



**Criterion 1:
Mission and Integrity**

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The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Southern Illinois University Carbondale (SIUC) proudly approaches the half-way mark of its second century of teaching, research, and outreach. SIUC is the oldest of the main campuses comprising the state-assisted Southern Illinois University (SIU) system, joined by the Springfield campus of the SIU School of Medicine (SOMS) and SIU Edwardsville (SIUE). With dental, law, nursing, and pharmacy schools, and degree programs from the associate to the professional and doctoral levels, SIU is one of forty-six multi-campus higher-education systems operating in thirty-four states and one of only two in Illinois.

SIUC was originally chartered in 1869 as Southern Illinois Normal College. It began offering classes in 1874 as a two-year teacher-training institution and by 1904 students were able to enroll in four-year degree programs. During the 1930s the two-year teaching programs were discontinued and in 1943 the college was transformed into Southern Illinois Normal University, offering graduate courses and a master's degree in education. In 1947 it was renamed Southern Illinois University by action of the Illinois General Assembly. Over the next two decades, SIUC developed into a major research institution. Ph.D. programs began in 1955, with the first doctoral degrees granted in 1959, and the medical and law schools were added in 1970 and 1973, respectively.

Since 2006 SIUC, including SOMS, has been classified by the Carnegie Foundation for the Advancement of Teaching as a "Research University (high research activity)," the foundation's second-highest tier based on research productivity. Thus SIUC is one of only 199 institutions nationwide classified as research universities¹ and, as such, it is among only 4.5 percent of more than 4,390 higher education institutions. SIUC offers degrees in 2 associate programs, 101 bachelor of arts/sciences programs, 10 post-baccalaureate

¹ In the Carnegie classification, 96 institutions are Research Universities (very high research activity, RU/VH) and 103 are Research Universities (high research activity, RU/H). A related category is Doctoral/Research Universities (DRU; n=84). See <http://www.carnegiefoundation.org/classifications/index.asp?key=805>.



certificates, 72 master of arts/sciences, and 32 doctorate/medicine/law programs.² More than 200,000 alumni represent every state of the United States and 116 countries around the world.³ In 2009 SIUC was rated one of the 158 Best Midwestern Colleges by the *Princeton Review*⁴ and ranked among the top 199 universities in “National Universities, third tier” by *U.S. News & World Report*.⁵

The SIU Board of Trustees, the SIU Office of the President, and the SIUC administration provide leadership for the institutional mission, but it is the faculty, staff, and students at all levels who embody and fulfill the mission. In all operations, SIUC strives to maintain, uphold, and protect its integrity through policies, procedures, and actions that are ethically sound, that promote its mission, and that comply with federal, state, and local government standards for operation and accountability.

Core Component 1.a: The organization’s mission documents are clear and articulate publicly the organization’s commitments.

Since first opening its doors in 1869, SIUC has maintained a dedication to the development of the individual, the region, and society through academic and scholarly activities and service, plus a deep commitment to diversity, integrity, and a global perspective. Today, SIUC has many mechanisms for widely disseminating information about its mission. With the advent of the internet, the university’s mission statement and related documents and policies are readily available online, making these commitments public and transparent. For example, the Mission Statement is available online to constituents both on- and off-campus on the SIUC website,⁶ routinely published in the *Undergraduate* and *Graduate Catalogs*,⁷ and part of the Policies of the SIU Board of Trustees.⁸

2 *Southern Illinois University Carbondale Factbook 2008-2009*, p. 12.

3 *Southern Illinois University Carbondale Factbook 2008-2009*, p. 16.

4 *Princeton Review: America’s Best Value, Colleges*, 2009 edition; <http://www.princetonreview.com>.

5 *America’s Best Colleges 2009*; <http://www.usnews.com/articles/education/best-colleges/2008/08/21/ranking-category-definitions.html>. The “national universities” category is based on a university’s inclusion in categories developed by the Carnegie Foundation for the Advancement of Teaching and includes 274 American universities (166 public and 108 private). Note: The *U.S. News* website reports 262 national universities; the Carnegie website’s Basic Classification Tables lists 274. Also included in the third tier are peer institutions Oklahoma State University, Texas Tech, and West Virginia University.

6 <http://policies.siu.edu/policies/misscarb.html>.

7 <http://registrar.siu.edu/eval/catalog.htm>, pp. 3-4.

8 www.siu.edu/bot/leg/policies.html#1A.

Mission Statement and Focus Statement

SIUC's mission is expressed by the Southern Illinois University Board of Trustees:

Southern Illinois University Carbondale, now in its second century, is a major public higher education institution dedicated to quality academic endeavors in teaching and research, to supportive programming for student needs and development, to effective social and economic initiatives in community, regional, and statewide contexts, and to affirmative action and equal opportunity.

Enrolling students throughout Illinois and the United States and from a large number of foreign countries, SIUC actively promotes the intellectual and social benefits of cultural pluralism, encourages the participation of non-traditional groups, and intentionally provides a cosmopolitan and general education context which expands students' horizons and leads to superior undergraduate education.

Seeking to meet educational, vocational, professional, social, and personal needs of its diverse population of students and helping them fully realize their potential is a central purpose of the University. Emphasis on accessibility and regional service which creates distinctive instructional, research, and public service programs also gives SIUC its special character among the nation's research universities, and underlies other academic developments, such as its extensive doctoral programs and the schools of medicine and law.

Committed to the concept that research and creative activity are inherently valuable, the University supports intellectual exploration at advanced levels in traditional disciplines and in numerous specialized research undertakings, some of which are related directly to the southern Illinois region. Research directions are evolved from staff and faculty strengths and mature in keeping with long-term preparation and planning.

Even as SIUC constantly strives to perpetuate high quality in both instruction and research, it continues a long tradition of service to its community and region. Its unusual strengths in the creative and performing arts provide wide-ranging educational, entertainment, and cultural opportunities for its students, faculty, staff, and the public at large. Its programs of public service and its involvement in the civic and social development of the region are manifestations of a general commitment to enhance the quality of life through the exercise of academic skills and application of problem-solving techniques. SIUC seeks to help solve social, economic, educational, scientific, and technological problems, and thereby to improve the well-being of those whose lives come into contact with it.⁹

9 <http://www.siu.edu/bot/leg/policies.html#1A>.



The School of Medicine, with its main campus in Springfield, 170 miles north of Carbondale, shares that overall mission but also has one that is more specific: “to assist the people of central and southern Illinois in meeting their health care needs through education, patient care, research and service to the community.”¹⁰ SOMS offers a teaching program centered on problem-based learning, residency training in fourteen specialty areas, and a variety of clinical programs involving its research centers and area teaching hospitals. Since it opened in 1970, SOMS has graduated more than 2,200 physicians. The school is accredited by the Liaison Committee on Medical Education; residency programs are accredited by the American Council for Graduate Medical Education (ACGME).

In 1991 the Illinois Board of Higher Education (IBHE), working within the state of Illinois’ Master Plan for Higher Education priorities, negotiated with each public university a statement of its particular mission in line with the state’s priorities. These “Focus Statements” were agreed upon by both IBHE and each institution’s governing board. SIUC’s Focus Statement appears with its mission statement in the *Undergraduate Catalog*, *Graduate Catalog*, and *Factbooks*:

Southern Illinois University Carbondale offers a full range of baccalaureate programs, is committed to graduate education through the doctoral degree, and gives high priority to research. It receives substantial federal support for research and development and annually awards a significant number of doctoral degrees balanced among selected liberal arts and sciences disciplines and professional programs. In addition to pursuing state-wide goals and priorities, SIUC:

- ♦ *Strives to maintain the professional, social, and leadership skills expected of college students and to improve student retention and achievement;*
- ♦ *Supports the economic, social, and cultural development of southern Illinois through appropriate undergraduate, graduate, and professional education and research;*
- ♦ *Develops partnerships with communities, businesses, and other colleges and universities, and develops utilization of telecommunications technologies;*
- ♦ *Cultivates and sustains a commitment to research and instruction to problems and policy issues related to the region and the state’s natural resources and environment;*
- ♦ *Strives to meet the health care needs of central and southern Illinois through appropriate health-related programs, services, and public health policy; and*
- ♦ *Cultivates and sustains diversity through a commitment to multiculturalism, including international programming.¹¹*

¹⁰ <http://www.siumed.edu/>; <http://www.siumed.edu/news/brieflook09.pdf>.

¹¹ *Southern Illinois University Carbondale 2009-2010 Undergraduate Catalog*, p. 4.

In addition to these formal, published statements of mission and focus, SIUC has a widely embraced, albeit implicit, historical mission to serve students from academically underserved and economically disadvantaged populations, who are often the first generation of their families to attend a university. This mission achieved prominence with former President Delyte Morris's inaugural address in 1949.¹² At that time, Morris emphasized, SIU (not yet a system) was the only institution of higher learning beyond high school of any kind in the southern Illinois region, meaning that the university could fill varied roles:

I believe it is possible to build here an institution which will serve the needs of the people, providing at once a seat of learning and research, and an agency for community service—an institution with its organization so planned that it will provide the general advantages of a state university, and yet fill the gap of special needs usually provided in other communities by liberal arts colleges, colleges with self-help programs, denominational colleges, and technological and vocational institutes. I believe it is possible to be at once practical and scholarly, gearing our program to the basic, fundamental needs of the people on the one hand, and pushing onward to new horizons of learning on the other.

During the sixty years since Morris spoke those words, other post-secondary institutions, such as community colleges, have become accessible to underserved residents of the southern Illinois region. Also since 1949, SIU has evolved into SIUC, a prestigious doctoral degree-granting research university with law and medical schools. This long-standing commitment to the underserved can be difficult to manage in times when resources are scarce. Nonetheless, the mission of service and education is such an integral part of SIUC's unique institutional identity that it remains a central part of any discussion about the university's path to the future. In the 2008 Campus Climate Survey, 89 percent of the Carbondale faculty, 93 percent of the administrative/professional staff, and 87 percent of the civil service staff agreed with the statement "It is appropriate for this University to serve an economically and socially diverse student body."

Southern at 150: Building Excellence through Commitment

SIUC's 150th anniversary approaches in 2019. In 2001 then-Chancellor Walter V. Wendler began an extensive planning process to articulate what the university should be at that time. More than 200 individuals participated in this year-long exercise, including members of all campus constituencies (stakeholders, faculty, students, staff, administrators) and off-campus representatives drawn from alumni and friends of the university throughout the region, state, and nation. Executive, Phase Zero, and Executive Advisory committees

12 Betty Mitchell, *Delyte Morris of SIU* (Carbondale: Southern Illinois University Press, 1988), p. 16.

were created, along with groups to address academics, campus infrastructure and planning, faculty, financial resources, graduate studies, leadership/governance/organization, library and information technology, locale (the southern Illinois region), research and research infrastructure, student life, and undergraduate academics. Peer institutions and aspirational peer institutions were identified. Participants labored for more than six months to refine the concepts and ideas for a draft plan, which was widely circulated and made available on a website for comment from the entire university community before being made final.

On February 13, 2003, the Board of Trustees endorsed the final report, *Southern at 150: Building Excellence through Commitment*¹³ (*Southern at 150*), a collaborative effort presenting a collective voice and vision. The product of a “bottom-up” planning process, this document’s guiding principles reaffirmed the SIUC Mission Statement. As stated on page 2 of *Southern at 150*:

Southern Illinois University Carbondale will: provide excellence in educational opportunities; forge an environment of collective and individual responsibility and accountability; foster an intellectually challenging, yet supportive environment for students, faculty, and staff; rigorously assess programs and allocate resources in ways that are responsive to our strengths and weaknesses; provide leadership for higher education in the state; promote the concept that the institution’s concern extends to the whole individual and that our decisions are driven by a desire to do what is in our students’ best interests. By embracing these beliefs and by pursuing their corollary actions, Southern Illinois University Carbondale will graduate students who:

- ✦ *are creative, productive, and responsible*
- ✦ *are lifelong learners*
- ✦ *understand the foundations of inquiry and knowledge*
- ✦ *express themselves clearly and creatively*
- ✦ *understand the value of and need for effective teamwork*
- ✦ *are prepared to face the multitude of opportunities available in their pursuits and professions of life, and*
- ✦ *meet the workforce and societal needs of Illinois and the nation.*

Southern at 150 (p. 29) upheld the importance of research, scholarly, and creative activities for the intellectual and fundamental economic lives of faculty, staff, students, and the region:

Research, scholarship, and creative activity performed at Southern Illinois University Carbondale, including the Southern Illinois University School of Medicine, have many high-impact benefits including new knowledge, ranging from scientific discoveries to works of literature or art; enhancement of our reputation; enhancement of recruitment and retention of high quality students and faculty; enhancement of our ability to attract additional resources; enriched experiences that prepare students for success; improving the quality of the workforce; direct economic benefits from new resources attracted to the region; new jobs, spending, and taxes generated by new companies derived from university-developed intellectual property; an opportunity for budgetary growth; and a unique strength that distinguishes us. In short, high-quality intellectual work in all disciplines—humanities and arts, sciences, education and the professional schools—is the backbone of our University.

Southern at 150 (p. 31) went further, noting that because a university goal is to “enhance the culture of research and scholarship.... Research and scholarship will be integrated into every decision made on campus.... Building a culture where research becomes an integral part of all undergraduate and graduate programs is essential.”

Southern at 150 was developed as a living, dynamic plan, specifically intended to be reviewed, updated, and revised. It was “a broad statement of values, vision, and commitments intended to provide a blueprint for action and establish the foundation for the creation of detailed, measurable goals” (p. 5). This vision—of diversity, global education, outreach leadership, research excellence—was endorsed and reiterated by SIU system President Glenn Poshard in his inaugural address in September 2006¹⁴ and by Chancellor Samuel Goldman’s “state of the university” addresses in 2008 and 2009.¹⁵

SIUC’s mission infuses the campus community, directs goals for effective teaching and student learning, stimulates research and regional development, promotes the value of lifelong learning and discovery, and serves its constituents as citizens in a diverse, global society.

Core Component 1.b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

SIUC embraces a comprehensive and inclusive concept of diversity as evidenced by policies, programs, actions, and outcomes that reflect the institution’s recognition of and commitment to diversity. Indeed, SIUC is an institution with a historical record of access

“We will review our strategic plan, Southern at 150. The Plan, which has been key to many of our accomplishments in recent years, is now six years old. It is a healthy undertaking to assess where we are and, where appropriate, to make adjustments.”

“State of the University” speech delivered by Chancellor Samuel Goldman. September 2009

14 www.siu.edu/pres/vision.html.

15 <http://www.siu.edu/chancel/>.

and inclusivity for faculty, staff, and students of all backgrounds, representing the many different dimensions of diversity.

Accessibility begins with a campus that from its very first days was integrated with respect to race and gender, particularly in the student body: women and African-Americans appear in pictures of nineteenth-century graduating classes. Access was furthered after World War II by then-President Delyte Morris's idea of a "Marshall Plan" for the impoverished counties of southern Illinois. This plan led to the creation of associate degrees and a campus-centered community college *before* the existence of community colleges in Illinois. Morris also protected campus integration at a time when the region was still segregated.

Affirmative Action Policy Statement

It is the policy of Southern Illinois University Carbondale to provide equal employment and educational opportunities for all qualified persons without regard to race, color, religion, sex, national origin, age, disability, status as a disabled veteran or a veteran of the Vietnam era, sexual orientation, or marital status. The university is committed to the principles of equal employment opportunity and affirmative action and will continue to conduct all personnel actions in accordance with the letter and spirit of applicable state and federal statutes and regulations, including Executive Order 11246 as amended. Personnel actions include, but are not limited to, recruitment, hiring, position assignments, compensation, training, promotion, tenure consideration and award, retention, lay-off, termination, and benefits.

The university recognizes that the barriers of race, color, religion, sex, national origin, age, disability, status as a disabled veteran or a veteran of the Vietnam era, sexual orientation, or marital status of some individuals have resulted in their denial of full participation in all societal functions and is, therefore, committed to taking affirmative steps aimed at overcoming such historical patterns of discrimination in our society. The university's affirmative action program identifies special actions intended to bring such groups into full participation in all aspects of university life. Through its affirmative action program, Southern Illinois University Carbondale is committed to

- a. increased numbers of minorities and females in all aspects of SIUC employment with special procedures applicable to those positions determined to be underutilized for minorities and females;*
- b. cultural and educational diversity in the curriculum and environment of the university;*
- c. removal of barriers to the disabled;*

- d. *support of the principles of equal opportunity and affirmative action in an effort to redress the consequences of past societal discrimination and to maintain a positive non-discriminatory educational environment.*

The responsibility for coordinating and monitoring compliance with the university's equal employment opportunity/affirmative action policies is assigned to the University Affirmative Action Officer. Implementing and assuring compliance with these policies is the responsibility of the Associate Chancellor (Diversity) and each vice chancellor. In addition, each dean, director, or other staff member involved in the recruitment and hiring process must ensure compliance with the spirit as well as letter of the policies and procedures. Many involved in the staff selection process assume that others are responsible for the success of the affirmative action program. It is a basic assumption of SIUC's Affirmative Action Office that all administrative levels and especially deans, directors, chairs, faculty and all hiring administrators are responsible for fostering and enhancing institutional diversity. The initiating hiring officer has the primary responsibility for maintaining the integrity of these affirmative action policies and procedures and is ultimately accountable for attaining diversity within his or her staff.¹⁶

As the institution has grown, SIUC has continued to celebrate the diversity of its learners, its faculty, staff, and surrounding communities, and the greater society it serves, both domestic and international. One example of such support is the creation of SIUC University Women's Professional Advancement (UWPA). This office was created in 1987, with the convening of a presidential task force to study women's issues on campus. A permanent committee was created, the University Women's Professional Advancement Committee, or UWPAAC, which evolved into the UWPA professional development office. The mission of UWPA, reporting to the associate chancellor for institutional diversity, is to enhance the opportunities for the professional development and advancement of women, which it does through co-sponsorship of events, providing internships and travel funds, and awards.¹⁷

SIUC's Mission Statement, Affirmative Action Policy, and other such documents are expressions of its history and collective valuing of access and support to all. By enrolling diverse students and employing diverse faculty and staff, SIUC welcomes and "actively promotes the intellectual and social benefits of cultural pluralism, encourages the participation of non-traditional groups, and intentionally provides a cosmopolitan and general education context which expands students' horizons." A comparable commitment is to "a diverse population of students" and their "educational, vocational, social, and personal needs."

¹⁶ www.siuc.edu/~policies/policies/aaeo.html; also <http://affect.siuc.edu/intro.html>.

¹⁷ <http://www.success.siu.edu/uwpa/>.



In addition, current endeavors demonstrate the ways in which “embracing and valuing diversity” is embedded in all facets of SIUC. Our growing numbers of students of color, our programs for people with disabilities, and our efforts targeting women are but some of the ways SIUC makes concrete its commitment to diversity.

Associate Chancellor for Institutional Diversity

In the Fall of 2008, Chancellor Goldman formed a task force to review the Office of the Associate Chancellor (Diversity) and make recommendations for restructuring. At the June 11, 2009 meeting, the Board of Trustees approved the restructuring of this office effective July 1, 2009. The office was renamed “Office of the Associate Chancellor for Institutional Diversity,” placing a stronger focus on diversity awareness throughout the entire institution. Academic support units (Career Preparation, Future Scholars, Student Support Services, and Upward Bound), previously in the Associate Chancellor (Diversity) area, were appropriately transferred to the Office of the Provost and Vice Chancellor.

Under this new organization, leadership and direction for SIUC’s access, inclusion, and retention initiatives are provided by the Office of the Associate Chancellor for Institutional Diversity reporting to the chancellor. This office has the charge of developing and overseeing the broad array of programs and services relative to diversity, and aids the participation and success of all faculty members, staff, and students who face particular challenges in the classroom or on the job because of their race, ethnicity, income, gender, sexual orientation, disability, or national origin. The most important resources coordinated through this office include the University Affirmative Action Office, the Black Resource Center, the Gay, Lesbian, Bi-Sexual, and Transgender Resource Center, University Women’s Professional Advancement, and the Office of Diversity and Equity. In 2010 a new Hispanic Resource Center will be in operation.

The University Affirmative Action Office (UAAO) is “responsible for developing, coordinating, and monitoring the university’s affirmative action employment program . . . [and to] develop and implement procedures and policies which comply with all new and existing federal and state affirmative action/equal employment opportunity guidelines and regulations.”¹⁸ A key element of the UAAO is to foster understanding of a progressive hiring policy and practices. SIUC is the largest employer in a five-county area. Its appointments, whether full- or part-time, civil service, administrative/professional, or term or tenure-track faculty, are important opportunities for a large portion of the state. Therefore it is incumbent on all who have responsibilities for and participate in the hiring process to be open and transparent.

At each step, the procedures call for intentionality and focus: the advertisement step requires scrutiny of requirements to develop as large a pool as possible; the interviewing step requires careful consideration of candidate qualifications and stated requirements; and the hiring step requires an assessment of what a “good fit” truly means. Informing the process is on-going discussion of what we value: Is the diversity a candidate might bring a positive employability factor? How do we define such factors? These are the ways the university community tangibly demonstrates its commitment to diversity. As is evident in the university’s demographic profile, the challenge to recruit faculty of color is ever present, while important gains have been made in the hiring of women.

The SIUC Office of Diversity and Equity (ODE) was created in 2006 through reallocated resources as part of the Reflective Responsive University Initiative (RRUI). ODE is committed to nurturing diversity among the faculty, staff, and students, providing an opportunity to teach and learn in an environment free of intolerance and bigotry, and embracing productively the differences and abilities among all of the community members at SIUC. This mission is realized through services such as workshops, seminars, and training on various topics designed for students, staff, and faculty. These include Diversity 101, Diversity Issues in Education, Combating Racism, Cultural Competency, Affirmative Action: What It Is and What It Is Not, Safe Zone Training, Homophobia 101, Sexual Harassment Training, SIUC Hiring Policies and Procedures, Diversifying your Staff/Faculty, as well as gender- and ethnicity-based workshops.¹⁹ Other services include consultations regarding possible concerns experienced in the classroom or workplace and an anti-bias initiative (Stop the Hate) to make the SIUC campus more inclusive and welcoming.

After successful lobbying by campus faculty and staff, SIUC’s Domestic Partner Policy was approved on August 26, 2004, and revised on May 16, 2006, in accordance with provisions set forth in SIU Board of Trustees 2 *Policies C*. The university extends recognition to any domestic partnership meeting the eligibility criteria and offers certain benefits, including state-approved health care, to domestic partners of SIUC employees. The benefits are those controlled solely by the university, not by the state, and are in accordance with applicable state and federal laws.²⁰

In January 2007, the Gay, Lesbian, Bi-Sexual, and Transgender (GLBT) Resource Center opened at SIUC based on recommendations in the 2005 report “Provost’s Ad-hoc Committee on Gay, Lesbian, Bi-Sexual, Transgender Issues,” adding to SIUC’s long tradition of a visible and campus-involved GLBT community. The Saluki Rainbow

19 www.siu.edu/~ode/Services.htm.

20 <http://www.siu.edu/~policies/policies/domesticpartners.htm>.



Network, another student organization, is more than thirty years old. Also in 2007, the Paul Simon Public Policy Institute sponsored an address by the mother of Matthew Shepherd, the young man left to die on a fence in Wyoming because he was gay. This drew great attention to SIUC, including the vitriol of external groups, but served to highlight in the most specific way possible SIUC's commitment to all dimensions of diversity.

The Black Resource Center was created in spring 2008. The Hispanic Resource Center is planned to open in spring 2010. Each center provides supportive services to current students, faculty, and staff with a goal to positively affect their retention in the SIUC community.

SIUC also fosters diversity by developing and sponsoring an annual Diversity Conference. The 2008 conference, for example, focused on "Issues and Challenges in Teaching First-Generation College Students." Eighty-three SIUC faculty and staff participated in the one-day workshop to discuss issues involved in teaching and providing services to first-generation college students and what this means to the SIUC staff. Similarly, in April 2008, 168 SIUC female staff members participated in a one-day workshop entitled "Negotiating Work and Life: Women in University Settings and Beyond." This workshop was created and sponsored by UWPA.

Office of the Vice Chancellor for Student Affairs

The Office of the Vice Chancellor for Student Affairs includes numerous reporting lines related to the mission of campus diversity and accessibility. Several of these relate to international programs. The Office of International Programs and Services (IPS) is responsible for promoting and coordinating international activities on the SIUC campus. The responsibilities of IPS include overseeing the Office of International Students and Scholars (ISS), the Study Abroad Programs, and International Development.

ISS provides for the "educational, professional, social, cultural, and personal needs of international students and scholars, from pre-arrival correspondence to postgraduate concerns." ISS is also responsible for increasing international and multicultural understanding. The office serves as the "primary SIUC advocate, liaison, and resource center for international students and scholars by providing information and instruction about immigration regulations, recognizing outstanding scholarship through financial awards, assisting smooth transitions through personal support services, creating a positive environment to promote student success, offering programs to showcase individual cultures, and serving as a campus and external community resource on international affairs."

Similarly, the Study Abroad Office assists individuals with international study opportunities, coordination with the International Student Exchange Program, and Fulbright Students. The International Development Office is the central contact point for international linkages, faculty Fulbright Fellowships, and college-based international development activities.²¹

Student Affairs is also responsible for Disability Support Services (DSS). This office provides federally mandated academic and programmatic support services to students with permanent disabilities. DSS provides centralized coordination and referral to the disability services located throughout the university in integrated settings. Serving about 500 students each year, DSS ensures that SIUC students have the accommodations they need to make their educational experience a successful one. Services offered include consultation with instructors to assure appropriate academic accommodations and adaptations are available, providing notes/note takers, acquiring adapted textbooks and course materials, and overseeing tutorial assistance, advocacy and counseling, and equipment loans. The DSS director has secured external grant funding to acquire various kinds of computers and other adaptive equipment that aid the success of disabled students, and has advised the state about current adaptive technologies. This leadership by DSS is in keeping with the very long tradition of admission and support for individuals with disabilities at SIUC.²²

The Office of Student Development (OSD) is charged with providing and supporting student programming and services. The office facilitates student transitions into and through the campus learning community, promotes student involvement in out-of-class learning experiences, assists student organizations, provides leadership training, encourages campus and community service, develops multicultural programs to increase awareness of diversity, emphasizes social and civic engagement and responsibility, and coordinates a wide range of programs and services designed to foster student learning.

OSD also includes multicultural programs and services, including sponsoring activities during five historical commemorative months: Latino Heritage Month, GLBT Awareness Month, Native American History Month, Women's History Month, and Asian-American Heritage Month. The OSD also sponsors Martin Luther King week activities. Responsibility for Black History Month is shared with the Black American Studies department in the College of Liberal Arts. The goals of these multicultural programs are to improve cultural awareness through education, exhibition, and exploration; to promote the concept of cultural pluralism within the SIUC community; to develop an appreciation for the diverse cultures represented on the campus and throughout the world; to foster an

21 www.ips.siu.edu/.

22 <http://disabilityservices.siu.edu/>.

understanding of the value and benefits of differences; and to reinforce the knowledge that inclusion is a work in progress and it is everyone's responsibility.

Also under the direction of the OSD are more than 400 Registered Student Organizations (RSOs), many of which contribute to the diversity of cultural opportunities and experiences at SIUC. These include student clubs, councils, and organizations such as the African Student Council, Bangladesh Student Organization, Black Affairs Council, Black Graduate Student Association, Caribbean Students Association, Chinese Student and Scholar Association, Hispanic Student Council, Hong Kong Student Association, Indian Student Association, Minorities in Computer Science, National Association of Black Journalists, and Saluki Rainbow Network. During the spring 2008 semester, several of these RSOs sponsored weekly presentations and panel discussions, fondly called "Edutainment Sessions," as well as social events. Similarly, during the spring 2008 semester the Social Justice Committee sponsored the "Tunnel of Oppression," designed to increase awareness of different types of oppression in our society and help create a better understanding of the effect and impact of oppression in our world. The production involved a host of campus RSOs and the Carbondale Women's Center, as well as counselors from the SIUC Wellness Center.

SIUC has endeavored through various campus offices to sustain its longstanding commitment to diversity and accessibility by ensuring that the university complies with affirmative action policies and by maintaining support services and programs for a diverse population. The university's dedication to the goal of increasing diversity is evidenced by the allocation of significant budgetary resources during a time of declining state support. Most recently, in his "State of the University" address in fall 2008, Chancellor Goldman reiterated this commitment. At least partly as a result of the steady pursuit of these goals, SIUC takes pride in consistently being near the top of the list of predominantly white institutions graduating minority students in surveys by *Diverse: Issues in Higher Education*. And the institution continues its leadership role in serving students with disabilities.

Other SIUC Units Supporting Pluralism

The SIUC campus' long history of accessibility for persons with visual, auditory, and mobility disabilities began with former President Morris, who was instrumental in making campus facilities accessible well before it was required by federal legislation such as the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990(ADA).

"SIUC has ranked among the top five universities in the country for the number of bachelor's degrees in education awarded to African American students since 1997."

University Communications news release,
"SIUC: 140 years of great teaching,
research, and service."
July 29, 2009

The Department of Plant and Service Operations (PSO) has continued to increase ADA compliance and campus accessibility for those with disabilities, partly with funding from the Illinois Capital Development Board. The university has completed more than \$12 million in renovation projects to meet or exceed ADA compliance. Recent projects include new interior office signage and exterior way-finding signage. All new construction and major renovation projects are carefully designed to include ADA compliance. And SIUC's Recreation Center offers an "Adaptive and Inclusive Recreation" Program, providing activities with modifications to meet the needs of students with disabilities.²³

Progress toward increasing diversity on all campuses in the SIU system is monitored by the Office of the President. Since 1986, this office has prepared an annual report to the Illinois Board of Higher Education (IBHE) on its efforts to improve the participation and success of Minorities, Women, and Disabled students, faculty, and staff. This "MWD Report" is a regular "report-card" on goals, accomplishments, and challenges to increasing diversity on each campus.

Students

SIUC is particularly proud of its commitment to a diverse student body. This includes admitting and meeting the needs of students from varied family income levels, educational attainment, rural areas, religious backgrounds, and countries; students with disabilities; non-traditional students seeking different opportunities; single parents; student-athletes; graduate and professional students; and first-generation college students. In addition, curricular and co-curricular offerings reflect the motivators toward intellectual diversity and growth of cultural competency that are fundamental to an excellent education. These initiatives are derived from the mission documents.

According to the *Southern Illinois University Factbook 2008-2009*, the percentage of minority students enrolled at SIUC (fall semester 2008) has grown, particularly undergraduates (Figure 1-1).

23 http://www.reccenter.siu.edu/programs/form_downloads/info_booklet_fall09.pdf.

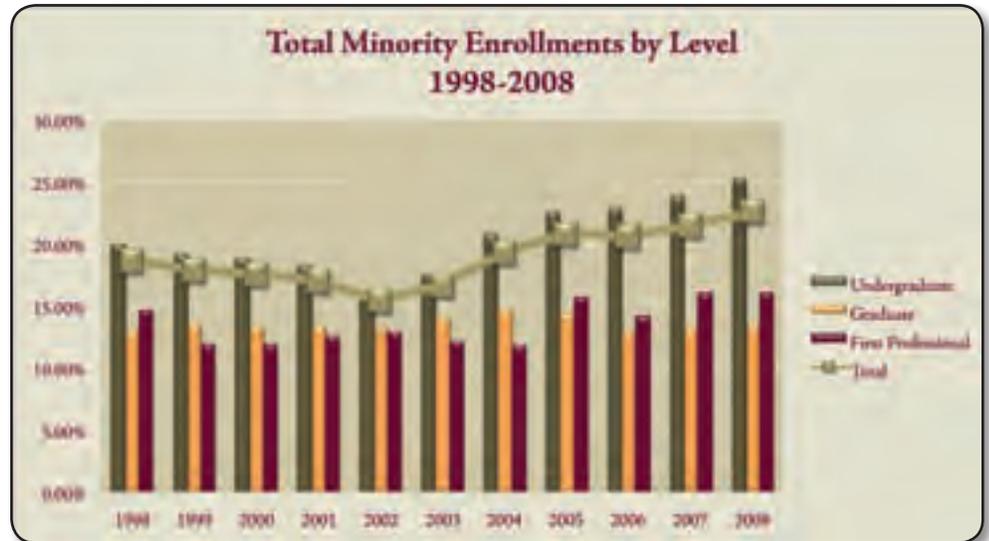


Figure 1-1. Percent minority students enrolled, 1998-2008.

The figures for all educational levels include undergraduate, graduate, and first professional. Since the last review these percentages of minority enrollments have fluctuated but overall increased from 17.9 percent in 1999 to 22.6 percent in 2008,²⁴ indicating success in SIUC's commitment to increasing diversity in the student body.

In absolute numbers, SIUC's fall 2008 enrollment included 3,381 Black students—16.4 percent of the total enrollment—reflecting the university's historical commitment to the African-American community. In addition, 746 Hispanic students (3.61 percent) and 547 American Indian, Asian, and Pacific Islander students (2.7 percent) were among the 5,824 minority students enrolled. There were also 9,359 female students (45.3 percent) and 510 students with disabilities (2.5 percent).

SIUC's accomplishments for 2007, as reported in the 2008 annual "MWD Report," included continued national recognition for minority achievements in *Diverse: Issues in Higher Education* magazine:²⁵

- SIUC was ranked second among all colleges and universities in the number of bachelor's degrees in education awarded to African-Americans.
- SIUC was ranked 24th among traditionally White institutions in the number of all degrees conferred to African-Americans and 38th among all institutions. This represents improvements from 27th and 42nd, respectively, compared to 2006.
- SIUC was ranked 19th in the number of education degrees conferred to Hispanics and 17th in education degrees awarded to Asians.

²⁴ Percentages were calculated from data in *Southern Illinois University Carbondale Factbook 2008-2009*, Table 4.

²⁵ "President Reports - Minority, Women and Disabled Students, Faculty and Staff, Annual Report/2008 – Recruitment and Preparation." Office of the President, report to the IBHE, December 2008.

In addition, in 2007-08 total minority student enrollment increased 4.2 percent; Black, Hispanic, and female student enrollment increased in all areas; and the diversity of students in SOMS increased to 22.4 percent.

SIUC sponsors varied programs, services, and initiatives to enhance the academic potential and achievement of underrepresented students. Some of these are university-wide and some are within colleges, and include (but are not limited to): Future Scholars, the Center for Academic Success, Student Support Services, the Minority Engineering Program and its summer bridge program, the School of Law Tutorial Program, Project Achieve, the Business Minority Program, Disability Support Services, and the Medical/Dental Education Preparatory Program (MEDPREP). Since the last review, SIUC has added the Ronald E. McNair Postbaccalaureate Scholars Program, now in its second funding cycle. Two of these programs, Student Support Services and McNair, are among the federal TRIO projects sponsored by the U.S. Department of Education. A new program in 2009 is “Saluki Cares,”²⁶ an early alert initiative to provide care, support, and referrals for all students in distress.

SIUC’s long tradition of reaching out to low-income, first-generation, minority, and disabled students means that many learners may have challenges that affect their potential for success at a doctoral-granting, research-intensive institution. Thus the goal of these programs is to acclimate such students to the expectations of a major university, to build strong bonds to the campus, and thereby aid in their retention. These programs provide support from the beginning of the students’ undergraduate career to and through graduation and beyond: a “Cradle-to-Grave” model that also incorporates alumni organizations.

The key concept is to begin early by working with students through high school and summer bridge programs on campus before their freshman year begins; once here, they are provided other sources of academic and cultural support. For example, students who do not meet the usual admission criteria are enrolled in the Center for Academic Success (CAS). CAS provides intensive direct services during the first year, including academic advisement, peer mentoring, and participation in University 100, a freshman seminar introducing students to the resources and expectations of a major research university.

Although most of these programs are not new, since the last (1999) review SIUC has allocated additional resources to support its diverse learners and ensure their success. In FY07, then-Chancellor Wendler provided \$500,000 in new funds to implement the Reflective Responsive University Initiative (RRUI), which was matched by internal

“Our focus on student retention also has led to the introduction of the Saluki Cares Program. Our students and their families need to have every confidence that we are listening closely and being responsive. This program will address many concerns, and our Saluki Cares team will move quickly to connect students who need assistance with the appropriate resources on campus.”

“State of the University” speech delivered
by Chancellor Samuel Goldman.
September 2009

26 www.salukicare.siu.edu.

reallocation. The goal of RRUI was to provide resources to expand existing programs and initiate new ones, such as the Gay, Lesbian, Bi-Sexual, and Transgender Resource Center. These programs were designed to enhance students' college experience and increase the retention and graduation rates of currently enrolled students by meeting their diverse social, cultural, and educational needs.

Faculty

U.S. Census Bureau estimates for 2007 indicate that the United States population was 12.3 percent Black, 15.1 percent Hispanic, 4.3 percent Asian, and 0.8 percent American Indian/Native Alaskan.²⁷ Census figures for the state of Illinois are only slightly different: 14.7 percent Black, 14.9 percent Hispanic, 4.2 percent Asian, and 0.2 percent American Indian/Native Alaskan.²⁸ Census Bureau estimates for the 15 to 29 year-old population show slightly higher minority percentages than the general population.

In FY08 the percentage composition of SIUC full-time faculty was 5.6 percent Black, 2.5 percent Hispanic, and 0.2 percent American Indian/Native Alaskan.²⁹ In fall 2008, the full-time tenured/tenure-track faculty (Table 1-1) was 77.3 percent White, 5.3 percent Black; 10.0 percent Asian, 2.9 percent Hispanic/Latino, and 0.4 percent American Indian.

Table 1-1. Comparisons of underrepresented groups (in percent).

Underrepresented Group	United States 15-29 years 2007 estimate	State of Illinois Total Population 2007 estimate	Fall 1998 SIUC Student Body	Fall 2008 SIUC Student Body	Fall 1998 SIUC Faculty (Full-time tenured/tenure track)	Fall 2008 SIUC Faculty (Full-time tenured/tenure track)
Black	14.72	14.65	14.02	16.35	2.64	5.29
Hispanic	18.00	14.94	2.36	3.61	1.56	2.94
Asian	4.31	4.21	1.80	2.65	7.21	10.00
American Indian/ Native Alaskan	1.21	0.17	0.48	0.40	0.24	0.35

In light of SIUC's commitment to diversity, these figures are somewhat sobering and do not reflect the university's serious, on-going efforts to recruit faculty from underrepresented

27 <http://www.census.gov/popest/national/asrh/NC-EST2007-srh.html>.

28 <http://www.census.gov/popest/states/asrh/SC-EST2007-03.html> at "Illinois."

29 Derived from *Southern Illinois University Carbondale Factbook 2008-2009*, Table 20. The complete distribution by EEO-6 Reporting Definitions is: 79.38 percent White, Non-Hispanic, 2.46 percent Hispanic, 9.55 percent Asian Pacific Islander, 0.22 percent American Indian, 5.57 percent Black, Non-Hispanic, 2.82 percent International. Figures for tenured/tenure-track faculty given in Table 1-1 differ slightly from these figures which include all full-time faculty.

groups. However, historical data reveal that the proportion of minority faculty at SIUC has risen steadily and substantially over the past decade as seen in Figure 1-2. During the hiring cycle January 1, 2008 – December 31, 2008, the university hired 69 tenure/tenure track faculty; of these hires, 59.4 percent were White, 15.9 percent were Black, 17.4 percent were Asian, and 7.2 percent were Hispanic. More than 39 percent of these 69 new hires were female with 40 percent of Hispanic hires, 41.6 percent of Asian, and 27.2 percent of Black hires being female.³⁰

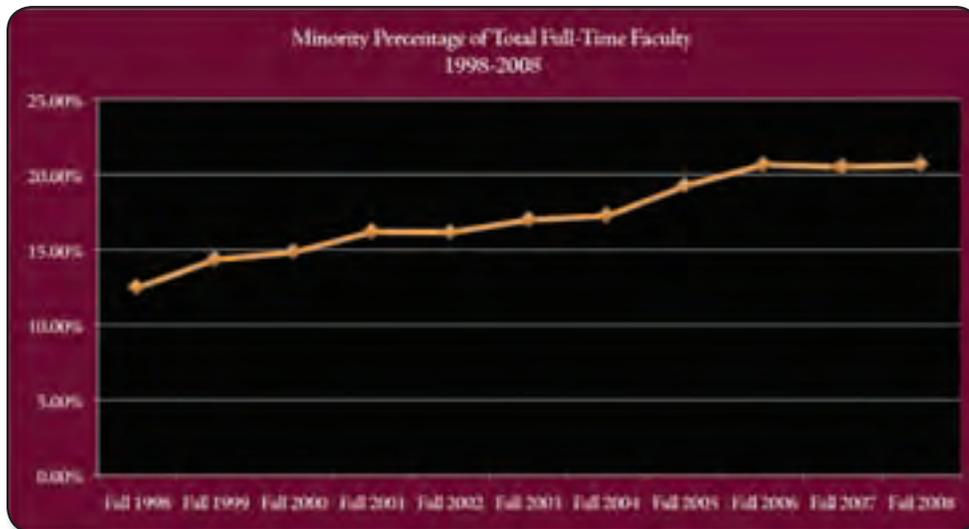


Figure 1-2. Minority full-time faculty as a percentage of all full-time faculty at SIUC.³¹

Successful efforts in minority hiring can be partially attributed to new resources provided to increase campus diversity. In fall 2003 then-Chancellor Wendler initiated a new program, the Strategic Faculty Hiring Initiative, later renamed the Faculty Hiring Initiative (FHI). Over a five-year period \$5 million was allocated from tuition dollars to hire new faculty to help SIUC achieve the goals of *Southern at 150*, including improving diversity. Unfortunately, additional funding for the FHI was not available after the fifth year. One component of this program, an incentive for increasing the number of underrepresented faculty, was continued, however; and starting in fall 2004, a revolving loan fund designated for minority hires was supplemented by \$500,000.

Core Component 1.c: Understanding of and support for the mission pervade the organization.

As discussed in Core Component 1.a, SIUC's mission includes teaching, research, service/outreach, and a commitment to diversity. Diversity was covered in the preceding section

³⁰ Affirmative Action Annual Hires Report, 01/01/08 – 12/31/08, Office of Affirmative Action/Equal Opportunity. This report does not include the School of Medicine-Springfield hires.

³¹ Percentages were derived from *Southern Illinois University Carbondale Factbooks 2002-2003*, Table 16, *2006-2007*, Table 17, and *2008-2009*, Table 20.

(1.b); teaching and assessment are addressed in the chapter on Criterion 3; research is discussed in the chapter on Criterion 4; and service and outreach in the chapter on Criterion 5.

At faculty and staff orientations, new members of the university community are directed to the SIUC mission and given overviews of the expectations that will guide them to success. New freshmen and transfer students attend the required SOAR (Student Orientation, Advisement, and Registration) program, in which they explore what it means to be a Saluki (SIUC's canine mascot). They also learn how the university is committed to their intellectual, civic, and social development.³²

In FY09, SIUC participated in the 2008-2009 cohort of the Foundations of Excellence, a program developed by the Policy Center on the First Year of College – a non-profit, higher education, policy, advocacy, and research center.³³ This program provided an aspirational, evidence-based protocol for a self-study of SIUC. More than ninety members of the SIUC community participated in this self-study. The result of this self-study was a five-year, detailed, action plan for enhancing the effectiveness of the first year that will benefit all aspects of our students' experience at SIUC. The Saluki First Year was provided with funding of \$400,000 in FY10, with plans to add an additional \$400,000 in FY11 and FY12. The newly created first-year structures, programs, and activities will improve student engagement and success, and will be measured by continuous student enrollment and retention gains.

Saluki Cares, originated by the Vice Chancellor for Student Affairs, works closely with faculty, staff, students and their families to display a culture of caring and demonstrate to our students and their families that they are an important part of the community. Saluki Cares is an early alert initiative composed of professionals from different areas of campus life who deal with students on a regular basis: Academic Support, Academic Affairs, Enrollment Management, Student Affairs/Faculty, Student Development, New Student Programs, and others. By proactively detecting and identifying students in crisis and distress, the Saluki Cares team works together to provide a powerful service to our students.

Teaching, research, and service/outreach are traditional domains of all research universities' missions. At no research university does research take place to the exclusion of teaching. Both are essential and must co-exist. Research is key to creating the new knowledge that is taught to students in any classroom, anywhere. There is no universal, one-size-fits-all,

32 www.siu.edu/bot/leg/policies.html#1A.

33 www.fyfoundations.org.

“proper” balance between teaching and research: each campus creates its own culture of how the two are valued in living dialogs among all campus constituencies.

At SIUC variable percentages of teaching, research, and service are all part of every faculty member’s work assignment. As at most universities, definitions of teaching load are usually based on number of hours in the classroom or “headcounts” (number of students taught). But terms such as “teaching” and “teaching load” do not capture the full variability of what is perhaps better described as an “instructional” mission. At SIUC, this mission is fulfilled in many ways: large introductory classes with breakout sessions, smaller specialized courses for disciplinary majors, still smaller graduate seminars, and online courses, to name a few.

Another method of instruction is involving undergraduate students in the research endeavors of faculty mentors. Many research universities, including SIUC, have embraced the recommendations in *Reinventing Undergraduate Education: A Blueprint for America’s Research Universities*,³⁴ the so-called Boyer Report by the Carnegie Foundation’s Boyer Commission on Educating Undergraduates in the Research University. SIUC’s undergraduate research programs are discussed in greater detail in the chapter on Criterion 4. Nonetheless it is worth mentioning here the university’s position on the integration of research and teaching: research is all about learning and about learning how to learn. Faculty mentors working with student researchers are teaching them in the best possible way: through intensive, one-on-one, personal interaction.

Resource support for SIUC’s instructional mission comes from many quarters. Morris Library offers services for distance learning and off-campus programs,³⁵ including Blackboard© online course software (replacing WebCT) support and training information,³⁶ and a variety of instructional services and technology including Turnitin© to catch plagiarism.³⁷ The Office of the Provost and Vice Chancellor offers a small number of competitive summer fellowships for development of new courses.³⁸

The Graduate School has created the Center for Graduate Teaching Excellence (CGTE), which offers training programs every semester to new graduate teaching and research assistants.³⁹ These programs address plagiarism and cheating, sexual harassment, and other issues, policies, and practices that teachers-in-training need to know.

34 Shirley Strum Kenny, ed., *The Boyer Commission on Educating Undergraduates in the Research University* (1999): <http://naples.cc.sunysb.edu/Pres/boyer.nsf/>.

35 <http://www.lib.siu.edu/departments/distance>.

36 <http://www.lib.siu.edu/resources/webctforfaculty>.

37 <http://www.lib.siu.edu/departments/iss>.

38 <http://pvc.siu.edu/UTEA Introduction 2010.pdf>.

39 <http://www.cgte.siu.edu>.

Institutional rewards in support of the instructional mission exist through numerous annual awards for excellence in teaching, many of them introduced in 2003 as part of the *Southern at 150* commitment to excellence.⁴⁰ The campus-wide Outstanding Teacher Award was created in 1969; it includes a monetary award, a certificate, a designated parking space for one year, and the title Distinguished Teacher. Individual colleges have their own competitions for an Outstanding Teacher Award. There are also annual awards for Outstanding Civil Service Teaching Support, Outstanding Administrative/Professional Teaching Support, Outstanding Term Faculty Teacher, Outstanding Faculty Member Teaching in the University Core Curriculum, Outstanding Graduate Teaching Assistant, and Outstanding Graduate Assistant Teaching in the University Core Curriculum.

Service and outreach—to the university, profession, local community, region, and the nation—are important parts of the SIUC mission, and have been since the days of former President Delyte Morris. Public service and continuing education components have been guided by the campus' location in a low-income, rural region of small communities, farms, and mines. An important entity providing regional service and outreach is the Office of Regional and Economic Development, which provides business development assistance throughout southern Illinois via several statewide programs and providers.⁴¹

SIUC administrators, faculty, staff, and students may be local leaders in religious fellowships or work with children's groups or community volunteer organizations for the betterment of the region. Besides holding leadership positions in their campus constituency groups, many SIUC faculty serve in elected positions or editorships in their regional, national, and international professional or academic societies. Numerous awards exist to recognize excellence in fulfilling the service mission. These include the Outstanding Civil Service Employee Award, the Outstanding Administrative/Professional Staff Award, and the Outstanding Student Employee Award.⁴² In addition, since 1980 the SIU Board of Trustees annually confers the Lindell W. Sturgis Memorial Award to an SIUC employee for service to his or her community, the area, state, or nation.⁴³

To gauge more rigorously the understanding of and support for the university's mission, the 2008 Campus Climate Survey was conducted as a part of this self-study, just as a similar survey was conducted in conjunction with the 1999 self-study. The survey revealed mixed responses to the apparently simple question of whether the campus community understands and supports the university's mission. In response to the statement "The actions

"During the 2008-09 academic year more than 5,600 students volunteered their time, helping more than 60 non-profit organizations in southern Illinois. Our students contributed more than 38,200 hours in community service."

"State of the University" speech delivered by Chancellor Samuel Goldman. September 2009

⁴⁰ <http://www.siuc.edu/ExcellenceAwards/coordination.html>.

⁴¹ <http://econdev.siuc.edu/>.

⁴² <http://www.siuc.edu/ExcellenceAwards/coordination.html>.

⁴³ <http://bot.siu.edu/lwsturgis.html>.

of the administration effectively implement the mission statement,” only 38 percent of the 499 responding faculty agreed, whereas A/P staff (63 percent), civil service (53 percent), and students (58 percent) were much more positive.⁴⁴ Respondents were uncertain that the university is effectively making its commitments known to the off-campus world. Fewer than half of the respondents agreed with the statement that “The University effectively markets a message that is consistent with its mission and intended student population.”

The single most positive response to questions relating to SIUC’s mission was to the statement “It is appropriate for this University to serve an economically and socially diverse student body.” On the whole, there was very strong support among all groups—faculty, administrative/professional staff, civil service staff, and students—for the university’s commitment to diversity.⁴⁵ The survey also found that the university’s commitment to maintain a diverse campus community is widely understood, considered an important part of the institution’s identity and, on the whole, successful. It is deemed important for SIUC to continue to make progress in this area.

Responses from recent alumni indicate very high levels of satisfaction with their educational experience at SIUC, a strong indication that the university is fulfilling its most basic goal.⁴⁶ Further support can be seen from the growth of Alumni Association membership, which has more than doubled in the last twenty years, from 8,000 in 1991 to 18,000 in 2008.⁴⁷

On the other hand, another survey provided evidence that suggests a greater degree of mistrust of the administration, or perception of conflict with the administration, among the faculty at SIUC than at other similar universities. In 2004 the university participated in the UCLA-Higher Education Research Institute survey of faculty attitudes. In most respects, SIUC was similar to other institutions identified as its peers, but two areas indicated problems and further exploration. When identifying the “Top 5 Attributes Descriptive of SIUC,” only 25 percent of SIUC faculty believed that there is mutual faculty respect, compared with 46 percent at peer institutions. And 50 percent of SIUC faculty agreed with another descriptor, “Faculty at odds with Administration,” whereas only 15 percent of faculty at peer institutions were of a similar opinion.⁴⁸

The sources of the perceived dissatisfactions with administration implementation of the mission and institutional marketing are not clearly identifiable in the data currently

44 See the summary of the 2008 Campus Climate Survey data at the end of this chapter.

45 Ibid.

46 Source: SIUC Institutional Research and Studies.

47 <http://sualumni.com/s/664/index.aspx?sid=664&gid=1&pgid=261>.

48 Source: UCLA-HERI survey, 2004. A Power Point presentation summarizing these and other results is in the Resource Center.



available. The problems are multi-faceted, although one element may be rooted in the discussion of “balance” in Core Component 2.d. Only further research might enable the campus community to identify and address the sources of this malaise.

Core Component 1.d: The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

SIUC’s shared governance structure and procedures ensure that the university fulfills its mission and meets the expectations of the state of Illinois.

Board of Trustees

Southern Illinois University Carbondale is a not-for-profit public institution. The Board of Trustees of Southern Illinois University is a body politic and corporate entity charged with the ownership, control, and management of Southern Illinois University. Southern Illinois University, chartered in 1869, has come to be organized as a university system, with a central administration headed by a chief university executive officer, the president. The president reports to the Board of Trustees. The chancellors of the Carbondale campus (SIUC) and the Edwardsville campus (SIUE) report directly to the president and are responsible for the leadership and management of their respective campuses.

The Southern Illinois University Board of Trustees⁴⁹ is composed of seven members appointed by the governor of Illinois, by and with the consent of the Illinois General Assembly, the Superintendent of Public Instruction (or his/her chief assistant for liaison with higher education when designated to serve in his/her place) ex-officio. Two student members are elected, one from each of the student bodies at SIUC and SIUE. Board members do not receive compensation for their services. Expenses incurred as a result of board membership are reimbursed. The Bylaws and Charter of the Board of Trustees of Southern Illinois University describe the power and duties of the board, subject to the Illinois Board of Higher Education Act.

President of SIU

The president is appointed by the Board of Trustees (BOT) and serves as the chief executive officer of the Southern Illinois University system. As such, the board delegates to the president the authority to manage the university. The Statutes of the Board of Trustees state:

⁴⁹ <http://bot.siu.edu/>.

The President of Southern Illinois University is the chief executive officer of the university and exercises such powers as are necessary for the governance and function of the university. The president is empowered to execute all documents and exercise all powers necessary to the discharge of that office. The president serves as the primary link between the Board's responsibilities for policy and the chancellors' responsibilities for operations. The president reports directly and only to the Board of Trustees and is responsible to the Board for the effective administration of the university.⁵⁰

Whereas the BOT is charged by the state of Illinois with formulating educational policies governing Southern Illinois University, those policies are most often recommended to the board by its chief executive officer, the president. The process through which the president arrives at policy recommendations for board consideration, however, involves other key administrators, most notably the chancellors of the institutions in the SIU system, the faculty, through their representative bodies such as the Faculty Senate and Graduate Council, and students who are represented in various student organizations.

Chancellor of SIUC

The chief operating officer of SIUC is the chancellor, appointed by the president of SIU after appropriate consultation with and involvement of the institution's constituencies, and with the concurrence of the BOT on the appointment and terms and conditions of employment. The chancellor has varied responsibilities including: to carry out approved policies, guidelines, and regulations governing the management of academic, business, and student affairs; develop and recommend budgets to the president and control the allocation of expenditures for SIUC; assume primary responsibility for the internal organization of SIUC; provide necessary leadership in educational development, such leadership to be consistent with appropriate internal delegation of policy responsibility to the faculty and other constituencies; assist in formulating policies; and similar duties, generally in close consultation with the Chancellor's Executive Council of the vice chancellors and executive directors.

Organizational charts⁵¹ depict the distribution of responsibilities for governance at SIUC, with the chancellor responsible for the internal administration of the university and reporting to the president. Administrative officers reporting directly to the chancellor are the provost and vice chancellor and four vice chancellors: for administration and finance, institutional advancement, research and graduate dean, and student affairs. Others include

50 Statutes of the SIU Board of Trustees, Art. II, Sec. 2; <http://www.siu.edu/bot/leg/statutes.html#iisect2>.

51 <http://news.siuc.edu/orgChart/SIUOrgChart.pdf>.

the associate chancellor for institutional diversity, dean and provost of the School of Medicine, director of the Budget Office, director of University Communications, assistant to the chancellor, assistant to the chancellor for media relations, director of Intercollegiate Athletics, and the University Ombudsman.

Provost and Vice Chancellor of SIUC

The provost and vice chancellor (PVC) is the chief academic officer of SIUC. The Office of the PVC includes two associate provosts, one for academic affairs (with eleven reporting lines) and the other for academic administration, and an assistant vice chancellor for enrollment management. As chief academic officer, the PVC's direct reporting lines include the deans of the nine academic colleges, the School of Law, and Morris Library, and the vice chancellor for research and graduate dean. Six directors—of Institutional Research, the Public Policy Institute, University Honors, Women's Studies, Center for Academic Success, and the University Press—also report to the PVC.

The chancellor of SIUC, other chief administrators, and faculty participate in the formulation of educational policies and planning through the Office of the Provost and Vice Chancellor (OPVC). The provost works with the deans of SIUC's colleges and various schools, most often in the Deans' Council which meets twice monthly to help formulate and implement policy. The provost also works closely with the Chancellor's Planning and Budget Advisory Committee, an advisory body with representation from the Chancellor's Executive Council, the Deans' Council, and constituency groups across campus.

The OPVC oversees hiring and appointments; tenure and promotion decisions; conflict of interest and research misconduct cases; undergraduate course and curricular modifications, including University Honors; labor conditions—including relations with the Faculty Association and international faculty visa standing and work authorizations; continuing education; military programs; and many more responsibilities.

SIU School of Medicine

The SIU School of Medicine has two campuses, the first year of the medical program housed in Carbondale and the subsequent three years in Springfield, 170 miles north of Carbondale. Graduate science and research programs are active in both locations. Residency programs are predominantly in Springfield at the school's affiliated hospitals, Memorial Medical Center, and St. John's Hospital. Family-practice residency centers are located in Carbondale, Decatur, Springfield, and Quincy. The school's primary academic,

clinical, and administrative location is in Springfield, where its chief academic officer and administrator, the dean and provost, is resident.

The dean and provost of the SIU School of Medicine reports directly to the chancellor of SIUC. In 1974, following recommendations for the need to improve functional operations of the medical school suggested by the Liaison Committee on Medical Education, the SIU BOT added the title provost to that of dean to reflect the added responsibilities. The dean and provost is responsible for all academic programs, including undergraduate, graduate, and continuing medical education as well as graduate science degree programs and clinical residencies (organized around fourteen clinical and basic science departments) and related academic activities. Unlike other deans and provosts at the university, the medical school's dean and provost is responsible for all business and financial administration, facilities and services, personnel services, grants and contracts administration and research services, library and information technology services, and a host of related activities.

Medical school committees such as the Executive Committee, Faculty Council, Educational Policy Council, Research Policy Committee, Admissions Committee, and Tenure and Promotion Committee are active in the full range of academic and service issues.

SIUC Campus Planning and Governance

The university's programmatic planning is a structural process, which begins at the departmental program level. The process involves input from various constituencies, including students, faculty, department chairs, and deans or directors. Every fiscal year, planning documents and achievement reports are submitted to the provost and vice chancellor from each college/school. These documents contain the planning blueprint for the respective units, as well as a report of achievements during the budget year and goals for the coming year. Goals and objectives requiring the establishment of new programs and new state resources are reported to the IBHE following approval by the SIU BOT. Such requests are submitted annually to the IBHE as the University's Resource Allocation Management Plan (RAMP). RAMP planning documents contain the university's program priorities and resource needs for the budget year, and plans for the short-range future.

Administrative decisions are made with feedback from a variety of constituency groups representing various interests on campus. As discussed below, Faculty Senate, Administrative/Professional (A/P) Staff Council, Civil Service Council, Graduate Council, Graduate and Professional Student Council, Undergraduate Student Government, and the several bargaining units for faculty, graduate students, and civil service employees

all have their own operating papers or bylaws which identify their specific roles and responsibilities.

The growth in the number of individuals represented by collective bargaining agreements and the influence of these agreements has produced a significant shift over the last ten years in how these constituencies participate in the university governance. In the current configuration, faculty, staff, and graduate student employees in certain legally recognized bargaining units are represented by exclusive bargaining agents in matters concerning wages, hours, and terms and conditions of employment. Separate constituency groups, such as those just mentioned, advise the administration on wide-ranging issues outside the purview of the legal representatives of the collective bargaining units. Both classes of groups participate in some of the same university committees (on employee benefits and leadership searches, especially) and share in the formulation of institutional policy (such as intellectual property interests). Each collective bargaining agreement has informal and formal mechanisms for dispute resolution.⁵² Administrative/professional and civil service employees not covered by collective bargaining agreements have available to them a multi-step grievance procedure to resolve disputes.

Campus governance, though primarily associated with the various constituency bodies, is also exercised through a far-reaching, university-wide committee structure. Employees participate in such standing committees as the Affirmative Action Advisory Committee, Honorary Degrees and Distinguished Service Committee, Intercollegiate Athletics Advisory Committee, Parking and Traffic Appeals Board, Naming University Facilities Committee, Ombudsman Advisory Committee, Traffic and Parking Committee, University Joint Benefits Committee, and at least a dozen others. Faculty, staff, and students are also involved in ad hoc committees (task forces, position search committees, etc.). Appointments to these committees are made by nomination from the appropriate constituency bodies. The chancellor also has the Chancellor's Planning and Budget Advisory Committee to assist in the allocation of resources.

SIUC Constituency Groups

The Faculty Senate is "the body empowered to act as agent for the university faculty with delegated power to formulate broad policies in regard to the educational functions of the university. The Senate is charged to initiate, promote, and ensure the enforcement of policies involving academic and intellectual freedom and to concern itself in all matters of

faculty status and welfare.”⁵³ It consists of thirty-two elected members of the faculty, with two of those seats held by members of the non-tenure-track faculty.

Standing committees of the Faculty Senate include the Executive Council, Elections Committee, Committee on Committees, Governance Committee, Faculty Status and Welfare Committee, Undergraduate Education Policy Committee, and Budget Committee. Ad hoc committees may be created to initiate, consider, and review matters within the Senate’s jurisdiction or other specific matters important to the faculty. Matters of concern to the Senate include, but are not limited to, faculty participation in university governance, including the creation of new academic units; questions relating to the status and welfare of the faculty including faculty rights and privileges, duties, and rewards; undergraduate education policy, such as graduation requirements, distribution requirements, grade-point average requirements, curriculum (new or modified), general education policy, procedures of student instruction and evaluation, review of programs, and admission requirements; and faculty participation in university budgeting.

The Graduate Council is the body that “represents the University Graduate Faculty in the determination of policies regarding graduate education and research activities within the University.”⁵⁴ The council consists of twenty-five elected representatives of the Graduate Faculty (faculty holding the appropriate terminal degree and a continuing appointment in a department with an approved graduate program⁵⁵) from the colleges, five graduate student representatives (appointed by the Graduate and Professional Student Council), and four ex-officio members. Also participating in monthly Graduate Council meetings are representatives of other constituency groups, including the Faculty Senate, AP Council, Emeritus Faculty Organization, and the Deans’ Council. Each faculty member on the council serves a three-year term of office. The members annually elect a chairperson.

Standing committees of the Graduate Council include the Education Policy Committee, Program Review Committee, New Programs Committee, and Research Committee. Policy matters within the council’s purview include new programs; graduate major and minor fields; course approval by the associate dean of the Graduate School; student entrance/retention into graduate degree programs; graduate academic standards; designation by the graduate dean of Graduate Faculty members not affiliated with a graduate program; granting of Graduate Faculty status by the graduate dean including permission to teach graduate courses and direct masters theses and doctoral dissertations; graduate fellowships;

53 <http://facultysenate.siuc.edu/>.

54 <http://gradschool.siuc.edu/council/>.

55 <http://www.gradschool.siuc.edu/council/gspaper.htm>.

and jurisdiction regarding graduate teaching and research assistants. Through the Research Committee, the Graduate Council also facilitates, encourages, and coordinates the research efforts of the campus in conjunction with the vice chancellor for research and graduate dean.

The Administrative/Professional Staff Council, “the official body representing the administrative and professional (A/P) staff, communicates and supports the views of the constituency on all matters of university governance to the chancellor, president, and Board of Trustees of Southern Illinois University. The council also encourages the personal and professional growth of the total constituency membership for the betterment of the university.”⁵⁶ In FY09 A/P staff at Carbondale and Springfield comprised 1,181 full-time and 134 part-time employees.⁵⁷ Standing committees of the A/P Staff Council include the Operating Paper Committee, Committee on Committees, Constituency Relations Committee, Staff Welfare Committee, and Staff Benefits Committee. Matters of concern to the A/P Staff Council include, but are not limited to, policies and procedures regarding position classifications, salary, performance evaluations, terms and conditions of employment, and benefits; issues of affirmative action, professional development, and other welfare issues; reviewing amendments to the grievance procedure; and serving on the A/P Judicial Review Board.⁵⁸

The Civil Service Council, representing 1,777 non-union (FY09) civil service employees on the Carbondale campus,⁵⁹ advises and consults with the chancellor in matters relating to university policies. It also provides civil service employees with means to formally express their opinions and recommendations, to communicate and interact, to pursue professional development, and to be aware of regulations governing their employment.⁶⁰

Committees of the Civil Service Council include Budget, Bylaws, Civil Service Benefits, Education Assistance, Election, Executive, Officer Nomination, Outstanding Civil Service Employee Award, Public Information, and Range Employees committees. Matters of concern to the Civil Service Council include, but are not limited to, policies and procedures regarding position classifications, salary, performance evaluations, terms and conditions of employment, and other civil service benefits; employment- and compensation-related matters affecting range employees; and making recommendations to the chancellor for the distribution of salary increase to civil service range employees.

⁵⁶ http://apstaff.siu.edu/01about_council.html.

⁵⁷ Source: Human Resources.

⁵⁸ The Operating Paper of the A/P JRB may be found at: <http://www.siu.edu/~apstaff/docs/jrbop.pdf>.

⁵⁹ Source: Human Resources.

⁶⁰ <http://www.policies.siu.edu/policies/bylawscs.html>.

Two councils represent the interests of graduate and undergraduate students in university governance. The Graduate and Professional Student Council (GPSC) represents more than 5,500 part- and full-time graduate and professional students enrolled in our academic programs. According to its constitution, it provides “the opportunity for collective participation by graduate and professional students in promoting educational advancement and social welfare of the campus community.”⁶¹ Matters of interest to the GPSC include graduate assistantships, fee increases, grievance procedures, and campus safety, and the council acts as an advocate for its constituents.⁶² GPSC also administers the portion of the Student Activity Fee paid by all graduate and professional students. Five students from GPSC serve on the Graduate Council.

Undergraduate Student Government (USG) serves as the voice of the undergraduate student body in “all matters pertaining to student welfare, student activities, and student participation in University planning and administration.”⁶³ Composed of three separate branches, judicial, legislative, and executive, USG is recognized as the voice of the undergraduate student body and informs them of the aims, policies, and mission of the university administration.

Collective Bargaining Units and Union Contracts

SIUC faculty, staff, and students are represented in university governance through a variety of union contracts:

- ♦ IEA-NEA:
 - ♦ Collective Bargaining Agreement between the Board of Trustees of SIU and the Association of Civil Service Employees (ACsE)
 - ♦ Collective Bargaining Agreement between the Board of Trustees of SIU and the SIUC Faculty Association
 - ♦ Collective Bargaining Agreement between the Board of Trustees of SIU and the SIUC Non-Tenure-Track Faculty Association
 - ♦ Collective Bargaining Agreement between the Board of Trustees of SIU and the SIUC Graduate Assistants United
- ♦ AFSCME Local #878
- ♦ Graphic Communications International Union Local #6-505M
- ♦ Illinois Fraternal Order of Police (FOP Lodge #193) Labor Council: for Police Officer and Police Corporal; for Police Sergeant; for Police Telecommunicator;

61 <http://www.gpsc.rso.siuc.edu/about.htm>.

62 Ibid.

63 <http://usg.rso.siuc.edu/ABOUT.html>.



and for Parking Services Agents I and II

- ♦ International Brotherhood of Electrical Workers, Local Union #702: for Broadcast Operators, Broadcast Engineers; for Senior Electronic Technician
- ♦ International Union of Operating Engineers Local #399, AFL-CIO
- ♦ Laborers' International Union of North America, Local Union #773
- ♦ Laborers' International Union of North America, Local Union #773 for Library Technical Assistants
- ♦ Murphysboro Typographical Union #217
- ♦ Service Employees International Union, Local #316
- ♦ Teamsters Union, Local #347 (Drivers Group; Farm and Forest)

As of October 1, 2009, the SIUC Faculty Association (FA) represents 719 tenure-track and tenured Faculty in collective bargaining with Southern Illinois University Carbondale on work-related issues.⁶⁴ Representation excludes faculty in the medical and law schools, chairs, directors, and all faculty in higher administrative positions. The FA was organized on the Carbondale campus in the late 1980s and won the right to represent this bargaining unit in November 1996. It is affiliated with both the Illinois Education Association (IEA) and the National Education Association (NEA).⁶⁵

As of October 1, 2009, the SIUC Non-Tenure-Track (NTT) Faculty Association-IEA/NEA represents 539 full-time and part-time non-tenure-track faculty employed through the Carbondale campus (excluding the School of Medicine) in collective bargaining with the Board of Trustees of Southern Illinois University.⁶⁶ Organized in 2005, they are committed to improving working conditions for themselves and learning conditions for their students. This bargaining unit negotiated a three-year contract (2006-2009).

SIUC graduate students are organized through Graduate Assistants United, affiliated with IEA/NEA. The contract is in effect from July 1, 2007 through June 30, 2010.⁶⁷

Core Component 1.e: The organization upholds and protects its integrity.

The overall reputation of SIUC is of utmost importance to its leaders. The university's

64 Source: Office of the Provost and Vice Chancellor.

65 The first Agreement covered July 1, 1997 through June 30, 2000; the second, July 1, 2000 through June 30, 2002; the third, July 1, 2002 through June 30, 2006. The fourth Agreement between SIUC FA and the Board of Trustees of SIU covers July 1, 2006 through June 30, 2010. A copy of the current agreement can be found at <http://www.ieanea.org/local/siucfa/>.

66 Source: Office of the Provost and Vice Chancellor.

67 http://www.gradschool.siu.edu/GA_UNITED.pdf.

policies and procedures are intended to advance its overall mission and core values, ensure compliance with state and federal laws and regulations, and protect and serve the interests of the institution, its employees and students, and the wider region.

Complaints and grievances by students, staff, and faculty are covered by various policies and procedures with an emphasis on resolution before entering the formal grievance process. Article 6 of the university's most recent contract with the Faculty Association, for example, describes the grievance procedure for tenured and tenure-track Faculty; similarly, Article 7 of the university's most recent contract with the non-tenure-track Faculty covers grievance procedures for its membership. Comparable contractual mechanisms for other represented groups of employees at SIUC can be found at: <http://laborrelations.siu.edu/lrcontracts.htm>.

Grievance procedures for non-represented civil service employees may be consulted on another website: <http://policies.siu.edu/policies/grievacs.html>.

Like the Faculty Senate, the A/P Staff Council provides a judicial review board to administer the grievance procedure for their constituency group. Graduate School academic grievance matters are addressed at: http://www.gradschool.siu.edu/catalog_07-08/46_Academic_Grievances_Policy.pdf.

Procedures for undergraduate students to challenge the contents of an educational record and to file a complaint or a grievance based on the denial of an education benefit due to religious belief or practices are spelled out in the *Undergraduate Catalog*.⁶⁸

University Ombudsman

The University Ombudsman helps students, faculty, and staff resolve university-related problems with fair and equitable treatment. In addition, the ombudsman is responsible for bringing to the attention of responsible administrators those problems that persist and need to be corrected. Reporting directly to the chancellor, the ombudsman's functions are independent of all other administrative structures.⁶⁹

Judicial Affairs Boards

Three judicial boards exist at SIUC to adjudicate disputes and disciplinary cases at various levels: the Judicial Review Board of the Faculty Senate, the A/P Staff Judicial Board, and Student Judicial Affairs. These are formed by representatives of the faculty, A/P staff, and

68 <http://registrar.siu.edu/eval/catalog.htm>.

69 <http://ombuds.siu.edu>.

student body, respectively, and they follow procedures and ethical guidelines designed to ensure due process, fairness, and promotion of justice.

All faculty, whatever their contracts, have access to the Judicial Review Board (JRB), the operations of which are the responsibility of the Faculty Senate.⁷⁰ The JRB is composed of twelve faculty serving three-year staggered terms. It hears faculty “appeals from administrative decisions relating to such matters as tenure, promotion, assignment of duties, and other conditions of employment . . . charges of unethical conduct . . . [and] charges of improper hiring procedures.”⁷¹ Results of the hearings are reported to the chancellor. Over the past eleven years, sixty-two cases have been brought forward, with thirty-two (51.6 percent) heard (Table 1-2); cases that did not go to hearings were either declined by the JRB or withdrawn by the grievant.

Table 1-2. Cases brought before the Judicial Review Board and number of hearings.⁷²

Year	# Cases*	# Hearings
1998	5	3
1999	4	2
2000	7	5 (1 hearing held in 2001)
2001	13	9 (2 hearings held in 2002)
2002	8	0
2003	2	0
2004	8	6 (1 hearing held in 2005)
2005	6	2 (both hearings held in 2006)
2006	3	1
2007	4	0
2008	4	4
Total	62	32

* Cases that did not go to hearings were either declined by the JRB or withdrawn by the grievant.

Student Judicial Affairs (SJA) is responsible for the administration of the Student Conduct Code.⁷³ SJA conducts judicial hearings when appropriate to determine whether a student’s behavior has violated the Code. Sanctions imposed by SJA for violations are intended to change student behavior to emphasize ethics and responsibility. The Student Conduct Code recently underwent lengthy review by the Student Conduct Code Review Committee, with involvement of Student Judicial Affairs, Student Housing, and several other offices and constituencies. The final, revised Student Conduct Code was approved on August 10, 2008, and placed on the Student Affairs website. This is the fourth time the

⁷⁰ See <http://facultysenate.siuc.edu/Grievproc.pdf>, Sec. VIII.

⁷¹ Ibid.

⁷² Source: Professional Constituency’s Office.

⁷³ <http://sja.siuc.edu/>.

code has been reviewed since it was developed in 1991.⁷⁴ An external review of Student Judicial Affairs was conducted in July 2008. Recommendations from the external review report have been implemented.⁷⁵

Labor and Employee Relations and Ethics

The Office of Labor and Employee Relations plays a key role in fostering an atmosphere of collective and individual responsibility and accountability for the SIUC campus. The office's primary service to the university involves the negotiation and administration of contracts with represented civil service employees, administration of the university's progressive disciplinary program, as well as handling civil service employee grievances and providing guidance in the resolution of worksite conflicts. In addition, Labor and Employee Relations has a training and development branch that assists campus departments with employee training needs as well as providing coaching and counseling services.⁷⁶

Labor and Employee Relations is also responsible for administering the training mandated by the State Officials and Employees Ethics Act (5 ILCS 430) enacted in 2003 by the Illinois General Assembly.⁷⁷ This law requires that each employee of SIU complete, at least annually beginning in 2004, the internet-based ethics training program run by the state (Table 1-3).

Table 1-3. SIUC employee participation in ethics training.⁷⁸

Year	Number of Employees Trained
2004	9,106
2005	10,312
2006	11,709
2007	11,187
2008	11,898

The Office of the President of the SIU system oversees various aspects of protecting the integrity of the SIUC campus. In April 2005, SIU developed the University Employee Misconduct Policy and Procedures to assist employees in complying with the State Officials and Employees Ethics Act (5 ILCS 430) and to maintain a standard of ethics that will preserve the integrity of SIUC.⁷⁹ The Ethics Office provides "direction and leadership on ethics and ethical behavior . . . to advance and protect the University's mission and assist

74 <http://studentaffairs.siu.edu/>; or <http://www.policies.siu.edu/policies/conduct.html>.

75 Source: Office of Student Judicial Affairs.

76 <http://www.siu.edu/~laborrelations/>.

77 <http://ethics.siu.edu/>.

78 Source: Office of Labor and Employee Relations.

79 <http://www.siu.edu/pres/guidelines/section7.html>.

in creating an ethical working and learning environment.”⁸⁰ This office also serves as the liaison to the state of Illinois Office of Inspector General. University Risk Management assists the campuses in protecting their reputations and resources through sound, cost-effective, risk-management advice and practices.⁸¹

Purchasing Office employees subscribe to the National Association of Educational Procurement Code of Ethics. The Code prescribes in part that employees decline personal gifts or gratuities and conduct business with potential and current suppliers in an atmosphere of good faith, devoid of intentional misrepresentation.⁸² In addition, the office must comply with the Illinois State Procurement Code and the Procurement Rules of the Chief Procurement Officer for Public Institutions of Higher Education.⁸³

Sexual Harassment Policy

SIU, like many other institutions and as mandated by Title IX of the Civil Rights Act of 1964, has developed a Sexual Harassment Policy⁸⁴ and procedures for providing prevention workshops and investigating charges. The legal parameters set by law and court precedents of the past twenty years provide the basis for the policy and procedures. After lengthy review and discussions, the campus drafted a new policy which was approved by the BOT on May 7, 2009. Procedures are currently being negotiated with the various bargaining units. The ultimate goal is to have harassment and discrimination policies that continue to foster a campus climate of civility and collegiality. Such policies enable all members of the university community to focus on its mission of learning, teaching, research, and service.

Research Ethics and Compliances

A major challenge for research universities today is compliance with the federal mandates for monitoring and providing training in research integrity, or what has come to be known as “responsible conduct of research” (RCR). The problem is not that universities are in any way opposed to upholding such principles of ethical conduct in research. To the contrary, everyone realizes that it is only by assuring the highest standards of honesty and integrity that the general public will understand and embrace the findings of scientific and scholarly activity. The problem is the complexity of the issues, the rapid changes of the research environment, and the lack of funding for these mandates.

80 <http://ethics.siu.edu/>.

81 <http://riskmanagement.siu.edu/>.

82 http://www.naepnet.org/iMIS15_PROD/.

83 <http://www.siu.edu/pres/guidelines/attachment3b.html>.

84 <http://bot.siu.edu/leg/policies.html#7D>.

As discussed in Core Component 4.d, SIUC and SOMS have long-established oversight committees to ensure that research involving human subjects, vertebrate animals, and hazardous materials is conducted responsibly, ethically, and safely. The campuses have and enforce research misconduct policies, policies that deal with conflicts of interest, and newly developed policies on stem cell research that deal with issues of ethical concern. SIUC has established a Research Compliance Oversight Committee comprising the faculty chairs of the compliance committees and related staff and administrators to coordinate activities related to compliances throughout campus. Information about RCR and compliances is available on the website of the Office of Research Development and Administration⁸⁵ and SIUC has just (fall 2009) become a member of the CITI (Collaborative Institutional Training Initiative) Program for online ethics education.⁸⁶ Many colleges, departments, and schools have their own educational programs for ethics training specific to their particular disciplines.

SIU Office of General Counsel

The SIU Office of General Counsel (OGC) “serves as legal counsel for Southern Illinois University, inclusive of the SIU Board of Trustees, the President, Chancellors, and other administrators, faculty and staff. The substantive areas of OGC representation generally include: Labor and Employment, Contracting and Procurement, Health Care Administration, and Compliance and Medical Malpractice Defense, Faculty and Student Affairs, selected federal and state regulatory requirements, including the State Procurement Act, and the State Employees and Contractors Ethics Act.”⁸⁷ Legal services provided by OGC include “advising university officials on regulatory compliance and other legal aspects of their duties; representing the university in litigation before federal and state courts and administrative agencies; advising on issues involving risk management; preparing and negotiating contracts between the university and other entities; and representing the university in real estate and other commercial transactions.”⁸⁸

Two controversies have embroiled the SIUC campus since the last review, and have brought SIUC and the integrity of its programs and personnel into public scrutiny. One of these is its minority programs; the other is plagiarism.

In 2005 SIUC learned that some of its programs, while well intended (to promote minority recruitment and retention, particularly in graduate programs), appeared to have a

85 <http://www.orda.siu.edu/general/rcr.html>.

86 <https://www.citiprogram.org/>.

87 <http://generalcounsel.siu.edu/index.htm>.

88 <http://generalcounsel.siu.edu/services.htm>.

reverse discriminatory effect upon applicants who were not members of a protected class. Around this same time, the Supreme Court was considering the two Michigan cases that later provided the legal doctrines of “interest of the state” and “narrow tailoring,” which might have offset the injunction from the Department of Justice (DOJ) pertaining to the programs at SIUC. Nonetheless, General Counsel studied the matter, met with campus constituency groups (including the Black Faculty and Staff Caucus), and sought input on what the university’s course should be: fight the DOJ order or comply with it. In the end, the advice of counsel was to comply with the order and that was the course taken by SIUC. Part of the rationale was the potential financial costs of mounting a legal challenge of this nature against the DOJ. Given similar programs at other universities and at the state level, SIUC disagreed that its graduate fellowship programs targeting various disadvantaged groups were illegal. Rather, the university chose to disband the programs which were limited in scope and revamp departmental recruitment of graduate students of color and other diversity dimensions.

For many years, SIUC successfully remained out of the spotlight, in contrast to other colleges and universities, when it came to high profile cases of plagiarism. But a few years ago, public accusations of plagiarism were brought against upper echelon administrators by individuals and groups on campus. The first instance was in 2006 when it was revealed that the *Southern at 150* plan bore strong resemblance to a similar document produced at Texas A&M University. Then-Chancellor Wendler had led the effort at Texas A&M that produced their document and undertook the similar effort at SIUC while he was chancellor here.

At about the same time, a faculty member on the Edwardsville campus was denied tenure for allegedly plagiarizing a teaching statement. The faculty member filed suit, and an ad hoc group engaged in a publicity campaign to promote the position that the faculty member was the victim of workplace mobbing. Clandestine investigation into other acts of plagiarism ensued, and it was subsequently reported in the student newspaper that the SIU president’s 1974 SIUC dissertation contained a number of plagiarized passages. A faculty committee was appointed by then-Chancellor Fernando Treviño and charged to study the matter and issue findings. The committee concluded that there was evidence of “unintentional plagiarism” and recommended corrections be made to the dissertation. The BOT accepted the committee’s report and findings.

It is important to note that the committee comprised constituency heads of faculty groups, including the Faculty Senate, Graduate Council, and the Faculty Association. The use

of constituency heads (as opposed to cherry-picking based on favoritism or likelihood of outcome) demonstrated shared governance in the critical decision-making process of examining a university president's dissertation for evidence of plagiarism, which was an ethical step in itself.

In late January 2008 an article in the student newspaper, *The Daily Egyptian*, citing *The Chronicle of Higher Education*, asserted that "the 10-member committee of Southern Illinois University academics and administrators commissioned to develop a plagiarism policy may have borrowed from Indiana University's definition—without citing IU."⁸⁹ This was in reference to a policy still in the draft stage which was being developed partly in response to the widely publicized situation just described. The committee was formed system-wide, with five members from the Carbondale campus and five from the Edwardsville campus. The draft in question was far from a finished product and the committee was frank about the process of examining policies and language from a number of universities so as to produce definitions and policies commensurate with accepted best practice. These premature accusations of "plagiarism" are indicative of how sensationalized this issue had become in the university community. The committee's final report with policy recommendations for abating plagiarism at SIUC was subsequently accepted by the Board of Trustees.⁹⁰

Conclusion

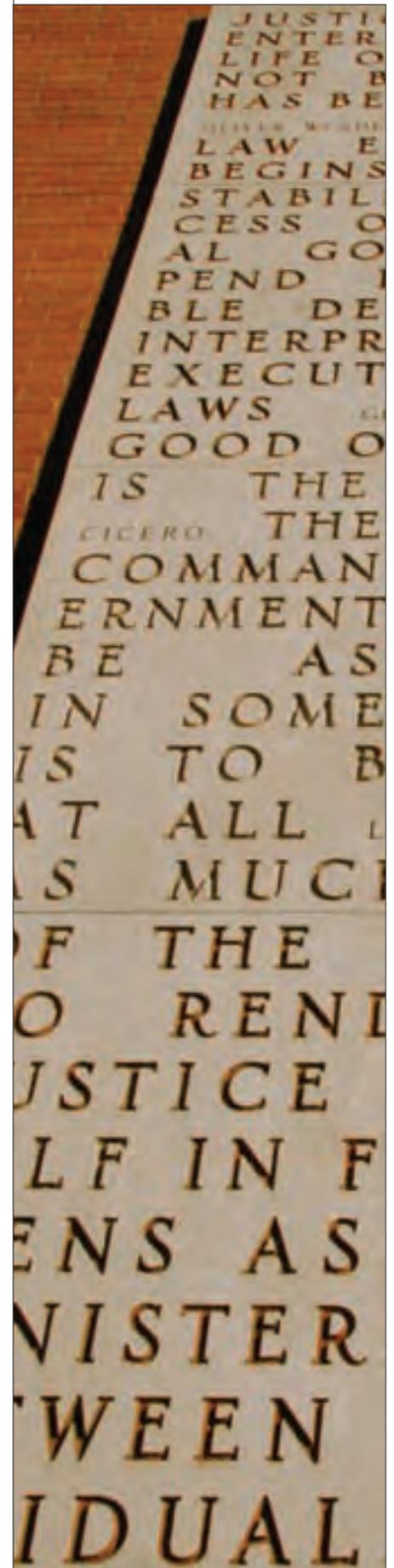
Southern Illinois University Carbondale has a long-established mission and mission statements. The campus is aware of the need to develop and adjust its more immediate goals as circumstances and times change. These changes are undertaken seriously and thoughtfully; they develop over time. One important example of this kind of change is to be found in the way that the research mission of the university has evolved and received increased emphasis over the past decade.⁹¹ As this aspect of the university's mission has matured, there is much more consensus over its role and importance in the intellectual life of the academic community, including the active involvement of undergraduate students.

Research universities are large, complex, and diverse organizations with many constituencies and competing interests. There are often moments of tension surrounding these competing interests. Thus the integrity with which a university's mission and goals are pursued cannot be static. It must be, and it is, a continual pursuit, an on-going effort, to maintain balance, to negotiate each new issue, and to sustain a civil dialogue throughout the SIUC community

⁸⁹ http://www.siu.edu/com/siu_accused_of_copying_plagiarism_policy-1.1318397. So far, a search of the Chronicle's website has failed to turn up the article in question.

⁹⁰ <http://bot.siu.edu/leg/policies.html#7F>.

⁹¹ This theme is explored in depth in Criterion 4.



and all its constituencies. There may be disagreements, embarrassing incidents, and heated discussions; these are all a necessary part of the continual, never-completed effort to find solid, just solutions to the challenges that face us every day.

Campus Climate Survey, 2008: Criterion 1 - Mission and Integrity

The mission of Southern Illinois University Carbondale is understood and supported throughout the university and the university upholds and protects its integrity.

With the introduction of the *Southern at 150* planning process in 2001, Southern Illinois University Carbondale put a great emphasis on the development of the student “as a whole.” In other words, the university aims to assist the students in realizing their full potential and in meeting their educational, social, vocational, professional, and personal needs through dedication to excellent teaching and research, as well as providing enriched student programming.

There is ample evidence that the SIUC community has a positive attitude and strong commitment toward the development of the whole student. Surveys of alumni suggest that SIUC is indeed preparing students for life outside of the university. Eighty-six percent of respondents from a survey of the class of 2000 and 76 percent from the class of 2003 reported that their degree had at least adequately prepared them for their current job.^{92,93} At least 90 percent of 2006 alumni respondents felt that their undergraduate education had improved their writing skills, critical thinking skills, ability to communicate effectively, and to understand other people.⁹⁴ Furthermore, 94 percent of 2006 alumni sample respondents felt that their undergraduate education had amply prepared them for graduate studies.

Campus-wide surveys assessing faculty, staff, and students’ attitudes toward a wide range of issues relevant to the university’s mission were conducted in fall 2008. The full report of these surveys is provided in the Final Report of the 2008 Campus Climate Survey,⁹⁵ found in the Resource Center. A subset of items addressed the extent to which university members believe developing students’ creative capacities, search for a meaningful life, mastery of knowledge in their discipline, appreciation for the liberal arts, and responsible citizenship are important goals for SIUC. This subscale, titled “Student Development Goals,” was

92 Bonnie Ebelhar and Lawrence Schilling, “Survey of 2000 Graduates Five Years after Graduation,” Institutional Research and Studies, Southern Illinois University Carbondale, 2006.

93 Data from “SIUC Survey of Graduates after Graduation: 2003 Graduates One Year Out,” Institutional Research and Studies, Southern Illinois University Carbondale.

94 Executive Summary of “SIUC Survey of Graduates after Graduation: 2006 Graduates One Year Out,” Institutional Research and Studies, Southern Illinois University Carbondale.

95 Hereinafter referred to as the 2008 Campus Climate Survey.

created by averaging responses to these items, which were answered on scales ranging from 1 (strongly disagree) to 7 (strongly agree). Faculty, staff, and students tended to agree with all of these goals, with average ratings ranging from 4.85 for students, 4.97 for faculty and 5.01 for civil service staff, and 5.15 for A/P staff. Among the most strongly agreed upon goals was “helping students master knowledge in their discipline,” with agreement ranging from nearly 82 percent for faculty to 71 percent for students.

To further aid in developing the student as a whole, SIUC emphasizes diversity and cultural pluralism throughout the university. Data collected from several on-campus offices have shown that the student body feels that there is rich diversity at SIUC and that diversity is widely accepted. A survey of African-American and Hispanic-American students indicated that 56 percent of African-American students cited the presence of other African-American students as a somewhat important factor for attending SIUC.⁹⁶ Additionally, 55 percent of Hispanic-Americans and 50 percent of African-American students in the study cited the multicultural atmosphere of SIUC as a somewhat important factor in their decision to attend SIUC. The vast majority of African-American and Hispanic-American students felt that SIUC faculty treated all students the same. Furthermore, a survey of SIUC student-athletes indicated that the majority of respondents felt that the Athletic Department was sufficiently open and inclusive to people from any background.⁹⁷ However, in the sample of African-American and Hispanic-American students in the Athletics survey, 39 percent of African-American participants stated that they felt that there was some racial tension on campus and 84 percent responded that it was very important for the racial climate to be more favorable.

Items on the 2008 Campus Climate Survey also assessed the extent to which SIUC does not discriminate on the basis of a number of social identity groups (race, gender, religion, sexual orientation, veteran status) as well as a belief that SIUC is a racially integrated campus and has no racial or ethnic tension. The mean score on the subscale that combined these items (labeled “diversity”) indicated agreement with these beliefs. Students possessed the most positive attitudes with a mean score (on a 7-point scale) of 5.47, followed by A/P (5.18), civil service staff (5.12), and faculty (4.97). There was fairly strong consensus among these groups that SIUC has a racially integrated campus (agreement ranging from 72 percent for faculty to 79 percent for civil service staff). However, groups varied on perceptions of the absence of racial or ethnic tension at this university (agreement ranged from 36 percent for faculty to 47 percent for students).

96 V. Dicken, J. Nadler, J. Edwards, and L. Sagrestano, “A Survey of African American and Hispanic American Life at SIUC,” prepared by Applied Research Consultants for the Office of Diversity, 2006.

97 P. Seneca, A. Wheeler, J. Edwards, L. Sagrestano, and P. Stockdale, “Examination and Evaluation of Student-Athletes’ Perceptions of Diversity Concerns in the SIUC Athletics Program,” prepared by Applied Research Consultants for the SIUC Athletics Department Diversity Committee, 2005.

Although the climate for diversity is an important component of SIUC's reputation, perceptions of our academic reputation are also critical. A sample of high school students from Illinois indicated that 70 percent of high school seniors have heard of SIUC.⁹⁸ However, respondents of a survey sent to college students who did not attend SIUC (n=71) rated the extent to which they perceived SIUC as having a strong academic reputation with a mean of 2.1 on a scale ranging from 1 (not at all) to 5 (very much).⁹⁹ Although these data might indicate that SIUC struggles to maintain a strong reputation, other data suggest that SIUC is held in a positive light. Fifty percent of African-American students and 60 percent of Hispanic students who were surveyed cited academic reputation as a somewhat significant factor in their decision to attend SIUC.¹⁰⁰ Additionally, despite not choosing to attend SIUC mainly for financial reasons, 40 percent of college students sampled in the Admissions Survey¹⁰¹ perceived that academic reputation was a somewhat important factor to SIUC and 57 percent of the same group perceived that academic facilities were very important to SIUC.

The 2008 Campus Climate Survey found that students, faculty, and staff agreed that adequate opportunities are provided to students to succeed academically, to contribute to their professional growth, and to participate in volunteer and service learning activities. The average scores on subscales that combined these items were 5.19 for students, 4.99 for A/P and civil service staff, and 4.97 for faculty (measured on 7-point scales). Students, in particular, agreed that the university supports the academic development of its students (78 percent agreement), and that the university provides students with adequate resources for professional growth (74 percent agreement).

The survey also assessed attitudes relevant to the university's mission. These items failed to group into meaningful subscales so they are presented individually in Table 1-4.

98 N. Cundiff, S. Marshall, and R. Weston, "Advertising Survey: Final Analysis and Executive Summary," prepared by Applied Research Consultants for SIUC University Communications, 2007.

99 S. Middleton, N. Hoffman, G. Bhattacharya, A. Avdic, and R. Weston, "Admissions Survey: Analysis and Executive Summary," prepared by Applied Research Consultants for SIUC University Communications, 2008.

100 2008 Campus Climate Survey.

101 Middleton et al., "Admissions Survey: Analysis and Executive Summary," prepared by Applied Research Consultants for SIUC University Communications, 2008.

Table 1-4. Agreement with mission-relevant attitudes by faculty, A/P staff, civil service staff, and students.

Item	Faculty	A/P Staff	Civil Service	Students
The University is committed to building a diverse educational community.	75%	80%	79%	80%
It is appropriate for this University to serve an economically and socially diverse student body.	89%	93%	87%	—
This University is committed to Affirmative Action and Equal Opportunity Employment.	89%	86%	75%	70%
The University supports the continuous improvement of academic endeavors.	53%	63%	60%	—
The University strives for excellence in all of its endeavors.	59%	62%	61%	53%
Most students are strongly committed to a community of service.	29%	31%	32%	41%
The University attempts to improve the daily lives of people through its mission	57%	68%	59%	53%
This University values outreach to the community	87%	72%	64%	65%
This University attempts to serve the community, as well as the wider region.	67%	75%	69%	69%
The University effectively markets a message that is consistent with its mission and intended student population.	45%	46%	49%	—
University publication, statements and advertising accurately and fairly describe the institution, its operations, and programs	55%	61%	56%	62%
Our student body meets the University's standards for academic quality and for fulfilling the University's mission	39%	46%	46%	—
The mission statement of the University adequately reflects what this University should be doing.	58%	73%	65%	71%
The support budget in my department is adequate for our mission.	20%	35%	29%	—

Item	Faculty	A/P Staff	Civil Service	Students
My department's computer and network services are adequate for our mission.	50%	71%	62%	—
The faculty and staff in my department are qualified to contribute to the department's mission.	84%	88%	76%	—
The actions of the administration effectively implement the mission statement.	38%	63%	53%	58%
The University is responsive to the needs of the community and its constituencies	50%	58%	54%	—

Source: 2008 Campus Climate Survey, Southern Illinois University Carbondale.

Responses to these items reflect strong commitment to the university's mission, as well as concern about various attributes of the university with regard to its ability to carry out its mission. Faculty, staff and students strongly agreed with our mission to serve an economically and socially diverse student body, with our commitment to affirmative action and equal employment opportunity, and to building a diverse educational community. Similarly, these constituents also valued our outreach to the community and they tended to agree that faculty and staff are qualified to contribute to their department's mission. Of concern were constituents' perceptions that students are committed to a community of service and that the student body meets the university's standards for academic quality. Faculty and A/P and civil service staff also tended to disagree that the support budget in their departments was adequate for our mission. Opinions diverged about whether the administration effectively implements the mission of the university with A/P, civil service, and students tending to agree and faculty tending to disagree with this statement.