A REDESIGNED GLOBAL CAMPUS:
FINAL REPORT

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EXECUTIVE SUMMARY

In this prospectus we refer to the proposed alternative for Global Campus as "Global Campus 2.0." References here to "Global Campus" pertain to the existing model. This is merely to avoid confusion. It might be advisable to rename the Global Campus initiative, but we are not recommending any specific change here; that decision would need to involve a much wider consultative process, including among others marketing advisers.

This proposal is designed to carry out effectively the mission defined by the Board of Trustees and President White, namely, "To develop and deliver high quality, accessible and affordable on-line college educations to qualified students, including high demand baccalaureate completion degree programs in partnership with community colleges." This mission remains a high priority for the University in its response to state and national needs, which are if anything even greater today.

However, we believe that the strategies for achieving this mission need to be rethought fundamentally.

First, Global Campus 2.0 would not be a separately accredited degree-granting entity. It is designed primarily as a service and support unit within University Administration (UA), centralizing only those activities where efficiencies and cost savings make common resources beneficial, and otherwise devolving resources and responsibilities to the campus level.

Second, Global Campus 2.0 would take a fundamentally different stance toward "scalability." The current Global Campus has pursued matters of scale by setting numerical target enrollments and profit goals, and then selecting and designing programs that can be "scaled" to meet those goals. Global Campus 2.0 would work in the opposite way, starting with quality, sustainable programs that have a track record of success, and then allocating resources to help them grow to meet social needs and market demand.

Third, Global Campus 2.0 would not be focused solely on the goal of developing separate programs to serve off-campus and non-traditional students, important as that is to the President's mission. We also need to be looking at ways of infusing e-learning pedagogies and innovations across the university, for all students. These are complementary activities, and they need to be understood in relation to each other.

Fourth, and following from this point, the encompassing mission of Global Campus 2.0 would be to work collaboratively with the campuses and campus units to create a transformed e-learning environment across the University of Illinois.

The fifth and final strategic shift is to conceive Global Campus 2.0 as an engine of greater cross-campus collaboration and synergy.

We recommend that Global Campus operations be phased out over the remainder of 2009, and that Global Campus 2.0 begin operations in January 2010. There are many issues that would need to be worked out during this transition. However, we must guarantee that all current students enrolled in existing Global Campus "partnership" programs will have a seamless path toward completion of their degrees.

We have also asked the campus partnering units whether they are prepared and willing to carry forward these programs on their own, through their respective campus Continuing Education units, or by the partnering units alone, without Global Campus – and they have all agreed to do so.

Aside from maintaining continuity with existing Global Campus programs, we want to emphasize the significant efforts the campuses are already making in the online area. These constitute a robust and rapidly growing basis upon which Global Campus 2.0 can build.

We approached this redesign task with two primary concerns: one is to reduce the overall size and cost of the management structure of the current Global Campus; the other is to provide for closer articulation and cooperation between Global Campus and the campuses, which is currently lacking.

Global Campus 2.0 would not run off a line of credit, or run at a deficit, even in the short term. Global Campus 2.0 would operate only with the existing UA funding stream going to Global Campus (about $1 million), along with a temporary extension of the nonrecurring funding currently available to Global Campus ($750,000), which would be phased out after two years. Global Campus 2.0 must adjust its core staffing and activities to remain within that budget. After that point, Global Campus 2.0 would have to cover the costs of any additional activities out of self-generated funding. But by the same token, if Global Campus 2.0 is committed to running no further debt and living within its means, it cannot inherit the current Global Campus's debt or its closing costs.

This will mean a much more modestly sized central staff, with many of the functions performed by current Global Campus staff assumed by the campuses and campus units developing and delivering online programs. We want to centralize only those services that will benefit from centralized efficiencies.

The Director of this UA service and support unit, along with three campus representatives designated by the Provosts, will constitute a Governing Council. This Governing Council will oversee the broader program development and marketing processes of Global Campus 2.0.

We believe that faculty and campus unit buy-in are essential to the success of the enterprise. Global Campus 2.0 begins with the assumption that the engine of excellence and innovation in this area is faculty creativity and expertise on the campuses. The redesign proposed here is centrally concerned with how to create those conditions of faculty and campus unit buy-in. Hence the structure of the Governing Council.

It is this larger collaborative enterprise, and not only the UA unit itself, that constitutes the new "Global Campus." It is, from the very beginning, a university-wide and cross-campus consortium.

We believe that it is realistic at a minimum to expect that the campuses can grow significantly from 62 online programs and 22,000 enrollments. In the crucial area of undergraduate and degree completion programs we believe that fifteen new programs and at least 5000 new undergraduate students within five years is realistic. We also believe that further growth is certain for certificate and endorsement programs; for individual course enrollments; for Masters degree programs; and for enrollments in online programs by on-campus students. Totaling all of these areas over a five year period, we believe that additional tens of thousands of students will benefit from the University's expanded online efforts.

A REDESIGNED GLOBAL CAMPUS:

AN OVERVIEW

The mission. This proposal is designed to carry out effectively the mission defined by the Board of Trustees and President White, namely, "To develop and deliver high quality, accessible and affordable on-line college educations to qualified students, including high demand baccalaureate completion degree programs in partnership with community colleges." This mission remains a high priority for the University in its response to state and national needs, which are if anything even greater today.

The changing context. The mission of Global Campus has not changed, but the context has. The most important changes concern the campus, state, and national environments since the Global Campus initiative was first launched. It was quite likely true in 2006-2007 that, aside from the very active Springfield campus, expanding access to education through online programs was not a major campus priority for Chicago and Urbana. Today, that is certainly no longer true. In 2009, across the three main campuses, there are 62 online programs and nearly 22,000 course enrollments.

Furthermore, as everyone recognizes, the economic and budgetary situation has changed. Resources are scarce, and greater consolidation and efficiencies within the University need to be explored. The apparent duplication within Global Campus of offices and services available on the campuses seems an unnecessary luxury. The expensive and top-heavy administrative structure of the Global Campus is difficult to justify. If every other area of the University is being asked to do more with less, then we need to pursue a thinned-down, more flexible and efficient structure, drawing from and enhancing existing resources and efforts rather than trying to remake them in a new guise. What we are calling here "Global Campus 2.0" is designed to do more with less.

We have also learned from the successes and failures of Global Campus. Most of all, we have learned that faculty and campus unit buy-in are essential to the success of the enterprise. For a variety of reasons, that buy-in has never fully materialized. It can't be mandated, and it can't be achieved at the level of one-to-one arrangements with individual entrepreneurial faculty. The redesign proposed here is centrally concerned with how to create the conditions of faculty and campus unit buy-in. Global Campus 2.0 begins with the assumption that the engine of excellence and innovation in this area is faculty creativity and expertise on the campuses. We must do better at building faculty engagement and trust.

New strategies. It is only natural that given this changing context and the experience gained from three years of the Global Campus experiment, the strategies for achieving the mission should evolve.

First, Global Campus 2.0 would not be a separately accredited degree-granting entity. It is designed primarily as a service and support unit within University Administration (UA), centralizing only those activities where efficiencies and cost savings make common resources beneficial, and otherwise devolving resources and responsibilities to the campus level. The Director of this UA unit would be joined in a Governing Council with three representatives from the campuses, designated by the Provosts, to coordinate planning and resources for online programs across the University. This Council replaces the current Global Campus governing structure, and it would select its own Chair.

Second, Global Campus 2.0 would take a fundamentally different stance toward

"scalability." The current Global Campus has pursued matters of scale by setting numerical target enrollments and profit goals, and then selecting and designing programs that can be "scaled" to meet those goals. Global Campus 2.0 would certainly seek scalability. But rather than doing so by setting targets and then designing programs accordingly, Global Campus 2.0 would work in the opposite way, starting with quality, sustainable programs that have a track record of success, and then allocating resources to help them grow in appropriate ways and at appropriate rates to meet social needs and market demand. Bigger is not always better, and certainly not so in teaching. In our view scale can reach a point of diminishing returns, where greater size comes at the expense of quality – and quality is the University of Illinois "market niche."

Third, Global Campus 2.0 would not be focused solely on the goal of developing separate programs to serve off-campus and non-traditional students, important as that is to the President's mission. We also need to be looking at ways of infusing e-learning pedagogies and innovations across the university, for all students. These are complementary activities, and they need to be understood in relation to each other. What we call the "spectrum model" defines a range and variety of program and course offerings, from 100% online to 100% on-campus and face-to-face, and all the blended possibilities in between. In the end, full scalability will depend on off-campus and non-traditional students having access to a broad range of courses and programs taught on the campuses, in many cases "virtually" alongside regular students.

Fourth, and following from this point, the encompassing mission of Global Campus 2.0 would be to work collaboratively with the campuses and campus units to create a transformed e-learning environment across the University of Illinois.

The fifth and final strategic shift is to conceive Global Campus 2.0 as an engine of greater cross-campus collaboration and synergy. A unit organized at the University level has the capacity to encourage, facilitate, and incentivize such cross-campus collaborations, where simple point-to-point negotiations might be less effective. Such collaborations can create critical mass where any single campus might be lacking.

The current Global Campus has largely abandoned the so-called "partnership" model of developing programs in conjunction with campus units, even though this approach has generated some of their best and most successful programs. But if there is no wider spirit of partnership between Global Campus and the campuses, and among the three campuses, then any truly ambitious online education agenda will fail. This proposal is about creating that richer sense of partnership, which is crucial to success. The campuses and faculty must be able to view Global Campus as *our* Global Campus, not the President's, or UA's, or anybody else's.

It is this larger collaborative enterprise, and not only the UA unit itself, that constitutes the new "Global Campus." It is, from the very beginning, a university-wide and cross-campus consortium.

Maintaining continuity. We recommend that Global Campus operations be phased out over the remainder of 2009, and that Global Campus 2.0 begin operations in January 2010. There are many issues that would need to be worked out during this transition. However, we must guarantee that all current students enrolled in existing Global Campus "partnership" programs will have a seamless path toward completion of their degrees. Global Campus CEO Chet Gardner has proposed to partnering departments a fair and effective way of doing so, which we strongly endorse. Beyond this, we do not want to lose the momentum and effort already invested in these existing partnership programs. Toward that end, we have asked the campus partnering units whether they

are prepared and willing to carry forward the programs on their own, through their respective campus Continuing Education units, or by the partnering units alone, without Global Campus – and we have appended letters from each of them agreeing to do so.

In addition, there are the four newly proposed "pipeline" programs the Global Campus is planning to launch in Fall 2009. We believe that it is not possible for these programs to be approved and ready to offer as accredited programs by Fall 2009. However, these four proposed programs do represent viable and worthy areas of program opportunity, and so again we have contacted the corresponding campus units to ask whether they would be willing to take up these programs, revise them to suit their own academic standards and priorities, and offer online versions of them – including the two proposed degree completion programs – under their own auspices. We have also appended letters from them.

Aside from maintaining continuity with existing Global Campus programs, we want to emphasize the significant efforts the campuses are already making in the online area. These constitute a robust and rapidly growing basis upon which Global Campus 2.0 can build. At present, all three campuses have a range of efforts either fully operational or in development/planning stages that are designed to (a) attract students not currently served through campus programs to new certificate, endorsement, degree completion or full degree programs, and (b) improve access and quality of instruction for current students through on-line means.

The area of degree completion may provide the greatest opportunity for expansion in our on-line portfolio. As the cost of higher education has increased, many students begin higher education in the community college environment. Illinois has a well-developed, strong community college system that serves a large and diverse population. We have exceptional opportunities to expand our partnerships and outreach to these students through degree completion programs. All three campuses have numerous articulation agreements with community colleges, and all three also have a significant transfer student enrollment.

President White has called for a highly affordable degree completion option. Such an option already exists on the UIS campus. It will be possible to build on UIS's Liberal Studies model as an open university for degree completion by community college graduates in Illinois. All three campuses could provide classes that will complement those offerings, creating in effect a three-campus degree program. This will be an important commitment to the people of Illinois in providing an affordable and accessible University of Illinois degree.

Future commitments. Given the resources and support described here, we believe that it is realistic at a minimum to expect that the campuses can grow significantly from 62 online programs and 22,000 enrollments. In the crucial area of undergraduate and degree completion programs we believe that fifteen new programs and at least 5000 new undergraduate students within five years is realistic, based on conservative projections of growth and new programs already in the pipeline or in the planning stages. We have identified here the following viable degree completion programs: expanding the UIS Liberal Studies degree; taking over and improving the two proposed degree completion programs in Psychology (UIC) and Environmental Science (UIUC) currently slated for a possible Fall 2009 release; and a degree completion program in Criminology (UIC), currently its initial stage of development. Additional programs are on the way.

Beyond these figures for undergraduate degree programs, we believe that further

growth is certain in certificate and endorsement programs, which are especially important for students seeking specific employment opportunities; for individual course enrollments, which help students in community colleges and elsewhere pre-qualify for transfer requirements; for Masters degree programs, which are a very rapidly growing area of opportunity and need, especially in many fields of professional development; and for enrollments in online programs by on-campus students. Totaling all of these areas over a five year period, we believe that additional tens of thousands of students will benefit from the University's expanded online efforts.

Even more is likely, but we have learned from experience the dangers of overcommitting in this regard. We are confident in these numbers because they represent ambitious but realizable extensions of current trend lines. Given our previous comments about scalability, our preferred model is to grow existing programs and to build new programs on the basis of proven successful program models from the campuses – models that faculty and campus units are committed to, because they are consistent with their wider academic values and priorities.

A redesigned Global Campus. We approached this task with two primary concerns: one is to reduce the overall size and cost of the management structure of the current Global Campus; the other is to provide for closer articulation and cooperation between Global Campus and the campuses, which is currently lacking.

Global Campus 2.0 would operate with a base of recurring core funding, as Global Campus currently does, and adjust its core staffing and activities to remain within that budget. Global Campus 2.0 would not run off a line of credit, or run at a deficit, even in the short term. We have taken this as one of the essential principles for this redesign project.

Global Campus 2.0 would be built around a UA service and support unit with a Director and modest staff support for that office. We want to centralize only those services that will benefit from centralized efficiencies; otherwise resources and responsibilities should devolve to the campus level. This UA unit would have an officer devoted to Marketing and Market Research and Analysis. It would have staff responsible for Student Recruitment and first contact. It would have a Web Site manager to maintain a common web portal that promotes all University of Illinois online programs. It would have an officer overseeing Educational Technology support and Faculty Development, and a group of staffers providing these services.

In most of these cases there are current Global Campus staff with roughly equivalent responsibilities, and we recommend that wherever possible we should retain and make use of existing expertise. But this core staff must be covered by recurring base funds, not by debt. As a result, the overall staffing would be much smaller than the current Global Campus. This UA unit would report, through its Director, to the Vice President for Academic Affairs.

Our recommendations here about staffing needs for Global Campus 2.0 are necessarily preliminary, given the time frame for developing this proposal. These would have to be refined further during the implementation phase of this initiative. A careful analysis will need to be performed to determine which staffing positions provide sufficient complementary service to campus needs and resources.

Another very important source of support from Global Campus 2.0 will be modest support grants that assist campus units in initiating new online programs, or developing and growing existing successful programs. We call these "start-up" and "scale-up"

grants, respectively. *Start-up grants* will be primarily grants to campus units, though sometimes to individual faculty, to support promising ideas for new course or program development – or, in some cases, exciting online pedagogical approaches they would like to develop and experiment with. *Scale-up grants* are designed for a different purpose, namely growing successful existing programs. In these cases courses have already been designed and improved through experience, and there is already revenue coming in that can support internal development costs. What is likely to be needed in these cases are temporary funds to support the hiring of adjunct faculty to teach additional sections of these courses to meet enlarged demand.

These development awards would be funded initially by extending the nonrecurring funds ($750,000) being given currently to Global Campus for two more years. After that point, Global Campus 2.0 would have to cover the costs of such grants, or any additional staff hires, out of self-generated funding. We have proposed various possible strategies for doing so.

A distinctive feature of Global Campus 2.0 will be its commitment to the Master Teacher Model for all its programs. In the Master Teacher model, a talented and experienced member of the faculty advises, mentors, supervises and evaluates less experienced teachers, including teaching assistants and adjunct instructors. *A University of Illinois degree means University of Illinois faculty.* Experience has shown that an online course development model that is student-centric in delivery, but faculty-centric in the development process is most likely to yield superior learning outcomes, student satisfaction, and faculty satisfaction. Any adjunct faculty staffed to teach in Global Campus 2.0 programs would be hired by, and accountable to, the units offering those programs; they would not be Global Campus employees.

The Director of this UA service and support unit, along with three campus representatives designated by the Provosts, will constitute a Governing Council, with a Chair that rotates annually among its four members. The three campus representatives would each report to their respective Provosts. This Governing Council will oversee the broader program development and marketing processes of Global Campus 2.0, set priorities, and determine the allocation of shared resources, including those from the UA unit and those from the campuses, in advancing the common goal of increasing the number and variety of e-learning programs serving off-campus and on-campus students across the University of Illinois.

We recommend that Global Campus 2.0 have two main advisory panels:

(1) a Board of Advisors that includes a UI alumnus with connections and expertise in the online/extension area; an Illinois public school Superintendent; an Illinois community college President; and three representatives of the business community from around the state. This panel's main responsibilities will be to keep Global Campus 2.0 apprised of the intersection between campus program initiatives and potential, and external audience needs and opportunities in the marketplace;

(2) a Faculty Advisory Committee composed of some of the "champions" of online education across the three campuses. A stronger basis of trust and faculty enthusiasm needs to be nurtured if the aims of Global Campus 2.0 are to be achieved. Faculty need to feel that they are involved in shaping those aims, and they need to believe that those aims are compatible with their broader academic values and priorities. This has been lacking, unfortunately, with the current Global Campus.

Global Campus 2.0 will also need to maintain better lines of communication and

coordination with the Provosts and Deans of the campuses than has existed up until now; hence the structure and representation of the Governing Council. The goal is to build close and steady consultative relationships with campus academic leaders to insure that Global Campus 2.0 plans and priorities are compatible with campus and unit priorities

As noted previously, we began our planning with the principle that we will only staff Global Campus 2.0 with positions that can be covered with guaranteed recurring funding. All centralized staff expenditures, therefore, will need to come out of the existing UA funding stream going to Global Campus (about $1 million). This will mean a much more modestly sized central staff, with many of the functions performed by current Global Campus staff assumed by the campuses and campus units developing and delivering online programs. As noted, we are also requesting an extension of the nonrecurring amount from UA ($750,000/year), for two more years, until Global Campus 2.0 can develop and implement a sustainable self-funding mechanism for additional staff and for funds to be used for start-up and scale-up grants.

This means that the total annual budget would decrease from Global Campus's current $9 million per year to a base of $1 million per year, plus the transitional funding of $750,000 in nonrecurring funds for two years. Any further growth of Global Campus 2.0's budget would have to come from self-generated and renewable resources, not from further UA funds or from debt.

If Global Campus 2.0 is committed to running no further debt, and living within its means, by the same token it cannot inherit the current Global Campus's debt or its closing costs. The cumulative debt of Global Campus will be $7.5 million at the end of this fiscal year, and the additional cost of terminating contracts and releasing or reassigning staff during the transitional period will be significant. Covering this debt is clearly a large issue requiring serious discussion at the UA and Board level. Global Campus 2.0 proposes to incentivize the participation of academic units in a manner that can benefit academic operations on all three campuses, as well as enabling it to gain a return on its own initial investment. Assigning the accumulated debt to Global Campus 2.0 will significantly slow such benefits and hence curtail the willingness of campus units to participate.

SUMMARY CHART

	Global Campus	Global Campus 2.0
Finances	$9 million budget for 2009	Proposed $1.75 million annual budget
	Running off a line of credit, $7.5 million cumulative debt projected for 2009	No further indebtedness
	2011, future-oriented cost recovery	Self-sustaining from day one
Structure	Costly, top-heavy management structure	Thin administration, focusing resources on program support
	Duplicating campus services	Using efficiencies in already-existing campus services
	Emphasis on centralization and a one-size-fits-all model	Decentralized and flexible
Program development and pedagogy	Making deals with individual programs and individual faculty from the campuses	Supporting and enhancing all campus-based programs; encouraging cross-campus collaboration
	Inflexible, standardized course template	Promoting diversity and experimentation in pedagogy and design
	Heavy reliance on non-UI instructors	All instructors hired by and affiliated with UI campus-based units
	Emphasis on low-cost "content delivery"	Emphasis on quality and innovation
Quality	Trying to create a reputation for quality	Quality based on the existing strength and reputation of campus units
	Quality control depends on a "Senate-like" entity that is already a target of controversy	Quality control depends on established unit- and campus-based review processes

	Global Campus	**Global Campus 2.0**
Relation to campuses	Stand-alone online enterprise, clientele	Collaborative "spectrum" approach, benefiting all students
	Duplicating, competing with, and underpricing successful campus-based programs	Building up and promoting successful campus-based programs
	Friction and mistrust	Cooperation, buy-in from campus units
	Separate "fourth campus"	Strengthening e-learning across the university
Marketing	Marketing own programs, to the possible detriment of campus programs	Marketing all UI online programs, to equal benefit: "a rising tide lifts all boats"
	Branding "Global Campus"	Branding "University of Illinois"

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Mission and strategies

This proposal is designed to carry out effectively the mission defined by the Board of Trustees and President White, namely, "To develop and deliver high quality, accessible and affordable on-line college educations to qualified students, including high demand baccalaureate completion degree programs in partnership with community colleges." This mission remains a high priority for the University in its response to state and national needs, which are if anything even greater today.

However, we believe that the strategies for achieving this mission need to be rethought fundamentally.

First, Global Campus 2.0 would not be a separately accredited degree-granting entity. It is designed primarily as a service and support unit within University Administration (UA), centralizing only those activities where efficiencies and cost savings make common resources beneficial, and otherwise devolving resources and responsibilities to the campus level. The overall financial footprint of this UA unit would be much smaller than the current Global Campus (details below). The Director of the unit would be joined in a Governing Council with three representatives from the campuses, designated by the Provosts, to coordinate planning and resources for online programs across the University. This Council replaces the current Global Campus governing structure, and its Chair would rotate annually among its members.

Global Campus 2.0 begins with the assumption that the engine of excellence and innovation in this area is faculty creativity and expertise on the campuses. The lack of faculty buy-in is clearly part of what has impeded the development of the current Global Campus, and without assessing blame, this new initiative must clearly do better at building faculty engagement and trust. Any central administrative structures should be designed to support and facilitate, and not to steer or direct, faculty energies. Where market research or other input identifies areas of program opportunity, the Governing Council can work with campus units in developing strategies for pursuing those opportunities. Global Campus 2.0 resources should be used to support and incentivize such program development.

As David J. Gray, Senior Vice President at the University of Massachusetts, and former CEO of UMassOnline, said at a recent UCEA conference in Boston, "Vast resources, elegance of models, and the best technology all pale in importance relative to institutional buy-in." Gaining that buy-in, from faculty, from campus units, and from administration at all levels across the campuses, is what this proposal is designed to accomplish.

Second, Global Campus 2.0 would take a fundamentally different stance toward

"scalability." The current Global Campus has pursued matters of scale by setting numerical target enrollments and profit goals, and then selecting and designing programs that can be "scaled" to meet those goals. We believe that while some Global Campus programs are excellent, others (particularly some of those in the proposed Fall 2009 pipeline) have sacrificed pedagogical and curricular quality for quick development in order to attain pre-set numerical goals.

Global Campus 2.0 would certainly seek scalability. But rather than doing so by setting targets and then designing programs accordingly, Global Campus 2.0 would work in the opposite way, starting with quality, sustainable programs that have a track record of success, and then allocating resources to help them grow in appropriate ways and at appropriate rates to meet social needs and market demand. Bigger is not always better, and certainly not so in teaching. In our view scale can reach a point of diminishing returns, where greater size comes at the expense of quality – and quality is the University of Illinois "market niche."

This "tipping point" of diminishing returns will be different for different programs, and only experience and constant evaluation will tell us when a program has reached an optimum size. While serving greater numbers of students remains the goal in terms of expanding access, the faculty and units offering programs need to be the judges of whether – for example – they are better off with one program that serves 2000 students, or ten programs that serve 200 students each.

Third, Global Campus 2.0 would not be focused solely on the goal of developing separate programs to serve off-campus and non-traditional students, important as that is to the President's mission. We also need to be looking at ways of infusing e-learning pedagogies and innovations across the university, for all students. These are complementary activities, and they need to be understood in relation to each other. In order to be effective, we are convinced, the online educational mission has to be integrated with, and not in conflict with, the wider academic missions of the university.

What we call the "spectrum model" defines a range and variety of program and course offerings, from 100% online to 100% on-campus and face-to-face, and all the blended possibilities in between. One consequence of this approach is that online courses and programs designed for off-campus and non-traditional students can be translated to meet the needs of regular on-campus students (who increasingly are demanding access to those courses and programs) – and vice versa.

The creation of a separate and autonomous online program entity like Global Campus has done very little to serve the wider student constituency of the University of Illinois, and does not see this as a core part of its mission. Global Campus 2.0 would start with this larger aim and purpose in mind. This also entails that the true metrics of success cannot be limited only to enrollments in 100% online programs; but also the overall number of e-learning enrollments and courses made available to all University of Illinois students.

In the end, full scalability will depend on off-campus and non-traditional students having access to a broad spectrum of courses and programs taught on the campuses, in many cases "virtually" alongside regular students. As we achieve this aim, no one will have to defend or justify the equivalent quality of online programs, because they will be the same programs and often the very same courses. Indeed, assessment will be strengthened by the comparative data that result from this approach. Global Campus, unfortunately, has taken its program and course development in exactly the opposite direction.

Fourth, and following from this point, the encompassing mission of Global Campus 2.0 would be to work collaboratively with the campuses and campus units to create a transformed e-learning environment at the University of Illinois. The campuses have been making steady progress toward this objective over the past couple of years, transforming their own practice while also expanding significantly the number of courses and programs available at low cost to off-campus and non-traditional students. We need to do better, and we can do much better, at serving both these aims at the same time, and in relation to each other. Global Campus 2.0, as it is outlined in detail below, is designed to do this.

The fifth and final strategic shift is to conceive Global Campus 2.0 as an engine of greater cross-campus collaboration and synergy. Another shortcoming of the current Global Campus model of separate and autonomous program development is that it has pursued a series of one-to-one arrangements with individual faculty and units rather than taking advantage of its position at the UA level to be a place that brings together different campus units to work collaboratively. In the Global Campus 2.0 model, the campuses will have incentives to pool resources with the UA unit, and with each other, within the context of a shared overall plan, in order to achieve new efficiencies and synergies.

We will give examples of how this new model can work in the detailed prospectus below; but, for example, where individual campus units may lack a "critical mass" of interested and experienced faculty to generate a complete program alone (especially at the undergraduate level, where multiple course requirements and electives need to be provided), Global Campus 2.0 can work to bring together faculty design teams from different campuses to work toward that common aim. An online or "virtual" campus is exactly the sort of place that can bring these distributed resources and strengths together. Unfortunately, Global Campus has failed to make this a priority; Global Campus 2.0 would have it as one of its central missions.

The campuses must be able to view Global Campus as *our* Global Campus, not the President's, or UA's, or anybody else's. The current Global Campus has largely abandoned the so-called "partnership" model of developing programs in conjunction with campus units, even though this approach has generated some of their best and most successful programs. But if there is no wider spirit of partnership between Global Campus and the campuses, and among the three campuses, then any truly ambitious online education agenda will fail. This proposal is about creating that richer sense of partnership, which is crucial to success.

In sum, Global Campus 2.0 fully addresses the stated mission of the President and the Board, and charts the best way to achieve it, consistent with the University's wider values. It sees this mission in necessary connection with other strategic priorities for the University and the campuses – and works in concert with those other priorities, not in tension with them.

The changing context

Of the many reasons to change approach toward achieving President White's mission, the most important ones concern the changed campus, state, and national environments since the Global Campus initiative was first launched. To be as fair as possible, it was quite likely true in 2006-2007 that, aside from the very active Springfield campus, expanding access to education through online programs was not a major campus priority for Chicago and Urbana. There were pockets of energy and initiative even then, but it was plausible for Global Campus at the outset to claim that it was entering a field

that needed energizing.

Today, that is certainly no longer true. In 2009, across the three main campuses, there are 62 online programs and over 20,000 overall online for-credit enrollments. (See Appendix A) The Global Campus's equivalent numbers (as projected to the Board in its January 7, 2009 report) are 9 credit and degree programs with 604 for-credit enrollments. Frankly, the existence of the Global Campus, and President White's strong advocacy for the online education agenda deserve a good deal of the credit for this changed circumstance. But its upshot is that the campuses no longer need a separate entity to step in and offer the programs that they cannot.

What *is* needed today is a process that provides campus units with the technical support and resources to enhance and grow the size of their successful programs, and to build upon those successful models to develop new programs to reach more students, especially at the undergraduate level. Campuses and campus units also have an independent interest in developing new programs that can add tuition revenues to their budgets. Individual faculty entrepreneurship has not always served the greater good. We need to acknowledge mistakes that have hindered the current Global Campus, and develop a radically different structure and strategy.

Furthermore, as everyone recognizes, the economic and budgetary situation has changed. Resources are scarce, and greater consolidation and efficiencies within the University need to be explored. The apparent duplication within Global Campus of offices and services available on the campuses seems an unnecessary luxury. The expensive and top-heavy administrative structure of the Global Campus is difficult to justify. If every other area of the University is being asked to do more with less, then here too we need to pursue a thinned-down, more flexible and efficient structure, drawing from and enhancing existing resources and efforts rather than trying to remake them in a new guise. Global Campus 2.0 is designed to do more with less – much less.

The financial model for Global Campus 2.0 will be spelled out in more detail below: but briefly, it will operate with recurring core funding, as Global Campus currently does, and adjust its core activities to remain within that budget. We have several proposals for how additional resources might be garnered that will allow Global Campus 2.0 to do even more; but its mission will grow only as its self-generated sources of funding grow. Global Campus 2.0 will not run off a line of credit, or run at a deficit, even in the short term. We have taken this as one of the essential principles for this redesign project.

Finally, we have also learned from the successes and failures of Global Campus. Most of all, we have learned that faculty and campus unit buy-in are essential to the success of the enterprise. For a variety of reasons, that buy-in has never fully materialized. It can't be mandated, and it can't be achieved at the level of one-to-one arrangements with individual entrepreneurial faculty. The redesign proposed here is centrally concerned with how to create those conditions of faculty and campus unit buy-in. Global Campus 2.0 begins with the assumption that the engine of excellence and innovation in this area is faculty creativity and expertise on the campuses. It must do better at building faculty engagement and trust.

MAINTAINING CONTINUITY

Existing and proposed Global Campus online programs

Our proposal is that current Global Campus operations be phased out over the remainder of 2009, and that what we are calling here "Global Campus 2.0" would begin operations in January 2010. In order to do this, several issues must be addressed: First of all, guaranteeing that all current students enrolled in existing "partnership" programs will have a seamless path toward completion of their degrees. Global Campus CEO Chet Gardner has proposed to partnering departments a fair and effective way of doing so, which we strongly endorse. *However, no new students should be enrolled through Global Campus; this responsibility must devolve to the partnering campus units during the transitional period.*

Beyond this, we do not want to lose the momentum and effort already invested in these existing partnership programs. Toward that end, we have asked the campus partnering units whether they are prepared and willing to carry forward the programs on their own, through their respective campus Continuing Education units, or by the partnering units alone, without Global Campus – and we have appended letters from each of them agreeing to do so.

Finally, there are the four newly proposed "pipeline" programs the Global Campus is planning to launch in Fall 2009. Without rehearsing all the issues, each of these four proposed programs has encountered resistance from the campuses: sometimes for quality reasons, sometimes because of the ways in which they were developed with individual faculty and not campus units, and sometimes because they compete with existing or planned campus program initiatives. We think it is not possible that these programs will be approved and ready to offer as accredited programs by Fall 2009. If the UIC campus is not willing or able to extend its accreditation to these programs, they cannot be offered as unaccredited degrees without jeopardizing the University's own accreditation.

However, these four proposed programs do represent viable and worthy areas of program opportunity, and so again we have contacted the corresponding campus units to ask whether they would be willing to take up these programs, revise them to suit their own academic standards and priorities, and offer online versions of them – including the two proposed degree completion programs – under their own auspices. We have appended letters from each of these units agreeing to do so:

> *Master of Education in Teaching and Learning*
> Development by 3-campus consortium of Colleges of Education.
>
> *Master of Science in Management Information Systems with a concentration in Data Mining*
> Existing UIC face-to-face program; UIC College of Business committed to continued development.
>
> *Bachelor of Science in Environmental Sustainability Degree Completion Program*
> UIUC College of Liberal Arts and Sciences committed to continued development.
>
> *Bachelor of Arts in Psychology Degree Completion Program*
> UIC Department of Psychology has voted down current proposal on academic grounds and has expressed interest in developing an alternative offering.

Existing and proposed campus online programs

Second, we want to emphasize the significant efforts the campuses are already making in the online area. These constitute a robust and rapidly growing basis upon which Global Campus 2.0 can build. By any measure, the current level of online programming across the University of Illinois system is impressive. As a whole (and including the campus partnership programs with the Global Campus), the University offers 62 credit-and-degree programs with nearly 13,000 projected enrollments for AY08-09.

Table 1: Existing Online Credit and Degree Programs

Program	Campus
GLOBAL CAMPUS	
MS Patient Safety Leadership	UIC – Global Campus
Campus Certificate in Patient Safety Organizations	UIC – Global Campus
Campus Certificate in Patient Safety, Error Science, and Full Disclosure	UIC – Global Campus
MS in Recreation, Sport and Tourism	UIUC – Global Campus
Ed.M in E-Learning + 2 Certificates	UIUC – Global Campus
Campus Certificate in Foundations of e-Learning	UIUC – Global Campus
Campus Certificate in Management of e-Learning	UIUC – Global Campus
Bachelors in Business Administration	UIC – Global Campus
BS in Nursing	UIC – Global Campus
Campus Certificate in IT Project Management	UIS – Global Campus
Campus Certificate in Business Process Management	UIS – Global Campus
Total Campus-GC Partnership Programs	11
UIC	
Master of Engineering	UIC
Campus Certificate in Engineering Law & Management	UIC
Master of Health Professions Education	UIC
MPH in Public Health Informatics	UIC
MS in Health Informatics	UIC
IBHE Certificate in Health Informatics	UIC
Campus Certificate in Health Informatics	UIC
Campus Certificate in Bioinformatics	UIC
RN to BSN (UIC Online)	UIC
IBHE Certificate in Administrative Nursing Leadership	UIC
Campus Certificate in Advanced Practice Forensic Nursing	UIC
Campus Certificate in Advanced Practice Palliative Care Nursing	UIC
Campus Certificate in School Nursing	UIC
Campus Certificate in Teaching/Learning in Nursing & Health Sciences	UIC
Campus Certificate in Advanced Community Public Health	UIC
Campus Certificate in Basic Community Public Health	UIC
Campus Certificate in Public Health Informatics	UIC
Campus Certificate in Environmental Health Informatics	UIC
Campus Certificate in Emergency Management and Continuity Planning	UIC
Campus Certificate in Electromagnetics Technology	UIC

Campus Certificate in Wireless Communications Technology	UIC
Total UIC Programs	21
UIS	
MA in Teacher Leadership	
MS in Management Information Systems	
MPA: Master of Public Administration	
MS: Computer Science	
MA: Human Services/Social Service Administration	
MA: Legal Studies	
MPH: Master of Public Health / Environmental Health	
MA: Environmental Studies: Sustainable Development and Policy	
MA: Environmental Studies: Natural Resources	
BA: Liberal Studies	
BS: Computer Science	
BA: Mathematical Science	
BBA: Business Administration	
BA: English	
BA: History	
BA: Philosophy	
BA: Economics	
Certificate: Illinois Teacher Education Secondary School Endorsement	
Certificate: Information Assurance	
Certificate: Systems Security	
Certificate: Illinois Chief School Business Officer	
Certificate: Emergency Preparedness / Homeland Security	
Certificate: Digital Organizations	
Total UIS Programs	23
UIUC	
Degree EDM: Ed Policy St (four separate programs)	
Degree EDM: Educational Psychology	
Degree EDM: Human Resource Education	
Degree MCS: Computer Science Online	
Degree MS: Agricultural Education	
Degree MS: Mechanical Engineering	
Degree MS in Library & Information Science	
Cert Adv Study CAS in Library & Information Science	
Total UIUC Programs	11

Enrollment growth in campus-based credit and degree programs has been robust over the past five years. (Enrollment growth is best measured in course enrollments and in credit hours. Both measures are shown below.)
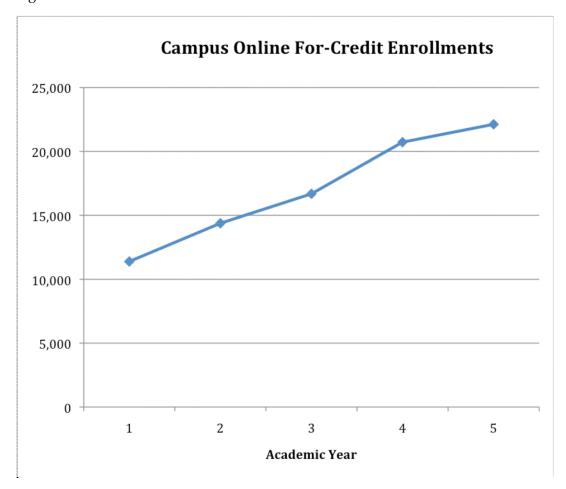
Table 2:

Online For-Credit Course Section Enrollments

*projected

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009*
UIC For-Credit Enrollments	1,453	2,652	2,939	3,730	4,273

UIS For-Credit Enrollments	5,724	7,257	8,585	9,650	9,852
UIUC For-Credit Enrollments	4,210	4,472	5,160	7,347	8,000
3-Campus For-Credit Enrollment Total	11,387	14,381	16,684	20,727	22,125
For-Credit Enrollment % change		26.3%	16.0%	24.2%	6.7%

Figure 1:

[NB: Year 1 is 2004-05, through Year 5, which is 2008-09]

Each campus has current credit and degree enrollments that significantly exceed the Global Campus. Furthermore, each campus is sustaining a strong growth rate in its online course offerings. This record of growth derives from anchoring campus online offerings in their faculties, departments, and academic colleges. Global Campus 2.0 will work with campus units to identify existing programs with growth opportunities, and provide resources and support, including market research, to assist them in doing so.

In addition, the campuses are expanding their blended offerings (which significantly combine online and face-to-face instruction). UIC has a Sloan Foundation grant for blended learning, and has grown its credit and degree blended enrollments from 369 in AY05/06 to 3,982 projected for AY08/09. UIS began blended instruction in AY07/08 and projects nearly 500 blended enrollments for this academic year. UIUC is very committed

to pursuing the blended model. These enrollments demonstrate the commitment of the University of Illinois campuses to bringing the benefits of online learning into the regular curriculum for campus students.

New constituencies, new program designs

Perhaps the most compelling rationale for an integration of Global Campus into the existing campus infrastructure is the significant opportunity to bring together a wide array of existing and planned on-line educational efforts, efforts designed to serve the needs of community college transfer students, workforce training and retraining, and current students through both fully on-line and blended programs. By applying the full spectrum of delivery methods (from online to blended) to the full spectrum of learners, the Global Campus 2.0 model allows a significant leveraging of the Board's investment.

At present, all three campuses have a range of efforts either fully operational or in development/planning stages that are designed to (a) attract students not currently served through campus programs to new certificate, endorsement, degree completion or full degree programs, and (b) improve access and quality of instruction for current students through on-line means. Examples of already developed and operational programs include the nursing and business programs at UIC that were developed with the initial Global Campus model, UIS's sixteen fully online degree completion and masters programs such as the degree completion in liberal studies (fully on-line), and NetMath and College of Education programs at UIUC.

At each campus, there are active plans to expand on-line programs, across the full range of courses, certificates/endorsements, degree completion programs, and full degree programs. For example, the College of Liberal Arts and Sciences at UIUC recently articulated a plan for LAS On-Line, to address needs of current students (through blended and on-line courses to meet demand) and new students, in areas of particular demand and opportunity. A table summarizing the priorities of the emerging LAS on-line effort is included, below. As is apparent, many of the aims of the LAS on-line plan would not be encompassed in the current, tightly focused Global Campus model.

We believe that there is significant capacity to expand access, enhance quality and consistency of instruction, and generate revenue through a range of new courses and programs that use on-line learning technologies. The opportunities exist across a continuum ranging from single courses or course series, to certificate/endorsement programs, to degree completion programs, to full degree programs. Cutting across this continuum can be a range of options from blended educational opportunities (some face-to-face instruction paired with on-line learning) to fully on-line models.

In the area of courses or course sequences, we have several successful models. One noteworthy example is the NetMath program, established by the Department of Mathematics at the University of Illinois Champaign-Urbana. NetMath provides individual gateway math courses or full series of math courses through entirely on-line venues and primarily serves students who are not simultaneously enrolled at the University of Illinois. These courses reach a wide audience across the nation, address critical needs for building math skills for students pursuing many fields, and are financially successful in bringing a health revenue stream to the department. UIUC is considering developing a similar model for chemistry and biology, to meet significant needs for science enrichment. New on-line courses may also be used for UIUC students, as a tool for enhancing course quality.

UIC is committed to developing new undergraduate degree completion programs in

Criminology and Psychology to supplement the existing programs in Nursing and Business already offered through the Global Campus. These programs—all in high-demand areas—have the potential to add significant enrollments to place-bound adult learners throughout Illinois within the next two years. Additional programs may be identified that will significantly supplement growth within a five-year horizon.

Much of UIC's emphasis in the past five years has been on blended learning, which combines the best of online and face-to-face instruction. The UIC Blended Initiative, fueled by a grant from the Sloan Foundation, promises to add many thousands of blended enrollments in the next five years. The Blended Initiative leverages the university's investment in its classrooms. It also reduces the opportunity cost of education for students, by reducing commuting time and cost in a metropolitan setting, and allowing them to achieve a better balance between work and study.

UIS has a continuing record of responsiveness to the need for access to online baccalaureate completion, masters degrees, and certificates. Over the past decade, the campus has launched sixteen degree/degree completion programs and nine certificate programs online. Most recently, the Public Affairs and Administration college launched an online Master of Public Health. This rapidly-growing program is in the process of developing associated online certificates. As with UIC, a recent Sloan Foundation funded initiative has resulted in the current development and deployment of blended degree programs. The Legal Studies BA, Management of Information Systems BS, Human Services MA tracks in Gerontology and in Social Services Administration, and the Management BA are all moving toward full deployment by in the coming year. Other blended programs are in the planning or development stages at UIS. The English MA has already made progress toward meeting the current UIS blending criterion of reducing the number of physical student visits to campus by one-half over the course of the degree program. The Accountancy Department is discussing and developing online and blended initiatives that may soon result in the launch of an online certificate. The Springfield campus continues to meet with representatives of area businesses and corporations such as Archer Daniels Midland, State Farm, and Caterpillar to identify ways to work together to meet the needs of their employees and the central Illinois region.

In addition, all three campuses see significant prospects for the expansion of enrollments in existing online masters programs and the rapid development of new masters programs and graduate certificates. As the President of the United States challenges all Americans to pursue at least one year of post-baccalaureate education, such programs will be increasingly significant for working adults who are addressing the challenges of a rapidly-changing high-skills workplace.

Existing campus certificate, endorsement, and non-credit programs and trends

A range of certificate and/or endorsement programs already exist, and several others have been targeted for new development, including an endorsement for ESL teachers (a partnership of LAS and EDUC at UIUC) and a new Global Studies certificate at UIUC. Certificates and endorsements provide a useful credential in several fields and, if infrastructure resources permitted, would be particularly effective if designed to target retraining for individuals seeking employment in emerging or growing fields. UIC has seen a rapid growth in certificate programs in high-demand health professions areas.

In addition to their offerings in credit and degree programs, the three campuses also have significant experience with non-credit offerings such as the Graduate Medical Education Program and Public Health Preparedness Center at UIC and Veterinary

Science at UIUC.

We estimate that the total non-credit enrollments to be around 15,000 in a typical year. This area reflects the response of the university to the varied needs of the state.

The total of online activity (credit/degree by non-credit) constitutes a vast area of activity. A recent Chicago Tribune article (April 5, 2009) reported a total online course enrollment for university of Illinois campuses for credit and non-credit courses of nearly 30,000. This number is, if anything, conservative.

Existing and new relationships with community colleges

The area of degree completion may provide the greatest opportunity for expansion in our on-line portfolio. As the cost of higher education has increased, many students begin higher education in the community college environment. Illinois has a well-developed, strong community college system that serves a large and diverse population. We have exceptional opportunities to expand our partnerships and outreach to these students through degree completion programs.

All three campuses have numerous articulation agreements with community colleges, and all three also have a significant transfer student enrollment.

UIS is already highly active in degree completion programs. A primary mission of UIS is to help adult students complete their undergraduate degrees using a range of learning technologies and instructional methods. UIS has a range of formalized partnerships with a variety of institutions; these agreements help students participate in online programming that is as cost- and time-efficient as possible (see http://www.uis.edu/clas/online/partnershipsdialogues.html).

UIS also maintains articulations with a number of community colleges both in Illinois and as far away as the Front Range Community College of California. Students with AA or AS degrees meeting application requirements can be seamlessly accepted in the online UIS Liberal Studies degree completion program. See http://www.uis.edu/newsbureau/2008/07/uis-heartland-community-college-sign.html for an example of a UIS on-line degree completion articulation agreement. The Office of Technology-Enhanced Learning has worked with the Illinois Community College Board on a number of projects, including a recent HECA grant in which UIS provided instruction and training at the ILCCO (Illinois Community Colleges Online) member community colleges.

UIUC has targeted expanding outreach to community college students as a strategic goal, with the aiming of doubling enrollment of transfer students over the next five years. Significant progress toward this goal has been made, with transfer students increasing from about 850 in Fall 2007 to approximately 1200 in Fall 2008, with a goal of 1500 in Fall 2009 (note that an additional 200-300 transfer students enter UIUC each spring semester). In addition, the number of African-American students in the Fall 2008 transfer cohort at UIUC nearly doubled, relative to the 2007 entering transfer cohort. Efforts to expand transfer enrollment have been accelerated through a grant from Lumina Foundation for Education, and one strategy that UIUC has employed is a dual admission pilot program (currently termed the Parkland Pathway to Illinois, see http://admissions.illinois.edu/apply/app_parkland.html), designed to reach community college students from the beginning of their higher education careers and create a seamless pathway to Illinois. Degree completion programs could facilitate these

efforts. As a first step in the Lumina grant project, personnel at Illinois conducted a listening tour, visiting 12-15 partner community colleges (see http://admissions.illinois.edu/TEAM/index.html for more information on transfer project). During that listening tour, community college partners identified several programs that they felt were of greatest interest to community college students, including but not limited to psychology, business, communication, applied health fields, environmental sustainability, and general studies. If additional degree completion were developed, these areas would be ideal to pursue. On-line degree completion programs could help address capacity limitations at UIUC; for example, many of the programs of greatest interest to community college students are oversubscribed on-campus.

UIC is currently designing a degree completion program in criminology, and is negotiating a guaranteed admission program with Malcolm X Community College (one of the City Colleges located very near the UIC campus). UIC has a large transfer student population, with 1,300-1,450 transfer students entering the institution each year.

President White has called for a highly affordable degree completion option. Such an option already exists on the UIS campus. It will be possible to build on UIS's Liberal Studies model as an open university for degree completion by community college graduates in Illinois. All three campuses could provide classes that will complement those offerings, creating in effect a three-campus degree program. This will be an important commitment to the people of Illinois in providing an affordable and accessible .

There is additional potential across the campuses to design degree completion programs that meet demand, provide access to an Illinois degree (from UIC, UIS, or UIUC), and complement rather than compete with on-campus programs. Given that dual admission programs have already been established, extending arrangements to on-line offerings could be an effective direction. In addition, there is significant overlap in the community colleges that send the largest number of transfer students to our campuses. Partnering closely with these institutions in developing new programs and, potentially, dual admission models to on-line degree completion programs, would be a boon to expanding access to higher education in the state (e.g., College of DuPage, William Rainey Harper, Illinois Central Community College, Oakton Community College, etc.).

In conclusion, collaboration with community colleges, particularly in the area of degree completion programs, has become a signature emphasis of Global Campus, and one with great potential for future growth. It will be possible for Global Campus 2.0 to maintain and build upon all of those relationships, added to the wider set of already-existing campus relationships with community colleges, so that none of that momentum will be lost. On the contrary, we think that this area can grow even faster if it is developed within the context of existing campus programs and partnerships (for example, creating online versions of already-successful campus/community college programs).

New program opportunities

The three campuses have numerous online program initiatives already under way. The campuses have long-term models of success with fully on-line and blended degree programs (e.g., the graduate program in Library and Information Science at UIUC). As new programs are considered, emerging opportunities in the present work environment should be considered, as should the opportunity to reach individuals displaced from work in the changing environment.

A very exciting new initiative in this regard is UIUC Dean Joel Cutcher-Gershenfeld's proposed program to help workers who have lost their jobs in the current economic downturn develop new professional skills in expanding employment areas. Here is a prime example of how a rapid-response capacity, linked with campus-based expertise, can develop new online courses and programs to fit new and emergent constituency needs.

There are additional areas where new degree programs can take better advantage of the unique strengths of the University of Illinois campuses: from the Urbana campus, new programs in computational science, informatics, and advanced data methods; from Chicago, an M.Ed. in Measurement, Evaluation, Statistics and Assessment, and new Certificates in e-Government, Educational Research Methods, and four different health professions areas (all scheduled for Fall, 2009), plus two masters concentrations and four additional campus certificates in health professions areas in development for 2010; from Springfield four new programs being developed with a grant from the Alfred P. Sloan Foundation (Legal Studies BA, MIS BS, Human Development Counseling MA, and Management BA).

Future commitments

Given the resources and support described here, we believe that it is realistic at a minimum to expect that the campuses can grow significantly from 62 online programs and 22,000 enrollments. In the crucial area of undergraduate and degree completion programs we believe that fifteen new programs and at least 5000 new undergraduate students within five years is realistic, based on conservative projections of growth and new programs already in the pipeline or in the planning stages. We have identified here the following viable degree completion programs: expanding the UIS Liberal Studies degree; taking over and improving the two proposed degree completion programs in Psychology (UIC) and Environmental Science (UIUC) currently slated for a possible Fall 2009 release; and a degree completion program in Criminology (UIC), currently its initial stage of development. Additional programs are on the way.

Beyond these figures for undergraduate degree programs, we believe that further growth is certain in certificate and endorsement programs, which are especially important for students seeking specific employment opportunities; for individual course enrollments, which help students in community colleges and elsewhere pre-qualify for transfer requirements; for Masters degree programs, which are a very rapidly growing area of opportunity and need, especially in many fields of professional development; and for enrollments in online programs by on-campus students. Totaling all of these areas over a five year period, we believe that additional tens of thousands of students will benefit from the University's expanded online efforts.

Even more is likely, but we have learned from experience the dangers of overcommitting in this regard. We are confident in these numbers because they represent ambitious but realizable extensions of current trend lines. Given our previous comments about scalability, our preferred model is to grow existing programs and to build new programs on the basis of proven successful program models from the campuses – models that faculty and campus units are committed to, because they are consistent with their wider academic values and priorities.

ACTIVITIES AND STRUCTURE OF GLOBAL CAMPUS 2.0

Program development

A University of Illinois degree means University of Illinois faculty. Experience has shown that an online course development model that is student-centric in delivery, but faculty-centric in the development process is most likely to yield superior learning outcomes, student satisfaction, and faculty satisfaction. The instructor is more than the "content expert" for the course. The instructor is at the center of the development process. Instructional designers can support the faculty member by bringing an array of technologies and strategies to the process to enable the instructor to most effectively communicate information, facilitate the building of knowledge, encourage the development of a learning community, and assess learning. While there are effective practices in this field that are documented through national associations such as the Sloan Consortium and EDUCAUSE, there is no one single approach that works in all cases. Rather, just as is the case on our campuses, the diversity of quality approaches provides richness to learning at the University of Illinois, and provides a testbed for multiple, innovative approaches to teaching and learning. There are eight week courses and there are sixteen week courses. There are courses with field projects and ones with library research papers. There are some that serve predominantly off-campus students, and there are a range of other blended models. And so on.

As noted before, a significant area of new opportunity involves programs made possible by pooling resources from across the campuses. Such collaborations can create critical mass where any single campus might be lacking. They can involve elective courses or other specific content courses where one campus might have expertise the others lack. They can involve graduate students from Chicago and Urbana working as graduate assistants or instructors for Springfield undergraduate programs where they might lack their own graduate programs (and, not incidentally, providing financial support and valuable professional experience for those graduate students). A unit organized at the University level has the capacity to encourage, facilitate, and incentivize such cross-campus collaborations, where simple point-to-point negotiations might be less effective.

Staff support for development

A team approach between instructional designers and instructors will be encouraged in Global Campus 2.0 course and curriculum development. One of the key benefits of the current Global Campus is the very talented group of instructional designers and educational technology experts they have put together. We have every intention of retaining their services and putting them in contact with equally talented professionals on the campuses to build an effective and better integrated service and support team effort.

Global Campus 2.0 will also provide an array of professional development opportunities for faculty members who want to develop online programs and courses. Faculty members on all of the campuses report that what they learn in the course of developing their own online classes carries over into their development and delivery of on-campus classes as well. 21st century technologies, coupled with the innovative pedagogical approaches enabled by those technologies, can have a positive influence on all of our teaching.

Global Campus 2.0 will provide a wide range of faculty support, from formal online classes (such as the Making the Virtual Classroom a Reality sequence), to guest lecture series bringing in national experts, to discussing emerging best practices in pedagogy

and technology, to brownbag sessions, to one-on-one assistance. An instructional design unit will be developed within the Illinois Online Network that will provide assistance to any college, department, and other university program entity seeking to integrate the new technologies into their instruction delivery. This unit will work hand-in-hand with existing support units on the campuses to supplement – not supplant – the many successful efforts that are already underway.

Global Campus 2.0 will offer support for new and expanding initiatives in terms of marketing, advertising, and student recruitment. An enhanced web portal will provide a central point of online presence for all University of Illinois online efforts, linking to each of the online program pages. The current Global Campus web site features its own programs prominently, and only indirectly gives access to the dozens of other campus online programs.

Global Campus 2.0 will also build upon support initiatives at each of the campuses, spreading them across all three. For example, a community of practice is an effective way of engaging faculty peer-to-peer development and mentoring. At UIS, the Community of Practice in e-Learning - COPE-L http://uiscopel.ning.com/, provides regular sessions for faculty members to exchange ideas, meet with national leaders in the field of online learning, and collaborate with other universities in the development of quality online programs, grant proposals, and projects. UIC also has a campus-wide community of practice that provides regular brown-bag sessions for interested faculty members. These will create bridges between each other and to UIUC to create synergies and opportunities for university-wide collaborations. And those collaborations will expand beyond our campuses. For example, UIS leads a consortium that offers a series of workshops for online faculty members on emerging technologies and pedagogies in online learning at half a dozen universities such as the Hayward campus of Cal State, Louisiana Tech, Southern Maine and Oakland universities (e.g. http://nclc-online.ning.com). Such collaborations will be shared with all campuses under the umbrella of Global Campus 2.0.

The Illinois Virtual Campus (IVC) and the Illinois Online Network (ION) will be restored to their prior status. These units will be responsive to the needs of the campuses and the broader educational community in Illinois. The IVC will list all University of Illinois online and blended classes (as well as those of others in the state). The IVC will also continue its services to community colleges, colleges and universities in Illinois. The Illinois Online Network will continue to provide services including (but not limited to) the Faculty Summer Institute and the Making the Virtual Campus a Reality (MVCR) online program (http://www.ion.uillinois.edu/courses/aboutmvcr/). The fee exemption will be restored for University of Illinois faculty and staff enrolling in MVCR classes.

Supporting new program initiatives and growing existing programs

The campuses will generate program proposals to meet needs they have identified, as well as responding to areas of opportunity that have been identified by Global Campus 2.0. Input will be sought from across the university. University Administration and the University Outreach program will be among those providing ideas and opportunities for expansion of the delivery of online and blended degree, certificate and non-credit initiatives. Campuses will be able to generate requests to their sister campuses to provide courses needed to complete programs. For example, lower division pre-requisites for the online BBA program at UIS are not available through that campus (e.g. Macro and Micro Economics). The Springfield campus continues to struggle with finding sources for such classes for otherwise qualified applicants to the program. One

of the other campuses should be able to meet that need online.

Global Campus 2.0 will provide marketing research and analysis to assist colleges and departments in determining needs and opportunities for the University of Illinois to better serve the public with programs delivered through 21st century technologies. In some cases this may produce opportunities for new cross-campus collaborations. But all new programs will need to adhere to campus processes for governance and administrative approval of new online, blended, and non-credit initiatives. As courses and programs are developed and launched, they will be listed in the web portal and automatically be included in the very popular listings of the IVC.

Funding resources

Another very important source of support from Global Campus 2.0 will be modest support grants that assist campus units in initiating new online programs, or developing and growing existing successful programs. We call these "start-up" and "scale-up" grants, respectively. These can take the form of either outright cash transfers, or possibly loans that will be repaid out of future program revenues. This is one area where further negotiation with the UA and campuses will need to take place (see the discussion of Global Campus 2.0 Finances, below).

Start-up grants will be primarily grants to campus units, though sometimes to individual faculty, to support promising ideas for new course or program development – or, in some cases, exciting online pedagogical approaches they would like to develop and experiment with. In the case of new program proposals, market research carried out by Global Campus 2.0 staff can provide data about the potential benefits of those new programs and the size of their prospective audience. This will not be the sole criterion for approving these proposals, but it is relevant to prioritizing the use of Global Campus 2.0 resources.

Scale-up grants are designed for a different purpose, namely growing successful existing programs. In these cases courses have already been designed and improved through experience, and there is already revenue coming in that can support internal development costs. What is likely to be needed in these cases are temporary funds to support the hiring of adjunct faculty to teach additional sections of these courses to meet enlarged demand. These scale-up grants should be limited to, say, two years, with the assumption that increased enrollments will allow the unit eventually to pick up the cost of the adjuncts themselves. As noted, it is possible that these grants will be structured as loans, with the expectation that they will be repaid if program growth meets targeted goals. This would provide a more sustainable model for the use of Global Campus 2.0 funds.

Research and development

The university is a knowledge enterprise, and part of what would make online education a higher priority for many faculty is if it involves a significant research and knowledge-generating component. There are countless important research questions about student learning, the impact of social networks in building a sense of community and engagement in online courses and programs, student motivation in online learning contexts, the pathways of access that help and hinder learners from different backgrounds, and so on – all of which would constitute substantial increases in our knowledge about learning as well as valuable formative information to assist the further development of our courses and programs. This "R&D" approach, so common in other aspects of the University's activities, has been mostly absent from teaching generally,

including online teaching. Evaluation and assessment are part of this picture, but not the whole picture: many research questions raise larger issues that just course quality or instructor effectiveness.

The current Global Campus has two existing grants: a $400,000 Department of Education grant, and a $650,000 grant from the Lumina Foundation. If Global Campus in its current form is changed, we would not want to lose these grants in the process. Beyond this, further grants and private sources of support can be found for the kinds of R&D activities spelled out here.

The Master Teacher model

A distinctive feature of Global Campus 2.0 would be its commitment to the Master Teacher Model for all its programs. This model assures the continuous involvement of University of Illinois faculty in all programs. While the current Global Campus makes use of the Master Teacher model, it has not made a full commitment to it. Hence this feature of Global Campus 2.0 constitutes an important reaffirmation of our commitment to quality.

In the Master Teacher model, a talented and experienced member of the faculty advises, mentors, supervises and evaluates less experienced teachers, including teaching assistants and adjunct instructors. The Master Teacher has often played a leading role in the design of the program, and may be engaged in research and publication about teaching and learning in the discipline. Even prior to the initial launch of Global Campus, UIS was delivering online classes via the Master Teacher model. For example, the PAC (and more recently ECCE) Internet in American Life online class has for years offered four online sections each semester.

Preparation for a Master Teacher role includes specific training in online instructional design and pedagogy, as well as experience in traditional classroom teaching. Likewise, the Master Teacher may be involved in the training of the junior instructional staff members who will be offering instruction in his or her program. Among those providing faculty development at UIS are three of only eight national recipients of the Sloan Consortium's highest individual recognition, the "Most Outstanding Achievement in Online Learning" award: Professor Ray Schroeder (2002), Visiting Professor Burks Oakley, and James J. Stukel Distinguished Professor Karen Swan (2006). All three of these faculty members have delivered faculty development presentations on all three campuses and are prepared to expand their cross-campus presentations. Multiple models for inter-campus partnerships exist at the national level that could serve as reference points, including the Council of Graduate Schools' Preparing Future Faculty Program. Further awards granted to Springfield's programs include the 2008 Society for New Communications Research Award in External Online Communications; the 2008 Sloan Consortium Inaugural Ralph E. Gomory Award for Quality in Online Education; and the 2007 Sloan Consortium Award for Excellence in Institution-Wide Online Teaching & Learning Programming.

Beyond the pedagogical benefits of this Master Teacher approach, it reflects a very different model of faculty involvement. It is hardly a surprise that few faculty find the idea very appealing of selling their "content" to be reconstituted into a template over which they have little control, and then taught by low-cost instructors who have no connection with them. There are, in addition, the intellectual property issues of faculty losing control of the future uses of material they have worked very hard to compile – including even their own lectures. What matters to most faculty is quality learning, innovation, connecting with students, shaping content knowledge to fit their world view

and values, and feeling that the teaching-learning process is about the creation of new knowledge, and not simply the "delivery" of standardized content. Global Campus 2.0 begins with a dramatically different view of faculty interests and motivations. And if online teaching can provide a basis of financial support and professional development for *their own* graduate students, this is far better than paying the salaries of nameless, faceless, adjunct faculty hired by and accountable to some other branch of the University. Any adjunct faculty staffed to teach in Global Campus 2.0 programs would be hired by, and accountable to, the units offering those programs; they would not be Global Campus employees.

As noted, the cooperative structure of Global Campus 2.0 also allows for important synergies among the campuses. UIUC and UIC have large graduate student bodies that include many talented young teachers who would embrace the chance to teach in the online environment as a significant step in their professional development. UIS has a faculty that is nationally celebrated for its innovation and achievement in online teaching. The Global Campus 2.0 structure creates the possibility for Springfield faculty to join their UIUC and UIC colleagues as Master Teachers mentoring UIUC and UIC graduate students, thereby leveraging UIS's expertise across the system.

A strong foundation for the Global Campus 2.0 Master Teacher model already exists in the teaching support at each of the campuses. The UIC College of Liberal Arts and Sciences has recently established a Master Teacher Initiative. The UIC Council for Excellence in Teaching and Learning has made Blended Learning a focus area for its curriculum and instruction grants. The new Center for Online Learning, Research and Service (COLRS) at UIS draws on a dozen years of faculty development and support in online learning pedagogy and technology – providing support to the more than 200 faculty members who taught online classes at UIS this past year. COLRS leads a Sloan Foundation funded consortium of seven universities – ranging from the Hayward campus of California State University on the west coast to the University of Southern Maine on the east coast to Louisiana Tech in the south and Oakland University (Michigan) in the north. Also in the UIS-led consortium are Southern Oregon University and Chicago State University. These universities collaborate in the offering of a new professional development certificate in Emerging Practices and Technologies in Online Learning. Global Campus 2.0 will make these faculty development sessions and certificate available to all University of Illinois campuses.

In addition, the faculties of the U of I landed campuses include Master Teachers who have won national recognition through Woodrow Wilson Foundation Master Teacher Program, the Danforth Fellows Program, and other avenues.

It is perfectly compatible within this model to have teaching assistants, instructors, and adjunct faculty providing assistance and support, sometimes teaching separate sections of the classes as student numbers grow. Not every class can be taught individually by a full-time tenure track faculty member. All campus programs rely on such ancillary staff. But there is a significant difference between the Global Campus's model, which hires these staff as employees of Global Campus, subject only to broad hiring criteria identified by the partnering unit, and a model in which these ancillary faculty are hired by, accountable to, and interacting with, the faculty in the primary degree-granting unit. We are convinced that the latter model is much more likely to produce programs commensurate with the quality of a University of Illinois degree.

Management and governance

We approach this topic with two primary concerns: one is to reduce the overall size and

cost of the management structure of the current Global Campus; the other is to provide for closer articulation and cooperation between Global Campus and the campuses, which is currently lacking.

Global Campus 2.0 would be built around a UA service and support unit with a Director and modest staff support for that office. It would have an officer devoted to Marketing and Market Research and Analysis. It would have staff responsible for student recruitment and first contact. It would have a Web Site manager. It would have an officer overseeing Educational Technology support and Faculty Development, and a group of staffers providing these services.

In most of these cases there are current Global Campus staff with roughly equivalent responsibilities, and we recommend that wherever possible we should retain and make use of existing expertise. This core staff should be covered with the same recurring base budget currently assigned to Global Campus. This UA unit would report, through its Director, to the Vice President for Academic Affairs.

The Director of this UA service and support unit, along with three campus representatives designated by the Provosts, would constitute a Governing Council, with a Chair that rotates annually among its four members. The three campus representatives would each report to their respective Provosts. This Governing Council would oversee the broader program development and marketing processes of Global Campus 2.0, set priorities, and determine the allocation of shared resources, including those from the UA unit and those from the campuses, in advancing the common goal of increasing the number and variety of e-learning programs serving off-campus and on-campus students across the University of Illinois. Where cross-campus collaboration can create new synergies by pooling faculty and financial resources across campuses, this Council can help to identify and stimulate those efforts.

Finally, Global Campus 2.0 will also need to maintain better lines of communication and coordination with the Provosts and Deans of the campuses than has existed up until now; hence the structure and representation of the Governing Council. The goal is to build close and steady consultative relationships with campus academic leaders to insure that Global Campus 2.0 plans and priorities are compatible with campus and unit priorities. In this relationship, Global Campus 2.0 officers may initiate or suggest program areas where online opportunities exist (it does not always have to be purely "bottom up") – but without campus or unit buy-in the resources and energies that go into online program development cannot be sustained.

It is this larger collaborative enterprise, and not only the UA unit itself, that constitutes the new "Global Campus." It is, from the very beginning, a university-wide and cross-campus consortium.

We recommend that Global Campus 2.0 have two main advisory panels:

(1) a Board of Advisors that includes a UI alumnus with connections and expertise in the online/extension area; an Illinois public school Superintendent; an Illinois community college President; and three representatives of the business community from around the state. This panel's main responsibilities will be to keep Global Campus 2.0 apprised of the intersection between campus program initiatives and potential, and external audience needs and opportunities in the marketplace. Their advice should help keep Global Campus 2.0 aware of new program opportunities and how to tailor their programs to the needs of adult learners across the state and nation.

(2) a Faculty Advisory Committee composed of some of the "champions" of online education across the three campuses. A stronger basis of trust and faculty enthusiasm needs to be nurtured if the aims of Global Campus 2.0 are to be achieved. Faculty need to feel that they are involved in shaping those aims, and they need to believe that those aims are compatible with their broader academic values and priorities. This has been lacking, unfortunately, with the current Global Campus.

Creating a transformed e-learning environment requires active faculty buy-in, and we believe this will happen much more through peer-to-peer influence and persuasion than through administrative direction. These faculty champions exist, they have the trust and respect of their colleagues, and yet they have unfortunately been almost entirely absent from Global Campus planning and implementation strategies from the beginning. This has represented a lost opportunity for Global Campus to benefit from their expertise, and to foster stronger faculty advocacy on the campuses. Involving faculty and campus representatives will also help facilitate, and hopefully speed up, campus review processes for new programs; this has constituted a major bottleneck for the current Global Campus – and in some cases a lack of campus involvement has jeopardized the approval of new programs entirely.

There would be no need in Global Campus 2.0 for the currently constituted "Global Campus Academic Policy Council," because it will not be a degree-granting entity or faculty home, and so will not need the Senate-like functions that the GCAPC was set up to serve. We will not reiterate here the concerns and criticisms that have been raised over the composition and procedures of the GCAPC. Some members of the current GCAPC might in fact be among the "champions" serving on the Global Campus 2.0 faculty committee – but unlike the GCAPC its membership will not be limited only to representatives of the current "partnership" programs. (As specified above, those partnership programs will devolve back to campus units anyway.)

This alternative arrangement for faculty representation will allow for much broader and more diverse representation – including, significantly, advocates for disabled learners and other under-represented or under-served groups whose educational needs provide special challenges for an initiative dedicated to expanding access to higher education opportunities. This information, in turn, will need to shape Global Campus 2.0's marketing and recruitment strategies. We expect close coordination in this regard with the VPAA's Diversity initiative.

Global Campus 2.0 staffing, functions, and finances

Staffing. As noted previously, we began our planning with the principle that we would only staff Global Campus 2.0 with positions that can be covered with guaranteed recurring funding. All centralized staff expenditures, therefore, will need to come out of the existing UA funding stream going to Global Campus (about $1 million). This will mean a much more modestly sized central staff, with many of the functions performed by the current staff assumed by the campuses and campus units developing and delivering online programs.

Any additional staff, or money to allow for program development grants and other resources to be shared with campuses, will need to be generated by other sources. Possible funding strategies will be discussed below.

Summarizing briefly, this means that Admissions, Financial Aid, and most Student Services functions would not be part of Global Campus 2.0. The need—or lack of it-- for a central, common Learning Management System, and other core technologies, along

with technical and support staff, would require careful evaluation. These activities and responsibilities might devolve to the campuses. Elluminate, the course conferencing software, might be licensed at the University level if this saves costs to the many campus programs that rely upon it.

Marketing, advertising, web site maintenance, and some student recruiting activities would remain part of the new proposed UA unit. Given the common web site, this UA unit might be useful as the point of first contact for interested students before being referred to the campus program for further advisement. A friendly, consistent, and "high-touch" customer service approach is, as the current Global Campus has learned, an important quality in a marketplace where learners are shopping among several different online program options. The possibility of outsourcing this function to experienced professional firms should also be evaluated.

Some faculty development activities, educational technology and instructional design services, would be shared activities between the UA and the campuses.

We understand that most of the current staff work in Global Campus offices in Urbana-Champaign, with about ten of them currently based in Chicago or traveling back and forth. Of the Global Campus staff who can be retained in Global Campus 2.0, therefore, we will need to think about how to make these resources more "virtual," available to all the campuses, regardless of location.

Our recommendations here about staffing needs for Global Campus 2.0 are necessarily preliminary, given the time frame for developing this proposal. These would have to be refined further during the implementation phase of this initiative. A careful analysis will need to be performed to determine which staffing positions provide sufficient complementary service to campus needs and resources.

Functions. We have summarized the main functions of Global Campus 2.0 and their relationship to the campuses, in the following table:

Table 3

Global Campus Current Centralized Functions	Global Campus 2.0		
	Decentralize to Campuses	Maintain Centralization	Mixed
Program Development			
Facilitate development & sharing of examplars			X
Software tools & processes			X
Instructional design	X		
Course evaluation	X		
Course maintenance	X		
Student Learning Outcome Assessment	X		

Program Management	X		
Instructor Services			
Instructor Recruiting	X		
Instructor Training			X
Instructor Certification	X		
Instructor Assessment	X		
Instructor Support Services	X		
Student Services			
Admissions, Records & Registration	X		
Financial Aid	X		
Technical Support			X
Academic Advising	X		
Library	X		
Career Services	X		
Disability Accommodation	X		
Tutoring	X		
Payment Collection & Processing	X		
Program Marketing			X
Student Recruiting			X
Community College Partnerships & Transfer Guides			X
Administrative/Financial Management Oversight of Centralized Functions			
Accounting & Business Processes for Centralized Functions		X	
HR Staff for Centralized Functions		X	
Banner/EDW Management & Reporting	X		
Information Technology			X

Finances. Here is a summary of the main revenues of the current Global Campus, as we

understand them:

Recurring funds, about $1 million from UA, mostly allocated to MVCR, and to CEO Chet Gardner and staff salaries: Gardner (345K), Clements (73K), Kuzian and Spencer (71K together).

Non-recurring cash, about $750K from UA, which was only committed for three years, ending in 09.

A line of credit, from which Global Campus expended about $3.4 million in 08, and are expecting to expend an additional $4 million or more in 09. The total accumulated debt for Global Campus will be at least $7.5 million at the end of this fiscal year.

Global Campus 2.0 is not going to incur any further debt; therefore, we will need to limit UA staff salaries to the recurring budget amount.

If Global Campus 2.0 is committed to running no further debt, and living within its means, by the same token it cannot inherit the current Global Campus's debt or its closing costs. The cumulative debt of Global Campus will be $7.5 million at the end of this fiscal year, and the additional cost of terminating contracts and releasing or reassigning staff during the transitional period will be significant. Covering this debt is clearly a large issue requiring serious discussion at the UA and Board level. Global Campus 2.0 proposes to incentivize the participation of academic units in a manner that can benefit academic operations on all three campuses, as well as enabling it to gain a return on its own initial investment. Assigning the accumulated debt to Global Campus 2.0 will significantly slow such benefits and hence curtail the willingness of campus units to participate.

We would request an extension of the nonrecurring amount from UA ($750,000/year), for two more years, until Global Campus 2.0 can develop and implement a sustainable self-funding mechanism for additional staff and for funds to be used for start-up and scale-up grants.

Several models have been suggested for this sustainable self-funding mechanism, but these are matters that will clearly require negotiation with the campuses and individual program units. We are not advocating for any particular model here. Some possible options include:

A fee for service system with or without some requirement to ensure sufficiently wide involvement to maintain a steady base;

A "sustainability fee" (i.e., a tax) on online revenues from programs partially created with Global Campus 2.0 support, which would be used to fund central services and grants that benefit new online programs;

A one-time only central investment pool and mandatory payback with interest; and

External grants, and private or corporate sponsorship.

Campuses routinely invest in program development. UA funds could help supplement this process, for example through a UA/campus match (1 to 1, 3 to 2, 2 to 1?) for units developing programs. Campus units could not get loans to develop programs that were not supported by their own campus.

In developing university wide policies in this area, there also needs to be agreement at the beginning of new programs whether they can reasonably be expected to be self-sustaining or whether they will always require some subsidy and support (and who will be responsible for paying it).

Self-sustainability of most new programs is a minimum requirement. For example, in the UIS program development process developed from an initial Sloan grant, UIS faculty members teach courses "on load" so there is no extra salary for teaching them. After a start-up period, the programs have become self-sustaining. All of them clear their expenses with the tuition and fees they collect – no state appropriated dollars are needed. The goal is that by seeding a program with one or two more faculty members at a time and an online coordinator, it can expand – and cover the expense of the additional hires in one or two years. Hence, decisions on program growth need to seriously consider demand, sustainability, and flexibility when market conditions change.

This means that the total annual budget would change from Global Campus's current $9 million per year to a base of $1 million per year, plus the transitional funding of $750,000 in nonrecurring funds for two years. Any further growth of Global Campus 2.0's budget would have to come from self-generated and renewable resources, not from further UA funds or from debt.

Respectfully submitted by:

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APPENDIX A

UIC Course Section Enrollments *projected*

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009*	08/09 v 04/05
Credit Enrollments	1,458	2,652	2,949	3,739	4,273	2,815
Credit hours generated	4,162	7,865	8,548	10,700	12,258	8,096
Credit Enrollments % change		81.9%	11.2%	26.8%	14.3%	193.1%
Credit Hours % change		89.0%	8.7%	25.2%	14.6%	194.5%

UIS Course Section Enrollments *projected*

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009*	09 v 04
Credit Enrollments	5,724	7,257	8,585	9,650	9,852	4,128
Credit hours generated	21,086	26,769	31,681	35,692	35,520	14,434
Credit Enrollments % change		26.8%	18.3%	12.4%	2.1%	72.1%
Credit Hours % change		27.0%	18.3%	12.7%	-0.5%	68.5%

UIUC Course Section Enrollments *projected*

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009*	09 v 04
Credit Enrollments	4,210	4,472	5,160	7,347	8,000	3,790
Credit hours generated	12,801	15,045	17,297	22,806	24,432	11,631
Credit Enrollments % change		6.2%	15.4%	42.4%	8.9%	90.0%
Credit Hours % change		17.5%	15.0%	31.8%	7.1%	90.9%

3-Campus Course Enrollments *projected*

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009*	09 v 04
Credit	11,392	14,381	16,694	20,736	22,125	10,733
Credit hours generated	38,049	49,679	57,526	69,198	72,210	34,161

Credit Enrollments % change		26.2%	16.1%	24.2%	6.7%	94.2%
Credit Hours % change		30.6%	15.8%	20.3%	4.4%	89.8%

3-Campus Blended Course Enrollments *projected*

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009*	09 v 04
UIC		387	1,846	2,902	3,982	3,982
UIS				271	501	501
UIUC		tbd	tbd	tbd	tbd	
Total		387	1,846	3,173	4,483	4,483
Credit Enrollments % change		#DIV/0!	377.0%	71.9%	41.3%	#DIV/0!

3-Campus Blended Credit Hours *projected*

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009*	09 v 04
UIC		1,802	7,486	10,979	15,065	15,065
UIS				1,051	1,887	1,887
UIUC						
Total	0	1,802	7,486	12,030	16,952	16,952
Credit Hours % change		#DIV/0!	315.4%	60.7%	40.9%	#DIV/0!