and student achievement, where measurement is possible, suggests that the quality of instruction is good.

There is, however, no ground for complacency. Along with unusually strong departments, such as Chemistry, Microbiology, Mathematics, English, Anthropology, Psychology, and Philosophy, there are some that do not measure up to the quality of what an outstanding university should have; and vigorous efforts are being made to improve them. Approximately 60 percent of the undergraduate instructional program is carried out by instructors and teaching assistants. Advising students remains a problem which we are currently seeking to solve partially by the development of a corps of persons who will devote their primary efforts to it. In the face of pressures for "national visibility," specialization and professionalism, federal policies and the like, we have had difficulty maintaining a viable program of liberal education; our efforts to do so seem to have produced results no more and no less successful than those at other similar institutions.

With some notable exceptions in the past, the faculty has not traditionally been venturesome in curricular matters; and the stereotype of graduation requirements has dominated our thinking. Nevertheless, a new willingness to develop significant undertakings has emerged in recent years. Innovative instructional work is being done in Chemistry and the Life Sciences; we now have a vigorous program of freshman seminars supplementing honors work at the advanced level. We are moving rapidly in the development of language and area studies; we are promoting study-abroad programs of various kinds, most notably





in France. The Special Educational Opportunities Program is a bold step. Under consideration, and upon the advice of a panel of consultants, is an agency that gives promise of doing pioneer work in foreign language study; we are currently discussing the establishment of an independent experimental college.

The recent development of the College has been hampered by inadequate physical facilities affecting every aspect of the operations. State appropriations for physical facilities in the 1950's were less than future expansion required; and while the State has mounted a massive effort in the 1960's, substantial relief is only beginning to appear. The completion of the Psychology Building in 1969 and of the Foreign Language Building in 1971 will provide substantial support, but the shortage of space along with the substandard space assigned to some activities is a serious difficulty. Even more important is the dispersion many departments with common interests are experiencing, some of these departments are scattered over four different locations. Such dispersion has inhibited interaction among faculty with similar interests and has made it difficult to develop strong interdisciplinary studies. The situation for some of the social science departments is especially difficult.

Pluralism, the multiplication of educational opportunity which is possible in the complex university, is at an advanced state. Established programs and those being developed provide a wide range of choices. The large service function burdening some departments has diverted their efforts from other important academic functions; and we have not yet found an acceptable means of bringing historically semi-autonomous departments together in such a way as to produce closely coordinated service and growth. The most successful effort in this direction has been the School of Life Sciences, but efforts to utilize the same concept in other fields have met with no enthusiasm. There are suggestions that we consider a plan comparable to that at Michigan State or Ohio State, but there are both philosophical and practical objections to such a reorganization on this particular campus at this time. We are exploring the feasibility of developing colleges along functional rather than disciplinary lines, even though such an approach is at odds with concepts that have long served as the basis of college and campus planning. Under specific discussion is the proposal to establish an experimental college for no more than four hundred students.



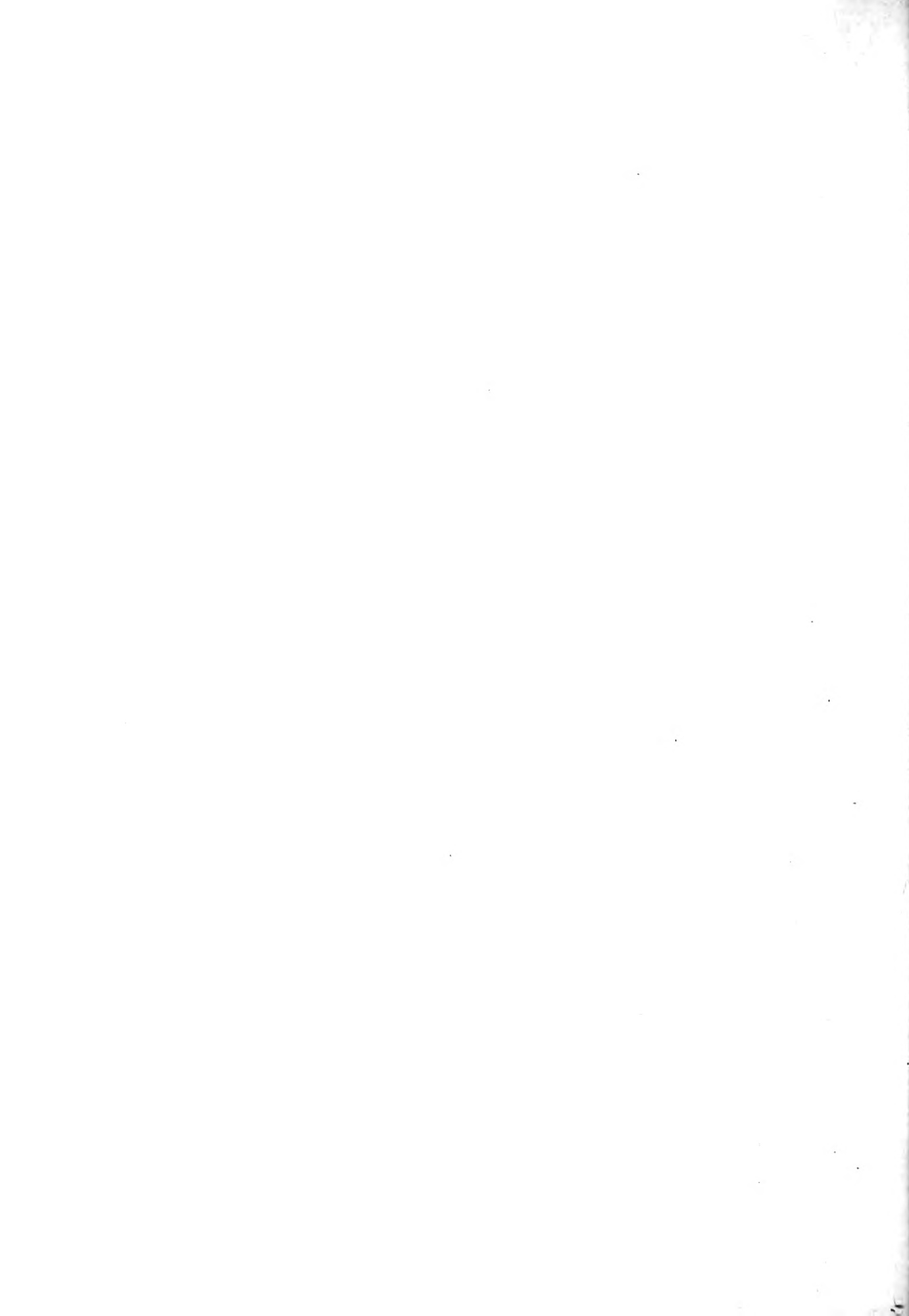
## LIBRARY

In relative rank, the University of Illinois Library has for some years stood first among state universities and third among all American universities. The growth of the Library has occurred primarily during the past 60 years. The collections at Urbana are now well in excess of 4,000,000 volumes and are expanding at the rate of 180,000 volumes per year.

The Illinois collections are notable for a variety of fields. In the humanities, strong areas include classical literature, English and American literature of all periods, French, Italian, Spanish, German, and Slavic literature; and in the fine arts, architecture, landscape architecture, city planning, and music. In the social sciences, the Library's resources are noteworthy for western United States history, Abraham Lincoln and the Civil War, Latin American history, medieval and modern European history, international law and relations, political science, law, economics, labor and industrial relations, and education. For science and technology, the holdings are strong for mathematics, chemistry, physics, the biological sciences, geology, engineering, and agriculture.

During the recent years, the Library has acquired such distinguished additions as the Ernest Ingold Shakespeare collection, the George Sherburn and Lloyd Nickell collections of eighteenth-century English literature, the H. G. Wells Library and Archives, the Carl Sandburg Library, the Harlan H. Horner Abraham Lincoln collection, the Franklin J. Meine collection of American humor and folklore, the William Spence Robertson collection of Latin American history, the Albert H. Lybyer collection of Middle Eastern history, the Thomas W. Baldwin collection of Elizabethan literature, the Harry G. Oberholser collection of ornithology, the Henry B. Ward collection of parasitology and microscopy, the Jacob Hollander library of economic history, and the Ewing C. Baskette collection on freedom of expression. The selection of books and journals for the Library's collections is constantly aided by specialists throughout the University faculty, by visiting scholars, and by subject experts on the Library's professional staff.

Outlying libraries on the Urbana campus serve the individual colleges, schools, institutes, and departments of agriculture, architecture, biology, chemistry, city planning, engineering, geology, home economics, journalism, labor, law, mathematics, music, physics, and veterinary medicine. In each instance, scholars, scientists, and students are served by a specialized



collection selected to meet their research, reference, and study requirements. All units of the Library organization, however, are under centralized direction, their holdings are completely recorded in the main Library catalog, and their resources are available to users from every department of the University.

The Library staff numbers 361 (F.T.E.), 173 professional and 188 nonacademic. All professional librarians have had academic status since 1944 and have the usual faculty perquisites. The presence on campus of the Graduate School of Library Science, which in 1968 celebrated its 75th anniversary, helps to maintain the high caliber of the Library staff.

The Library's physical plant is extensive. The first unit of the central library building was completed in 1925 and the eighth addition is under construction. The building was planned in such a way that it could be added to almost indefinitely. A separate Undergraduate Library building is in process of being occupied. This building, immediately adjacent to the main Library, contains space for more than 1,900 seats and 200,000 volumes, as well as audio-visual materials--all selected with undergraduate student needs primarily in view. The 20 individual college and departmental libraries outside the central Library building are housed in classroom and laboratory buildings around the campus. In recent years, nearly all the departmental libraries have moved into new, remodeled, or enlarged quarters.

Among 70 major American university libraries, according to 1967-68 statistics issued by the Association of Research Libraries, the Illinois Library stands third in number of volumes; sixth in number of volumes added in 1967-68; fourth in expenditures for books, periodicals, and binding; eighth in total library expenditures; and seventh in number of staff members.

The Library's principal deficiency at present is space--for readers, books, and staff. There is seating at present for only 12.5 percent of student enrollment (25 percent is a standard usually recommended), a figure which will be raised to 18.6 percent with completion of the Undergraduate Library. The fifth stack addition, in progress, will relieve somewhat the pressure for more book space, but no substantial addition to staff space can be made until construction of an addition to the building, which is a biennium or two away.



## PERSONNEL SERVICES OFFICE

### Strengths

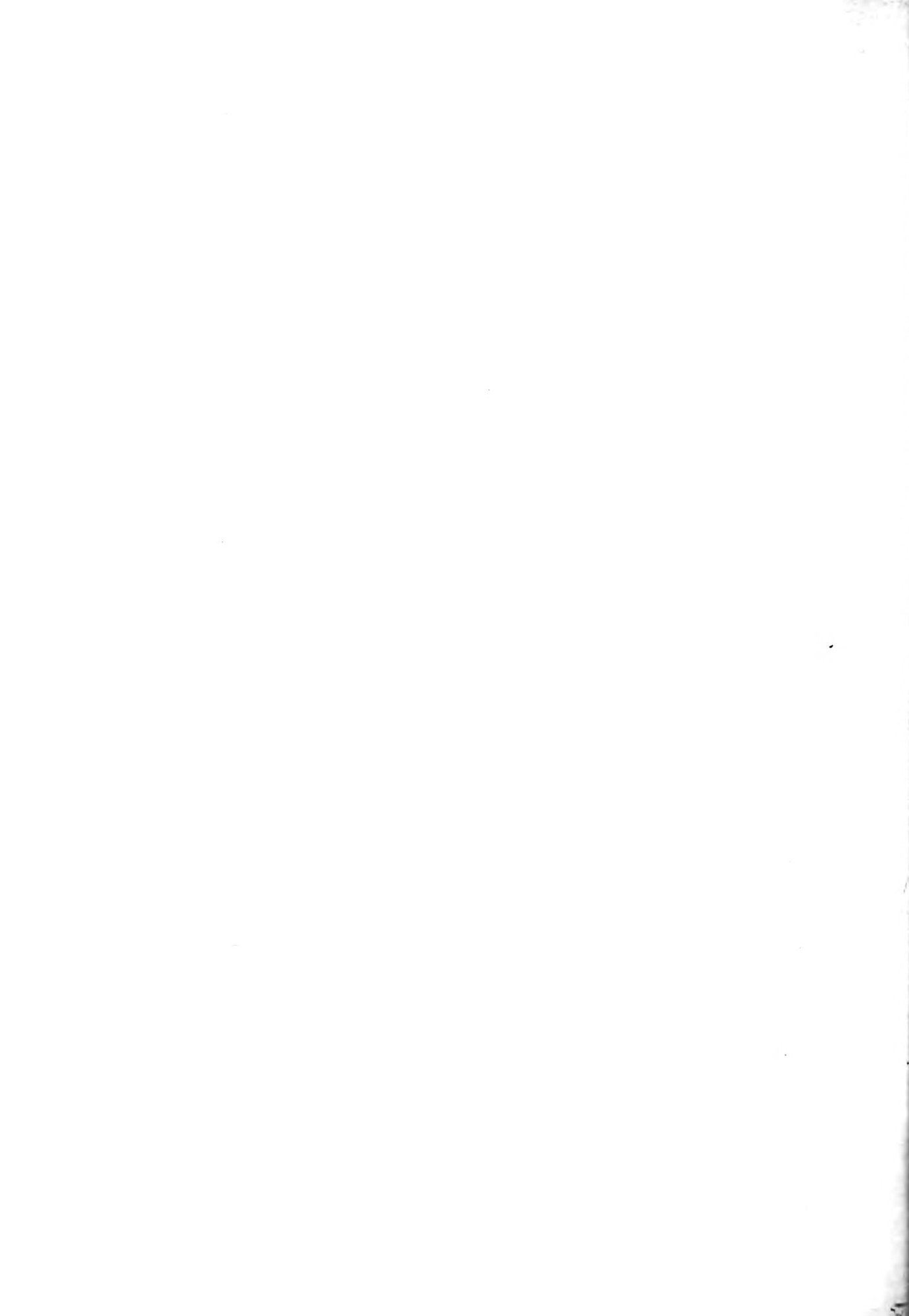
The primary strength of the Personnel Services Office is in the quality of its staff and physical facilities. In the recent past there has been considerable turnover which tended to be a disruptive influence on office operations, but this trend appears to have been stopped with the acquisition of a number of highly motivated and professional personnel. The new Personnel Services Building is entirely sufficient to meet our needs and has had a noticeable influence on operating efficiency. This change in facilities and staff seems to have brought about a significant improvement in the relationship of the office to campus-operating departments, an area which has been a serious problem in the last several years.

The overall structure of personnel policies is sound, and the University administration and Board of Trustees are receptive to constructive changes. Supervision is generally familiar with policy requirements, although at times problems arise which might have been avoided had the operating department concerned been more aware of its responsibilities under the nonacademic Policy and Rules. Employee salaries and benefits are generally competitive with local industry and appear to be on the high side in comparison with other Big Ten universities. As a result, positions are usually filled with a minimum of difficulty with the exception of several professional categories, where national competition is encountered. The quality of the nonacademic staff is above average in most areas.

During 1968 a strong, well-supported affirmative action program was introduced which appears to be more complete than similar programs at other universities and State agencies. Its effectiveness, however, has been limited by the reluctance of departments to undertake training programs due to budget constraints.

### Limitations

The basic weakness of the personnel program lies in the inefficiencies brought about by a patchwork of systems and procedures which have grown up over many years. As the size of the nonacademic staff has increased, the administrative burden has grown correspondingly; and a thorough review of all administrative aspects of the personnel program is long overdue. Discussions are in progress with systems personnel, both internal and external, in an effort to launch a thorough study of the entire area of policy administration.





Several major programs are in need of complete review, among the more significant of which are the compensation and training policies. Both have undergone examination at the University level, and major changes in operating approach are being developed at the Urbana-Champaign campus. The primary change will be in the direction of greater decentralization in decision making. In order for this to be effective, a more workable communication system will have to be developed. The method for communicating changes in policy and procedural matters, as well as the system of reeducating operating units on personnel matters, needs evaluation.

High turnover among nonacademic personnel has long been a problem on the Urbana-Champaign campus. This turnover has been greater in the clerical areas where a high proportion of student wives are employed, with the consequent impact on the operation of the Personnel Services Office. The placement section alone handles 16,000 personal contacts a year due to the high attrition. A limited exit-interview program has been introduced in an effort to identify inadequacies in the administration of policies which might be contributing to turnover.

One final problem, which is a weakness in every area of the campus personnel program, is over-reliance on past practice and the reluctance to adapt to new and changing conditions. This has led to inconsistent administration of policies in some departments with a detrimental effect on employee morale. Improvement in communication should be a major step toward changing this situation.



### Strengths

If we enumerated the strengths of the College, we should first of all list the faculty, now composed of 88 persons with academic rank. More than 40 percent of the full-time members of this group hold the doctorate. About 38 percent have their terminal degrees from the University of Illinois, and more than 20 percent have their degrees from the top eleven leading universities in the United States. Many of our faculty members have international reputations which, to our dismay, often lead to competitive bidding for their services by other universities.

Secondly, an outstanding strength is the research being done in our several laboratories: the Physical Fitness Laboratory, the School Health Education Laboratory, the Driver Education Laboratory, the Sports Psychology Laboratory, and the Human Movement Laboratory. Prominent in this area as well are the interdisciplinary efforts in work with the Children's Research Center of Adler Clinic and in other disciplines at the University.

Another strength lies in the diversity of emphasis in graduate study. Many comparable colleges or schools of physical education in the country have only one primary emphasis, namely, in the physiological experimental area. We are fortunate to have faculty capable of directing research and conducting course work in the administrative theory, history, and philosophy of sport in physical education and sports sociology, as well as in the physiological experimental area.

Several years ago an effort was made to upgrade academic standards at the undergraduate level by emphasizing higher probations for marginal students. In succeeding years, we have had a definite upswing in the academic performance of our undergraduate students. Two years ago, 26.9 percent of the students receiving bachelor's degrees graduated with honor, high honor, or highest honor. During the past year, 154 students were on the Dean's List for the first semester. Among the 549 undergraduate students enrolled in the College, 201 rated the Dean's List during the second semester of 1968.

Another strength of this College is an excellent undergraduate student personnel services program. Undergraduate professional program directors meet regularly with the Associate Dean for Academic Affairs to work out programs dealing with guidance and academic matters. The service of a credentials analyst, who handles all undergraduate student records, is provided.



Still another strength is the system of communications which breaks down barriers and maintains a constant flow of information from the Dean and his assistants to department heads and division directors. Each month, the Executive Committee and the Administrative Committee discuss matters dealing with all aspects of administration, including policy determination.

Another strength of the College of Physical Education is evident in the program of the Division of Rehabilitation-Education Services. This pioneer program started at the University in 1948 and is now known throughout the country and in some other countries. We have 205 permanently disabled students enrolled at the University in many different curricula. More than 120 of these students are in wheel chairs. The Rehabilitation Division provides all the services necessary for the physical well being of these students while on campus: provisions are made for their social and athletic experiences: busses transport them to and from classes: and a part-time physician from the Health Service handles their minor illnesses. So far, 461 handicapped students in this program have graduated from the University. In June 1968, 26 students received bachelor's degrees; twelve, master's degrees; and three, Ph.D. degrees.

The College has a four-semester requirement for all men and women students who are not veterans or who are excused for physical reasons. These programs include more than fifty courses, represent a wide range of activities, and are commonly conceded to be not only the oldest but among the very best in the United States. The beginning course for men, Foundations of Physical Activity, teaches the "know-why" behind the "know-how" of physical activity and has been noticeably successful in convincing students that they need to continue with physical maintenance programs for the rest of their lives. The manual written for this course by the men's faculty has been adopted by some 45 other universities.

#### Limitations

Although the College of Physical Education operates out of five buildings, the average age of those in which instruction is conducted is 58 years. No new facilities have been provided since 1930. During that 39-year period, enrollment at the University has increased from 10,800 to more than 30,000.

While there is enough room for academic instruction, intramural and leisure-time sports must severely limit their programs because of lack of space after 3:00 p.m. each day. For the past two years, more than 700 men's basketball teams have been limited to one hour of practice per season. The rest of the time these teams are on a court they are in competition.



The University has three swimming pools. The lifetime of a swimming pool is 30 years; our pools are 68, 73, and 34 years old. Two of these pools are on their third lifetime, and the newest is in its second thirty-year period.

We are definitely hurting for research space. Some of the best physiological experimental work in the United States is being carried out in our Physical Fitness Laboratory which has not increased in size in over twenty years. An investigation on smoking among children funded by the U.S. Public Health Service, has a minimum of space in which to operate. Other research efforts are similarly handicapped by the lack of space and funds.

Another definite limitation of our program is the annual budget allocation for department and division salaries, expenses, and equipment. For the past three years, we have had an average of 6 percent increase in this budget category. Mounting costs and our equipment and supply deficiencies have severely handicapped the College.

Another limitation which, when examined, might also be considered a strength: our faculty is so attractive to other institutions that we lose some of them because of offers they receive for superior positions elsewhere.

It is our hope that some of our limitations will soon be overcome. We hope, for example, that the Intramural-Physical Education Building, started last October, will provide space for competitive and unorganized recreational activities. Scheduled to be built in this facility are one 50-meter indoor Olympic pool and one 50-meter outdoor pool. The building will also include 23 full-sized handball courts and seven standard squash courts, which will supplement the 15 antiquated courts now used in Huff Gymnasium. The space released in Huff Gymnasium will provide for the enlargement of research, laboratory, and office facilities. Also on the drawing board is the pool wing of the Freer Gymnasium. This structure will provide more pool space and research area for all departments in the College of Physical Education.





## DEPARTMENT OF PLANT AND SERVICES

The Department of Plant and Services is responsible for providing certain physical services and for the operation, maintenance, security, and general upkeep of the campus structures, grounds, thoroughfares, and utility systems. It also administers food service, housing, telephone, bus and certain recreational services. It performs these functions through the operations and maintenance division, Assembly Hall, Illini Union, and housing division.

### Operations and Maintenance Division

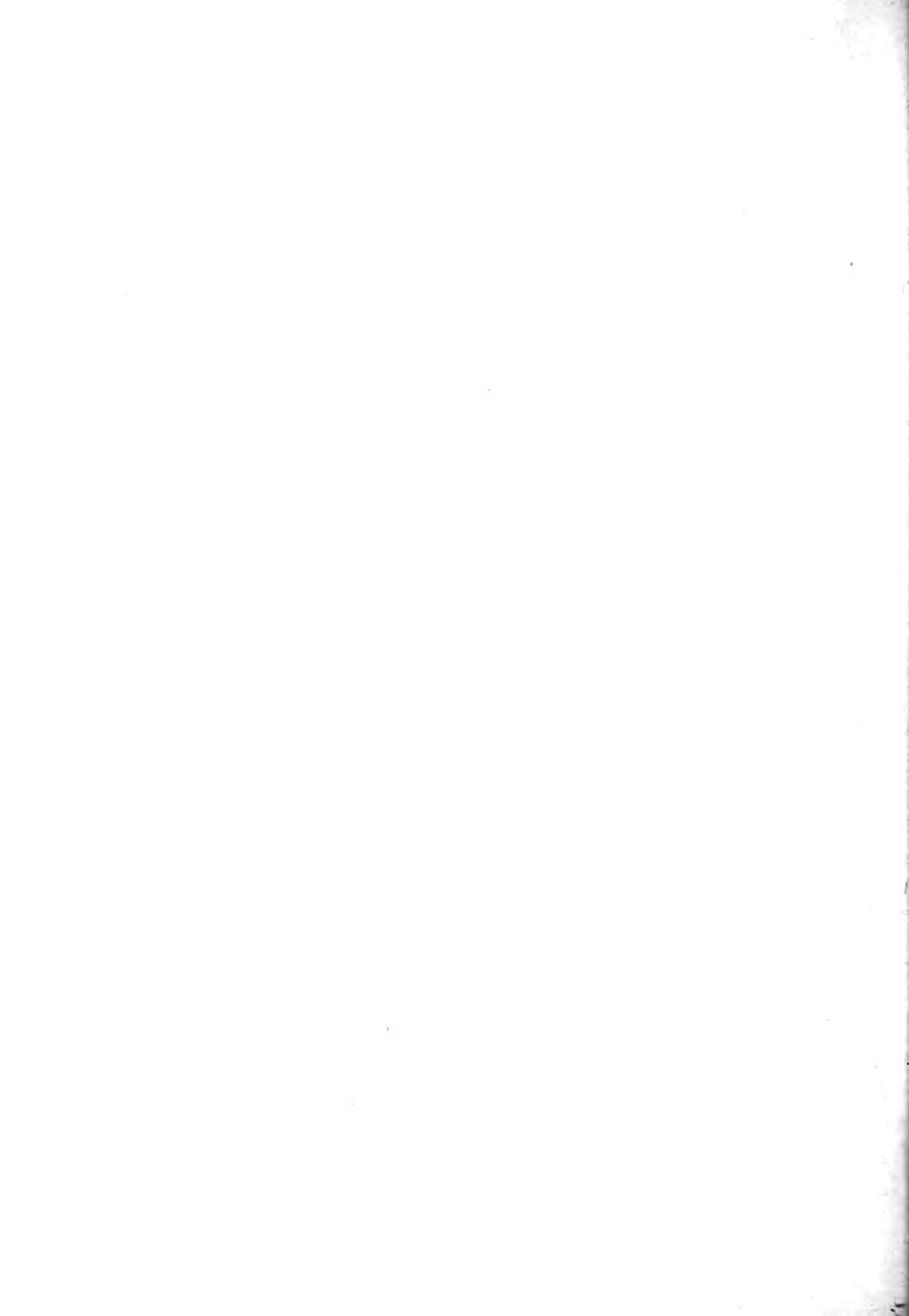
Among the major strengths of this division are the excellent shops, physical facilities, and equipment available to perform the services requested and the substantial number of staff and employees with many (10-40) years of continuous service. These employees not only perform many operation and maintenance functions required to meet the needs of the University, they also contribute substantially to the planning of facilities for future growth.

The limitations or problems of greatest concern are related to personnel. First, during the past few years, the division has experienced an increasing turnover in service employees (janitors, groundsman, etc.) and clerical employees. Second, it is becoming increasingly difficult to recruit engineering and administrative staff because of the highly competitive market for these types of employees.

### Assembly Hall

The Assembly Hall, pioneer in its field, has been the subject of study by more than fifty universities interested in similar facilities for presenting cultural and entertainment events. The yearly programs are among the very best presented by any university in the nation. Students benefit from low-price tickets which are available exclusively to them at the outset of any ticket sale sponsored by the Assembly Hall. Student organizations benefit from low-rate structures which encourage them to make use of the building. The facility is also of major value to the public in keeping with the University's responsibility for providing services to citizens.

In 1967-68, of the 487,000 attending the 99 major events, 107 lesser events, and 56 principal conversions, cultural and entertainment programs attracted 201,874: sports, 142,810; and conventions or conferences, 112,672. The Assembly Hall's current program fills to near-maximum the time and space available. More storage and office space and air conditioning would extend use of the Hall through the summer.



## Illini Union

The Illini Union is one of the main focal points on campus and offers to nearly every segment of the University community services and facilities which include a cafeteria, snack bar, waiter-service dining rooms, vending-service dining room, 90 guest rooms, information and tour office, merchandise sales counter, box office, lost and found service, 20 bowling lanes, billiard room, numerous lounges, and multi-purpose recreational rooms for listening to music, chess playing, etc. The Union's book stores, browsing library, and art gallery also contribute to the cultural and educational climate of the campus.

A major strength of the Illini Union is the fact that administrative responsibility for its operation is vested in one director. The major limitations of the Union are the virtual lack of parking space and the inadequacy of facilities which become more inadequate, as enrollment increases, to provide the services, functions, and space needed and requested by students, faculty, and University departments. Especially critical is the need for additional dining space not only for the consumption of food and beverages but for combined use as study, social, and recreational facilities. Space for student organization offices is equally critical. Although the Union is used as a center for many educational conferences and short courses which often occur at times that do not interfere with regular student and faculty use, such use is becoming more difficult to handle with each increase in student enrollment; and unless space requirements can be met in some other way, the growth of conference and short course programs would appear limited.

Another major limitation concerns the Union bookstore which provides the major portion of the textbook and reference book needs of the students and faculty. Housed in crowded and structurally inadequate facilities, the bookstore can stock and sell only those books required and recommended for courses.

## Housing Division

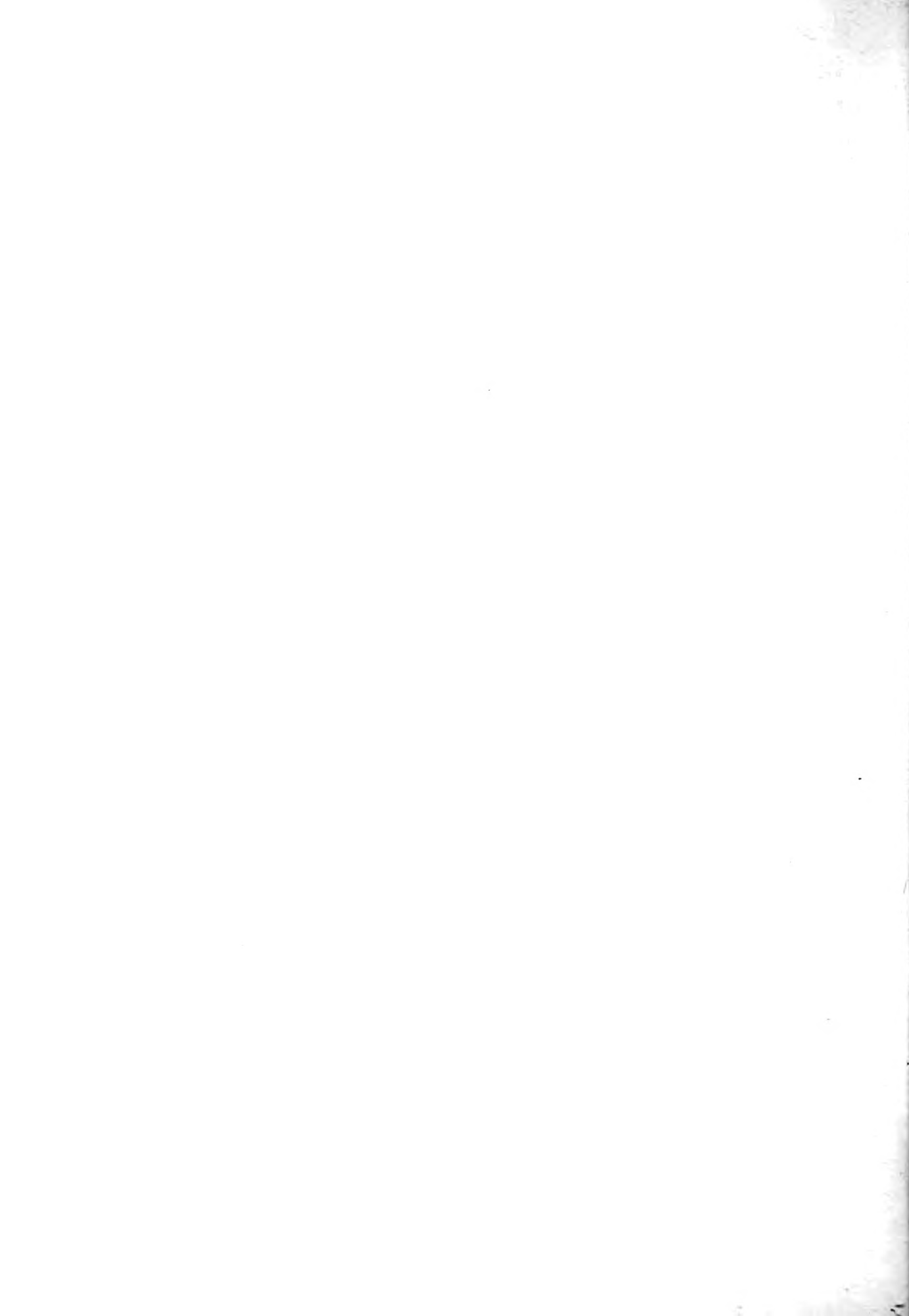
Among the greatest strengths of the housing division is the personnel which is well qualified and represents many levels of skills. Another strength lies in the fact that the physical facilities (buildings, furnishings, and equipment) are well maintained and provide living accommodations for approximately 11,000 students. These two important resources, staff and facilities, make it possible for the division to respond quickly to student needs and to deal with a large variety and number of problems at any time. Of great importance is the ability of the division to influence students through a setting which provides practical day-to-day experiences in community living.



Among the major problems of the housing division is the lack of adequate office facilities. The present quarters, first occupied by the division in 1962, were barely adequate then, and no additional space has since been provided in spite of the fact that additional staff has been employed in connection with the expansion of the physical facilities administered by the division. Additional office space will have to be provided before the division can assume responsibility for the counseling functions being contemplated in the women's residence halls.

While the hourly wage structure for semi-skilled and unskilled employees has been improved, the recruitment of such employees is a major problem. Part of this is due to lay-offs in the residence halls caused by semester breaks, summer vacations, and the closing of some halls in the second semester when there are not enough students to completely fill a residence. Even more important is a lack of available manpower in the community to fill these various jobs. Also, there has been in recent years a marked reduction in the number of students available to work in the various housing operations. Increased centralization in food production, realigning of semi-skilled and unskilled workers to achieve greater efficiency through in-service training, and continued efforts to raise the hourly wage rates have been attempted to relieve the problem.

Another important concern is the lack of diversity of living accommodations for single undergraduate women. The two major types of accommodations now available are sororities and residence halls. Very few small living units are available which provide undergraduate women with room only or room with cooking privileges. This problem exists even though the total supply of single undergraduate housing is adequate; it is the result of the gradual attrition of the small, private rooming houses and their replacement with large residence hall complexes. Although being studied, the problem will not be soon solved because little, if any, additional single undergraduate housing will be constructed on this campus for some time.



## OFFICE OF PUBLIC INFORMATION

During the past several years the Office of Public Information has, through a continuing program of introspection, reviewed, strengthened, expanded, and revised its organization and operation.

Generally speaking, Public Information has an efficient, well-conceived, professionally manned operation functioning within the limits of its budget. As in any operation, some procedures are stronger than others, and a brief evaluation of our strengths and limitations are presented.

### Strengths

The University of Illinois was one of the first American universities to assign public information to an official with expertise in that field. Since 1919, when the post was created, excellent relations have been enjoyed with news media of the State and nation.

Public Information staff are all professional news people with solid experience in the field. They maintain close contact with editors, news directors, free lance writers, and correspondents by active participation in editorial, news broadcasting, science writers, education writers, and professional associations. They regularly appear on programs of these groups and are highly regarded by their colleagues.

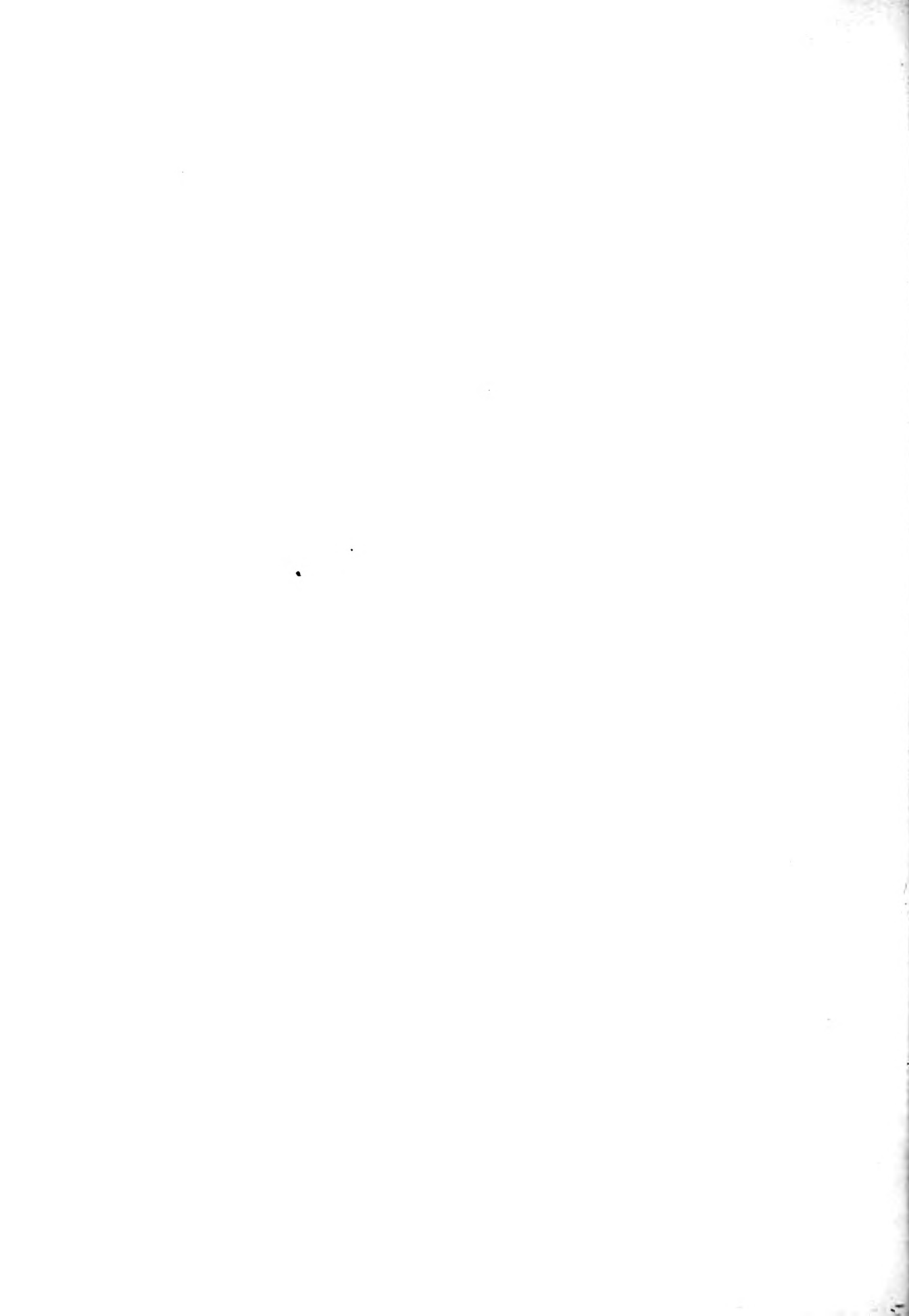
Perhaps the greatest strength of Public Information lies in its widely accepted leadership in programs involving the electronic media. Innovative programs have been established for television (news clips and slides in color and special films) and for radio (daily beeper, daily five-minute news program and special recorded tapes) which have attracted national attention.

Public Information employs the computer in preparation and use of long hometown lists of students for various purposes. Eight special lists--four graduation lists, two Dean's Lists, Honors Day lists, and a hometown list for each student in attendance--are prepared with the aid of the computer. The system works so smoothly that the State and hometown news media are very happy with the results.

### Limitations

As in any operation, there is room for improvement and some weaknesses are apparent in the Urbana-Champaign Public Information Office. Limitations are tied to the need for additional personnel and/or budget.

A most glaring deficiency is the lack of ability to provide spot news pictures. Attention has been given to this flaw for several years, and it is

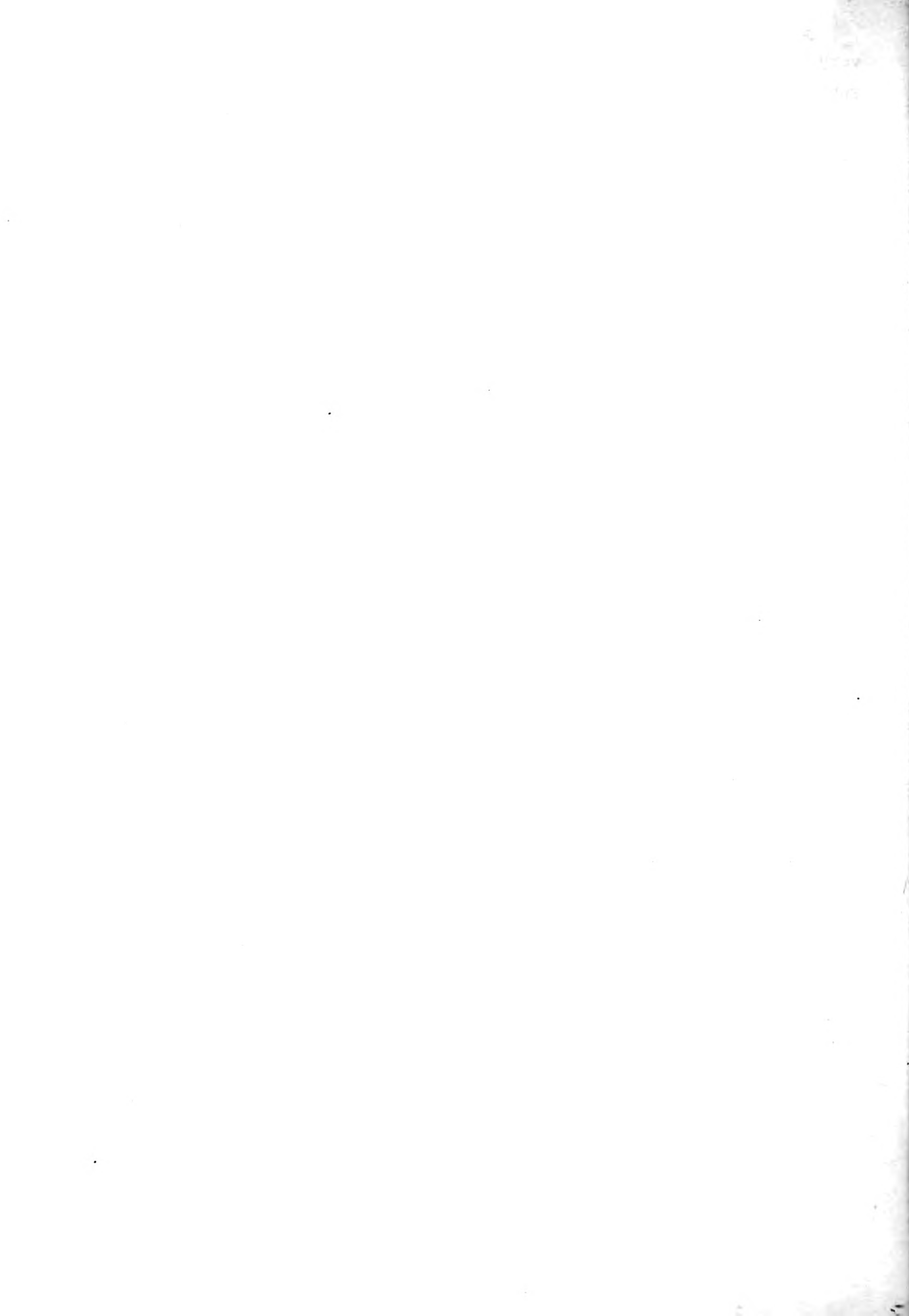




very apparent that the addition of an experienced news photographer to the Public Information staff is the solution. This has been requested in the past, but budgetary limitations have not made it possible. At present photographers from the Photographic Laboratories are assigned to cover specific events.

Another glaring need is a staff member to work exclusively with radio and television. Along with adequate budget support, this person is needed to expand our services to the electronic media such as news clips, slides, photographs, film and video tape and features--especially in color. The Urbana-Champaign campus is the only one of the three campuses in the University system without such a specialist.

There is also a need to reorganize the Office of Public Information by changing the staff from nonacademic to academic, and to add additional staff, and to create such specialists as science, education, fine arts editor, humanities, and business editors.



## JANE ADDAMS GRADUATE SCHOOL OF SOCIAL WORK

The School of Social Work is the only academic unit in the University system which operates programs on two campuses. This report covers only the program on the Urbana-Champaign campus.

### Strengths

The strengths of the School include a creative and innovative faculty, a good student body, a new curriculum model, and the support of both campus and University officers.

In the past five years the faculty has completely reassessed and revised the M.S.W. curriculum and courses in terms of new developments in the profession, planned a new undergraduate major, projected a realistic growth pattern for the next decade, and developed a unique curriculum model for social work education. In cooperation with Chicago Circle campus colleagues, the faculty also helped plan a doctoral program which will be manned by faculty from the Chicago Circle and Urbana-Champaign campuses.

The School has benefited from a steadily increasing supply of good students. Enrollment of full-time graduate students has more than doubled since 1963, and undergraduates have increased about 75 percent. These students reflect better academic achievement than formerly and have helped stimulate faculty in evaluation and revision of curriculum.

The new curriculum model is unique in several respects in relation to the traditional curriculum design in schools of social work. It provides a completely different format for relating class and field learning, permits year-round operation, broadens student technology and basic knowledge, uses faculty more efficiently, makes maximum use of limited learning resources in social welfare agencies, promotes independence and autonomy in the learner, and is more flexible in relating to differences in past experiences and individual career interests of students. The plan has the potential for effective response to social work educational issues and has evoked considerable interest from other schools.

Finally, the program benefits from the support afforded the School by campus and University administration. Although the budget has been short at times, general support for program development has been regular within the constraints on the University as a whole.

### Limitations

The major problems are some imbalance in total program, limited interaction with other units, poor housing, and limited financial resources.



Focus of the faculty concern has been with developments in M.S.W. curriculum at the expense of program balance. Accordingly, less attention has been paid to faculty research and community and professional service than may be desirable. However, faculty research is increasing; the D.S.W. program should substantially enhance faculty contribution to knowledge building; and the new M.S.W. model will eventually permit faculty time for other activities. The faculty has proposed the development of a research bureau in the School to give direction and coordination to research efforts.

The low-level of possible interaction with other units probably reflects the fact the program has been small and largely self-contained. The new undergraduate and doctoral programs, as well as the provision of electives outside the School in the new Social Work program, should change this situation radically.

The School's housing in a nonacademic building constitutes a severe limitation in operating a professional educational program. This situation limits our visibility on campus, but more importantly has a negative impact on students in terms of the program's status on campus. Provision of adequate housing rests on future developments of the campus.

Limited resources, particularly for student aid, affect the School program and restrict our ability to recruit students from the top, the economically deprived, and the minority groups. Ways to increase such funds are not readily apparent, but veterans' benefits may prove a future help.



## OFFICE OF SPACE UTILIZATION

In September 1967, the Office of Space Utilization on the Urbana-Champaign campus was formed to assume responsibilities formerly handled by the University Central Office on the Use of Space. The responsibilities assigned to the Office of Space Utilization include timetable preparation, space reservations, space remodeling and inventory, and space planning and projections.

### Timetable Preparation

The preparation of the timetable, although quite complicated, follows relatively well-established procedures. The timetable for a given semester states what courses are to be offered, as well as when, where, how often, for what credit, and by whom. Other details such as instructor and prerequisites are also often included. The Office of Space Utilization has no responsibilities as to what courses should be offered or for what credit. It does determine, however, whether or not proper course approvals have been given and that adequate space is available to accommodate the anticipated enrollments.

Considering the number of persons and details involved, we feel that the timetable is adequate. One shortcoming is the time required to prepare it. If this could be reduced, a better timetable might result. Under present ground rules, however, we do not foresee any great improvements.

### Space Reservations

When University-owned space is involved, the Office of Space Utilization handles all space reservations made by University-recognized groups and outside organizations. Use of space is always a potentially explosive problem, and it would greatly assist the Office if more definite rules and regulations were set up and upheld by the administration to better define just who can and cannot use University space, and why. It is realized that exceptions will always exist, but it is hoped that the current Task Force study being made on this subject will clarify this very controversial problem and that such issues as visiting speakers, recognition qualifications, etc., will be better defined in order that we can be more consistent in our space-reservation procedure.

At present our personnel does an adequate job of keeping records up-to-date on a daily basis with regard to space usage and availability. It is becoming more difficult, however, to keep track of what rooms are available for what times. The Office of Administrative Data Processing has suggested the possibility of placing the reservations section of our Office on a computerized operation. The suggestion deserves thorough study but a computer operation





should be undertaken only if it will produce considerably better service than at present and/or will reduce the operational expenses of keeping such data.

#### Space Remodeling and Inventory

There is probably no question that the general subject of remodeling on the Urbana-Champaign campus leaves room for improvement. The primary shortcoming is the lack of funds, and just how this problem will be overcome is unknown at this time. The problem is acute, however, and much space needs to be remodeled and upgraded into more usable and efficient accommodations. Two of the most serious needs are proper lighting and adequate ventilation and air conditioning. Campus space is being used more and more during the summer, and more people are expecting air conditioning. Numerous classrooms in the older buildings still have inadequate incandescent lighting which should be replaced with fluorescent-type lighting. These matters cannot be put off forever.

#### Space Planning and Projections

Space planning for the Urbana-Champaign campus has become one of the more important responsibilities of the Office of Space Utilization. Much has been accomplished in the last few years with regard to developing better support material for proposed buildings and capital budget requests. Present methods and results are far from perfect, however; and the procedures used to project and generate space are questioned by numerous departments on campus. Most questions arise from ignorance or misunderstanding of space-generation procedures. More complete understanding could be accomplished by better publicity on our part. It is also our goal to develop a procedure in which space-generation factors can be investigated and reviewed at regular intervals in order to determine their currency. This is difficult and will not be accomplished overnight.

One of the most consistent criticism of the book, Estimates of Physical Facilities, published by this Office in September 1967 was that the enrollment projections were in error. It should be clearly understood that the Office of Space Utilization does not make enrollment projections. It merely uses enrollment projections developed by others and translates them into space projections.



## STUDENT COUNSELING SERVICE

The Student Counseling Service is a professionally staffed all-university agency which is regularly involved in providing counseling and psychotherapeutic services to all prospective students and to all students and academic staff members, in carrying out significant research in the psychological area, and in instructing graduate and undergraduate students in the Department of Psychology. In general, the strengths of the Service probably place it among the top two or three such services in the country, and the limitations are in the process of remediation.

### Strengths

Both the quality and quantity of counseling service provided to students are very high. From 5,000 to 6,000 students are seen each year, and by far the largest number of them have relatively uncomplicated educational or vocational problems and require few interviews. However, in a University this large the full range of human problems is seen, and about half of our staff counseling time is with those students who have very serious and intermingled educational, vocational, and psychological problems, as well as, neurotic and pre-psychotic symptoms. The regular staff consists of highly trained clinical and counseling psychologists, almost all of whom have Ph.D. degrees and five of whom hold diplomate status in the American Psychological Association. Each of these staff members is qualified to provide psychological services in all areas so that a student does not have to be shifted from one counselor to another. The counseling and psychotherapy are completely confidential, and the general respect for the Service is probably best indicated by the fact that from 75 to 150 academic staff members, ranging from graduate assistants to emeritus professors, make use of it each year.

The quality of staff research is high. Two national awards have been earned during the past eight years, the most recent being the Cattell Fund Award which was granted this year.

The Counseling Service has regularly made its services available to the Psychology Department for both practicum and internship training in counseling and psychotherapy. The number of graduate practicum students ranges from four to nine each year, and the number of interns from two to four.

The fact that the Counseling Service is administratively responsible to the Chancellor contributes to the overall strength of the Service since this enables it to remain completely separate from regulatory and disciplinary



responsibilities and from extracurricular activities. In general the Service has been successful in maintaining a close relationship with the academic life of the University.

Good working relationships exist with other campus and extra-campus personnel agencies. Regular meetings are held with the psychiatrists on the Health Service staff, and mutual referrals are made between the two services. Our relationship with the academic deans' offices and with the advisers of the various colleges, as well as with the dormitory assistants and members of the Dean of Students Office, is good, but continuing steps are taken to improve these relationships.

Through membership on the Joint Committee on School, Junior College, and University Relations close ties are maintained with both high schools and junior colleges throughout the State.

### Limitations

While we see a large number of students, we find that not all students who could profitably make use of our services do so early enough to derive maximum benefit. While all new freshmen receive some counseling, a greater number of upper classmen and graduate students could probably profit from our service. This year steps are being taken to provide self-understanding group sessions for our dormitory assistants and for graduate student teaching assistants. In addition, some of our counselors will be stationed on an experimental basis in a number of dormitories for at least a half day a week to make the service more accessible to students. Procedures are also being instituted to facilitate the referral of students through academic deans and advisers.

Another limitation concerns the counseling training program in the Psychology Department and the double standard which exists with respect to rank and allied problems. Staff members in the Counseling Service may either hold rank in the Department of Psychology or in the Student Counseling Service. This is necessitated by the fact that the Psychology Department promotes primarily on the basis of research productivity and the fact that our staff members cannot devote nearly as much time to research as other Department members whose teaching loads do not nearly approximate our service loads. Most of our counselors carry their rank in the Counseling Service, but those who have rank in the Department of Psychology can compete only on very unfavorable terms. There is some hope that the departmental policy regarding this may change if the new program leading to a Doctor of Psychology degree does in fact lead to a greater recognition of teaching and counseling services.



Proposals are being introduced this year to provide for greater distinction between the counseling training program, in which the Counseling Service is involved, and the program in clinical psychology. This will also result in more formal participation of our staff members in teaching.

While the research produced by the Counseling Service has been highly significant, efforts are being made to get more of our staff members involved. It is not expected that publications will be as numerous as those of persons engaged in purely teaching function, and it is anticipated that some of our excellent counselors will probably never produce any significant amount of research. However, since administration recognizes our primary function as counseling, it will be possible to secure adequate increases in rank and salary for deserving individuals who publish minimally.





## SUMMER SESSION

The administration of the eight-week Summer Session at the University on the Urbana-Champaign campus is located within the Office of the Chancellor. The administrator, presently the Assistant Vice Chancellor for Academic Affairs, works with the deans of the colleges and the heads of the departments in overall budget and program planning of the session. A total of 68 departments offered courses during the summer of 1968. In comparison with the academic year, the Summer Session is operated on an "instruction only" budget and is less costly.

Summer Session enrollment has continued to increase at about the same rate as fall semester enrollments. Last summer, enrollment approximated 30 percent of fall semester totals. Of the total Summer Session student body, 34 percent were undergraduates and 66 percent were graduate students. This pattern may be compared with the enrollment for the first semester of 1967-68, which consisted of 75 percent undergraduate and 25 percent graduate students.

Summer course offerings meet the needs of (1) students whose employment prevents attendance during the regular school year, (2) graduate students pursuing work leading to advanced degrees, (3) undergraduates who wish to compress or accelerate their programs of study, and (4) persons whose summer study contributes to advancement of vocational or personal goals.

The Summer Session also provides an opportunity for students who seek another chance to make good. Since campus facilities are not utilized in the summer to the extent that they are during the regular year, students who have not done well academically may be admitted to the Summer Session.

The faculty is recruited both from within the University and from the faculties of other institutions. Faculty salaries are established at a rate comparable to that paid during the regular year. The entire faculty (except teaching assistants) is employed on the basis of written separate contracts for the Summer Session.



The University of Illinois Press by statute and historically is responsible for the total publishing program of the University. In carrying out this function it has the dual role of (1) publisher of scholarly books, monographs, and journals, and (2) service division providing copy editing, design, printing, and mailing services for other departments of the University.

#### The Press as Publisher

Since it was established in 1918, the University Press has published more than 900 scholarly and scientific works. Its current output is fifty books a year. It also issues five monographic series (in language and literature, social sciences, medical sciences, biological sciences, and anthropology); seven quarterly journals (psychology, aesthetics, philology, mathematics, library science, comparative literature, and urban research); and a paperback series, Illini Books, which makes available as low-cost reprints Press titles for which there is a continuing demand.

Publications of the Press are readily available through the bookstores in the United States and throughout the world. In cooperation with other publishers stock is maintained in London for ready distribution to the United Kingdom and Europe; in Mexico for sales throughout Latin America; and in Japan for sales in the Asian countries.

Income from sales provides approximately three-fourths of the operating costs of the scholarly publishing program. The balance comes from University appropriations and grants from foundations and federal agencies. Such subsidies are essential to support works which contribute importantly to our total knowledge but which cannot be expected to sell in sufficient quantity to pay for all costs of publication.

#### The Press as a Service Division

Three of the four service divisions of the Press are self-supporting. Only the editorial division (for departmental and general University publications) receives an annual appropriation. Following is a description of each of the divisions, showing their major functions and volume of work.

Printing Division: Has staff of sixty. Supported entirely from charges to University departments, including the Press in its role as publisher. No direct State appropriations. Annual volume, \$803,345 (\$490,714 labor; \$312,631 materials); inventory value of equipment \$569,672. Does most of University's printing (about 80 percent), and together with editorial and design divisions offers



complete publications service to all departments of the University; this includes writing specifications for work to be done by commercial printers.

Mailing Service: Has staff of twenty-five full-time, with part-time and temporary as needed. Supported entirely from charges to University departments. No direct State appropriation. Annual volume, \$296,095 (\$156,367 labor; \$139,728 materials); inventory value \$84,111.

The mailing service has several functions: (1) acts as warehouse and shipping department for University Press (billing publishing division for service on exactly the same basis as other University departments); ships general information publications and research and service circulars and bulletins, billing individual departments or charging to "University of Illinois Bulletin" account for material qualifying for reduced second-class postal rates; maintains subscription lists for various journals; maintains college and departmental lists (on addressograph plates or IBM) for addressing and mailing on addressograph or high-speed Cheshire equipment using IBM tapes; offers mail and package pickup and delivery service on regular schedule or as requested.

Art and Design: Has staff of seven; annual volume \$56,091 (\$44,868 labor; \$11,223 materials). Supported from charges to departments for work done, except for administrative head (art editor), whose services are available to all departments without charge and whose salary is paid from State appropriations.

Editorial Division (for departmental and general University publications): Has staff of five; annual budget, \$45,000. Supported entirely from State appropriations, and services are available to all departments without charge. Responsible for all general informational publications (catalogs, timetables, special announcements, calendars, maps, newsletters, etc.) and research and service bulletins and circulars. Staff reads copy and proofs; imposes style as required; interprets department needs and wishes to design and printing divisions; corrects and rewrites as necessary or consults with department to arrange for further editing; guides copy through all stages of production.

#### Problems and Opportunities

The foregoing sections describe the mode of operation which has worked very well until the present. Combining the publishing and service functions has made possible savings in administrative cost, in use of space, in attracting and training professional staff, and in ready accessibility for all University departments and staff members to printing and publishing services and information. This is rapidly changing because of the size of the University and the addition of new campuses. The Press, as other departments, is weighing the



advantages and disadvantages of such centralization. Some delegation of responsibility for some of the service functions has already been accomplished, and it seems likely that in the long run the service functions generally will become more and more closely associated with the needs of individual campuses. The question is under formal consideration by the University's administrative officers and the University Press Board.

The communications revolution affects all areas of the Press, but has the greatest impact on the scholarly publishing program. New technologies that bypass not only the typesetter but the editor in many instances are changing the traditional picture of a publishing house. It is becoming more important to become involved in potential publications at a much earlier stage than the arrival of the finished manuscript on an editor's desk.

Use of computers for research and compilation by the author together with the computer's capacity to drive composing machines when properly programmed promises to speed up exchange of information. The author can in effect be his own editor--but under the guidance and instruction of the publishing staff. The computer will relieve both of some of the tedious chores of sorting, compiling, indexing, and proofreading at several stages.

Use of microfilm, microfiche, and the many information storage systems are also changing the publishing picture from day to day. To take advantage of all these opportunities will require constant reeducation of both authors and editors, and of course funds both from the University and other sources. The National Science Foundation has already made a start through a grant to the Association of American University Presses.





## COLLEGE OF VETERINARY MEDICINE

### Major Strengths

The initiation of construction of the Small Animal Clinics and Hospital and the planning and funding of the Large Animal Clinics and Hospital have had a most salutary effect on the College's progress. The new facilities will enable the faculty to improve teaching and will greatly augment offerings in the professional curriculum.

The support and commitment of University administration to improve salaries and enlarge the faculty to overcome chronic deficiencies and establish an adequate faculty-student ratio have been a major strength in the College of Veterinary Medicine. The administration's allotment of merit raises has overcome some inequities and prevented the loss of capable faculty members whose replacement might have been impossible. Extremely encouraging has been the Administration's commitment to ask the Board of Trustees, the State Board of Higher Education, and the General Assembly for \$300,000 of the \$525,000 operational budget submitted by the College for the 1969-71 biennium.

Growing concern and action by students and faculty to upgrade and improve teaching as well as student-faculty relationships have contributed to the overall teaching efficiency of the College. The experimental comprehensive examination program has continued to emphasize and bring out critical aspects and needs for integration of basic and applied areas of learning. Correlation of principles and facts is the major objective so that students may be examined for their total knowledge and comprehension of related areas rather than separately and often unrelatedly on each subject, for example, anatomy, physiology, pathology, and epidemiology. Questions by students about curriculum and subject matter have led to more discriminating approaches to overcome errors and inadequacies in communication.

The sustained interest and valuable counsel of the College's advisory committee has been of much benefit. The advice of the committee members has been very helpful and has stimulated the devising of ways for the College to meet its teaching, research, and service responsibilities. The counsel of committee members who are leaders in areas outside of but related to veterinary medicine has been especially valuable.

### Major Limitations

One major limitation has been the slowness with which staff, facilities, and operational support have been marshalled to educate the numbers of



veterinarians required to fill the needs of the State, nation, and world. The current national commitment of resources to veterinary medical education will yield only about one-third of the conservatively estimated 50,000 Doctors of Veterinary Medicine required by 1975-80. The College offers the State's only professional education in veterinary medicine. The State's need for approximately 129 veterinary medical graduates per year by 1975 was foreseen as early as 1957, but the current resources of the College permit the training of only half that number today. Another major limitation in the development of the College has been the dearth of talented and experienced veterinary medical teachers and scientists. This situation is aggravated by the rising cost of education. There is an urgent need to expand the nation's capability for veterinary medical education at all levels, that is, professional, graduate, specialty, and continuing education; and the problem of engaging replacements or filling new positions has beset all of the departments of the College.

It is estimated that the cutbacks in federal research grants will reduce by 20 percent the General Research Support grant received by the College in 1969.

Another limitation in the development of the College is the inadequate visual aids resources and the lack of means for their development. The need is recognized for continually reevaluating and strengthening the visual aids resources, as well as for study and use of new and efficient ways to accomplish the College's various educational missions.

It can, however, be concluded that the major strengths of the College of Veterinary Medicine exceed its limitations and that progress toward its goals is being made.















UNIVERSITY OF ILLINOIS-URBANA



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