



**Criterion 2:
Preparing for the Future**

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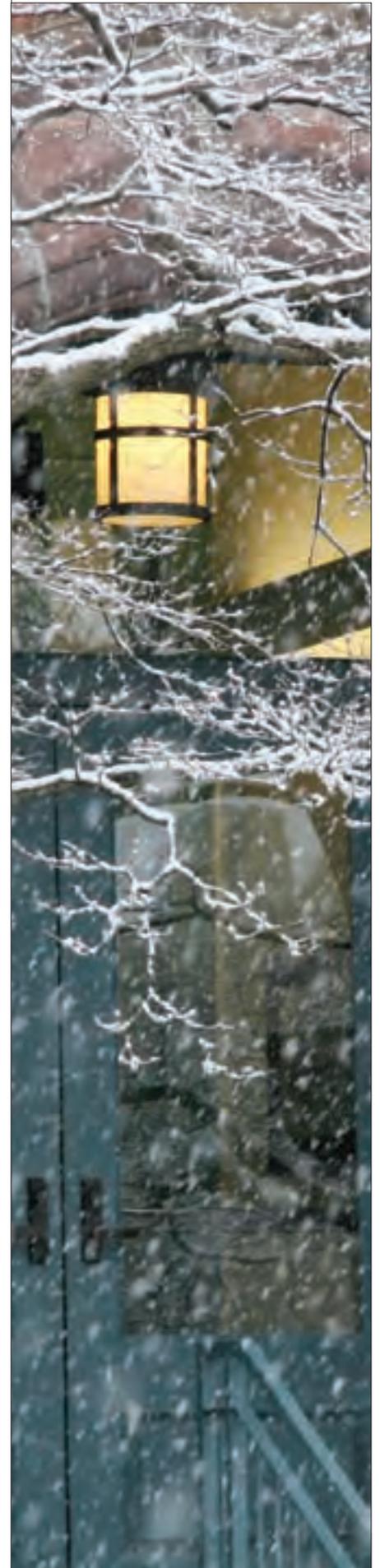
The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

There is a significant difference between predicting the future and preparing to meet it. Futurists concern themselves with mapping out the scenarios of future events and either suggest or recommend the qualities of mind and spirit needed for humankind to retain mastery of their environment. It is fair to say, however, that public university committees are not typically composed of futurists; rather, they work within a set of educational guideposts established by state governing or coordinating boards, boards of trustees, disciplinary or institutional accreditation bodies, structures of self-governance, and, if fortunate, by visionary presidents, chancellors, deans, and faculty leaders. Their objective is to identify the “human edge” capable of operating within those guideposts, sustaining the institution’s birthright in the face of internal and external challenges, and leaving the institution and its communities of teachers, scholars, students, alumni, and friends better off than when they inherited their individual and collective responsibilities.

As a state-assisted institution, Southern Illinois University Carbondale’s future is shaped by myriad forces that in some respects are beyond our ability to control, but which directly affect the degree to which we are able to address our short- and long-term needs. Our planning efforts are informed on multiple levels: by reports on the national and state higher education environment from the Office of the President of the SIU system to identify emerging issues; by a long-range planning document, *Southern at 150: Building Excellence through Commitment*, that reminds us of our goals and core values; and by varied structures of shared decision-making that allow multiple voices and interests—students, staff, faculty, administration—to participate in assessing past efforts and shaping future directions.

Core Component 2.a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

The challenge that SIUC faces as it looks to the future is how best to think, operate, and



manage a large, public research university in a manner that supports innovation, rewards leadership, demands responsibility, assesses outcomes, measures accountability, and encourages broad ownership and participation. Our choices are guided by the following core values, drawn from *Southern at 150*, as we strive to meet these twenty-first-century challenges:¹⁰²

- ✦ *Student-Responsiveness: We must listen and respond to our students and provide instruction and services that help them achieve their full potential...*
- ✦ *Diversity: Diversity will drive our ability to attain our educational mission...*
- ✦ *Building Trust: We are a public institution and covet the confidence and trust of the public we serve...*
- ✦ *Academic Freedom and Responsibility: ...We are an academic institution dedicated to the discovery and preservation of the truth...*
- ✦ *Excellence as the Measure of all Things: We will seek excellence in everything we do...*
- ✦ *A More Civil World: We will endeavor to produce citizen-leaders with global perspectives...*
- ✦ *Leadership and Management: We will manage ourselves in a way that exceeds effectiveness...*
- ✦ *Pride: We will develop and foster a sense of pride in our university, its traditions, and its values...*
- ✦ *World View: We must expand our reach throughout the world...*

SIUC, a public institution, operates within a multi-layered system of authority and responsibility, all of which impact planning efforts and acquisition and allocation of resources. These layers include: the Office of the Governor and the Illinois General Assembly which, together, approve the budget for the university; the Illinois Board of Higher Education (IBHE), which establishes and coordinates the overall goals and objectives for the public colleges and universities; the SIU Board of Trustees (BOT) which, as the appointed stewards of the state and “guardians of the public trust,” serve the critical role of representing the university to the governor (who appoints them) and the General Assembly; the president, who serves as the chief executive and administrative authority of the SIU system; and the SIUC chancellor, who reports to the president and who is the chief operating officer of the campus. Within this structure, SIUC must respond to two pressing issues—unfunded mandates and deferred maintenance—while being responsive to student needs and interests and campus safety concerns.

State and System Planning Processes

At the state level, it is unusual for the governor or the General Assembly to become directly involved in the operations of the universities. Instead, most if not all of the direction and planning for postsecondary education comes through the fifteen-member IBHE, whose offices are located in Springfield. The IBHE was established in 1961 by Governor Otto Kerner and the General Assembly to plan and coordinate (not govern) Illinois' system of colleges and universities. Planning and policy development are two of its key functions. The IBHE has the authority to approve new units of instruction; approve operational authority for private and out-of-state institutions; authorize a variety of financial support programs; and set the overall direction for public higher education in the state by ensuring the full enactment of the statutes in the state Master Plan for Higher Education.

The Illinois Board of Higher Education

The IBHE, which serves as the coordinating board for Illinois higher education, has exercised its leadership through a series of eight- to ten-year plans (“P*Q*P,” “The Illinois Commitment,” and the current “Public Agenda”) which have set the broad parameters within which SIUC’s own planning processes have operated. The 1999 NCA accreditation review of SIUC came on the heels of P*Q*P, a plan intended to refocus Priorities, improve Quality, and enhance Productivity, which affected all public colleges and universities in Illinois. P*Q*P was based on the premise that the fiscal demands on the state were outstripping revenue and thus, in order to grow and meet the needs and expectations of its residents, tough decisions were required of all. Universities were expected to do more with less. As a result of P*Q*P, SIUC underwent significant organizational and programmatic changes, such as:

- Internally reallocating \$25,502,699
- Abolishing fourteen associate in applied science degrees
- Abolishing twelve baccalaureate degrees
- Abolishing eleven master’s degrees
- Abolishing three specialist degrees
- Abolishing five doctoral programs
- Abolishing seventeen specializations and twenty-two concentrations

Another 1990s IBHE exercise was to negotiate “focus statements” with each of the public universities. These statements, representing a set of priorities consistent with the state’s Master Plan for Higher Education and the institution’s particular mission, were agreed

upon by both IBHE and each university's governing board. (For SIUC's Focus Statement, see Core Component 1.a.) Each budget year, SIUC's new dollar requests were required to align not only with its focus and mission statements but also with the state-wide priorities identified by the IBHE.

In July 1998 IBHE initiated programs known as the Citizens' Agenda and the Illinois Commitment. The Citizens' Agenda sought identification of benchmarks and greater accountability from the higher education community as they addressed statewide priorities in an increasingly dynamic and fluid environment.¹⁰³ In 2003 the Citizens' Agenda, with its six goals, was modified into the Illinois Commitment, which clarified that higher education was central to the economic and cultural vitality of the state and the well-being of its citizens. Since 1999, the IBHE has required colleges and universities to file Performance Reports, documenting actions taken to fulfill the six goals.

Most recently, in spring 2007 the General Assembly directed the IBHE to consider the future of higher education in the state in light of larger demographic and economic trends. This new Public Agenda initiative developed an "action agenda" based on quantifiable evidence to set priorities, develop policies, and allocate resources. The Public Agenda task force was advised by the National Center for Higher Education Management Systems (NCHEMS) to bridge the gap between research and practice and place the latest management concepts and tools in the hands of college and university administrators. Two reports, from NCHEMS¹⁰⁴ and the task force,¹⁰⁵ led to implementation of the Public Agenda, which has four goals that frame SIUC's current planning:

- ♦ Increase educational attainment to match the best-performing U.S. states and most-educated countries.
- ♦ Ensure college affordability for students, families, and taxpayers.
- ♦ Increase production of postsecondary credentials to meet the demands of the economy.
- ♦ Better integrate Illinois' educational, research, and innovation assets to meet the economic needs of the state and its regions.¹⁰⁶

103 Illinois Board of Higher Education, *A Citizens' Agenda for Higher Education, The Illinois Commitment: Partnerships, Opportunities, and Excellence* (1999), Executive Summary, p. 1. Available at: <http://www.ibhe.state.il.us/Board/agendas/1999/February/1999-02-07.pdf>.

104 Document available in Resource Center.

105 <http://www.ihatoday.org/issues/workforce/publicagenda.pdf>. See also <http://www.ibhe.org/masterPlanning/default.htm>.

106 http://www.ibhe.org/masterPlanning/materials/010909_PublicAgenda.pdf, *A Public Agenda for College and Career Success*, pp. 4-5. Also <http://www.ibhe.state.il.us/masterPlanning/materials/APublicAgendaforIllinois.pdf>.

The SIU Board of Trustees and Office of the President

At SIU, the nine-member Board of Trustees (BOT) charges the SIU president with goals and timetables. The most recent and relevant of these goals for SIUC include: (1) improve enrollment and retention, (2) increase the lobbying efforts for the SIU system at both the state and federal levels, (3) oversee implementation of campus land-use plans, (4) strengthen the working relationship between the offices of the president and chancellors, (5) assume a leadership role in advocacy for higher education in the state of Illinois, (6) continue to improve diversity system-wide, and (7) build strong economic and educational outreach that will effectively serve the needs of the southern and central Illinois area.¹⁰⁷

The BOT takes seriously its stewardship, as evidenced in the last paragraph of its vision statement:

We recognize that changing demographics within and outside the State continue to challenge the economic and political power of the people and institutions of Southern Illinois, including our striving for additional resources to address competitive salaries, technology infrastructure, maintenance of our physical facilities, and support for existing and emerging priorities. We also recognize that, increasingly, our needs and aspirations will be weighed against more effective cost controls and greater accountability for measurable results from teaching, research, and service. Responding to these and other challenges and opportunities will require new solutions as well as the building of a new consensus. As we, the Trustees of Southern Illinois University, rededicate ourselves to this great University, we invite all its members, friends, and supporters to join us in this collective endeavor.¹⁰⁸

The BOT receives quarterly performance reports to assist in ensuring that appropriate consideration is given to significant budget changes and that financial performance is meeting budget goals. The BOT also receives an annual report of accomplishments related to the goals established for the fiscal year as well as overall financial results.

In the Office of the President of the SIU system, the state's Public Agenda provided for the allocation of resources to promote aggregation of planning processes, including the system's

107 Document available in the Resource Center.

108 <http://bot.siu.edu/organization.html>.

*Vision 2020*¹⁰⁹ and SIUC's *Southern at 150: Building Excellence through Commitment*.¹¹⁰ In his inauguration speech to the SIU community in 2006, current President Glenn Poshard laid out a path respectful of the university's illustrious past, aware of the many challenges before it, and optimistic as to the future that lies ahead.

The executive director for governmental and public affairs, reporting to the president's office, plays the most direct role in communicating between the state and the campuses in planning. This office conveys both state priorities and initiatives to the campuses, and university goals and priorities to the IBHE and General Assembly.

SIU has established procedures for developing new and expanded programs and associated budget requests for state funding. The formal planning document is the Resource Allocation and Management Program (RAMP), which covers long- and short-term goals in three areas: academic programs, operating costs (including deferred maintenance), and capital requests. RAMP proposals from each campus must be approved by the president and the BOT, and are compiled for transmittal to the IBHE. The IBHE coordinates the SIU system proposal with similar proposals from the other public universities in line with the Illinois Public Agenda.

Since the last accreditation visit, SIUC obtained IBHE approval for one new baccalaureate, eight new master's, and four new doctoral programs, and has financed them over the last seven years through self-support and/or reallocated resources.

SIUC Planning Processes

Within the multi-layered system of authority and responsibility that extends from the governor and the General Assembly to the IBHE and the BOT, SIU Carbondale has enjoyed a long history of effective planning. The goals and priorities for SIUC established by the BOT are passed from the president to the chancellor. Many of these are reviewed by the Chancellor's Planning and Budget Advisory Committee, which advises on (1) establishing university priorities and shifting resources to those priorities that advance the mission of the institution; (2) identifying resources to address unexpected expenses and emergencies to avoid major resource allocations during the year; (3) building a structure to identify resources for planned asset maintenance (facilities, equipment, and professional

109 *Vision 2020* was a planning effort initiated by former President James Walker in 2001. *The 2020 Vision Committee* was an external group of educators and community leaders, chaired by former Senator Paul Simon, asked to make recommendations on how the SIU system should approach the new millennium. See *2020 Vision Committee: Report and Recommendations*, September 2002, 1. Also available at http://www.siu.edu/pres/2020/2020_report.html.

110 <http://www.siu.edu/s150/>.

development) since, if left unattended, all assets lose their value; and (4) enhancing accountability over budget changes and resource use through a set of decision rules, ensuring appropriate level of review.

The main data collection unit for SIUC is the Office of Institutional Research and Studies (IRS), which compiles and analyzes data drawn from offices throughout the campus, including accreditations. Its principal publication is its annual *Fact Book*.¹¹¹ IRS data are used to assess current resources, predict trends, and evaluate our progress in reaching the goals and commitments set forth in various planning documents, including *Southern at 150*. They allow us to evaluate and assess financial resources (grants, state allocations, endowments, student tuition/fees), human resources (staffing needs, student-faculty ratios), and physical resources (library holdings, electronic access, buildings). Among its many uses, the information is used to justify the implementation of new academic programs, support contract negotiations, justify tuition increases, and support annual reports.

Diversity

SIUC's initiative to increase faculty diversity by both gender and race/ethnicity has shown significant progress in the years since the last accreditation; the number of full-time minority faculty members grew from 166 in fall 2002 (12.7 percent) to 179 (13.4 percent) in 2004, to 246 (17.8 percent) in fall 2008, an increase of 48 percent.¹¹² As seen in Table 2-1, female diversity has increased dramatically: up 160 percent for Hispanics, 110 percent for Asian, and 29 percent for Black. Minority women faculty have increased 62 percent overall from 2002-2008, and constitute 17 percent of the female faculty in 2008. Increases in male minority faculty are substantially less overall: 41 percent, with the largest percent increase being 50 percent for Hispanic males. Minority male faculty constitute 18 percent of the male faculty in 2008. These figures reflect a steady increase in all areas except American Indian/Alaskan Native female faculty, and bear witness to the university's unwavering commitment to diversity.

111 <http://www.irs.siu.edu/quickfacts/>.

112 2004 and 2008 data from *Southern Illinois University Carbondale Factbook 2008-2009*, Table 20. 2002 data from *Southern Illinois University Carbondale Factbook 2006-2007*, Table 17.

Table 2-1. Full-time faculty by gender and race/ethnic status, fall 2002 to fall 2008.¹¹³

	Black/Non Hispanic		Asian/Pacific Islander		Hispanic		American Indian/Alaskan		Total	
	2002	2008	2002	2008	2002	2008	2002	2008	2002	2008
Female	34	44	19	40	5	13	2	0	60	97
Male	24	33	66	92	14	21	2	3	106	149
Total	58	77	85	132	19	34	4	3	166	246

Research

A key step in transforming SIUC into the institution it is today was the creation of the Office of Vice Chancellor for Research and Graduate Dean (OVCR/GD). During the 1990s, as the administration concentrated on meeting the state-mandated goals of P*Q*P, the SIUC research mission was neglected – a point that did not escape the attention of the 1999 NCA accreditation report writers. Research productivity was near stagnant at SIUC during the 1990s, when the budgets of federal funding agencies were increasing dramatically.¹¹⁴ By the end of the decade, SIUC's status as a then-Carnegie II Research institution was maintained primarily by the number of Ph.D. degrees awarded, not by external research funding.

By 1999, concerns about the university's research status were being aired publicly. The Graduate School developed a "Master Plan" that identified three goals, one of which was to increase the amount, quality, and visibility of sponsored and university research at SIUC. An important step toward achieving this goal was to create a high-level administrative position charged with leading the research mission, a suggestion made rather obliquely in the 1999 NCA evaluation report.¹¹⁵ Given the stringent fiscal constraints of the P*Q*P agenda latent in everyone's minds, increasing administrative personnel was not a popular idea, but by 2001 the proposal to create a vice chancellor for research position had gained wide support among many campus constituencies, including faculty, administrators, and students. This office was created in 2002 and, as discussed below and in Core Component 4.a, it has made a significant difference in institutional visibility, in research, scholarly, and creative activity, and in economic development initiatives throughout the campus and region.

¹¹³ 2008 data from *Southern Illinois University Carbondale Factbook 2008-2009*, Table 20. 2002 data from *Southern Illinois University Carbondale Factbook 2006-2007*, Table 17.

¹¹⁴ Jerry B. Poe et al., *Report of a Comprehensive Visit to Southern Illinois University Carbondale*, Carbondale, Illinois, April. 12-14, 1999, for the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, p. 51.

¹¹⁵ *Ibid.*, pp. 19-20.

Southern at 150: Building Excellence through Commitment

Another important planning step at SIUC was a campus-wide initiative to articulate the kind of university its community envisioned it to be in 2019, when the university will celebrate its 150th anniversary. This initiative, inaugurated in November 2001, was elaborated in the context of “The Illinois Commitment” and in keeping with the overall priorities identified by the IBHE, the SIU Board of Trustees, and *Vision 2020*.

Multiple planning committees, involving more than 200 faculty, students, staff, and administrators from the campus as well as alumni and friends from throughout the region, state, and nation, set out to assess the landscape, generate ideas, and build relationships that would create a planning document reflecting the collective thoughts and aspirations of the university community. The result was the creation in 2003 of *Southern at 150: Building Excellence through Commitment*, which articulated the goal of SIUC being one of the top-75 public research universities in the nation by the year 2019, its 150th anniversary.

Southern at 150 was envisioned not as a “paper plan that will sit on a shelf” nor as The Plan, but rather as a “living plan,” a document to guide strategic planning by units throughout campus. Ten commitments were identified, each subdivided into goals or aspirations with specific targets, some with measurable outcomes. Initiatives put into place included various hiring goals and start-up packages for faculty positions to meet these goals. In the process *Southern at 150* it identified a set of core values, enunciated above.

Each year since FY04, the chancellor has requested that all responsibility areas submit annual goals that pertain to *Southern at 150*. These goals are approved by the chancellor and submitted to the president. At the end of each year, a report of accomplishments towards meeting the established annual goals is prepared and sent to the president. In developing these goals, some units have been able to improve their planning processes, with a few units developing internal strategic plans for *Southern at 150* in their respective areas.

The OVCR/GD developed an internal strategic plan directed primarily, though not entirely, toward Goal 2: Lead in Research, Scholarly, and Creative Activities. This plan consists of annual goals and objectives for the research and administrative units reporting to the OVCR/GD, and these are reviewed periodically during the year. Around the start of each fiscal year, each unit develops a new set of objectives to meet the targets and goals. Other units (colleges, schools, departments) also established strategic plans and goals to help feed into *Southern at 150*. For example, a professional academic program may have a goal of a 100 percent pass rate on national board and licensing examinations, or pass rates above the national mean.

At the same time, the School of Medicine's Executive Committee held planning meetings and a two-day planning retreat. On the basis of these discussions, a revised strategic plan for the medical school (known as the "SIU School of Medicine Southern at 150 – A Vision Statement" plan) was prepared; this strategic plan was implemented in July 2002. Annual goals in support of the strategic plan have been developed by the dean and provost—with input from the dean's staff and Executive Committee, and subject to approval by the SIUC chancellor—each year since FY04 as part of the *Southern at 150* planning process. These annual plans include specific and measurable planning targets. Progress in achieving them is reviewed continuously by the School of Medicine (SOM) dean and provost and reported yearly to the SIUC chancellor. Both the strategic plan and annual goals are available to faculty and staff on the school's intranet.

The SOM updated its institutional strategic plan during academic year 2006-07. This effort began in the previous academic year with the review of current goals and performance against associated assessment measures. In summer 2006, meetings were held with departmental chairs and associate deans and provosts to identify strategic issues and possible areas for new initiatives. A two-day strategic planning retreat with departmental chairs, associate deans and provosts, and senior staff was then held in September 2006 to develop an updated vision and ideas for goals and objectives. The plan was provided to the faculty, staff, and students for review and comment. Their suggestions were incorporated into the final plan which was approved by the Executive Committee and dean and provost in March 2007. The plan is annually reviewed by four "strategic agenda teams" – one each for the four mission areas of education, patient care, research, and community service – and new sets of annual tasks are developed and incorporated into the plan.

Thus *Southern at 150* was more than a statement of values or even a vision; it was a blueprint for action with a measurable set of detailed goals.¹¹⁶ And one of the principal results of this collective effort was the identification of the ten major commitments or areas in which SIUC should achieve excellence:

Commitment 1: Seek and Celebrate Faculty Excellence

This commitment is illustrated by the five-year Strategic Faculty Hiring Initiative, later renamed the Faculty Hiring Initiative (FHI), begun in FY04 to attract new faculty to campus. FHI requests were designed to target departmental priorities and emerging areas of teaching, research, and scholarship, and to develop multi-department proposals to

¹¹⁶ <http://news.siu.edu/s150/southernAt150.html>; "Next Steps," *Southern at 150: Building Excellence through Commitment*, p. 5.

attract a critical mass of faculty in targeted areas (e.g., bioinformatics, pathogen biology, water resources, etc.). The Excellence through Commitment Awards Program extended this concept to include not only faculty but also administrative/professional and civil service personnel and students, and reward research and teaching throughout campus.¹¹⁷

Commitment 2: Lead in Research, Scholarly, and Creative Activity

One measure of leadership in these areas is the increasing success of faculty and staff on the Carbondale campus and at the SOM Springfield in attracting external funds. Although we understand that this is not the sole indicator of success—it is but one measure of the productivity of a diverse research university—it is a nationally recognized comparator and a clear indicator of progress and planning, especially in terms of maximizing revenue sources. As Table 2-2 shows, by 2006 we more than doubled our total research and development (R&D) expenditures and federal R&D expenditures. SIUC is clearly moving in the right direction, exhibiting considerable progress in acquiring funds from a variety of external sources, federal, state, and private.

Table 2-2. Comparison of SIUC/SOMS total R&D and Federal R&D expenditures and ranking among public universities.

	1999	2006	2007	2008
Total R&D expenditures				
Rank	108	101	108	NA
Dollars	33.2M	74.5M	64.7M	67.M
Federal R&D expenditures				
Rank	161	133	146	148
Dollars	7.6M	20.1M	17.7M	17.5M

Source: National Science Foundation, Division of Science Resources Statistics.

Commitment 3: Offer Progressive Graduate Education

Graduate education has become an even higher priority at SIUC, with a goal of increasing graduate enrollment, graduate faculty, and mentoring. Figure 2-1 shows an increase in head count¹¹⁸ between 1999 and 2002, after which enrollment appears to drop. This decline between 2003 and 2004 may be largely explained by a change in policy that no longer allowed students with debt to the university to enroll, and which particularly affected graduate students registering for Continuing Enrollment—601.¹¹⁹

117 <http://www.siuc.edu/ExcellenceAwards/index.html>.

118 The total graduate student head count includes full-time students, part-time students, and non-degree-seeking post-baccalaureate students.

119 *Graduate Catalog 2008-2009*, p. 20.

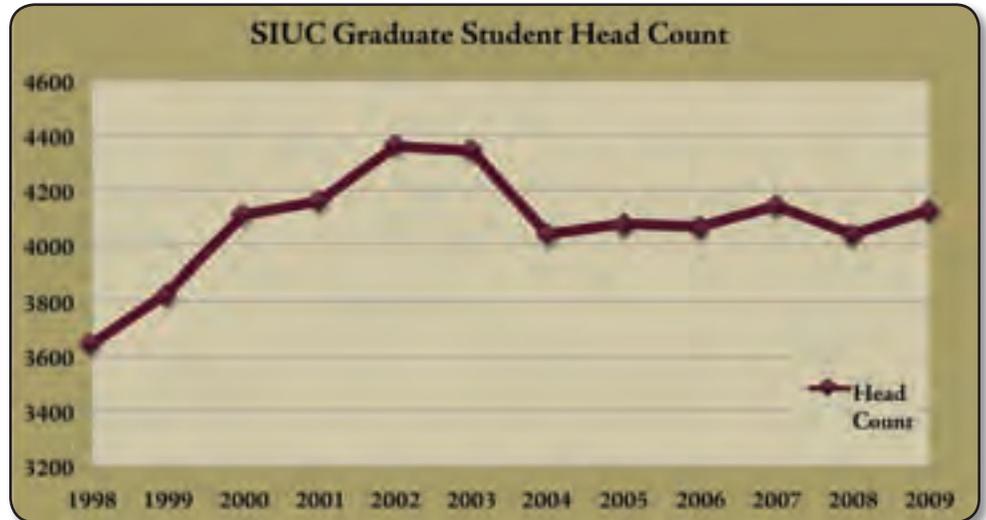


Figure 2-1. Graduate student head count.¹²⁰

In 2003 , SIUC had a total of 1,542 full-time graduate students (does not include First Professional or Non-Degree Seeking Post Baccalaureate Students), 579 registered for the first time and 963 continuing students. In FY03, \$1.2 million was allocated to the OVCR/ GD to increase graduate assistantships and thus graduate enrollment. By 2007, full-time continuing enrollment had grown modestly, to 970 continuing students and 644 first-time registrants, for a total of 1,614 full-time graduate students,¹²¹ an increase of 4.7 percent over the four-year period.

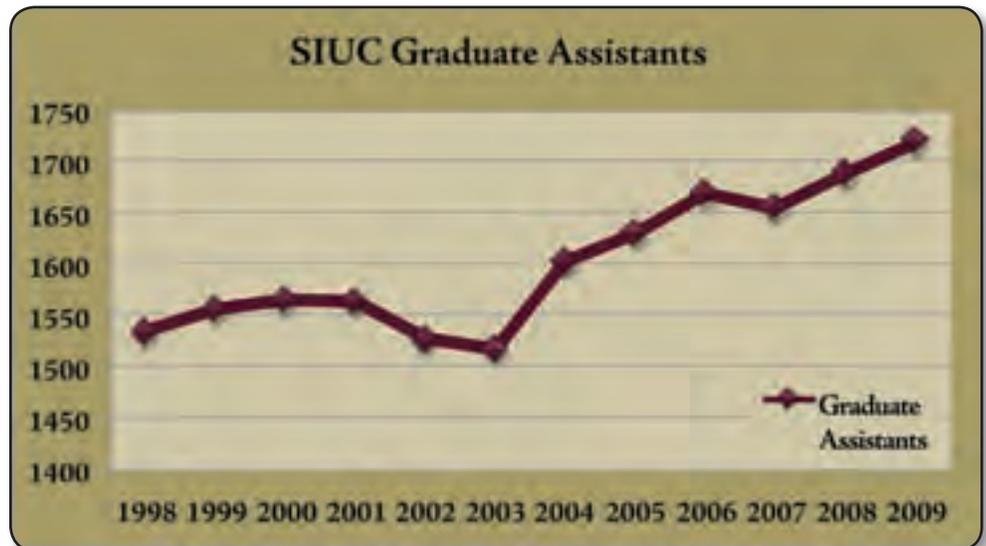


Figure 2-2. SIUC graduate assistants.¹²²

120 Southern Illinois University Carbondale Factbook 2007-2008, 2008-2009, and 2009-2010, Table 4. (does not include First Professional students).

121 Southern Illinois University Carbondale Factbook 2007-2008, Table 2.

122 Southern Illinois University Carbondale Factbook 2007-2008, 2008-2009, and 2009-2010, Table 16.

SIUC has several programs to enhance and support graduate student enrollment. These include participation in the NSF-funded Bridge to the Doctorate to recruit academically talented individuals from under-represented groups to graduate programs in science, engineering, and mathematics. In 2007 SIUC received a four-year Science, Technology, Engineering, and Mathematics (STEM) training grant from the National Science Foundation to introduce graduate students to teaching high school science classes in plant biology and geology. At the same time, \$200,000 was internally allocated to the Graduate School for training graduate assistants in the Center for Graduate Teaching Excellence (CGTE), which was created with additional revenues from the state in 2002. Most recently, in 2009 SIUC researchers won a five-year NSF IGERT (Integrated Graduate Education and Research Training) award for “Watershed Science and Policy.”

Commitment 4: Promote Excellence in Undergraduate Academics

The past decade has seen numerous commitments to and innovations in undergraduate education at SIUC. These build on and expand the University Core Curriculum (UCC, see the chapter on Criterion 3), created in 1996. After twelve years, the UCC retains its innovative developmental structure—from foundation skills in math, speech, and composition at the 100-course level, through disciplinary knowledge in the sciences, social sciences, humanities, fine arts, and human health at the lower-division level, to integrative studies in multiculturalism and interdisciplinarity at the 200 and 300 levels. The UCC forms the curricular cornerstone for all entering first-year students, whose experiences are now being studied carefully for the purpose of better coordination and enrichment.

SIUC has begun a partnership with SIUE’s School of Nursing to offer a complete nursing program on our campus. The Student Health Center is providing administrative office space, classroom space, clinical rotations, a simulation room, auditorium space for teleconferencing, and numerous other services. Enrollment in SIUC’s pre-nursing program in the College of Science has doubled since we first announced this program.

In fall 2009 SIUC initiated a university-wide first-year experience program called Saluki First Year (SFY). In FY09, SIUC joined a cohort of colleges and universities working with the Foundations of Excellence, a program conceived under the aegis of John Gardner’s Foundations of Excellence for the First Year of College.¹²³ During the 2008-09 self-study phase, an SIUC Foundations of Excellence task force of nine committees studied all recent, relevant institutional data. A comprehensive current practices index of all offices and programs that impact our first-year students and a resource library of supporting data

123 <http://www.fyfoundations.org/>.

and studies were compiled and analyzed to determine best practices within our institution and within higher education. Each committee submitted a detailed report, which was examined by a steering committee and compiled into a final report with recommendations and an action plan, and submitted to the provost, the vice chancellor for student affairs, and the chancellor. The Saluki First Year provides tutoring and other kinds of academic support, learning communities, and events for freshmen to help them succeed socially and academically in the difficult transition to university life.¹²⁴ The program will be extended to transfer students in the 2010-11 academic year and will provide one important component of a university college unit to reinforce undergraduate education.

Another significant contribution to promoting excellence in undergraduate academics has been the initiation of a robust program of opportunities for undergraduates to engage in individualized inquiry, scholarship, and research with faculty mentors. Discussed in greater detail in Core Component 4.a, and following the recommendations of the “Boyer Report,”¹²⁵ these opportunities include REACH, the externally funded Ronald E. McNair Postbaccalaureate Achievement Program, and a new “Saluki Research Rookies” program for freshmen.¹²⁶ Students are encouraged to present their work at on- and off-campus conferences and poster sessions. As publicized in the new SIUC Undergraduate Research tabloid, many of our student researchers have won regional and national prizes for their accomplishments.¹²⁷ In spring 2010, SIUC will host “StLAURS,” the St. Louis Area Undergraduate Research Symposium, begun a few years ago in that city. Organized and run by students, the one-day symposium features posters and oral presentations by undergraduate researchers from up to six to eight participating universities in the Illinois-Missouri region. SIUC students have been highly successful in winning the awards bestowed by faculty judges of the contributions at past symposia.

An innovative Undergraduate Assistantship Program was developed by former Chancellor Walter V. Wendler to provide financial aid for retention purposes: undergraduates would be paid for working in campus offices related to their majors. With projects initiated either by the students themselves or by faculty members, undergraduate assistantships introduce students to academic “real-world” work experiences in their chosen majors and careers while

124 <http://www.firstyear.siuc.edu/web/>; <http://www.firstyear.siuc.edu/web/index.php/about-sfy>.

125 Shirley S. Kenny, ed., *Reinventing Undergraduate Education: A Blueprint for America's Research Universities* (1999): The Boyer Commission on Educating Undergraduates. [http://naples.cc.sunysb.edu/pres/boyer.nsf/673918d46fbf653e852565ec0056ff3e/d955b61ffddd590a852565ec005717ae/\\$FILE/boyer.pdf](http://naples.cc.sunysb.edu/pres/boyer.nsf/673918d46fbf653e852565ec0056ff3e/d955b61ffddd590a852565ec005717ae/$FILE/boyer.pdf).

126 See <http://reach.siuc.edu/>; Julia Spears, “Saluki Research Rookies Program: Building Partnerships Across Campus,” *CUR Quarterly*, vol. 30, no. 1 (2009), 25-28. (www.cur.org/quarterly/webedition.html).

127 <http://www.reach.siuc.edu/tabloid.html>.

paying them a stipend. The program soon became a way to recruit and reward students for involvement in research in all areas on campus, with an estimated ~80 percent of the awards directed to research activities. A recurring allocation of \$820,000 was made as a continuing commitment to this program, which fosters academic competition for these positions and is a motivating factor in improving career choice.

From 2006 through 2008, SIUC's University Honors Program (UHP) worked to set new admission requirements, revise its core curriculum, develop Honors tracks in a number of majors, and initiate activities to develop community for the university's best and brightest students. The UHP has an Office of Major Scholarships, which has assisted our students in successfully competing for prestigious nation-wide scholarships such as Goldwater and Udall (see Core Component 3.c). In addition, in 2009 three students from SIUC were among sixty named to the USA Today Academic All-American Team. In the required essay part of their applications, all three students mentioned the importance of their varied undergraduate research experiences.

Commitment 5: Engage the Whole Student

Perhaps the most compelling evidence for our commitment to helping students get the most from their undergraduate experience is the creation of learning-living communities in University Housing (see Core Component 3.c). Starting with academic-emphasis floors more than twenty years ago, the SIUC residential experience now includes more than a dozen freshman interest groups, residential colleges in Engineering and in Mass Communication and Media Arts, and special academic programming which draws faculty associates into the residence halls to engage students in various activities of mutual interest. Additional planning to address the needs of undergraduate students is reflected in the "Agility and Efficiency Task Force Report," issued in 2005.¹²⁸ This report documents the recommendations of a committee created to implement portions of *Southern at 150* by targeting areas for streamlining, elimination, and improving processes.

In 2007 the BOT approved \$83 million in funding to improve the university's athletic facilities: construction of a new football stadium (the old McAndrew Stadium being decrepit and possibly dangerous) and renovation of the SIU Arena. Both projects are part of the first phase of "Saluki Way," an ambitious construction program to revitalize the southeastern portion of campus (see below). Campus tennis courts and intramural fields will be relocated to make room for the new stadium, and new student services and classroom buildings will be added as well. Construction and renovations began in 2009,

"Three SIUC students were named to the prestigious 2009 All-USA College Academic Team, selected and published by USA Today. Only 60 students nationwide make the team, with another 20 selected for honorable mention. SIUC is one of only five universities nationally with three students on the team."

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

128 See http://intranet.siuc.edu/Agility_Efficiency_Final_Task_Force_Reports_June_17_2005.pdf.

and are scheduled to be completed by the fall of 2010.

In fall 2009 SIUC initiated several new programs as part of a focus on student retention, especially for freshmen. One is Saluki Cares, an individualized response program to connect students having various kinds of problems with appropriate support services on campus.

Commitment 6: Provide Assertive and Deliberative Leadership

SIUC has undergone changes in leadership with the replacement of the chancellor and provost by interim appointments. Over the past thirteen years (since 1996), SIUC has had seven chancellors,¹²⁹ two of them interims. Most served terms of only two years or less. Three were removed by the president and the BOT. Although other administrative positions remain stable (or undergo “normal” turnover), the shift in leadership at these levels has had the potential to alter our fundamental planning and directions, because these individuals were charged with overall university operations. However, the current chancellor and interim provost have reasserted their commitment to the principles of *Southern at 150*. In addition, as Chancellor Samuel Goldman announced in his 2009 State of the University address, the university will be directing attention to updating *Southern at 150* and plans to realize new or revised goals.¹³⁰

As described in Core Component 1.d, SIUC leadership includes five vice chancellors, including the provost, reporting to the chancellor and constituting an Executive Council. The chancellor is also advised by the Chancellor’s Planning and Budget Advisory Committee, composed of representatives of various campus constituency groups. The provost holds twice-monthly meetings with the Deans’ Council, which is composed of the deans of the various colleges and professional schools, including the library and the graduate school. The university’s organizational charts¹³¹ illustrate these and related administrative-structure relationships.

Commitment 7: Enhance our Library and Knowledge Resources

In 2000, the Association of Research Libraries (ARL) ranked Morris Library 62nd among 70 public research universities and 94th among 112 public and private research universities. By 2006, SIUC’s rankings had improved to 55th and 74th, respectively. These gains can be attributed to strong leadership and commitment to improve library facilities and services.

129 <http://www.siuc.edu/HallOfChancellors.html>.

130 <http://www.siuc.edu/chancel/index.html>.

131 <http://news.siuc.edu/orgChart/>.

The renovation of the library building—a \$62.2 million, multi-year project just completed in 2009—underscores SIUC’s level of commitment (Figure 2-3). Funds were provided by the state of Illinois and supplemented with income fund revenue to assure the successful completion of this project.



Figure 2-3. Morris Library renovation detail.

Commitment 8: Serve Others

Southern Illinois University Carbondale has a long history of service to the wider regional community, as discussed in detail in the chapter on Criterion 5. The university began as a normal school for training teachers in the southern Illinois area and grew into a university by serving the needs of the wider region of the Ohio and Mississippi valleys. An example of that commitment is the College of Applied Sciences and Arts (CASA), which began in 1950 as the Vocational Technical Institute (VTI) to provide workforce training for the people of southern Illinois. As Illinois community colleges grew rapidly in the 1970s and 1980s, pressure came from the state to transfer these technical and vocational education programs to the community colleges. CASA maintained many of its programs, however, as did the Department of Workforce Education in the College of Education and Human Services (COEHS).

Another example of service to the region is the SIU School of Medicine (SOM). Focusing on the health-care needs of downstate Illinois,¹³² the school is an international leader in medical education and a leader in the development of the regional academic medical center and the medical district in Springfield. Since its founding in 1970, the SOM has graduated over 2,200 physicians, provided outreach services throughout the region, performed hundreds of national research projects, and treated thousands of patients.¹³³ New centers in Springfield include the SimmonsCooper Cancer Institute at SIU¹³⁴ and the Center for Alzheimer Disease and Related Disorders.¹³⁵

At Carbondale, the Center for Autism Spectrum Disorders (in COEHS) serves the southern Illinois region's children with autism disorders, their families, and the greater community.¹³⁶

Other examples of SIUC's local and regional service activities include the Office of Economic and Regional Development (OERD)¹³⁷ housed at the Southern Illinois Research Park in Carbondale¹³⁸ and affiliated with the University Entrepreneurship Center in Centralia, Illinois.¹³⁹ Reporting to the Office of the President, OERD also includes the Small Business Incubator,¹⁴⁰ the Center for Rural Health and Social Service Development,¹⁴¹ and other offices involved in economic development. An additional example is the ConnectSI¹⁴² initiative to bring broadband access to southern Illinois.

In addition, large numbers of SIUC students volunteer their time and energy in service to the region (see also "Learning-Living Communities" under Core Component 3.c). In 2001 SIUC was awarded an AmeriCorps component to its nationally recognized Saluki Volunteer Corps,¹⁴³ which won the Jimmy and Rosalynn Carter Award in 2006 for its contribution to the Carbondale Women's Center. The Saluki Volunteer Corps works with seventy non-profit organizations in the southern Illinois region.

132 "Downstate Illinois" generally refers to all of the state outside of Chicago and the "collar counties" that make up the Chicago metropolitan area. "Southern Illinois," broadly defined, is the area south of Interstate 70, or more narrowly, south of Interstate 64.

133 "A Brief Look at SIU School of Medicine," 2008. <http://www.siumed.edu/news/BriefLook08.pdf>.

134 <http://www.simmonsfirm.com/practices-cancer-institute.html>.

135 <http://www.siumed.edu/alz/>.

136 <http://www.casd.siu.edu/>.

137 <http://econdev.siu.edu>.

138 <http://www.sirpark.com/>.

139 <http://www.commerce.state.il.us/dceo/News/2006+Archives/pr07172006.htm>.

140 <http://www.southernillinois.biz/>.

141 <http://crhssd.siu.edu>.

142 <http://www.connectsi.us.com/>.

143 http://www.stddev.siu.edu/index.php?option=com_content&task=view&id=55&Itemid=63.

Commitment 9: Enrich Our Campus

Carbondale campus-facility planning began in 2000 with the creation of a large committee charged to create a plan for campus development. With outside consultants and extensive efforts to poll all campus constituencies for their opinions and preferences, the 2001 Land Use Plan was created. In March 2006, the BOT approved a Campus Master Plan that integrated this Land Use Plan with the 2004 University Housing Facility Master Plan, the Athletics Facility Master Plan, and Saluki Way. The 2006 Campus Master Plan is a working document crafted to provide guidance to the future development of the SIUC campus.¹⁴⁴ Saluki Way (Figure 2-4) is a key component.



Figure 2-4. The land-use plan for Saluki Way showing the north-south axis from the Old Campus to the athletic buildings. Future academic buildings are shown in orange, future athletic buildings in red, and parking areas in dark blue. Existing buildings are in dark gray.

Saluki Way is designed to provide a defined eastern edge to the main campus and a corridor from “old campus” to the new football stadium. It envisions an axis of development running from the flagpole circle at the north end of the quadrangle south to the arena. The northern part of that axis is the established Old Campus and extends down the walkway between Anthony Hall and Parkinson. As noted earlier, major elements of Saluki Way include the football stadium, renovations and an addition to the SIUC Arena, a student

“We remain on track to complete the stadium and arena renovations in time for the 2010 football and basketball seasons. We are well along in our planning for the next phase of our Land Use Plan with a 2010 proposed beginning date for construction of a student services building located directly across from the Student Center.”

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

services building, and a general classroom building. The stadium and the arena projects are currently underway, and the student services building is in the planning stage. The classroom building has been included among RAMP projects for funding. Saluki Way will create a more coherent and architecturally attractive main entrance to the campus from U.S. Route 51. The plan will be implemented in several phases between now and 2015.

Campus planning is increasingly informed by various initiatives focused on beautification and environmental sustainability.¹⁴⁵ The campus has long had a 3-for-1 tree rule: for every tree destroyed by constructional activity, three new ones must be planted. In all new construction plans, Plant and Service Operations is working with architects and design services to achieve LEED certification.

In September 2009 Chancellor Goldman named a Sustainability Council to examine ways to make campus operations more sustainable, particularly through reduced energy consumption. One of the first duties of the council will be to determine how to use the new Green Fee students voted to assess themselves. This initiative augments numerous campus undertakings focused on earth-friendly operations and reduction of its carbon imprint, including using local produce in dining halls, a range of recycling efforts including vermicomposting and recycling solid wastes (paper, glass, aluminum, etc), and “green scholarships” for undergraduate students. The Department of Plant and Service Operations (PSO) has pursued sustainability initiatives in several areas. Some of these include lighting (replacing or retrofitting bulbs and exit signs with CFLs and LEDs, and adjusting light levels, with estimated energy savings of 30-60 percent); HVAC systems (installing geothermal systems, replacing or retrofitting electrical and water systems); and utilities (monitoring individual building energy and water use; expanding Metasys, a campus-wide building automation system; installing solar cells and investigating wind turbines to generate electricity).¹⁴⁶

For more than a decade SIUC has pursued an on-going campaign to preserve and update the architecturally interesting buildings of SIUC’s Old Campus. An example is Altgeld Hall, constructed in 1896, the university’s oldest building. It originally housed the physical sciences and a gymnasium, but since 1958 the building has housed the School of Music. An \$11 million renovation and expansion of Altgeld (Figure 2-5) was completed in 2004. Music students and faculty now enjoy newly designed classrooms, practice rooms, and rehearsal halls, all state-of-the-art, newly equipped, and acoustically engineered.

145 <http://sustainability.siuc.edu/>.

146 J. Harrell, “Sustainability Initiatives of the Department of Plant & Service Operations, SIUC, 7/28/08.



Figure 2-5. Altgeld Hall, new addition, October, 2004.

New SOMS facilities include a Springfield Combined Laboratory Facility (a building shared with the Illinois Environmental Protection Agency, Illinois Department of Public Health, and the Illinois State Police-Forensics division), and the recently constructed building housing the SimmonsCooper Cancer Institute at SIU (Figure 2-6).



Figure 2-6. The SimmonsCooper Cancer Institute at SIU, Springfield.

Design for a state-of-the-art Transportation Education Center (TEC) at the Southern Illinois Airport has been completed. The center will house SIUC's nationally known automotive and aviation programs. The TEC design envisions 190,965 gross square feet at an estimated cost of \$62.8 million. The project was approved and state planning funds were received through RAMP.

One aspiration of *Southern at 150* is to “ensure that all educational classrooms, laboratories, and studios are functionally adaptable to technological advances and meet a minimum standard” (p. 71). A related aspiration is to “develop and maintain campus buildings” (p. 70).

In early FY03, the university convened a Classroom Initiatives Committee to identify and prioritize educational areas in need of improvements that would provide the most benefit



to the student population. Recurring funding in the amount of \$1 million was provided to renovate and update the major lecture halls on campus and an additional \$1 million was internally reallocated to assist with this goal. From FY03 through FY07, SIUC invested more than \$6 million to improve classrooms, laboratories, and studios. One example is the renovation of Lawson Hall. This large classroom building, technologically advanced in the late 1960s when it was constructed, was completely renovated, providing modern seating, acoustics, and visual aid/computer technology in all classrooms.

Over the last five years, a number of campus projects have been directed toward updating the physical landscape, providing beautification and enhancement of the learning environment. Achieving the *Southern at 150* goals for physical improvements to the campus will necessitate the development of long-term plans for each building, a reduction in deferred maintenance, implementation of the Campus Master Plan, a multi-phased plan to improve the grounds, plans to promote safety, and the creation of a capital campaign to fund the Campus Master Plan.

Expenditures for campus improvements were placed on hold in FY08 due to the lack of state funding and the increasing cost of construction materials, equipment, and utilities. With the recent passage of the state of Illinois' "Capital Renewal bill" for funding building projects, however, it is anticipated that various SIUC projects included in the bill—Morris Library completion, construction of the Transportation Education Center, renovations to the Communications building, deferred maintenance—will soon begin or resume and are expected to continue through FY18.

Commitment 10: Cultivate Resources

"Resources" for SIUC include both human "capital"—faculty, staff, students, and their energy, dedication, and skills—and financial capital. Four main sources of financial resources are state appropriations, tuition and fees, grants and contracts, and donations.

With respect to state appropriations, ten years ago the NCA evaluation team's *Report of a Visit* forecasted the financial challenges that SIUC would face. It noted (p. 64) that SIUC would be challenged to build on its legacy in "a time when the university faces the likelihood of limited increases in state-appropriated funds." Indeed, during the ensuing decade the university has encountered challenges due to shrinking resources and unfunded mandates from the state of Illinois (discussed below). Tuition for "in-state students" or "resident students" increased from 1999 to 2009, the increases ranging between 3.0 percent in FY00

and 18 percent in FY03.¹⁴⁷ In fall 2004, the governor’s Guaranteed Tuition Stabilization Plan for first-time undergraduate students was enacted.¹⁴⁸ Under this plan, tuition costs are locked in at the same annual rate for up to four continuous academic years following initial enrollment. Since FY07 tuition increases have been between 9 and 10 percent, but annual fee increases ranged from 11.3 to 30.6 percent.¹⁴⁹

The dollar amount of external grants and contracts, excluding financial aid, has increased from a university-wide (including SOMS) total of ~\$33 million in FY99 to \$70.1 million in FY08. Importantly, grant and contract awards are the only source of university income that faculty can directly increase themselves. In addition, these external dollars include not only that direct income but also “indirect” (facilities and administrative, or F&A) cost-returns, which approximate the actual costs of the research enterprise to universities. F&A returns to SIUC have grown from \$4.5M in FY99 to \$8.4 million in FY09, partly because of the increased award amounts but also because of increases in SIUC’s federally negotiated F&A rate itself (see Core Component 4.a).

Among our revenue streams, the one that is most lacking is that from private gifts and donations, which currently account for only about 1 percent of our annual budget. To increase this source of funding, in 2005 SIUC launched its first-ever comprehensive capital campaign through the SIU Foundation, with a goal to raise at least \$100 million.¹⁵⁰ In October 2008 SIUC officially celebrated exceeding this goal by \$6 million.

Societal and Economic Trends: Environmental Scanning and Emerging Issues

We have great expectations for our university. At the same time, we understand the many complex societal and economic trends, nationally and in the state of Illinois, within which we must structure our plans. In particular, between fall 1999 and fall 2009 public higher education in almost every state faced two economic recessions—one after 2001 and another in 2008-09—which led to slashed appropriations.

One economic trend is declining state support for public higher education, which poses ongoing challenges, especially for planning. As discussed in Core Component 2.b, below, over the past ten years Illinois’ support for public universities decreased by 17.9 percent,

147 *Southern Illinois University Carbondale Factbook 2008-2009*, Table 28 and Figure 22.

148 <http://www.illinois.gov/PressReleases/ShowPressRelease.cfm?RecNum=2193&SubjectID=38>.

149 Op. cit. (in note 147).

150 http://www.siu.org/pressroom_article.asp?newsid=33.

while state funding for K-12 education increased by 46.8 percent.¹⁵¹ No new program dollars have been available to any of the public universities for the last seven years. This decline in support for higher education has made SIUC increasingly reliant on revenues from student tuition and fees as well as external funds from grants and contracts. Increased tuition and fees, however, have had a negative effect on our student population and their families, and this remains a constant challenge as we look to the recruitment and retention of students.

In addition to the planning efforts initiated by the IBHE, discussed above, the SIU system president and Board of Trustees and the campus administration continually monitor the national and state landscape for trends and challenges and use those analyses to provide guidance to the campuses and their respective academic communities as they plan for the future. Over the years, several of these reports have been used to drive specific structural and policy changes in the university. These reports—“Preparing for the 21st Century: Health Education Task Force Report” (1994), “International Education: Preparing for the Global Community” (1998), and “The American Dream: Alive but Ailing” (2006)—are available in the Resource Center. Some of their concerns are summarized below.

Unfunded Mandates¹⁵²

Unfunded state mandates are taking an ever-larger toll on SIUC’s budget. For example:

- ♦ Funds for general cost increases have not been provided since FY92.
- ♦ The state minimum wage was increased to \$5.50 on January 1, 2004, and to \$6.50 on January 1, 2005. Beginning July 1, 2007, the wage was increased to \$7.50 and will increase at \$.25 annual increments until it reaches \$8.25. No new or additional funds were provided to the university to cover this increase.
- ♦ The state has not provided utility cost increases since 1992. From FY05 to FY09, utilities are projected to increase 32 percent from \$9.21 million to \$12.12 million.
- ♦ Since FY90, the state has provided only \$191,400 for sick leave payments each year. The annual additional cost to the university varies every year. Since FY2000, the total annual cost of sick leave payouts has ranged from a high in FY2001 of \$1,119,953 to a low annual cost of \$579,628.

151 Stanley O. Ikenberry, Daniel T. Layzell, and W. Randall Kangas, “Higher Education and Illinois’ Future,” *The Illinois Report*, Institute of Government and Public Affairs, 2008. Also available at: <http://www.igpa.uillinois.edu/library/ILReport08Intro>. See also the *Measuring Up 2008* report at <http://measuringup2008.highereducation.org/print/NCPPEMUNationalRpt.pdf>.

152 All data except as noted in this section provided by the Budget Office.

- The state has not fully funded salary increases since 1992. The university has absorbed the cost of these increases (Figure 2-7).



Figure 2-7. Absorbed salary costs.

- The cost of funding the employer’s portion of Medicare and Social Security contributions continually exceeds the amount appropriated. The university redirects funds from its already limited resources to meet this obligation. FY94 was the last year state funds were provided for the increase in Medicare and Social Security. The annual difference between funds provided by the state of Illinois and actual annual expenditures is \$1.28 million.
- When entitlement programs such as the Illinois Veterans Grants and Illinois National Guard are not fully funded, the university is required to absorb the loss in collections for tuition and certain fees (Figure 2-8).

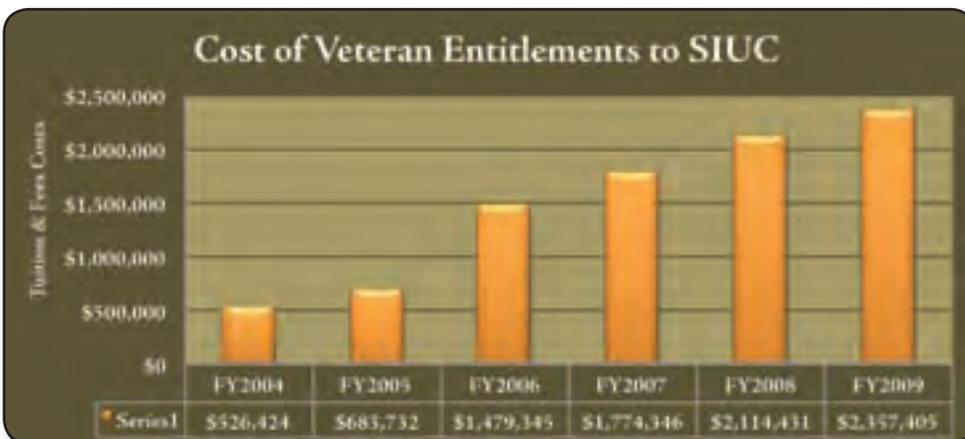


Figure 2-8. Cost of veteran entitlements. Source: Bursar’s Office.

- Library materials have increased at an average rate of more than 10 percent per year. The total acquisitions budget for Morris Library and the School of Law Library for FY09 was approximately \$6.4 million, thus the estimated annual cost required to maintain acquisitions at the current rate for FY10 is about \$640,000. This level of increase is not likely. Like budgets for the rest of the university, library materials budgets have been falling behind for at least the past decade. Since 2005 a portion of the F&A cost returns to the OVCR/GD have been diverted to Morris Library. In spring 2009, academic departments were once again asked to identify serials subscriptions that may be cut for FY10 in anticipation that subscription increases will again outstrip available funds.
- In FY02, the state distributed a portion of the cost of the group health insurance to the university, which amounts annually to approximately \$4.91 million.
- General Assembly Scholarships amounted to \$580,000 on the Carbondale campus and \$253,800 at SOMS for FY09. This amount varies each year.
- The Fire Sprinkler Dormitory Act was signed into law in 2004 with no money appropriated. To date, this has cost the university \$6.5 million (paid for with a bond sale) with an additional \$5 million for Thompson Point, \$1.275 million for University Hall, and \$5.25 million for the Triads.

In addition, the costs of federally mandated research compliances must be recognized. Training for staff and for oversight committees (especially IACUC and IRB) usually involves memberships in professional associations, travel to meetings, per diems, and registration; chairs of compliance committees often demand extra compensation because of the time commitments involved. The Vivarium has aging facilities that do not meet current standards and threaten continuing accreditations; several external proposals were submitted to NIH for renovations over the years, but were not funded. At this writing, one is pending.

Deferred Maintenance

There are also pressing issues of deferred maintenance. The core academic and administrative buildings on the Carbondale campus were built between 1955 and 1970; the major HVAC and other systems installed in this era are inefficient and insufficient for today's demands and have exceeded their effective lives. FY10 deferred maintenance costs on the Carbondale campus are estimated at approximately \$450 million.¹⁵³

The university has a long-existing Facility Advisory Committee (FAC) consisting of

representatives from the university constituency groups. The FAC makes recommendations to the administration for projects to be included in the annual RAMP proposals submitted to the IBHE and legislature requesting funds to construct, repair, replace, and renovate SIUC facilities.

However, state-appropriated capital funding was put “on hold” beginning in 2004 and as the university faced annual compulsory state budget reductions, several alternative revenue streams were developed to address these needs: bonding, a new student fee, and anticipated state capital funding. A Facilities Maintenance Plan for SIUC approved in April 2008 identified \$100 million of immediate deferred maintenance needs, of which an estimated \$75 million will be addressed with the anticipated revenue streams. A new Facilities Maintenance Fee will be used to partially fund the maintenance costs for the facilities, providing an estimated \$7.3 million once it is fully phased in. In an attempt to tackle as many of the deferred maintenance issues up front, a \$25 million debt financing is planned for early FY12, with debt service to be funded from a portion of the Facilities Maintenance Fee. A priority list of deferred maintenance projects has been identified.¹⁵⁴ As noted, the state Capital Renewal bill passed in 2009 will permit various suspended SIUC projects—including completion of Morris Library and construction of the Transportation Education Center—to resume, and will reduce deferred maintenance by about \$30 million.

Other mechanisms and efforts to remedy deferred maintenance include external grant proposals (to NIH and NSF for the science buildings), general funds in the Plant and Service Operations budget, insurance for repairs to buildings damaged in the May 8, 2009 storm, and, indirectly, student fees generated as part of Saluki Way construction.

Responding to Student Needs and Wishes

Since 1999, the university and students, working closely with the leadership of Plant and Service Operations—and sometimes in classes—have committed to improving campus sustainability; and, as noted earlier, the chancellor has recently appointed a Sustainability Council.¹⁵⁵ Sustainability, in simple terms, is meeting the needs of the present without compromising the ability of future generations to meet their own needs. SIUC has implemented various “green” initiatives, including programs to provide more efficient lighting, recycling food waste through vermicomposting, local organic gardening for campus food service, Eco-Dawgs (student group with environmental interests), and a student Green Fee. The university continues actively seeking ways to save and conserve for the future.

“We already have many sustainability initiatives under way on our campus, and this council will enable us to take even more proactive steps not only to preserve, but also enhance the environment”

Chancellor Samuel Goldman quoted in University Communications news release, “Chancellor names Sustainability Council members.”
September 30, 2009

¹⁵⁴ See Document 2-9 in the Resource Center.

¹⁵⁵ <http://sustainability.siuc.edu/>.

Upon completion of a one-year study (which included focus group meetings, student surveys, a review of the off-campus housing market, an analysis of on-campus housing demand, and a comprehensive financial analysis), the 2004 Housing Master Plan was approved. The Housing Master Plan outlines university goals for replacing housing facilities that have outlived their useful life and the construction of new housing that meets the changing needs and demands of today's student. Substantial progress has been made toward the goals outlined in the plan. In 2004, the university was able to use cash reserves to purchase a 240-bed residence hall situated on 5.43 acres of land adjacent to the existing east campus housing area. This property is being used while maintenance is being carried out on older housing facilities.

In 2007, a new 400-bed, apartment-style residence hall was opened at the Carbondale campus (Figure 2-9). This facility represents the first new housing on the Carbondale campus since 1968. The construction of this facility was financed through the sale of revenue bonds, with annual debt service to be paid from University Housing operations. In addition, two residence halls that had outlived their useful life have been demolished, and one has been converted to use for administrative purposes. Future plans include the scheduled removal of additional unfit residence facilities from active use and construction of new housing space as needed.



Figure 2-9. New student apartments at Wall and Grand Streets.

A healthy campus community needs healthy students. The new Student Health Center supports the mission of the university by improving the health and quality of life for all students. The new \$9.6 million, 57,000-square-foot facility, completed in 2004, is one of the largest and most comprehensive in the nation. Located adjacent to the Student Recreation Center on the east side of the campus, this new facility, paid for mostly with student health fees, houses a continuum of care under one roof. Services include a clinic, pharmacy, wellness center, emergency dentistry, counseling, insurance office, laboratory,

mental health clinic, sports medicine, and physical therapy, among others. It also includes a 120-seat auditorium and conference rooms.

The SIU Board of Trustees approved an \$83 million budget to improve the university's athletic facilities at its meeting in November 2007. This included funding to construct a new football stadium and renovate the SIUC Arena, both of which are part of the first phase of Saluki Way. A new student services building with an estimated cost of \$25 million is also to be built as part of the first phase of the project, but it cannot be built until McAndrew Stadium is demolished. Campus tennis courts and intramural fields will also be relocated to make room for the new stadium. Construction of the stadium and the renovation and addition to the arena are scheduled to be completed by fall 2010.

Campus Safety

The safety of students, staff, faculty, and all persons on the SIUC campus is a growing concern, given recent highly publicized incidents at Virginia Tech and Northern Illinois University. The SIUC Department of Public Safety (DPS) is staffed with thirty-six full-time, sworn officers with arrest powers who provide law enforcement services twenty-four hours per day, seven days per week, all year. In addition, the department employs approximately eighteen students per year. The department offers enhanced 911 emergency telephone service and operates the campus night safety transit service.¹⁵⁶

Campus safety planning at SIUC involves several policies and procedures, different campus departments, and various documents. The Campus Violence Prevention Committee is the most recent initiative (begun fall 2007); it convenes every Monday and uses three policies/protocols in assessing student behavior.¹⁵⁷ Because campus tragedies often involve gun violence, the DPS has developed a policy for responding to Active Shooter situations; the policy and a training video, *When Lightning Strikes*, are available on the DPS home page.¹⁵⁸ The university also has in place a workplace violence policy.¹⁵⁹ The Center for Environmental Health and Safety is responsible for work-related safety issues.¹⁶⁰ Another layer of campus

156 <http://www.dps.siu.edu/Documents/Night%20Safety%20Transit%20FAQs.pdf>. See also www.dps.siu.edu.

157 Documents pertaining to these campus safety issues are available in the Resource Center and include: an outline of the purpose and protocol of the Campus Violence Prevention Committee; guidelines for faculty and staff wishing to report information; *Student Behavior: Policy and Procedures for Administrative Review; Substance Abuse Education; and Suicidal Threats and/or Attempts: Policy and Procedures for Mandated Assessment*. Also see <http://www.policies.siu.edu/policies/AlcoholDrugAbuse.html>.

158 http://www.dps.siu.edu/disaster_activeshooter.htm.

159 <http://www.policies.siu.edu/policies/workplaceviolence.htm>.

160 <http://www.cehs.siu.edu/>.

safety planning is standardizing electronic door access hardware, closed-circuit television hardware, and security camera system hardware installed in new construction or retro-fitted to an existing structure.

The responsibility for emergency preparedness and response is assigned (half-time) to a position in the Department of Public Safety. In addition to the All-Hazards Emergency Operations Plan,¹⁶¹ executive summaries are provided to all designated university responders and emergency response guides¹⁶² are distributed throughout campus and as a part of on-going staff training. Annual disaster exercises are held to provide practice with the plan, which experienced real-life testing after the disastrous May 8, 2009 storm with winds of more than 100 mph.¹⁶³ Information about the emergency notification systems is available on-line.¹⁶⁴

SIUC has a sizeable on-campus residence population. In March 2007, a housing safety audit was completed and provided the basis for on-going safety planning involving on-campus residence halls. The recommendations in this plan are a shared effort among University Housing, Plant and Service Operations, and the Department of Public Safety.¹⁶⁵

The Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act is federal legislation that requires colleges and universities across the United States to publicly disclose information about crime on and around their campuses. Included in the required information are safety resources (Campus Safety & Security Report¹⁶⁶), and as part of the requirements for this act the university has in place multiple drug and alcohol policies: Drug-Free Workplace;¹⁶⁷ Drug and Alcohol: Standards of Conduct;¹⁶⁸ Drug and Alcohol Use by Employees Performing Safety-Sensitive Work;¹⁶⁹ and Drugs and Alcohol: Disciplinary Sanctions Relating to Illicit Use.¹⁷⁰

Finally, the Campus Safety Plan 08/18/08 summarizes the various safety planning efforts in place and under way at SIUC and reflects existing policies, procedures, and protocols covering a variety of safety-related efforts. In addition, in anticipation of forthcoming safety-related initiatives both legislatively mandated and identified as best practices, the second

161 Draft Document available in the Resource Center.

162 http://www.siuc.edu/emergency/Emergency_Response_Guide_2007.pdf.

163 http://thesouthern.com/news/breaking/article_a65c1cad-ddc6-5a31-92ae-40cda295d71f.html.

164 <http://www.siuc.edu/emergency/>.

165 Document available in the Resource Center.

166 http://www.dps.siu.edu/Documents/2006SafetyReport_110107.pdf.

167 <http://policies.siuc.edu/policies/drugguid.html>.

168 <http://policies.siuc.edu/policies/drugcond.html>.

169 <http://policies.siuc.edu/policies/cmvregs.html>.

170 <http://policies.siuc.edu/policies/drugdisc.html>.

part of the report¹⁷¹ sets forth what the campus is monitoring regarding the latest safety issues confronting college campuses, including the recently passed H.R. 4137—Higher Education Re-Authorization Act.

Summary

SIUC's response to the above-noted challenges has been a reflection of its history of good planning and responsiveness to the changing environment. Yet, significant challenges remain. The following extended quotation is from "The American Dream: Alive but Ailing," a 2006 report on the state of postsecondary education in the U.S. developed by the Office of the President for the BOT. The report also provides the system perspective on SIUC:

SIUC continues to face a disjuncture within and outside its academic community as to how best to fulfill its mission. Until this is resolved, the campus will lack the ability to define its preferred student profile. This, in turn, will affect the campus' ability to establish a workable admissions policy, market the university, build a sustainable strategic enrollment plan, and allocate financial aid and merit dollars accordingly.

Many view SIUC as having two separate and competing cultures. For some, the campus' goal is to become one of the top 75 research universities in the nation. To achieve this, SIUC will need to emulate the public flagship universities by "buying" the talented students with non-need-based aid. Others view the campus' true character to be in its "blue collar" tradition. While this latter view does not preclude a strong research mission, it does raise the question of whether the top 75 is worth the imbalance it implies with the campus' other priorities, especially at a time of flat or declining enrollments and revenues.

Although the public flagship research universities are becoming more and more like the private universities in catering to talented students from middle- and high-income families, SIUC's experience is not necessarily comparable. SIUC offers approximately \$2.5 million in non-need-based merit money to freshmen and transfer students. While the amount provided has increased by small percentages over the last four years, the purchasing power has continued to lose ground. As for the \$1 million in need-based aid, this amount has been flat for the past four years, and like the non-need-based merit money, it too has lost purchasing power. Compared to Missouri State, which offers \$10 million in need-based aid to its freshmen and transfer students, and the University of Illinois at Chicago which budgets \$13 million, SIUC's ability to serve this population is

171 Document available in the Resource Center.

disappointing, if not woefully inadequate. It can neither afford to compete with its peer research universities nor is it able to maintain its connection with talented students from low- and middle-income families.

To further complicate matters, SIUC seems unable to define itself for the few dollars that it does have for need-based students. There seems to be a “first come, first served” mentality that distributes need-based dollars without respect to whether the student is talented or high risk. In other words, SIUC distributes its \$1 million in need-based aid irrespective of the student’s ability to succeed. Arguably, SIUC has been settling for less able students rather than talented low- and middle-income students. Exemplary of this situation, some 3,000 students annually fail to meet the university’s Satisfactory Academic Progress policy of attaining a 2.00 grade point average and completing 67 percent of enrolled coursework.

It is doubtful that SIUC can compete with the public flagship universities in attracting the best students irrespective of need. It simply does not have the endowment to make this happen, and this problem is not easily remedied. Having made this point, yet another needs to be made as well, i.e., there is currently no strategic admissions policy. The campus has yet to define its preferred student. Lacking this information, it is unable to make smart decisions on how to distribute its scarce dollars.

Recently, SIUC has begun losing a larger and larger share of students from middle-income families, a trend that will continue unless it reaches out to market the value of its education and makes the student’s education more cost neutral. A student from a middle-income family of four with an income of \$45,000 can expect to have expenses of \$13,253 against which he/she will receive aid of \$6,125. This includes no Pell grant, state funds of \$3,500, an institutional loan of \$2,625, and work study. There is every reason to believe that SIUC will face a continued drop in its enrollment of students from middle-income families without an infusion of new dollars to support student needs.¹⁷²

For those challenges facing SIUC that are endemic to the state’s fiscal condition or to higher education in general, we are committed to working with other stake holders to address them in a collegial and cooperative manner. For those challenges that remain uniquely ours, we are committed to facing them honestly and directly, starting with a more focused enrollment management plan and culminating in the creation of a university college.

¹⁷² “The American Dream: Alive but Ailing” (2006). A copy of this report is available in the Resource Center.



When writing or talking about difficult times, we in the West often use the phrase “a glass half full or half empty.” A similar concept exists in the East, where the Chinese character for crisis alludes to elements of both danger and opportunity. Both indicate that “crisis” may be defined by how one responds to circumstances. Healthy revenues, robust endowments, and steady or rising enrollments can oftentimes mask poor leadership, but the signs of deficient or marginal leadership are revealed in all their nakedness during difficult or challenging times. In such periods, there is seldom room for error. Clearly both Eastern and Western icons speak to the importance of the exceptional leader who, despite threat or impediments, makes a positive difference. This is of critical and immediate importance for the new chancellor, Dr. Rita Hartung Cheng, as she begins leadership of SIUC on June 1, 2010.

Core Component 2.b: The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

General Revenue and Income Fund (Tuition) Revenue

Revenue streams at public universities have changed considerably over the last decade, in response to the economic down-turn following September 11, 2001, and the more recent lengthy and severe recession in 2008-2009. Illinois—and particularly SIUC—have been hard hit. From FY99 to FY09, state appropriations for higher education increased an average of 48.5 percent among the fifty states in the nation, but only 24.9 percent in Illinois.¹⁷³ Thus Illinois ranks 42nd out of 50 states in the percentage increase of appropriations for higher education. In FY98, SIUC received 40.2 percent of its support from the state of Illinois; in FY08, SIUC received only 30.4 percent of its support as general revenue appropriations from the state.¹⁷⁴

“General revenue” funds are derived from taxes and appropriated by the state of Illinois to institutions of higher education. General revenue appropriations for SIUC since FY99 have fluctuated, and since FY02 state support has been declining. In FY02 the state subjected higher education institutions to a midyear rescission with a further reduction in FY03 followed by three years of static funding. Thus for five of the last ten years Illinois higher education in general and SIUC in particular experienced no growth in state funding. When total appropriations are expressed in constant dollars using the Higher Education

¹⁷³ See Grapevine 50-State Summary Table, dated 2/4/09 found at: http://www.grapevine.ilstu.edu/fifty_state_summary.htm. Indeed, when adjusted for inflation, Illinois appropriations declined from FY99 to FY09.

¹⁷⁴ *Southern Illinois University Carbondale Factbook 2008-2009*, Figure 28.

Price Index (HEPI),¹⁷⁵ SIUC has actually lost purchasing power over the past decade (Figure 2-10). Although the past two fiscal years have seen very small increases, overall support from the state of Illinois has yet to equal the funding in FY02.

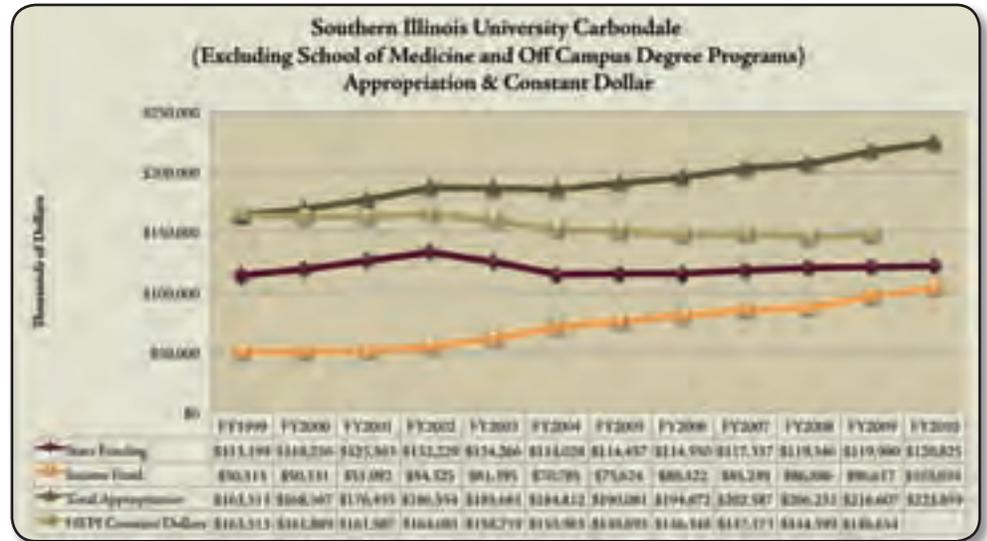


Figure 2-10. SIUC funding trends 1999-2010.

As a result, SIUC has been increasingly reliant on the “income fund”—revenue from student tuition and fees. As state support declined, SIUC responded by raising tuition (Figure 2-11), increasing the income fund’s absolute value by 72.7 percent. This percentage increase in tuition revenue is coupled with a 128.3 percent increase in the new freshman tuition rate (\$2,781 in FY99; \$6,348 in FY08). Tuition and fees, shown in Figure 2-12, have increased in both current and constant dollars in the past decade.

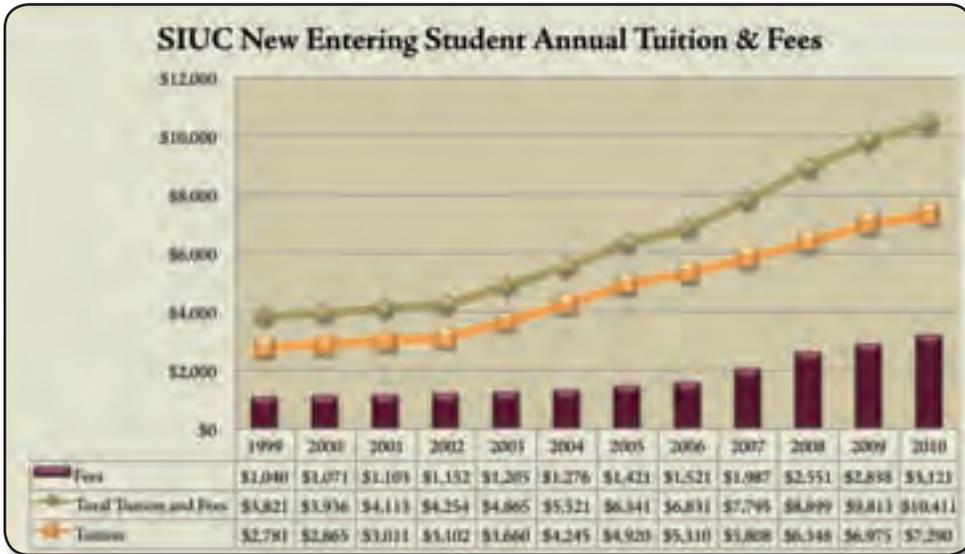


Figure 2-11. New student tuition and fees, 1999-2010.¹⁷⁶

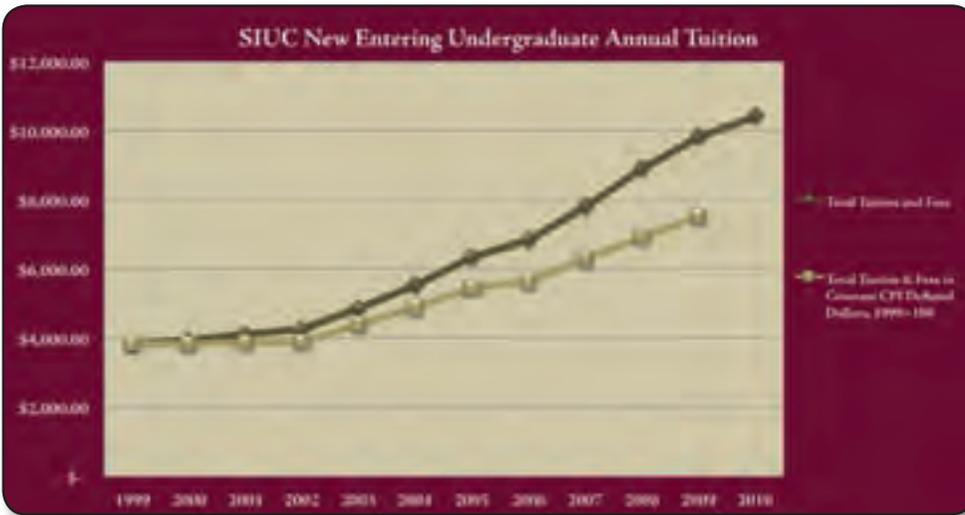


Figure 2-12. Trends for tuition and fees, 1999-2010.¹⁷⁷

Increases in tuition have been the only available way to assist the campus in offsetting declining state support, a situation common to all Illinois public universities, resulting in a general synchronicity in tuition increases (Figure 2-13).

176 Southern Illinois University Carbondale Factbook 2007-2008, 2008-2009, 2009-2010, Table 28.

177 See Figure 2-11 for tuition and fees. CPI deflation data from: <http://data.bls.gov/cgi-bin/cpicalc.pl>.

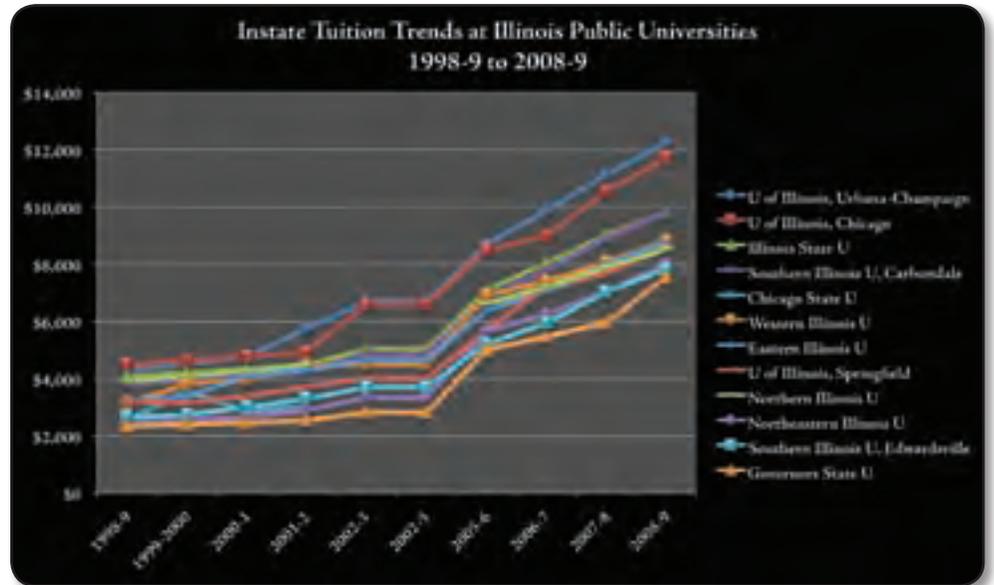


Figure 2-13. In-state tuition at Illinois public universities, 1998-2008.¹⁷⁸

The Illinois legislature passed HB1118, the “Truth in Tuition” law, which mandated a guaranteed tuition rate beginning with the 2004-2005 academic year. This law ensures that the tuition rate first charged to an undergraduate student will remain constant for a period of four continuous academic years following initial enrollment, unless s/he changes to a major charging a different tuition rate.¹⁷⁹ SIUC’s implementation of the “Guaranteed Tuition Stabilization Plan” changed the inflow of tuition revenue because the increase is only realized on incoming new students, necessitating tuition-rate increases that otherwise would approximate those that would have been spread over a four-year period.

Tuition and fees have increased in both current and constant (HEPI) dollars in the past decade. These increases were shown in Figure 2-11 using the Consumer Price Index (CPI) as a deflator. The CPI is probably closest to reflecting the impact of the increases upon the household budgets of students and their families.

Although appropriations and the income fund have increased steadily in current dollars, these increases have fallen far short of inflationary pressures shown in constant dollars (Figure 2-14). In current dollars (Figure 2-15), two of the past eight years have seen reductions in the total available state-appropriated plus income funds.

¹⁷⁸ http://chronicle.com/premium/stats/tuition/2008/results.php?State_Type=Illinois&Year=2008&Class_Type=1.

¹⁷⁹ <http://registrar.siu.edu/records/truthintuition.htm>. The four-year guarantee also applies to transfer students.

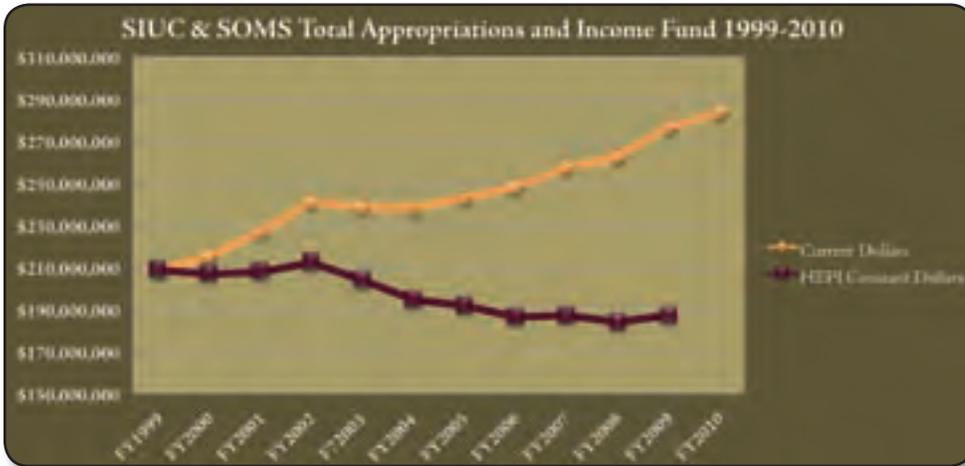


Figure 2-14. SIUC and School of Medicine Springfield trends in total appropriations and income fund, in current and constant dollars.¹⁸⁰

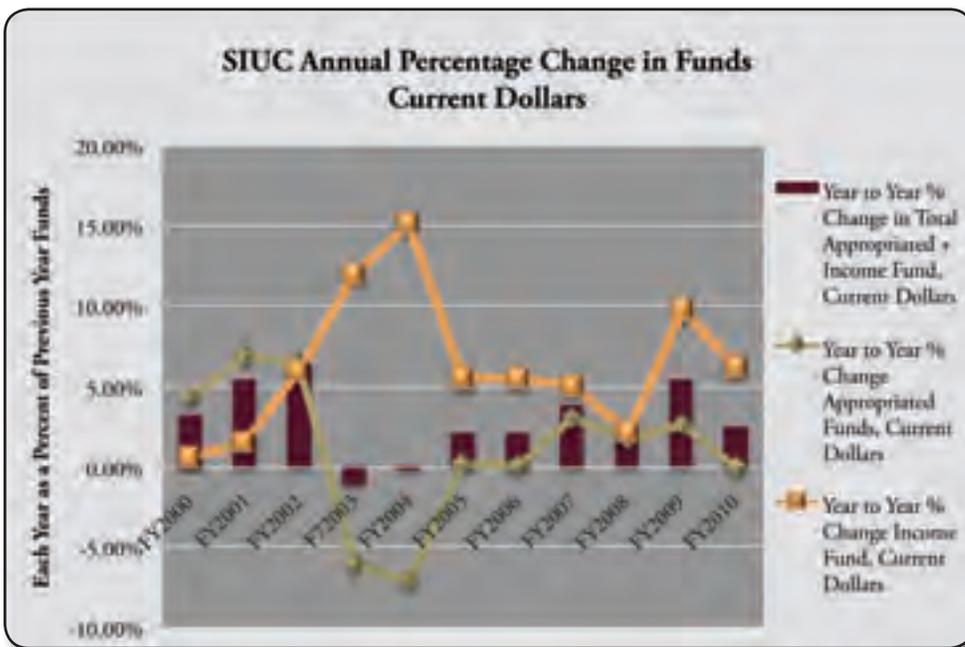


Figure 2-15. Annual percentage increases in appropriations and income fund, FY00-FY10, in current dollars.¹⁸¹

Notwithstanding real increases in tuition and fees, the year-to-year increases in the income fund, which includes tuition increases, have been insufficient to compensate for declines in state support. Even in current dollars, two of the past eight years have seen reductions in the total available state-appropriated plus income funds. In constant dollars, adjusted for inflation by using the HEPI, six of the past eight years have shown negative change.

180 Source for current dollar amounts is the *Southern Illinois University Carbondale Factbook 2007-2008, 2008-2009*, Table 32. The source for HEPI deflation data is http://www.commonfund.org/Commonfund/CF+Institute/CI_About_HEPI.htm, HEPI 2008 Table, adjusted to use 1999=100.

181 Source for current dollar amounts is the *Southern Illinois University Carbondale Factbook 2007-2008, 2008-2009*, Table 32.

As seen in Figure 2-16, the total of appropriated funds plus income funds from 1999 to 2008 has declined considerably in constant (1999) dollars when the current dollar figures are deflated using the HEPI. In only three of the past nine years—2001, 2002, 2007—SIUC did not see a decline in the purchasing power of the funds available. In these years, the combined increase in state-appropriated funds and the income fund increased by 0.47 percent, 2.10 percent, and 0.36 percent respectively.

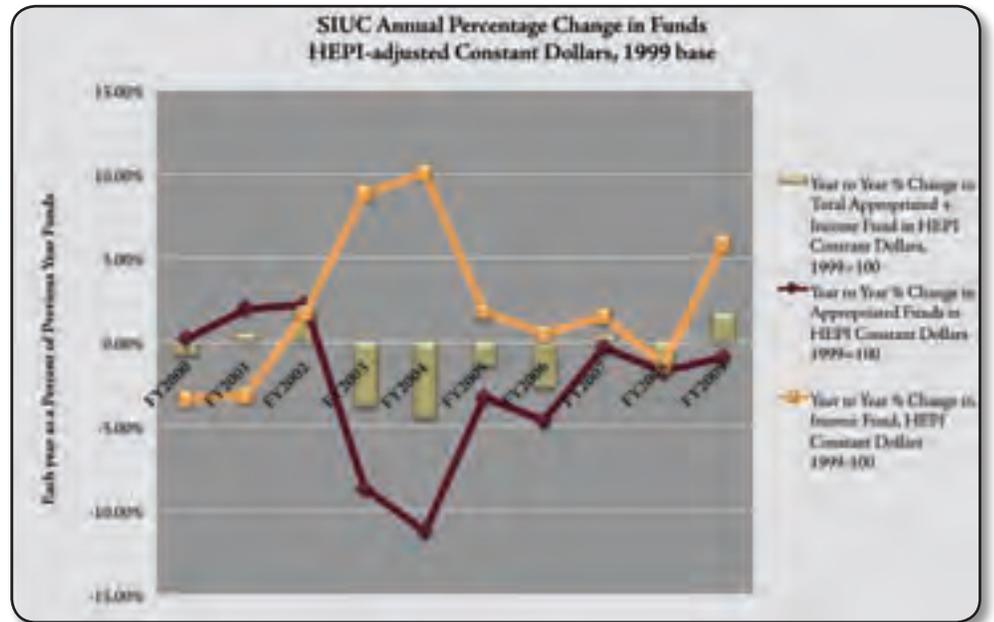


Figure 2-16. Annual percentage increases in appropriations and income fund, FY00-FY10, in HEPI constant dollars.¹⁸²

Between 1999 and 2008 the general revenue and income funds showed an overall small increase in current dollars; but as illustrated above, their totals exhibit a constant decline when adjusted for inflation since 2002. The inevitable conclusion is that despite the considerable efforts on the part of SIUC to increase the income fund—that part of the budget over which we have some control—the university is losing ground given the expenses and unfunded mandates it faces. Thus, despite what appear to be considerable increases in the income fund in current dollars, when these are deflated to account for increases in costs in the basket of goods and services which the university must purchase, the trends are only a little above 1999 levels and have remained virtually level for the past five years (Figure 2-17).

182 HEPI deflation data: http://www.commonfund.org/Commonfund/CF+Institute/CI_About_HEPI.htm, HEPI 2008 Table, adjusted to use 1999=100.



Figure 2-17. Income fund trends in current and constant dollars, 1999-2010.¹⁸³

Excluding the State Universities Retirement System (SURS), appropriations for higher education have declined \$217.7 million (9.0 percent) in current dollars (not accounting for inflation) between FY02 and FY08. Most of the reductions were made by FY04 and appropriations remained generally flat through FY06. Public universities received small increases in FY07 and FY08. The percentage increases in state tax appropriations for higher education in Illinois have been near the average of other Midwestern states since approximately 2000. Unfortunately, much of the gain in state support since the early 1990s was lost between FY02 and FY06. When adjusted for inflation, state funding for Illinois' public universities in FY08 is approximately \$100 million, or 6.3 percent less, than in FY93.

The lack of capital appropriations and the growth of deferred maintenance have forced the public universities to take several steps to try to remedy the situation. One is to go directly to the General Assembly for help, thus bypassing the IBHE. Another is to implement new student fees, such as the facilities maintenance fee, the information technology fee, student services fee, and the athletic facility fee. These new fees most assuredly negatively impact affordability.

A third is to expand other sources of income, including much higher tuition. For example, between 1998 and 2008, tuition and fees in Illinois increased on average 148.7 percent in the public universities, 79.3 percent in the community colleges, and 65 percent in the independent institutions.¹⁸⁴ The effect on SIUC—where the BOT has been loath to raise

183 Current dollars from the *Southern Illinois University Carbondale Factbook 2007-2008, 2008-2009, 2009-2010*, Table 32. HEPI deflation data from http://www.commonfund.org/Commonfund/CF+Institute/CI_About_HEPI.htm HEPI 2008 Table, adjusted to use 1999=100.

184 "Setting a Context for Fiscal Year 2009 Budget Development," IBHE Report, October 2, 2007.

tuition and fees because of our ethos of accessibility—is that these sources of income have not risen rapidly enough to make up for the decline in state appropriations, and thus the consequences have been even more pronounced than on Illinois universities as a group.

SIU Foundation

The Southern Illinois University Foundation was established in 1942 “to solicit, receive, hold and administer gifts from private sources for educational purposes” on behalf of SIU. The foundation is responsible for the stewardship of the private gifts by acting in a fiduciary capacity when funds are received and expending money as required by the terms of the gift. Financial reporting provided by stewardship supplies donors with information regarding how investment funds have progressed over the last year, summarizing capital value and performance.

The SIU Foundation accepts contributions in the form of cash, securities, and real or personal property. Many corporations will match the contribution of employees, officers, directors, and in some instances, spouses and retirees. The SIU Foundation also offers and accepts various types of planned gifts, whereby the donor makes a gift during his or her lifetime that will benefit the university in the future. Planned gifts are in the form of bequests, gift annuities, charitable remainder trusts, charitable lead trusts, and life estate agreements. The SIU Foundation applies a one-time 6 percent fee to all gifts of cash and securities. The foundation uses 5 percent of the fee to fund central operations and returns 1 percent to the generating colleges or units to support their specific advancement activities. The foundation’s goal is to increase private support, which will assist the various colleges of the university in providing quality services to its students, alumni, and the communities we serve.

The SIU Foundation launched its first-ever capital campaign in November 2005 with a goal of raising \$100 million. The campaign began with the largest gift commitment in the history of the university, a \$10.2 million gift from the SimmonsCooper law firm in East Alton to establish the SimmonsCooper Cancer Institute at SIU School of Medicine.¹⁸⁵ Other gifts were made to endow professorships, scholarships for students, and other types of programs to move the university forward. Donors contributed a total of \$19.8 million during 2006; this amount rose to \$25.6 in 2007. In October 2008 the Foundation celebrated exceeding the \$100 million goal.

Grants, Contracts, and Non-RAMP Initiatives

Since 2000, SIUC has made a dramatic increase in its research and development grants and contracts, which reached a total of \$70,158,794 in FY08 (a thorough discussion of grants and contracts is found in the chapter on Criterion 4). Federal funding has, likewise, increased steadily, as shown in Figure 2-18.

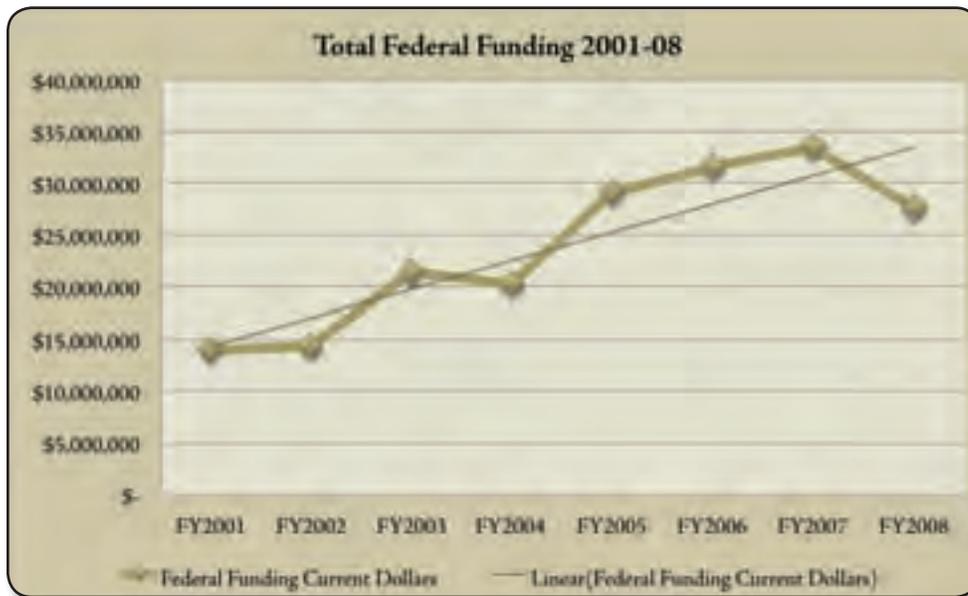


Figure 2-18. Total federal funding, 2001-2008.

SIUC has been vigorous in its participation in the so-called non-RAMP initiative, essentially an effort to find dollars from state and federal “earmarks” to support new and continuing programs. Recent federal and state earmarks are listed in Table 2-3 below.¹⁸⁶

Table 2-3. Non-RAMP appropriations to SIU and SIUC, FY07-FY09.

Federal (to SIUC)
Autism and Spectrum Disorders Center—\$230,000 (FY08)
Belleville farms—\$492,000 (FY08)
Broadband initiative—\$500,000 (FY08)
Center for Rural Violence—\$94,000 (FY08)
Advanced Energy and Fuels Management program—\$428,000 (FY09)
Disabled veterans outreach—\$381,000 (FY09)
Research Park Infrastructure Improvements—\$475,000 (FY09)
WSIU-TV digital conversion—\$500,000 (FY10)
Joint (with SIUE) nursing program—\$500,000 (FY10)
State (special appropriations to the SIU system)
Vince Demuzio Governmental Internships—\$1.0 million
Combined Laboratory at Springfield SOM—\$3.6 million
Retention scholarships—\$600,000
Touch of Nature—\$262,000 (FY07)
Stem-cell research grant—\$1.0 million (FY07)
Excellence in Academic Medicine to Springfield SOM—\$2.4 million (FY09)
James Walker Presidential Fellowships—\$3.6 million (ended FY09)
High-speed internet connections—\$4.1 million (FY09)
Simmons/Cooper Cancer Center at Springfield SOM—\$800,000 (FY10)

Core Component 2.c: The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

The effectiveness of SIUC’s mission of teaching, research, and outreach is evaluated and assessed by a number of means, some of which have been in place for many years whereas others are relatively new and particularly tied to the *Southern at 150* planning document. To the degree that we have made accomplishments and achieved successes in these missions, we will build upon them. To the degree that we have failed or lagged behind, we must change direction and develop new strategies. Here we discuss the efforts we have undertaken, some in just the last two years, to assess how far we have come and where we need to go in planning for the future. These fall under seven headings: program reviews; self-studies, assessment, and site visits; benchmarks; enrollment, marketing, and branding; economic development; and a 2008 campus climate survey.

Program Reviews

The Illinois Board of Higher Education (IBHE) has statutory responsibility “to review periodically all existing programs of instruction, research, and public service at state universities and to advise the appropriate board of control if the contribution of each program is not educationally and economically justified.”¹⁸⁷ In 1993-1994, an eight-year review cycle was adopted, with public universities required to report the results of their program reviews to the IBHE. Accredited programs follow the review cycles outlined by the accrediting agency rather than the IBHE cycle. A listing of SIUC’s accredited programs and facilities, searchable by multiple criteria including unit/program and agency, is maintained by the Office of Institutional Research and Studies.¹⁸⁸

From the IBHE’s perspective, program review provides a weather-vane for trends in enrollment, degrees conferred, program and discipline cost trends, identifying gaps in the workforce, and pointing out areas of overproduction. Recommendations resulting from the reviews can entail changes in personnel assignments or budgeting (increases or decreases) for the department; requests for additional personnel; program expansion or contraction; increases or decreases in the number of fellowships; or more serious issues.

Each year, the SIU president’s office, as part of the university’s annual *Performance Report*, presents a summary of its program reviews to the SIU BOT and to the IBHE. These program reviews are summarized in state-wide analyses looking at issues dealing with workforce and economic development, including changes in overall discipline or field, student demand, societal need, and institutional context for offering the degree. Any newly approved or existing program flagged for special attention is required to undergo a three-year cycle of review rather than the normal eight-year cycle.

Self-Studies, Assessment, and Site Visits

SIUC has conducted reviews of its academic and academic support units since the early 1970s, decades before they were mandated by the IBHE. The process involves the preparation of self-studies, the findings of external consultants and internal review teams, deans’ responses, and provost’s recommendations into each review cycle. Many academic programs participate in further assessment through site visits by professional accreditation bodies.

187 “Statewide Analysis for Public University Program Review,” *IBHE Report*, 1998.

188 <http://www.irs.siu.edu/webRoot/Accredit/Index.asp>.

Academic programs also undergo self-study evaluations through periodic assessment reports submitted to the Office of Assessment and Program Review (OAPR; see Core Component 3.a). Each program identifies specific learning objectives in the curriculum to be considered, how learning is measured, and what changes are suggested to improve learning outcomes. The OAPR collects these reports for review by the Campus-Wide Assessment Committee (CWAC), which represents all collegiate units in the university. The OAPR then provides feedback to academic programs in which questions about the assessment process were identified by the CWAC. The purpose of this reporting, however, is not to centralize the collection of student-learning outcome data, but to maintain a campus dialogue about assessment and its use to improve programs.

A search is under way for a new, full-time director of the SIUC Office of Assessment and Program Review, a recently re-configured office that reports to the Provost and Vice Chancellor. The responsibilities of this position are to provide leadership for and coordination of campus-wide assessment activities, host workshops on national best practices in assessment, work with faculty on their assessment of student learning in their degree programs, participate in program review, and oversee the university's participation in the Higher Learning Commission's Assessment Academy.

Programs and centers that do not have required evaluations by external agencies are mandated to undergo an internal evaluation conducted by members of the university and/or external individuals with expertise in the unit's specialization. These are useful exercises to determine how well an academic program meets national standards in areas such as curriculum design and delivery; staffing (support and faculty); facilities (offices, clinics, classrooms, laboratories) and equipment; learning experiences both inside and outside the classroom; recruitment, admission, and retention procedures; library and technology resources; and assessment procedures. Academic programs use a variety of assessment indicators to judge how well they perform in preparing students for the workforce, such as national examination board scores, employer and alumni surveys, pass rates on licensing examinations, and employment opportunities.

Academic programs are also reviewed in terms of their contribution to the university's teaching, research, and service missions. A few weak programs were eliminated in the hope of reallocating resources to make strong programs stronger (as discussed above as part of P*Q*P in the 1990s), but in general this is a very divisive exercise.

Benchmarks

SIUC's accomplishments in terms of teaching, research, and service are measured against various published benchmarks. This process offers a means by which to compare the accomplishments of the university at national and state levels and to judge the university in terms of goals it has set for itself. A key aspect of benchmarking is to identify peer institutions, which may vary depending on the purpose of the process.

One set of peer institutions for SIUC is determined by the IBHE. Until 2008, SIUC had twelve such peers. Since 1965, the focus of IBHE inter- and intra-institutional comparisons has been on costs, narrowly identified as the operating costs of the public universities in Illinois. These comparisons result in four published reports, the Discipline Unit Cost Study, the Normative Comparison Cost Study, the Program Major Cost Study, and the Faculty Credit Hour Study, along with a variety of other analyses. Especially during the inward-looking exercises of P*Q*P in the 1990s, this process consisted largely of units trying to explain why their programs cost more than the same programs at another university in the state, and quality was not an acceptable justification. The product of these examinations was a set of measures to be used in degree program assessment and review, and as a management tool for planners, budgeters, administrators, researchers, and state officials to help monitor effective and efficient postsecondary education delivery. Benchmarking within the institution, to the extent it was perceivable by lower management, consisted primarily of comparing faculty salaries against the "Oklahoma State Averages." Peer benchmarking on a national level—especially as it related to any kind of academic excellence—was not part of the institutional administrative culture at SIUC.

It was not until the *Southern at 150* planning process that SIUC began to look seriously outward, with wide-ranging and open discussions about who our national university peers are and why. Eight of the twelve IBHE identified peers continued to be recognized and the other four institutions, categorized by the Carnegie Foundation as "very high research activity"—LSU, University of Colorado Boulder, University of Kentucky, and University of Missouri Columbia—were identified as "aspirational peers."¹⁸⁹

In 2008, however, the IBHE and a consultant group, the National Center for Higher Education Management Systems (NCHEMS),¹⁹⁰ identified ten peers for the campus as part of a new state-wide planning process. Peers were selected on the basis of size, presence of a medical school, non-urban location, etc. The new list of ten peers (Table 2-4) retained

¹⁸⁹ Southern at 150: Building Excellence through Commitment, p. 10.

¹⁹⁰ <http://www.ibhe.state.il.us/masterPlanning/NCHEMS.htm>.



three of the former institutions and added seven new ones, all of which are classified as “high-research activity” like SIUC except for one, which is a “Doctoral/Research University.” The four aspirational peers, the “very high research activity” institutions dropped by IBHE, can continue to be used in *Southern at 150*-based planning. It is not yet clear how and to what extent the IBHE may expect these new peers to be referenced in future planning and reporting.

Table 2-4. 2009 SIUC peers identified by IBHE and NCHEMS.

East Carolina University (Greenville, NC)*
Kent State University Kent Campus (Kent, OH)
Mississippi State University (Mississippi State, MS)
Oklahoma State University – Main Campus (Stillwater, OK)**
Texas Tech University (Lubbock, TX)**
University of Louisville (Louisville, KY)
University of Missouri-Kansas City, MO)
University of North Dakota (Grand Forks, ND)
West Virginia University (Morgantown, WV)**
Wright State University – Main Campus (Dayton, OH)

* Doctoral/Research University

** Institutions retained from earlier IBHE peer list

Perhaps the most significant national benchmark for graduate programs is the National Research Council (NRC) Assessment of Research Doctorate Programs. The university has worked with the NRC since 2006 to provide a comprehensive list of graduate faculty in twenty-one of the thirty doctoral degree programs. Data were collected from faculty, including their curricula vitae and rankings of fifteen to twenty programs in their discipline; data were also gathered from individual programs and doctoral candidates in the departments of English and Economics. Results of the NRC study have been anticipated for at least a year, but their appearance continues to be delayed. Ultimately, participating universities and programs will have access to the NRC database for their own purposes and to make comparisons with their peers elsewhere in the country.

Also at a national level, SIUC uses the *Common Data Set* to compare itself to other institutions of higher learning through the College Board, Peterson-Thompson Learning, and *U.S. News & World Report*. The university has also participated in national surveys/studies such as the Pennsylvania Study, Integrity Study, Washington Report, and Alcohol (Binge Drinking) Study, and identified peer institutions and aspirational peer institutions with respect to the criteria used in these studies.

Enrollment, Marketing, and Branding

The biggest challenge for the SIUC campus going forward is to reverse its declining undergraduate enrollment, in part because the steady decline has caused a reduction in the income fund of student tuition and fees. The function of enrollment management has been centralized under the provost with the hiring of a new assistant vice chancellor for enrollment management. This function had previously been assigned to Student Affairs. A campus-wide Strategic Enrollment Planning Committee has drafted a strategic enrollment plan and set benchmarks for demonstrating success.¹⁹¹ Figure 2-19 shows that although the number of applications are increasing, the number of enrolled students has remained relatively steady, with a slight decline in Fall 2009. It is anticipated that a more coordinated strategic enrollment plan will yield a higher number of enrolled students in the future.

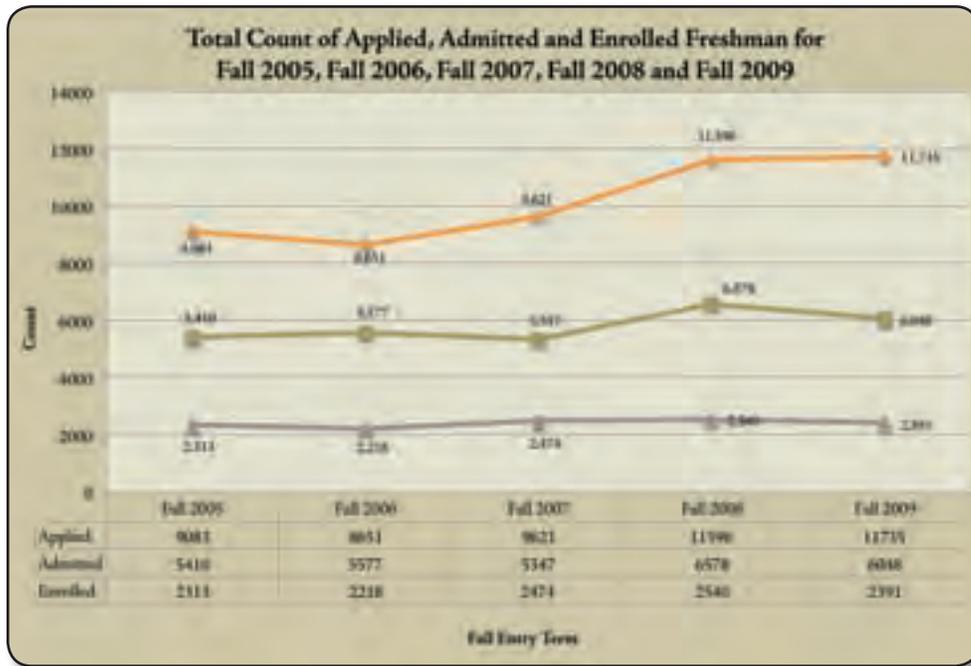


Figure 2-19. Total Count of Applied, Admitted and Enrolled Freshman.¹⁹²

191 <http://spotlight.siu.edu/08152007/enrollmentmanagement.html>.

192 Source: Enrollment Management.

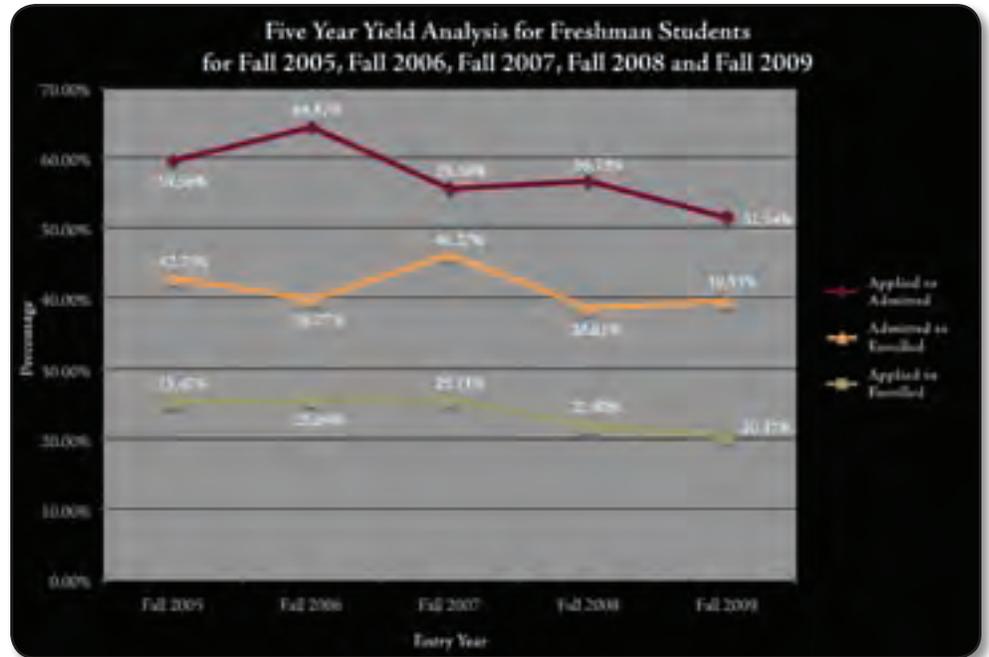


Figure 2-20. Five Year Yield Analysis for Freshman Students.¹⁹³

Figure 2-20 shows that the percentages of applied to enrolled students and of applied to admitted students have declined, further verifying our enrollment challenges.

In a 2006 report prepared in the Office of the SIU President, it was said that “SIUC has been settling for less able students rather than talented low- and middle-income students.”¹⁹⁴ Because of SIUC’s commitment to accessibility, the university has accepted many freshmen who are unprepared for life at a big university and has put in place many programs to ensure their success (see also Core Component 3.c). As discussed earlier, the newest of these is the university-wide Saluki First Year program, which began in fall 2009 and will be extended to transfer students in 2010.

There is some concern that SIUC’s enrollment problems may relate to a failure to send a clear message about who we are and what kind of students we seek (see the extended quotation, above).¹⁹⁵ Figure 2-21 shows that SIUC has a high number of referral admits or special admits. The referral admits and special admits are students who need some remedial instruction to be able to master the rigors of a public research university. This large population (40.32 percents) of students needing remedial assistance is unique to SIUC when compared with other public research institutions. Our Center for Academic Success, Supplemental Instruction, Saluki First Year, and retention initiatives developed by the colleges are some of the programs in place to assist these students.

¹⁹³ Source: Enrollment Management.

¹⁹⁴ “The American Dream: Alive but Ailing,” SIU Office of the President, 2006.

¹⁹⁵ “The American Dream,” op. cit., on pp. 111-12.

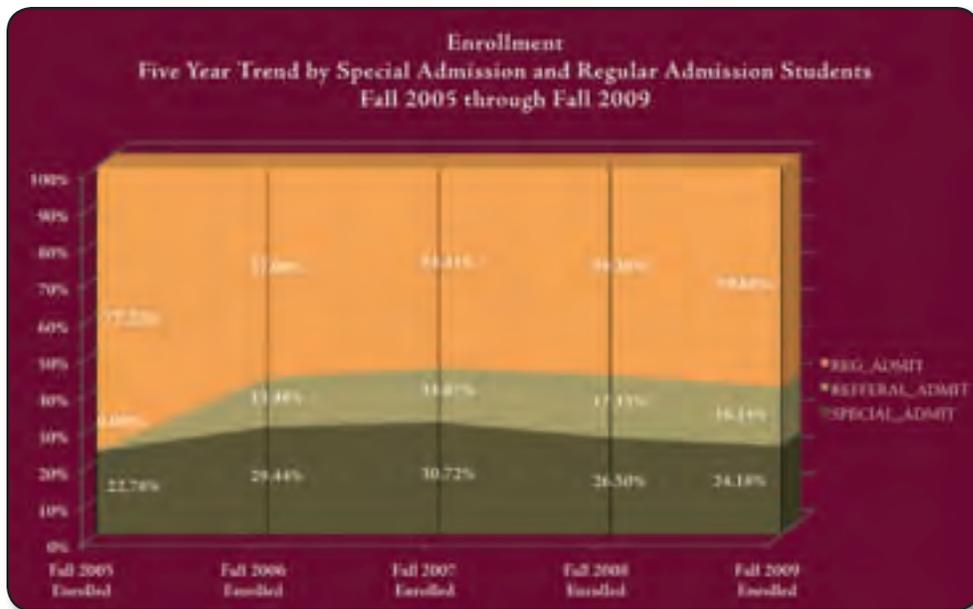


Figure 2-21. Five Year Trend by Special Admission & Regular Admission Students.¹⁹⁶

In addition to the strategic enrollment planning that has taken place, the university began a marketing and branding initiative in 2007 to address enrollment concerns. Recurring funds in the amount of \$800,000 were allocated to support this initiative. SimpsonScarborough, a firm specializing in the marketing and branding of universities, was engaged as a consultant and a survey instrument was developed in conjunction with Applied Research Consultants (a student-run research unit in the College of Liberal Arts). Surveys were sent to prospective applicants, faculty, staff, current students, and alumni. The results were presented and used to develop positioning statements, which were then given to SIUC's University Communications' marketing and advertising unit, Barking Dawg Productions, to create taglines to be incorporated into future marketing and advertising. SimpsonScarborough also presented a marketing implementation plan for the university to follow in the future.

As part of this marketing endeavor, in 2007 the SIUC Office of Media and Communications was reorganized into a new department, University Communications. The SIUC campus spokesperson function and position was moved to the Office of the Chancellor, and the Communications Director for the university system was reassigned to this new department. All employees were moved into one building and seven new units (Public Relations, Marketing and Advertising, Photocommunications, Web Services, Creative Services, Promotions, and Administrative Support) were created within the department, each with a director and a budget. In 2008, an eighth unit, Marketing Research, was added. Four new employees were hired.

"For the third consecutive year, Military, Advanced Education magazine lists SIUC as one of the nation's 2009 top military-friendly colleges and universities. SIUC is one of the fewer than 30 universities and colleges in the nation to make the publication's list in each of the three years."

University Communications news release.
November 19, 2009

SIUC also has explored ways to “harvest” a greater number of the southern Illinois region’s university-bound community college students. In 2007 SIU established eight “Service Centers” at community colleges in the region to increase the pipeline. They are geared to help students who have demonstrated an interest and intent to pursue a baccalaureate degree and who plan to enroll through a 2 + 2 or dual enrollment program after completing their first two years of education through an Illinois community college associate degree program. The Service Centers are staffed by full-time student advocates and supported by the service of dozens of SIUC faculty, staff, and alumni who have been recruited and trained to work with students. They provide aid with issues related to completing college applications, accessing financial aid or scholarships, analyzing career assessments, succeeding in the world of work, identifying career ladders in high job-growth industries and critical-skill shortage areas, selecting college majors, accessing needed community or government resources, preparing for transition to a university community, and accessing the full range of student support services available to them as they progress toward degree completion.

In fall 2009 SIUC implemented the “Southern Stars Tuition Rate,” a reduction in tuition to qualifying high school students in the state’s thirty-four southern-most counties. These students qualify for the federal Academic Competitiveness Grant (ACG) on the basis of financial need. Thirty-six students are enrolled through this program this semester. Another way to enroll more students from the surrounding region of the Mississippi and Ohio valleys was, as announced in Chancellor Goldman’s 2008 “State of the University” address, to offer an alternate tuition rate for students from this area. This alternate tuition rate, established at 1.0 times the in-state tuition rate, began in fall 2009 for students from the nearby states of Missouri, Indiana, Kentucky, Tennessee, and Arkansas.

Campus Climate Survey, 2008

The 2008 Campus Climate Survey provides information on the extent to which members of the university community share common values and perceive the university as an institution with integrity. Perceptions of leadership, campus safety, and our mission as both a quality research institution and one that serves a wide range of student interests and needs, were among the issues probed in this survey.

Of the six subscales derived from the campus climate survey, one concerned perceptions of leadership and the ability to enhance our national image. This subscale consisted of five items with responses on a scale from 1 (strongly disagree) to 7 (strongly agree). The mean

response to these five items showed moderate agreement with perceptions of effective leadership and image. Average scores were highest for A/P staff (mean = 5.00, SD = 1.14), followed by civil service staff (mean = 4.84, SD = 1.09), students (mean = 4.71, SD = 1.30) and then faculty (mean = 4.20, SD = 1.34). Among the items in this subscale, there was strongest agreement that “increasing institutional prestige is a high priority for this University” (with agreement ranging from 63 percent for students to 71 percent for A/P staff); and “The University actively tries to enhance its national image” (with agreement ranging from 63 percent for faculty to 71 percent for A/P staff). The least agreement was for the statement, “The administration of this University effectively promotes the best interests of the University” (with agreement ranging from 39 percent for faculty to 63 percent for A/P staff).

Several items did not fit into the statistically-derived subscales. Nonetheless, they address themes that are relevant to this chapter. The agreement with these items is presented in Table 2.5.

Table 2-5. Percentage agreement with Campus Climate Survey items addressing values and integrity.

Item	Faculty	A/P	Civil Service	Students
The University is committed to building a diverse educational community.	75%	80%	79%	--
It is appropriate for this University to serve an economically and socially diverse student body.	89%	93%	87%	--
This University is accessible to a wide variety of students with various needs and talents.	89%	87%	82%	--
The University places appropriate emphasis on research (Students: The University places appropriate emphasis on becoming a competitive research institution.)	58%	61%	58%	58%
I feel safe on campus.	85%	88%	82%	76%
Faculty research benefits students	75%	--	--	--
This University strives for excellence in all of its endeavors.	49%	62%	61%	--
The University has a strong reputation for academics.	40%	46%	50%	43%
The leaders of this University uphold the reputation of the University.	--	57%	50%	--

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

Campus Climate Survey results suggest that the university community strongly supports the institution's mission to build an educationally and socially diverse student body and that we are accessible to students with various needs and talents. There was moderate agreement that the university places appropriate emphasis on research. However, constituents tended to disagree that we have a strong reputation for academics and there was only modest agreement that the leaders of this university uphold its reputation. In general, perceptions of leadership were moderately positive at best. Perceptions of safety were strong, but nearly one quarter of the student body did not agree that they felt safe on campus.

Core Component 2.d: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

As described above, planning efforts at SIUC are multi-layered, and must both incorporate the campus' needs and priorities, and address itself to the larger environment at the levels of the SIU system president, the Board of Trustees, the Illinois Board of Higher Education, and the system of public education in the state of Illinois. Final decisions and public university budgets are issued by the governor and the General Assembly. The IBHE oversees the activities of the public universities in line with state priorities and goals for higher education. The BOT, working through SIU's executive director for governmental and public affairs, accepts those goals and priorities and transmits them to the president, who in turn sets the agenda for the campuses and calls upon them to implement those goals and priorities in the name of the BOT and the state. For SIUC, as for all comprehensive research universities, those priorities center on teaching, research, and service/outreach, with emphases on diversity and accessibility at all levels and in all enterprises.

All SIUC divisions—from the provost's and vice chancellors' offices to most departments and programs—have mission statements that reflect these same commitments. Each unit's mission statement is guided and encompassed by that of the university, as discussed in the chapter on Criterion 1; therefore, the levels of all planning are aligned with the greater SIUC and SIU vision. This alignment of planning on all levels is fostered by the practice of smaller units individually implementing the centralized goals set forth by the university.

Planning Successes

Such practice is evident in the annual RAMP initiative forwarded from each campus to the president's office. At the end of each academic year, an assessment of the successes and continuing challenges is presented to the greater university community in an annual

report. Each year the commitments, goals, and objectives for each fiscal year are reported to the BOT and evaluated to ensure the quality of their success and to assess needs for continual improvement.

Many of SIUC’s accomplishments since the last review in 1999 are linked to the goals established in *Southern at 150*; others were initiatives in place before that plan was developed. The successes of this planning are evidenced by the efforts currently under way in campus development (i.e., Saluki Way), addressing deferred maintenance, in the initiation of a discipline-based tuition model in the College of Business (approved by the Board of Trustees and effective Fall 2009), and in numerous new initiatives that support student recruitment and retention (e.g., Saluki First Year). Future directions will be determined by reassessing benchmarks of *Southern at 150*, as well as by responding to the findings of the 2008 Campus Climate Survey.

SIUC’s planning process during the decade since the last review has been set among, and responded to, the goals and requirements established by the IBHE through the Illinois Commitment and the Public Agenda. In the face of dramatically shrinking resources, SIUC is proud of its accomplishments in campus facilities planning, recruitment, and student-centered initiatives since the last review (Table 2-6):

Table 2-6. SIUC planning and initiatives, 1999-2009.

1999	
	Graduate School Master Plan developed
2001	
	Campus Land Use Plan developed
2002	
	Office of Vice Chancellor for Research and Graduate Dean created
	2020 <i>Vision Committee: Report and Recommendations</i> created in the Office of the President
	Graduate School’s Center for Graduate Teaching Excellence created
	SIUC’s off-campus presence created by charter membership of the University Center of Lake County
2003	
	<i>Southern at 150: Building Excellence through Commitment</i> completed
	Classroom Initiatives Committee plan developed
	Strategic Faculty Hiring Initiative, renamed Faculty Hiring Initiative (2003-04 through 2007-08)
2004	
	University Housing Facility Master Plan created
	Renovation of Altgeld Hall completed
	Construction of the new Student Health Center completed

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2004	
	Domestic Partner Policy created (revised 2006)
2005	
	Agility and Efficiency Task Force Reports submitted
	SIU Foundation launched first-ever capital campaign
2006	
	Campus Master Plan created (merging of Land Use, Housing, Saluki Way, etc. plans)
	ConnectSI initiated
	New building completed at the Southern Illinois Research Park
2007	
	University Honors Program restructured
	New student housing facility at Wall and Grand Streets opened
	Restructuring of University Communications
	University marketing and branding initiative started
	“Service Centers” established at eight community colleges to enhance student transfers to SIUC
	Office of Economic and Regional Development reorganized and reporting moved to president’s office
	Campus Violence Prevention Committee established
	Office of Enrollment Management created under an Assistant Vice Chancellor for Enrollment Management
	NTT Faculty Association-IEA/NEA agreement with BOT
2008	
	\$106 million raised in capital campaign
	Facilities Maintenance Plan approved by BOT
	Facilities Maintenance Fee approved by BOT
	Alternate tuition rate approved to students from Kentucky, Indiana, Missouri, Tennessee, and Arkansas
	Special exchange programs arranged through memorandums of understanding to increase international students
	<i>Campus Safety Plan 08/18/08</i> created
2009	
	Saluki First Year program for freshmen launched
	“Saluki Cares” begun
	Renovation of Morris Library completed
	Efficiency Report prepared to show how resources are being used more effectively
	Beginning of first phase of Saluki Way construction: new football stadium and remodeled arena
	Campus Sustainability Project initiated
	“Green Fee” passed
	“Southern Stars” tuition rate begun for the southern Illinois counties

2009	
	Physician Pipeline Preparatory Program (“P4”) initiated between the SOM and the Springfield public schools
	Roof renovations completed at Faner, Agriculture, Public Policy Institute, and Old Baptist Foundation buildings
	Design and planning for Transportation Education Center complete
2010 “To-Do List”	
	<i>Southern at 150</i> planning document reviewed
	Hire a new chancellor (New hire announced November 2009, approved by the Board of Trustees December 10, 2009)
	Hire a new Associate Chancellor for Institutional Diversity
	Hire a new Director of Assessment and Program Review
	Planning and design of new Student Services Building
	Planning and design of Communications renovations and addition
	Roof Renovations at Allen, Parkinson, Housing (highrises), and Communications
	Begin construction on Transportation Education Center
	Begin campus-wide discussion of a university college

Maintaining Continuity: Research, Teaching, and Service

The 2006 “American Dream” report from the SIU president’s office questions SIUC’s aspirations and priorities in the context of a putative “imbalance” between research and teaching:

*Many view SIUC as having two separate and competing cultures. For some, the campus’ goal is to become one of the top 75 research universities in the nation . . . Others view the campus’ true character to be in its ‘blue collar’ tradition. While this latter view does not preclude a strong research mission, it does raise the question of whether the top 75 is worth the imbalance it implies with the campus’ other priorities . . .*¹⁹⁷

Where this perception exists, we are compelled to address the issue of “balance” among research and SIUC’s “other priorities” which, according to the university’s mission and focus statements (Core Component 1.a), include teaching and also outreach/service/community development.

Research and Teaching

As previously discussed with respect to research and teaching (in the “Conclusion” to the chapter on Criterion 1), research universities are complex entities, with diverse constituencies

¹⁹⁷ “The American Dream: Alive but Ailing”, SIU Office of the President, 2006.

often competing for resources, especially in times of scarcity. Sometimes this competition involves misperceptions of the relative importance assigned to the teaching and research goals of the institution. Debates may occur because different disciplines define research and research productivity differently. Individual faculty may have different levels of talent in, and derive different levels of satisfaction from, teaching as compared to research activities. Teaching and research may be perceived as being accorded differential levels of recognition and reward.

But both teaching and research are essential to student learning at research universities. Research is key to creating the new knowledge that is taught to students in any classroom, anywhere. The best universities understand and welcome diverse talents and capabilities in the same way they embrace diversity in so many other forms, and they reward demonstrated excellence in all fields of endeavor. Consequently, no normative balance exists between teaching and research; each campus creates its own valuation. These cultures and valuations are live discourses, continually negotiated and renegotiated through on-going conversations among the many voices represented by the institutions constituencies and stakeholders: faculty, students, administration, the community, and others.

It is not surprising, then, that the history of SIUC's research mission over the past half-century¹⁹⁸ reveals fluctuations in administrative and faculty commitment to research. Arguments about the false binary of teaching versus research flared between 1999 and ~2002, with wide-ranging conversations about the past, present, and future role of research at SIUC. These arguments abated with growing recognition that: (1) research is, ultimately, inquiry-based learning that involves faculty and students interacting together; (2) "research" refers not just to "bench science" but to the full range of scholarly and creative activities practiced throughout campus; (3) research is a critical component of the SIUC mission if it is to be a research university; and thus (4) research needed stronger advocacy in the university's upper administration. Early outcomes of these conversations included the creation of the Office of the Vice Chancellor for Research and Graduate Dean (OVCR/GD) and development of the *Southern at 150* planning document proposing the goal of SIUC becoming a top-75 research university by the year 2019. As detailed in the chapter on Criterion 4, campus-wide support for rebuilding a "research culture," which was nearly moribund in 1999, has since grown, especially during the last five years.

The quotation from the "American Dream" report framed the issue of "balance" among priorities in the context of budget: the apparent different visions of SIUC "raise the

198 P.M. Rice, "The Role of Research/Scholarly/Creative Activity at SIUC: A State-of-the-University and State-of-ORDA Report" (2006); http://www.orda.siuc.edu/reports/siuc_research.pdf.

question of whether the top 75 is worth the imbalance it implies with the campus’ other priorities, especially at a time of flat or declining enrollments and revenues.” But in FY06, fully \$180,072,442 or 72.85 percent of SIUC’s appropriated and general revenue budget (of \$247,189,302) was devoted to direct and indirect instruction of undergraduate and graduate students, according to the IBHE’s Cost Study (June 2007).¹⁹⁹

Another way of looking at this is through the university’s operating expenses (Table 2-7):

Table 2-7. SIUC operating expenses, 2008.

Function/purpose			Dollars (millions)	Percent
Instruction			309.4	51.0
	Instruction	186.5		
	Academic support	108.7		
	Scholarships/ fellowships	14.2		
	Total	309.4		
Research			59.4	9.8
Other			237.7	39.2
Total operating expenses			606.5	100.0

Source: Southern Illinois University Carbondale Factbook 2008-2009, Table 31.

Similarly, an analysis of “total dollars administered” in fiscal years 2004 through 2008 compares undergraduate and graduate programs.²⁰⁰ Comparing longitudinally within programs, it appears that the dollars “administered” on graduate programs increased by 42 percent over these years, whereas those on undergraduate programs increased only 28.1 percent. However, a comparison between these programs within years shows that the dollars “administered” on graduate programs was 34.4 percent of the total in 2004 and 36.7 percent in 2008, hardly a significant difference.

In addition, the chapter on Criterion 3 discusses SIUC’s commitment to instruction and assessment and details the expenditure of millions of dollars (and thousands of person-hours) in the last five or six years—a time of budgetary deflation—on improving curricula, revitalizing the Honors program, upgrading classrooms and classroom technology, constructing new residential facilities, expanding ADA accessibility, and so on. This certainly belies any perception of imbalanced attention to the instructional—and particularly the undergraduate instructional—mission, especially in light of Chancellor Goldman’s commitment to the creation of a university college.

“Retention is a University-wide issue, and significant improvement requires a sustained commitment from faculty and staff throughout the campus.”

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

199 See iQuest at Institutional Research and Studies.

200 Southern Illinois University Carbondale Factbook 2008-2009, Figure 26.

Moreover, it is widely known that the best researchers frequently make the best teachers, a case in point being Distinguished Professor Michael Madigan in the Department of Microbiology. Professor Madigan's research has been continuously funded by NSF for more than a decade and in 2001 he won the university's coveted Outstanding Scholar Award. But Professor Madigan is also co-author of the leading undergraduate textbook in microbiology and in 2003 he received the Carski Foundation's Distinguished Teaching Award, given for excellence in the teaching of microbiology to undergraduate students. Similar successes are evident in the many new young faculty hires who have won prestigious National Science Foundation CAREER Awards for endeavors that integrate instruction with research.

Finally, over the last decade SIUC has broadened its research mission to create a wide range of opportunities for students and faculty to engage in one-on-one experiences in inquiry-based learning. The students who avail themselves of such opportunities readily grasp that research with their professors is a salient element of their university learning experiences: 79 percent of student respondents in the 2008 Campus Climate Survey agreed with the statement, "Conducting research with faculty members is an important aspect of academic and professional growth." At a fall 2009 dinner honoring undergraduate student recipients of President's and Chancellor's Scholarships, many upperclassmen advised the incoming freshmen of the importance—and fun!—of getting involved in the university's varied undergraduate research opportunities programs. It was noted earlier that all three students awarded membership on the *USA Today* academic team cited their undergraduate research experiences as important components of their education.

Research and Community Service

Concerns about balancing "other priorities" with research also raise questions about the role of research in community development—historically a major cornerstone of SIUC's mission. The role of research in the outreach/service mission has been comparatively little discussed on the Carbondale campus. However, throughout the nation it is widely recognized that research, innovation, and entrepreneurial development are the major contributions of a research university to local and regional economies in the twenty-first century:

University research and its transfer to the private sector (technology transfer/commercialization) has long been one of the stalwarts of the American economy. Communities and regions that have been successful in capturing the transfer of new technologies and research into their private sectors rank among the most successful and dynamic economies

*nationally. Research commercialization has become increasingly important during the last couple decades The nation’s greatest competitive advantage in the global marketplace is now the intellectual capital generated by America’s university system.*²⁰¹

One important role of university research in economic development comes from the local expenditures of external funding dollars brought into the institution for research and training. Various multipliers have been proposed to try to capture this impact. Using a conservative impact factor of 1.75, during FY08, when SIUC’s research expenditures were \$67 million, the local economic impact in the Carbondale-Springfield region would have been \$117 million.

In 2006—the same year as the document from the president’s office—the findings of two external consultants’ reviews of SIUC’s role, actual and potential, in community economic development activity were made public. One was “An Opportunity Analysis for Jackson County, Illinois,” prepared for the Jackson County Business Development Corporation (JCBDC) by TIP strategies;²⁰² the other was the ViTAL Economy, Inc. review of the SIUC Office of Economic and Regional Development (OERD) and the Business Incubator, the Southern Illinois Research Park (SIRP), and innovation commercialization activities in general.²⁰³

Both studies made the same points, centered on the reality that SIUC, as the only research university in the southern half of the state of Illinois, is key to economic development in the region. However, neither the university nor the region was poised to benefit from this relationship:

- the region has a “weak entrepreneurial culture” to take advantage of the “unrealized wealth” of SIU knowledge and research;
- “no consistent vision . . . drives innovation assets” in these university entrepreneurial units and their strategies are not aligned;
- “SIU’s risk-averse and bureaucratic culture greatly limits growth opportunity;”
- SIRP has “little focus or relationship with University innovation & research;”²⁰⁴ and
- the resources of the JCBDC would best be used by focusing on “raising the profile of SIUC research programs locally, statewide, and nationally” and should be “tied

201 “An Opportunity Analysis for Jackson County, Illinois,” prepared for the Jackson County Business Development Corporation by TIP Strategies, May 2006, p. 11. See <http://www.jcbdc.org>.

202 Ibid.

203 “Business Incubator, Research Park & Technology Transfer Assessment Project, Final Report, Executive Summary, SIU-Office of the President, 19 April 2007,” pp. 3-4. ViTAL Economy, Inc.

204 Ibid.



into a larger marketing campaign for the area.”²⁰⁵

As the ViTAL Economy report concludes, “the seeds for failure have been in place for a long time.”²⁰⁶

Since these external reviews, the JCBDC was reformed in April 2009 as the Jackson Growth Alliance (JGA), which created a Commercialization of University Technology Committee (CUTC). CUTC is a partnership between the community and the university (the OVCR/GD is a member of both JGA and CUTC) to work together to optimize economic development by creating new start-up companies and jobs by commercializing university technology developed from research. To do so, CUTC engages entrepreneur alumni, regional business leaders, potential investors, and university staff. In addition, SIUC formed a Center for Innovation in the College of Business,²⁰⁷ with a mission to create and nurture area interdisciplinary and business partnerships, in part by promoting university technology. JGA, CUTC, SIRP, OVCR/GD, ConnectSI, and related university entities joined forces in October 2009 in presenting the first SIUC Technology and Innovation Expo. More than 100 registrants from around southern Illinois attended the day-long expo to learn about SIUC’s research and the opportunities it holds for regional economic development.

Returning to the 2008 Campus Climate Survey, we recall that only 38 percent of the 499 responding faculty agreed that the SIUC “administration effectively implements the university mission statement” with its emphasis on teaching, research, and service. Absent any specificity in the survey question, it is not clear to which level(s) of administration faculty respondents were referring. And, common to virtually all university campuses, faculty often question the competence and motivations of administrators in general. However, SIUC faculty concerns about administrative effectiveness have an urgency that dates from the middle 1990s with the decision to organize and form the Faculty Association bargaining unit. This led to highly rancorous and very public acrimony between the union and the administration during the negotiations of a second contract in 1999/2000, with the union threatening to strike. Since then, fortunately, relations between the two sides have become far more amicable. At about the same time, and equally publicly, the chancellorship of SIUC became unstable. Since 1996, SIUC has had seven chancellors,²⁰⁸ three of whom were removed by action of the Board of Trustees and/or the President. In the 2008 Campus Climate Survey, 50 percent of SIUC faculty agreed with that “Faculty at odds with Administration” was an apt characterization,

²⁰⁵ “An Opportunity Analysis,” op. cit. (in note 201), p. 11.

²⁰⁶ ViTAL Economy, op. cit. (in note 203), p. 4.

²⁰⁷ <http://www.innovation.siu.edu/>.

²⁰⁸ <http://www.siu.edu/HallOfChancellors.html>.

whereas only 15 percent of faculty at peer institutions were of a similar opinion.²⁰⁹

All of the above speaks to the importance that the incoming chancellor (Dr. Rita Hartung Cheng, effective June 1, 2010) of SIUC holds for the university community and for southern Illinois. That individual must be an exceptional leader who can build on our individual and collective strengths and resources for teaching and research and economic development, and, by working with the SIU Board of Trustees, the president, and community leaders, lead SIUC as it moves toward its 150th year.

Conclusion

SIUC's planning processes reflect a commitment to long-term institutional priorities and proactive leadership in pursuing them. Through the Office of the President, Office of the Chancellor, and numerous campus-specific committees and task forces, SIUC has kept a close watch on the changing educational environment. Nevertheless, despite persistent environmental scanning and careful planning, the university has faced a series of challenges in the past ten years, many of which continue into the present. These challenges include: the changing demographic profile of Illinois' population base; declining undergraduate enrollment; flat or declining state support; greater dependence on tuition and fees to support costs not covered by the state; the lack of fully funded salary increases since 1992; the lack of sufficient endowment to support needy students; unfunded mandates; deferred maintenance with a backlog close to \$450 million; increased competition from in-state and out-of-state colleges and universities bringing baccalaureate degree programs to SIUC's traditional feeder community colleges; and competition coming from Kentucky and Indiana colleges and universities offering in-state tuition to students in the southern counties.

SIUC's planning processes during the decade since the last review have been consistent with the goals and requirements established by the IBHE: the Illinois Commitment and the Public Agenda. Throughout, the university has sought to allocate its resources and manage its internal processes in an effective and transparent manner, above all, to facilitate student learning. Campus planning, which is ongoing, demonstrates a strong and persistent capacity to improve the quality of the educational mission by responding positively and effectively to challenges and opportunities. The university's organizational structure is poised to address societal and economic trends in a manner that is academically, socially, and fiscally responsible, and to pursue the campus' goals in a manner that reflects an environment of trust, shared responsibility, and collective accountability.

209 Source: UCLA-HERI survey, 2004. A PowerPoint presentation summarizing these and other results is in the Reference Center.

