

Southern Illinois University Carbondale **SELF-STUDY**

*In Preparation for Accreditation with the
Higher Learning Commission of the
North Central Association of Colleges and Schools*

JANUARY 2010



SOUTHERN AT 140:
A Progress Report Towards Southern at 150



{ Responsive, Diverse, Forward-Looking }



Southern Illinois University Carbondale
Self-Study Report
2009-2010

*In Preparation for Accreditation with the Higher Learning Commission
of the North Central Association of Colleges and Schools*

**Southern at 140:
A Progress Report Towards Southern at 150 –
Responsive, Diverse, Forward-Looking.**

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Disclaimer

Because so many members of the university community contributed to the self-study over the last four years, there will be, almost inevitably, errors and borrowings from public sources, despite the best editorial oversight. All readers are invited to identify these problems so they can be corrected and posted to the university's accreditation homepage, where an updated version of the self-study may be found and where its sources are indexed for consultation: <http://ncaacreditation.siuc.edu>.

Table of Contents



Table of Contents

Introduction 1

- A Brief Evaluation Profile of the University
- A Summary of Significant Changes Since 1999
- A Brief History of the University's Accreditation
- An Overview of the Self-Study Process
- Major Issues Facing SIUC and its Response Since 1999

Criterion 1: Mission and Integrity 15

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

Core Component 1.a: The organization's mission documents are clear and articulate publicly the organization's commitments..... 16

Mission Statement and Focus Statement

Southern at 150: Building Excellence through Commitment

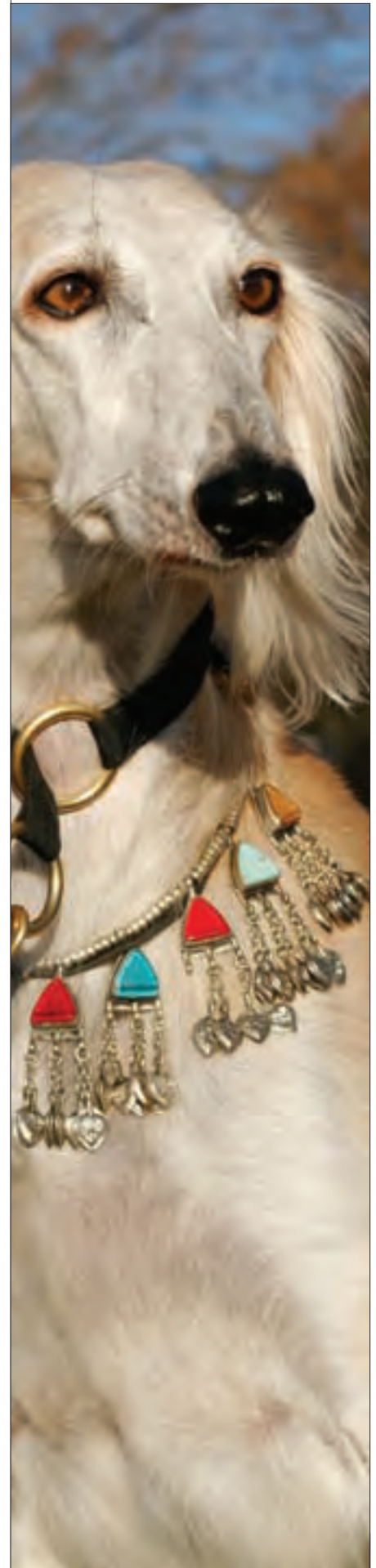
Core Component 1.b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves. 21

- Affirmative Action Policy Statement
- Associate Chancellor for Institutional Diversity
- Office of the Vice Chancellor for Student Affairs
- Other SIUC Units Supporting Pluralism
- Students
- Faculty

Core Component 1.c: Understanding of and support for the mission pervade the organization. 33

Core Component 1.d: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission. 38

Board of Trustees



SIUC SELF-STUDY: TABLE OF CONTENTS

President of SIU	
Chancellor of SIUC	
Provost and Vice Chancellor of SIUC	
SIU School of Medicine	
SIUC Campus Planning and Governance	
SIUC Constituency Groups	
Collective Bargaining Units and Union Contracts	
Core Component 1.e: The organization upholds and protects its integrity.....	46
University Ombudsman	
Judicial Affairs Boards	
Labor and Employee Relations and Ethics	
Sexual Harassment Policy	
Research Ethics and Compliances	
SIU Office of General Counsel	
Conclusion	53
Campus Climate Survey, 2008: Criterion 1: Mission and Integrity	54
Criterion 2: Preparing for the Future.....	59
<i>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.</i>	
Core Component 2.a: The organization realistically prepares for a future shaped by multiple societal and economic trends.....	59
State and System Planning Processes	
<i>The Illinois Board of Higher Education</i>	
<i>The SIU Board of Trustees and the Office of the President</i>	
SIUC Planning Processes	
<i>Diversity</i>	
<i>Research</i>	
<i>Southern at 150: Building Excellence through Commitment</i>	

- Commitment 1: Seek and Celebrate Faculty Excellence
- Commitment 2: Lead in Research, Scholarly, and Creative Activity
- Commitment 3: Offer Progressive Graduate Education
- Commitment 4: Promote Excellence in Undergraduate Academics
- Commitment 5: Engage the Whole Student
- Commitment 6: Provide Assertive and Deliberative Leadership
- Commitment 7: Enhance our Library and Knowledge Resources
- Commitment 8: Serve Others
- Commitment 9: Enrich Our Campus
- Commitment 10: Cultivate Resources

Societal and Economic Trends: Environmental Scanning and Emerging Issues

- Unfunded Mandates*
- Deferred Maintenance*
- Responding to Student Needs and Wishes*
- Campus Safety*

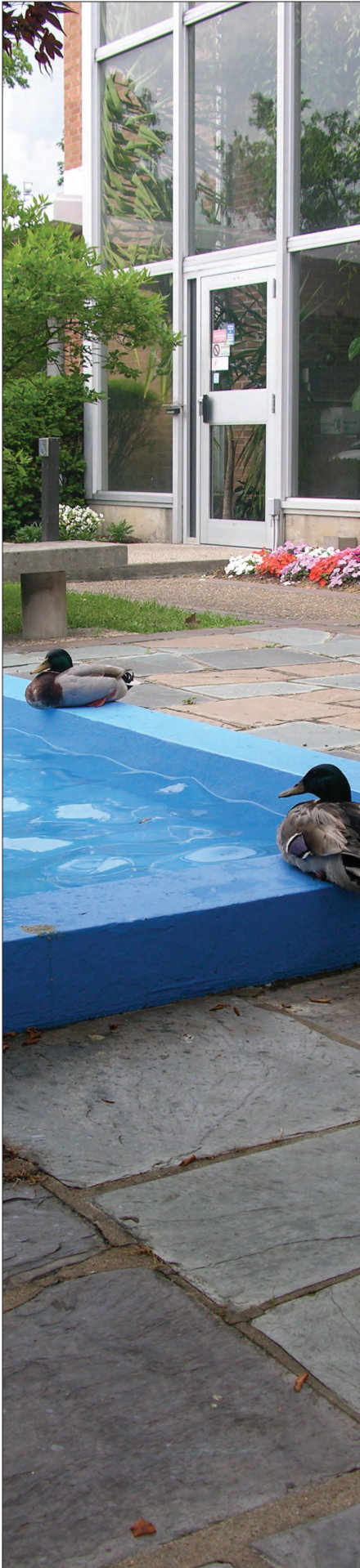
Summary

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..... 91

- General Revenue and Income Fund (Tuition) Revenue
- SIU Foundation
- Grants, Contracts, and Non-RAMP Initiatives

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.....100

- Program Reviews
- Self-studies, Assessment, and Site Visits
- Benchmarks
- Enrollment, Marketing, and Branding
- Campus Climate Survey, 2008



Core Component 2.d: All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.....110

Planning Successes

Maintaining Continuity: Research, Teaching, and Service

Research and Teaching

Research and Community Service

Conclusion119

Criterion 3: Student Learning and Effective Teaching121

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Component 3.a: The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.....121

Assessment

University Core Curriculum

Undergraduate Education: Examples

Graduate Education: Examples

National Assessment Initiatives

Non-degree Program Learning

Core Component 3.b: The organization values and supports effective teaching.140

A Qualified and Diverse Faculty

Professional Development and Teaching Support

Rewards and Awards

Core Component 3.c: The organization creates effective learning environments.....152

Learning-Living Communities

University Honors Program

University Support Services

Academic Advisement

SOAR

- Disability Support Services*
- Counseling Center*
- University Housing*
- Academic Support Programs*
- Undergraduate Assistantship Program*
- Academic Support for Student Athletes*
- Supplemental Instruction Program*
- Supporting Diversity*

Core Component 3.d: The organization’s learning resources support student learning and effective teaching.....164

- Continued Support
- Summary: Strengths and Priorities for Improvement

Campus Climate Survey 2008: Criterion 3 - Student Learning and Effective Teaching.....169

Criterion 4: Acquisition, Discovery, and Application of Knowledge.....175

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4.a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.....176

Reinvigorated Support for Research and a Life of Learning

- Increased Productivity*
- External Proposal, Award, and Expenditure Data*

The Office of the Vice Chancellor for Research and Graduate Dean

- Planning*
- Resources: Money and Human Capital*
- Space and Facilities Devoted to Research and Creative Activity*

The Role of the Graduate School in Supporting Inquiry

Graduate Faculty and Graduate Council

Graduate Student Admissions, Enrollment, and Financial Aid

New Graduate Degree Programs

Center for Graduate Teaching Excellence

Sponsored Research Offices: ORDA and ADRFA

Proposal and Grant Support Services

Internal Programs Supporting Faculty Research

Workshops

Centralized Research Support Facilities

Technology Transfer

Publications

Libraries, Centers, and Consortia

Libraries

Research Centers and Institutes

Memberships in Consortia

Support for Faculty Scholarly and Creative Work

Support for New Faculty

Professional Development Leaves

College and Departmental Support for Scholarly Activities

Recognition, Awards, and Rewards

Excellence through Commitment Awards

Recent Faculty Scholarly and Creative Achievements

Honor Societies

Programs and Activities that Encourage and Reward Student Scholarly and Creative Achievement and a Life of Learning

Graduate Student Awards and Recognition

Undergraduate Student Programs and Achievements

Programs and Activities that Encourage Staff Scholarly and Creative Achievement and Learning

Programs and Activities that Encourage Learning Among Members of the Public

Public Lectures

Cultural Events and Activities

Core Component 4.b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.....243

University Core Curriculum

Undergraduate Research Programs

Internships, Externships, and Other “Hands-On” Work

University-Wide Opportunities

College and Department Opportunities

International Study-Abroad Programs and Opportunities

Core Component 4.c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.255

Program Reviews

Internal Program Reviews

External Reviews and Accreditations

Assessments Used to Determine Outcomes Related to Professional Competencies

Advisory Boards

Core Component 4.d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.260

Regulations, Policies, and Procedures Governing Academic Integrity and Ethics

Students

Research-Related Ethics, Responsibilities, and Compliances

Policies Related to Intellectual Property

Entities Responsible for Enforcing Academic Integrity

Students' Academic Behavior

Research-related Compliances

Activities and Tools that Support Efforts to Ensure Academically Responsible Behavior

Conclusion269

Criterion 5: Engagement and Service275

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Office of Economic and Regional Development (OERD)

Division of Continuing Education (DCE)

Credit Programs

Off-Campus Academic Programs

Saluki Athletics

School of Music

Disability Support Services (DSS)

Video Remote Interpreter Services and Interpreter Management Services

Center for English as a Second Language (CESL)

Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.....286

Claim 5a.1: SIUC's outreach programs are shaped by the mission statement. The university's mix of old, recently established, and developing, programs each reflect various aspects of the broad and complex mission of the institution. These range from service to the economic development of the region, off-campus educational programs that span the continent and beyond, medical and legal services, and cultural enrichment in southern Illinois.

Office of Economic and Regional Development (OERD)

College of Education and Human Services (COEHS)

School of Law

Division of Continuing Education (DCE)

Off-Campus Academic Programs

Programs with Industry

Theater

Center for English as a Second Language (CESL)

SIU School of Medicine Springfield

Claim 5a.2: Programs are regularly evaluated and reviewed to determine that they provide services that constituencies want, need, and use. The methods and approaches to evaluation vary with the nature and purpose of the programs.

Office of Economic and Regional Development (OERD)

College of Education and Human Services

Division of Continuing Education

Off-Campus Academic Programs

Program Evaluation

Student Evaluation of Faculty

Program's Professional Accreditation

Theater

SIU School of Medicine

Claim 5a.3: SIUC prizes its reputation for diversity and strives to provide programs that serve a variety of otherwise underserved constituencies. The university has long had a reputation for racial and ethnic diversity as well as for providing services over a broad range of economic and cultural life.

Office of Economic and Regional Development

Paul Simon Public Policy Institute

College of Education and Human Services (COEHS)

Disability Support Services (DSS)

Division of Continuing Education

Non-Credit Programs

Touch of Nature

Off-Campus Academic Programs

Demographics

Strengths

Theater

School of Music

SIU School of Medicine

Claim 5a.4: SIUC's entrepreneurial approach to providing services ensures that the full creative resources of the university's personnel--from the highest levels of the administration to individual faculty and staff--are available to identify and respond to community needs.

Office of Economic and Regional Development

Center for Rural Health and Social Service Development

College of Education and Human Services

Disability Support Services (DSS)

Division of Continuing Education

Career Preparation Program

Head Start

Theater

SIU School of Music

SIU School of Medicine

Dental Hygiene Program

Claim 5a.5: The administration of SIUC's many outreach programs, as noted early in this chapter is not centralized. Nonetheless, the units that oversee and put the university's outreach efforts into action are--though they are varied in their organization and approaches--effective precisely because each can be tailored to the needs of the constituency and the university.

Office of Economic and Regional Development

Division of Continuing Education

Off-Campus Academic Programs

Disability Support Services (DSS)

Theater

SIU School of Medicine

Core Component-5b: The organization has the capacity to engage with its identified constituencies and communities.....315

Claim 5b.1: On a more ordinary, day-to-day level SIUC’s organizational structures and procedures provide effective, even if more mundane, examples of its abilities to understand and provide valued services to the university’s various stakeholder communities.

- SIU Alumni Association
- WSIU Broadcasting Service
- Office of Economic and Regional Development
- College of Education and Human Services
- Division of Continuing Education
- Saluki Athletics
- SIU School of Medicine

Claim 5b.2: SIUC’s “entrepreneurial,” decentralized approach to connecting with its constituencies is ultimately efficient and responsive because each program is tasked with a specific spectrum of needs and reaches out to a defined group of stakeholders.

- Office of Economic and Regional Development
- Disability Support Services (DSS)
- Student Volunteer Activities

- Saluki Volunteer Corps*
- Land of Lincoln AmeriCorps*

- Center for English as a Second Language (CESL)
- SIU School of Medicine

Claim 5b.3: SIUC’s educational programs connect students with off-campus communities. The Saluki Volunteer Corps and the Land of Lincoln AmeriCorps are but two of a wide variety of ways that students can become involved with a range of communities and needs.

- Office of Economic and Regional Development
- Division of Continuing Education
- Theater
- University Center of Lake County
- Saluki Athletics



SIU School of Medicine

Claim 5b.4: SIUC's resources-physical, financial, and human-have often been strained in recent years, most notably as the fiscal difficulties of the state of Illinois have brought a precipitous decline in state support for the university - as has been shown elsewhere in this self-study. Nonetheless, the university has, through determined and creative efforts, managed to continue to support effective programs of community engagement and service.

Office of Economic and Regional Development

Division of Continuing Education

Off-Campus Academic Programs

Support Services

Library Services

Administration

Theater

SIU School of Medicine

Claim 5b.5: The university's planning processes, discussed in detail elsewhere in this document, include provisions to ensure that the university will continue to provide effective programs and services that its constituencies and communities have come to expect and to rely upon.

Office of Economic and Regional Development

Division of Continuing Education

SIU School of Medicine

Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.....334

Claim 5c.1: SIUC has, since its origins as an exclusively teacher-training institution in the late 19th century, has taken as an essential part of its mission to maintain mutually supportive relationships with the region's K-12 systems. With the advent of the Illinois community college system in the 1960s, cooperative interactions have evolved with those institutions in the southern Illinois region. These efforts extend to international institutions and universities with whom we have memoranda of understanding and other relationships.

The College of Education and Human Services

International Programs and Services (IPS)
Office of Economic and Regional Development
Disability Support Services (DSS)
Theater
School of Music
SIU School of Medicine
SIU School of Law

Claim 5c.2: The policies governing transfer students and the way those policies are realized in practice both recognize that learners in the 21st century are more mobile than in the past and provide a supportive environment for that mobility.

Office of Records and Registration
International Programs and Services (IPS)
Office of Economic and Regional Development

Claim 5c.3: Community leaders around the region recognize and support SIUC's many contributions to the cultural, economic, and educational health of the area. Surrounding communities make use of the resources that the university can provide in a variety of ways.

City of Carbondale
Office of Economic and Regional Development
Theater
SIU School of Medicine

Claim 5c.4: SIUC's programs build connections between communities as well as between individual communities and the university.

Office of Economic and Regional Development
College of Education and Human Services
SIU School of Medicine

Claim 5c.5: The partnerships that we engage in (e.g. the Southern Illinois Collegiate Common Markey, various MoAs with international universities, etc.) are based on shared educational, economic, and social goals.

International Programs and Services (IPS)
Office of Economic and Regional Development

Division of Continuing Education
Disability Support Services (DSS)
SIU School of Medicine

Claim 5c.6: SIUC's partnerships and contractual arrangements are ethical and support the university's integrity.

Office of Economic and Regional Development
College of Education and Human Services
Off-Campus Academic Programs

Academic and Financial Aid
Accounts Receivable

SIU School of Medicine

Core Component 5d: Internal and external constituencies value the services the organization provides.349

Claim 5d.1: SIUC's procedures for evaluating the services it provides involve the communities served are as varied as the programs that are offered.

Office of Economic and Regional Development
Division of Continuing Education
Disability Support Services (DSS)
Theater
The Center for English as a Second Language (CESL)
SIU School of Medicine

Claim 5d.2: Communities and individuals served by SIUC's outreach programs are generally well satisfied with their experiences.

Office of Economic and Regional Development
Disability Support Services (DSS)
Theater
The Center for English as a Second Language (CESL)
SIU School of Medicine

Claim 5d.3: SIUC's economic and workforce development programs, include the Dunn-Richmond Center, Military Programs, Fire Sciences Program, and a variety of others, are valued participants in the civic business life of the southern Illinois community. The leadership and technical expertise that the university can provide is often sought by regional civic and business leaders.

Office of Economic and Regional Development

Division of Continuing Education

SIU School of Medicine

Claim 5d.4: SIUC events and programs that are open to the public are many and varied. They are used and supported by large numbers of the southern Illinois residents.

Office of Economic and Regional Development

Division of Continuing Education

Theater

School of Music

SIU School of Medicine

Claim 5d.5: SIUC has many facilities that are available for public use, either by design, or when they are not being used for more exclusive university purposes. These facilities are frequently used by the wider community.

Office of Economic and Regional Development

Division of Continuing Education

SIU School of Medicine

Claim 5d.6: SIUC offers a wide variety of programs that lead to degrees that open the way to licensed professional careers. The university continues to provide support programs that meet the continuing education needs for licensed professionals in the communities we serve.

Office of Economic and Regional Development

College of Education and Human Services

Division of Continuing Education

SIU School of Law

SIU School of Medicine

Federal Compliance361

1. Credits, Program Length, and Tuition
2. Student Complaints
3. Transfer Policies
4. Verification of Student Identity
5. Title IV Program and Related Responsibilities
 - a. General Program Responsibilities
 - b. Financial Responsibility Requirements
 - c. Student Loan Default Rates
 - d. Campus Crime Information and Related Disclosure of Consumer Information
 - e. Satisfactory Academic Progress and Attendance Policies
 - f. Contractual Relationships
6. Institutional Disclosures and Advertising and Recruitment Materials
7. Relationship with Other Accrediting Agencies and with State Regulatory Boards
8. Public Notification of an Evaluation Visit and Third Party Comment



Introduction

Introduction

Southern Illinois University Carbondale Self-Study Report, 2009-2010

*Southern at 140: A Progress Report Toward Southern
at 150 – Responsive, Diverse, Forward-Looking.*

*In preparation for accreditation with the Higher Learning Commission of the North Central
Association of Colleges and Schools*

Introduction

We have chosen to title this self-study report for accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools “Southern at 140” because it is, in large part, a progress report on the university’s 2003 strategic vision statement, *Southern at 150: Building Excellence through Commitment*.¹ Consistent with the recommendations made by North Central’s site-visit team in 1999, this document set ambitious goals that frame Southern Illinois University Carbondale’s activities and planning to address the institution’s challenges and shape its future. This self-study, therefore, serves as an explicit acknowledgment of the university’s debt to a ten-year process, one punctuated midway by *Southern at 150*, which anticipates the institution’s sesquicentennial anniversary in 2019. These on-going efforts distinguish the university in 2009. As a result of this planning, Southern Illinois University Carbondale (SIUC) is, we believe, responsive to its many stakeholders, diverse in its historical commitments, and forward-looking in its collective decisions. The evidence provided by “Southern at 140” supports SIUC’s claims to this distinctive identity.

A Brief Evaluative Profile of the University

Southern Illinois Normal College, established in 1869, began instruction in 1874. During its first thirty years, the college offered a two-year program in teacher training, and by 1904 students were able to enroll in four-year degree programs. During the following decades the school experienced gradual changes that eventually signaled its transition from a normal college to a university. In the 1930s, the two-year teaching programs were discontinued and in 1943 graduate course work was offered. This changing mission was recognized



1 For the text, see <http://www.siuc.edu/s150/>.

in 1947 when the Illinois General Assembly renamed the institution Southern Illinois University (SIU). In 1959 SIU conferred its first doctoral degree.

As SIU began offering a diverse array of programs at every level, it was also fulfilling its mission to serve the greater southern Illinois region. In 1949 SIU started teaching off-campus academic courses in metropolitan East St. Louis, which led to the development of a separate campus in Edwardsville in 1965. The two campuses were recognized as separate universities of the SIU system in 1969 when they became known respectively as Southern Illinois University at Carbondale and Southern Illinois University at Edwardsville.²

Another chapter in SIUC's institutional history began in 1969 when approval was granted to develop schools of law and medicine. The addition of these important professional schools to SIUC adds further diversity to the already broad undergraduate and graduate programming in the institution's eight academic colleges: Agricultural Sciences, Business, Education and Human Services, Engineering, Liberal Arts, Mass Communication and Media Arts, Science, and Applied Sciences and Arts. The University Core Curriculum oversees general education for all undergraduates whatever their principal field of inquiry, and the Graduate School administers graduate programs across campus.

In keeping with the university's mission, SIUC's objective is to provide a comprehensive education meeting as many individual students' needs as possible. While providing excellent instruction in a broad range of traditional programs, SIUC also helps students design special programs when their interests are directed toward more individualized curricula. The university has the faculty and the facilities to offer general and professional training ranging from a few two-year associate degrees to many more doctoral programs, as well as certificate and non-degree opportunities to meet the needs of persons not interested in degree education.

SIUC currently has a student enrollment of 20,350 with about 7,360 full- and part-time employees. In the ninety-six years since 1913, when it was first accredited by North Central, Southern Illinois University has grown from a small regional college to a large research university with national prominence and international stature. The university now serves 18,044 undergraduate, graduate and professional students on the Carbondale campus, 284 medical students (212 at the medical school in Springfield and 72 in Carbondale), and another 2,022 through off-campus degree programs and international campuses and programs.

² Note that the "at" has since been dropped from the names of both campuses.

SIUC has 32 doctoral and professional programs, 74 master's degree programs, 101 bachelor's level majors (most with minors and specializations), and 2 associate degree programs. The institution was granted full accreditation at the doctoral level in 1964 and in 1970 met the qualifications to be designated a Category II research institution by the Carnegie Foundation. Today SIUC is a Carnegie Foundation Research University (high research activity, RU/H), the only one of its kind in the state south of the University of Illinois' flagship campus at Urbana-Champaign. In recognition of SIUC's broad undergraduate mission, the Carnegie Foundation has also designated SIUC as a "full-time four-year, selective, higher transfer-in" (FT4/S/HTI) institution.³

Liberal arts and sciences form the educational foundation of SIUC. All undergraduate students, including those in professional and pre-professional programs, take a significant number of liberal arts and sciences courses through the University Core Curriculum. In this curricular context, we have long been committed to providing access to high quality education to a large body of non-traditional students, the disabled, and students who have been disadvantaged by a lack of good foundational skills. In the most recent *U.S. News & World Report* rankings, SIUC placed thirty-third in the nation for the economic diversity of its student body, with one-third of undergraduate students receiving Pell grants for low-income students. One-fourth of these students also qualify for the state of Illinois' Monetary Assistance Program (MAP) grants.

These commitments, along with outreach programs to help solve problems in southern Illinois (through the Rural Health Initiative, Center for Soybean Research, and Coal Research Center among many other entities), continue to guide planning and budgeting processes. Historically, the university has been committed to providing educational opportunity for Illinois-based members of the armed services either through tuition waivers for veterans, who are enrolled full-time, or through the Office of Military Programs, which offers coursework on thirty-two United States military bases around the country.

Like other major public universities, SIUC develops, transmits, and preserves knowledge. These activities are addressed through teaching at the undergraduate, professional, and graduate levels; through basic and applied research; and through the application of that knowledge to improve the region, state, and nation. The university is dedicated to quality teaching enriched by the development of new knowledge through scholarship and research. In 2008 alone, the Office of Research Development and Administration oversaw more than \$70.16 million in total external awards.

3 http://classifications.carnegiefoundation.org/lookup_listings/.



In the twenty-first century, SIUC must be flexible enough to take advantage of new opportunities as well as to reshape programs to meet emerging needs in the region and around the world. Rapid technological change, shifting financial demands and demographics, expanded accountability to a growing range of constituencies, the growing need for quality assessment of our programs, and the acceleration of the information explosion will significantly affect our structure and purpose, as well as the needs and expectations of our students. We are proud of the history of this institution and we are confident of its future.

A Summary of Significant Changes Since 1999

Arguably the most significant change at SIUC in the past ten years is improved planning. The university's deliberations about its future are exemplified by the strategic vision, *Southern at 150: Building Excellence through Commitment*, which the present self-study for accreditation, "Southern at 140," explicitly references. Drawing on the expertise and generosity of more than 200 faculty, staff, and friends, *Southern at 150* targets ambitious goals within the framework provided by earlier institutional planning efforts, such as the Land Use Plan (2000), and by the state of Illinois, such as the Illinois Board of Higher Education's (IBHE) "Illinois Commitment" (1998). Since then, as a living document, *Southern at 150* has been revised by the need to accommodate changing circumstances and challenges, and also by the Southern Illinois University president's plans for the SIU system (2006) and the IBHE's new "Public Agenda" (2009) for all state institutions of higher learning. Consequently, SIUC has been much better prepared to develop and seize opportunities in a concerted fashion.

The university's most immediately visible changes are to its physical infrastructure, the most extensive since the 1960s after which campus growth effectively ceased. More than ten years in the making, this campus transformation is apparent in a long list of entirely new, renovated, or expanded facilities since 1999: Altgeld Hall, Morris Library, the Troutt-Wittmann Center, the Southern Illinois Research Park, the Student Health Center, the Wall and Grand residence halls, the SimmonsCooper Cancer Institute in Springfield, and the MacLafferty Road Service Annex. Also in keeping with the Land Use Plan, the new entrances to the university off Route 51 extend a formal welcome to visitors, just as the new signage and standing maps provide directions around campus. Less visible is the expanded support of information technology in part through the addition of a student technology fee: renovations and technology in all sixteen auditoria and more than fifty "smart" classrooms, and implementation of a \$16-million student information and

registration system purchased from SC Banner Corporation. In addition, approximately \$100 million has been authorized to pay for the repairs of campus buildings over the next ten years (FY09-FY18).

Two projects in particular deserve special mention. The first is Morris Library, a \$64-million renovation and expansion. Its top two floors are now being completed with funds appropriated by the state's most recent (2009) capital construction authorization, which will also fund a new Transportation Education Center at the Southern Illinois Airport and planning for the remodeling of the Communications Building. For all intents and purposes an entirely new building, Morris Library represents a substantial boost to teaching and research. The second project is "Saluki Way." In this project's first stages of transforming the east side of campus, an \$83-million sports complex is under construction, including a new football stadium and renovation of the basketball arena. In subsequent phases, the relocation of the football stadium to the south will allow for the construction of a student services building. The bonds to underwrite Saluki Way are backed by student fees, a \$20-million commitment by the city of Carbondale, and generous gifts from friends of the university.

In the past ten years, the university has also made a larger commitment to research. There is now a vice chancellor for research, who is responsible for a newly active Office of Research Development and Administration and several new research centers. The result is a rise in external funding and a dramatic increase in start-up packages for new faculty. Moreover, researchers have collaborated with local businesses in the Dunn-Richmond Center for Economic Development and the new Southern Illinois Research Park, bringing new technologies to market and creating employment opportunities in southern Illinois. One effect of this emphasis at SIUC has been a modest growth in its Graduate School, funded in part by extramural sources, and the use of overhead to support two new undergraduate research programs (REACH awards and Saluki Research Rookies). With some of the increased tuition and fees in 2005, the university established more than 150 undergraduate assistantships, the vast majority of which are awarded to students working with research faculty. In this way SIUC is bringing the advantages – and standards—of a research university to enhance undergraduate education.

Changes in teaching at the university have been more incremental, but no less notable. Despite a 10 percent drop in enrollment in the past ten years, the number of full-time instructional faculty positions actually increased slightly, thanks in part to the redistribution of tuition money to hire colleagues with special credentials or experience. More than half

of the \$50,000 of the new Excellence through Commitment Awards accorded to faculty and staff each year is dedicated to recognizing outstanding teaching and its support. Two new bargaining units—the Non-Tenure-Track Faculty Association in 2007 and Graduate Assistants United in 2008—joined the Faculty Association in its affiliation with the Illinois Education Association. The University Honors Program has acquired new vigor and rigor, with an Office of Major Scholarships successfully shepherding undergraduate students toward major national awards. The Graduate School's Center for Graduate Teaching Excellence and the Saluki First Year program have transformed how we teach entry-level students.

Finally, the university has found additional income streams to support its operations. To offset at least partially a steady decline of state support—state appropriations now make up less than one-third of the university's annual budget—SIUC increased tuition and fees more than fifty percent in the past decade, most forthrightly after 2005. Similarly, the university successfully planned and implemented its first capital campaign, raising \$106 million in five years for programs, buildings, and scholarships. As is evident from its improved infrastructure, the university has also been particularly adept at raising money from internal, municipal, and state sources to authorize bonds and fund construction on campus. In the face of long-term structural challenges, discussed in more detail below, the university has done more than manage its day-to-day operations; it has significantly transformed many of those operations over the past ten years.

A Brief History of the University's Accreditation

Southern Illinois University was first accredited in 1913 under the name Southern Illinois Normal College and has been continually accredited since that time. Accreditation was extended to cover master's degree programs in 1944, ten doctoral-level programs were given preliminary accreditation in 1964, and full accreditation at the doctoral level was attained in 1969. SIUC was reviewed by the North Central Association in 1979, in 1989, and again in 1999. All three reviews resulted in full accreditation.

An Overview of the Self-Study Process

Preparations for our self-study began January 7, 2005, with an organizational meeting with then-Acting Associate Provost for Academic Affairs Robert Jensen. Attendees were selected by the associate provost on the basis of their broad familiarity with the university. From the very start, representation included interested parties campus-wide, from faculty, staff, and administrative ranks and from a range of disciplines and responsibility areas.

These participants became an advisory committee, co-chaired by Dr. Hasan Sevim, associate dean of the College of Engineering, and Dr. Kevin Dettmar, professor of English. In June 2006, the associate provost's office, then under the direction of Dr. Thomas Calhoun, sponsored a full-day workshop on assessment with Professor Doug Eder from SIUC's sister campus, SIUE. Besides tying assessment to institutional improvement, this training led to the creation of a database of sixty attendees who expressed interest in the self-study; the majority of the committee chairs and members were ultimately drawn from this database.

An official Steering Committee of twenty—again, drawn from across campus—began meeting monthly in fall 2006.⁴ After Dr. Sevim was named dean of SIUE's College of Engineering a year later, Dr. Dettmar assumed full responsibility for the self-study's coordination. Meetings occurred twice a month in anticipation of a spring 2009 site visit. It was decided that the most efficient effort would be to focus on the Higher Learning Commission's five criteria for accreditation. Five subcommittees were formed, each of which was assigned to address one criterion. From then on, the Steering Committee consisted of the coordinator, the chairs of these five committees, and other faculty and staff serving as resources and liaisons to administrative leaders. The participation of a dozen Steering Committee members in the annual meetings of the HLC in Chicago at least once over the next three years helped this group develop a much better sense of its work.

In June 2008, Dr. Dettmar accepted the offer of an endowed chair at Pomona College; and Dr. James Allen, professor of history and women's studies, was appointed to replace him as coordinator. At the insistence of then-Interim Associate Provost for Academic Affairs Patricia Elmore, Dr. John Dotson, professor emeritus of history and the university's self-study coordinator for North Central Association accreditation in 1999, was retained as part-time consultant and editor of the self-study document. Because of the change in administrative leadership in the chancellor and provost offices, as well as in the coordination of the self-study, however, the university requested from the HLC a one-year extension and the site visit was postponed until March 2010.

A first draft of the university's self-study was completed in August 2008, but it was disorganized, redundant, and incomplete. The assignment of a committee for each criterion resulted in a lack of coordination in various Core Components, which could be better addressed thematically. Consequently, a Phase 2 Thematic Task Group, consisting of senior faculty and mid-level administrators, was recruited to re-write the entire draft from nine different perspectives cross-cutting all five criteria: financial resources, physical

4 See the composition of this group on the self-study's homepage: <http://ncaaccreditation.siuc.edu>.

resources, shared governance, campus climate, diversity, academic activities, research, services/external relations, and data coordination (the composition of this group is also on the self-study homepage).⁵ In December, the resulting six drafts were edited into a single document.

The Steering Committee was still concerned that the latest iteration of the self-study was not sufficiently focused on the major challenges facing the university. Consequently, the Office of the Provost and Vice Chancellor invited Dr. John Schuh, Distinguished Professor of Educational Advancement and Leadership at Iowa State University and an experienced HLC consultant-evaluator, to read and critique the document. During a campus visit in March 2009, Dr. Schuh identified six areas needing attention in the self-study; it was decided that these issues, discussed throughout the self-study, were best reviewed by campus policy-makers. Finally, after a campus visit by the HLC's liaison, Dr. Mary Breslin, in June 2009, the last chapter, dedicated to Criterion 5, was substantially re-formulated through contributions by faculty and staff of programs with extensive outreach and service activity.

While Dr. Dotson compiled and documented the self-study – whose many drafts were reviewed by Dr. Prudence Rice, Director of the Office of Research Development and Administration – Dr. Allen prepared for the site visit, including the provision for a resource center and a database of evidence used in the self-study for the HLC team of consultant-evaluators to use. Dr. Allen also oversaw the development and implementation of a marketing plan to share the self-study with the university community. The Offices of University Communications and Printing and Duplicating collaborated to reach university audiences about the self-study and the impending site visit. Their work led to the successful design of the document, website, and communications about the university's accreditation effort.

Major Issues Facing SIUC and its Response Since 1999

Twice in the past twelve years, then, the university has prepared a thorough self-study for accreditation. In response to the 1999 SIUC self-study, the North Central site team noted the following concerns, none of which required either a progress report or a focused revisit from NCA:

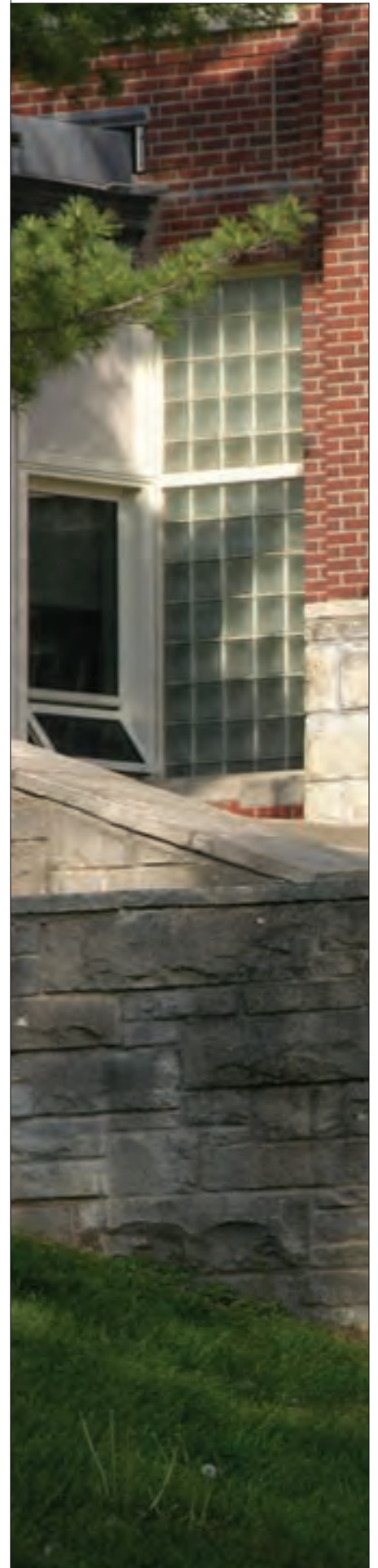
1. The extent to which the physical facilities have deteriorated through deferred maintenance and a lack of current maintenance, impairing the ability of the university to carry out its mission.

2. The need to secure capital funds for new physical facilities.
3. Inadequate instructional and research technology to support the teaching and research mission in a number of areas.
4. The need for the Office of the President and the Office of the Chancellor to develop clearly delineated roles and mutually supportive relationships.
5. In light of the new collective bargaining agreement and the number of interim or acting administrative positions, the need for all members of the university community to work cooperatively and positively to advance the mission of the institution.
6. The lack of faculty ownership of the institution's assessment program.
7. In spite of the recommendation of the 1989 NCA team, the continued inability to raise significant foundation funding and non-appropriated funds.
8. The need to establish the institution's priorities and to reallocate resources accordingly.
9. The need to attract and retain students through a campus-wide effort with adequate resources and organizational development.

The university has sought diligently to address these recommendations in the last decade and some of these concerns are much less or no longer germane. With respect to the first three points, SIUC has found the resources to repair, renovate, and expand older facilities as well as to build entirely new buildings and embark upon "Saluki Way." Through capital funding, external grants, and tuition increases, deficiencies in research and instructional technology are no longer so glaring. Nonetheless, deferred maintenance remains a serious problem—totaling more than \$450 million for FY10—with most of the campus academic and administrative buildings constructed in the 1960s.

Organizational culture has improved since 1999. Despite continued leadership turnover, which is addressed below, the SIU Board of Trustees and all three of SIUCs instructional bargaining units amicably reached their last contractual agreements. The university's labor associations have matured and become an integral part of the shared governance structure. Departmental program assessment has been readily embraced and only faculty ownership of the university-wide assessment program has yet to develop.

Finally, SIUC has found additional sources of support. The university conducted a successful capital campaign for the first time; it has reluctantly but significantly raised tuition and fees to sustain its general income fund; it has received bonding authority to rebuild much of the campus; and it has found mechanisms for allocating resources to essential needs and priorities, such as its enhanced research mission. In light of the



continued erosion of enrollment, however, SIUC still must address its recruitment and retention of undergraduate students.

In the present self-study, “Southern at 140,” several related, long-term challenges have been documented, two of which were evident ten years ago. Dr. Schuh’s reading of an earlier draft of this document in March 2009, suggested the following concerns, which the university is actively seeking to address:

1. **Finances:** The university’s most serious problem, one underlying all others and with no easy solution, is its budget (see the chapter on Criterion 2). SIUC is unlikely to see an improvement in its support from the state. If anything, this portion of university resources will shrink to less than 30 percent, much as it has at other state universities in the country. Double-digit percentage increases in tuition and fees cannot be sustained without admitting a very different socio-economic student profile from the one SIUC has traditionally served. Moreover, grants, contracts, auxiliary services, donations, and endowment accounts will not suffice to make up the difference. In the current economic climate, it will be exceedingly difficult to realize significant increases in any of these revenue streams. Meanwhile, operating costs will continue to grow, especially for salaries of a unionized, increasingly high-achieving research faculty.

SIUC is working hard to deal with its budget, primarily through growing its enrollment, identifying savings, and shifting more resources to programs in demand. Because so much of the university’s budget is dependent on the tuition students pay, increasing their numbers enhances an important revenue stream for operations. The chancellor has asked all programs to review their costs and propose more cost-effective delivery. The efficiencies enable the university to operate on less money, especially by re-allocating budgetary resources and faculty lines to programs, mostly in pre-professional fields, with more student applicants than positions. The result promises to ease the difficulties posed by the state’s revenue shortfalls during a major economic recession.

2. **Enrollment management:** For nearly two decades, with a few brief pauses, SIUC has experienced a steady decline in enrollments. We enrolled 20 percent fewer students in FY10 than in FY92, the most recent peak. On-campus undergraduate programs have been hit hard, offset in part by improvements in graduate and first-year student numbers. Long-term demographic trends in Illinois outside the Chicago area do not bode well for recruitment efforts⁶ and the transfer-student market, long a reliable source of students, has become increasingly competitive. Particularly disturbing are the overall loss of out-

of-state and international undergraduates and the annual departure of juniors in good academic standing. The university continues to enroll far more men than women, precisely the reverse of enrollment trends nation-wide.

For the past year, the assistant vice chancellor for enrollment management, a new position created in 2007, has worked with a campus-wide committee to craft a Strategic Enrollment Management Plan for the university. Among its top goals are to develop a more student-centered campus culture, use better research into prospective student markets, coordinate satellite offices and university instruction at local community colleges, and recruit students in neighboring states. The university now offers an alternate tuition rate to students from Arkansas, Missouri, Kentucky, Tennessee, and Indiana, as well as selected international students. Similarly, in 2009 SIUC created the “Southern Stars” tuition rate, offering reduced tuition to qualifying high school students in our 34 southernmost counties. And the university is collaborating with Southern Illinois University Edwardsville, which offers a nursing baccalaureate on its campus. It is expected that these efforts, along with budgetary re-allocation, will improve enrollments of both undergraduate and graduate students.

3. Linkages between undergraduate education and graduate education/research: Since President Delyte Morris realized his vision of a major university in the poorest region of the state some 40 years ago, SIUC has remained committed to its mission of enrolling students who reflect the demographic make-up of Illinois perhaps better than any other public university. The university’s appeal to the sons and daughters of middle- and lower-middle income families has meant most recently a larger percentage of under-prepared students, more than 40 percent of them in need of high school remediation their first semester. While SIUC is justifiably proud of this commitment, it comes at considerable risk – for the students and for the university – when not every undergraduate is prepared to take full advantage of the rich resources that a research institution has to offer them. These students’ inability to persist contributes to a larger than normal attrition rate which tends to reflect negatively on SIUC.

With an eye to better retention, SIUC is now taking steps to develop a University College for entry-level students whose special needs can be addressed more effectively at a research institution. It does so by bringing together all the support services that already exist and coordinates them in a more focused way. The most significant component of the new unit, however, is the creation of the Saluki First Year, a program conceived under the aegis of John Gardner’s Foundations of Excellence for the First Year of College. Although the initial budget is small

and the plan requires elaboration as well as implementation, the Saluki First Year has two co-directors – one from academic affairs, the other from student affairs – reporting jointly to the provost and vice chancellor and to the vice chancellor for student affairs. By the end of AY 2010, the program is expected to have pre-major and college-specific iterations of University 101 required of all first-year students, the most significant change to the University Core Curriculum since its inception in 1996.

4. Commitment to university-wide assessment: In 1999 the NCA site visit team specifically expressed concerns about SIUC's uncoordinated university-wide efforts to assess student learning outcomes. Despite regional and national conversations about college student achievement, from the Boyer Commission Report in 1999 to the Spelling Commission Report in 2007, SIUC has not attempted to assess outcomes comprehensively across programs, either longitudinally with portfolios of student work or horizontally with nationally normed, standardized testing. Assessment for discipline-specific accreditation, such as the SIU School of Medicine (the AMA) and SIUC's College of Engineering (ABET), has been excellent, but campus-wide assessment is uneven if not inadequate.

In recognition of this institutional shortcoming, the chancellor has authorized the establishment of an Office of Assessment and Program Review. Its responsibility is to revise the university's assessment plan through the auspices of the Higher Learning Commission's Assessment Academy, which the university was invited to join in fall 2009. For the next four years, the Campus-Wide Assessment Committee will work closely with a team of administrative leaders to develop a new assessment plan, including making assessment a more integral feature of program review, which is required by the Illinois Board of Higher Education and represents best practice at comparable research universities. The university's assessment team attended the HLC's Assessment Academy workshop in November 2009.

5. Turnover in administrative leadership: Since the university's last accreditation self-study, SIU has an entirely new Board of Trustees; the system has had four presidents; and the Carbondale campus has had six chancellors and six provosts. Meanwhile, the university eliminated and then re-created one vice chancellor's office (administration) and created another (research). The university has also seen three deans in almost every college during this decade. The number of interims in important leadership positions has been unusually high. In light of this frequent administrative turnover, the result is most often a short-term perspective on long-term problems. This loss of institutional memory, especially of previous policies, procedures, and practices, is offset only partially by long-standing policies and mid-level management of individual programs.



Beginning with the formal appointment of Chancellor Samuel Goldman, the SIU Board of Trustees and the Office of the President have been addressing this problem. Besides permanent appointments of senior administrators, the university took a new approach to its search for a new chancellor. It decided not to retain the services of a placement firm, and instead to investigate the background of potential applicants who have been invited to learn more about the position and the university. Of thirty-six applicants and nominations, half of the semi-finalists were drawn from the initial contacts and constituted a strong pool for consideration. These semi-finalists were reduced to a list of six candidates who were engaged in “airport interviews” in October and two finalists visited campus in November. The SIU president has announced a new campus leader, effective June 1, 2010. The result promises to be a new leadership team with Dr. Rita Hartung Cheng, currently the Provost at the University of Wisconsin-Milwaukee, who has accepted the President’s offer.

6. Benchmarking with institutional peers: Despite the best efforts of the Office of Institutional Research and Studies, the lack of sustained comparisons means that the university has few benchmarks, beyond those at the program level, to guide its policy-making. State-wide studies of teaching and research costs, for instance, have only recently been re-introduced to assist in program review and budgetary decisions. But these studies focus on costs and not on academic content or quality, and few colleges are actually using these data in their plans for staffing.

Until 2008, the IBHE nominally compared SIUC to twelve institutions the board identified as peers. During the *Southern at 150* planning process, eight of these continued to be recognized as peers and four more research-active institutions (LSU, University of Colorado Boulder, University of Kentucky, and University of Missouri Columbia) were identified as “aspirational peers.”⁷ In 2008, however, the IBHE, with the National Center for Higher Education Management Systems (NCHEMS) as a consultant,⁸ identified ten peers for the campus, retaining three of the old ones. These new peer institutions will be used in future reporting and planning exercises.

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

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



**Criterion 1:
Mission and Integrity**

Criterion 1: Mission and Integrity

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

Mission Statement and Focus Statement

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

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

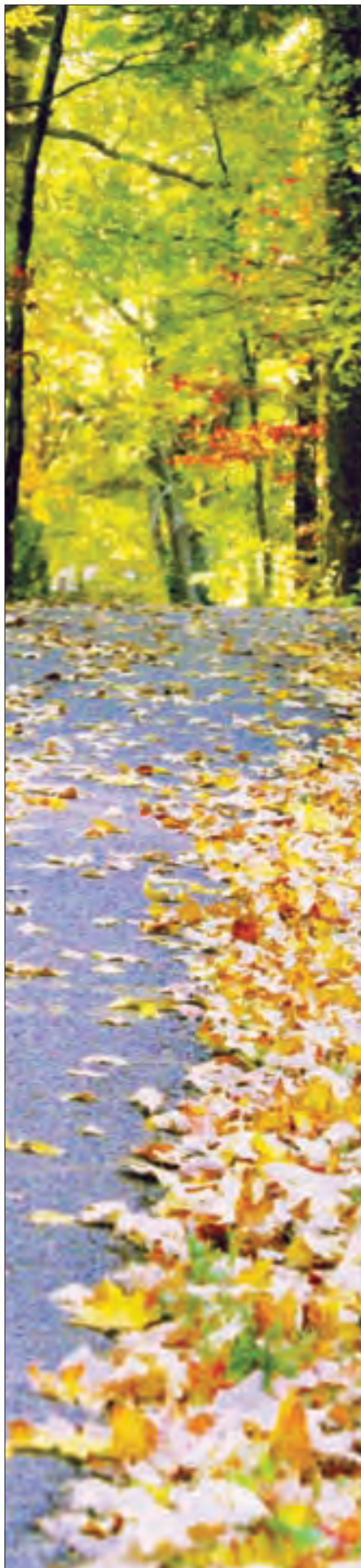
Enrolling students throughout Illinois and the United States and from a large number of foreign countries, SIUC actively promotes the intellectual and social benefits of cultural pluralism, encourages the participation of non-traditional groups, and intentionally provides a cosmopolitan and general education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

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

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

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

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



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

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

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

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

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

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

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

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

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

Southern at 150: Building Excellence through Commitment

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Affirmative Action Policy Statement

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

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

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

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

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

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

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

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

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



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

Associate Chancellor for Institutional Diversity

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

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

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

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

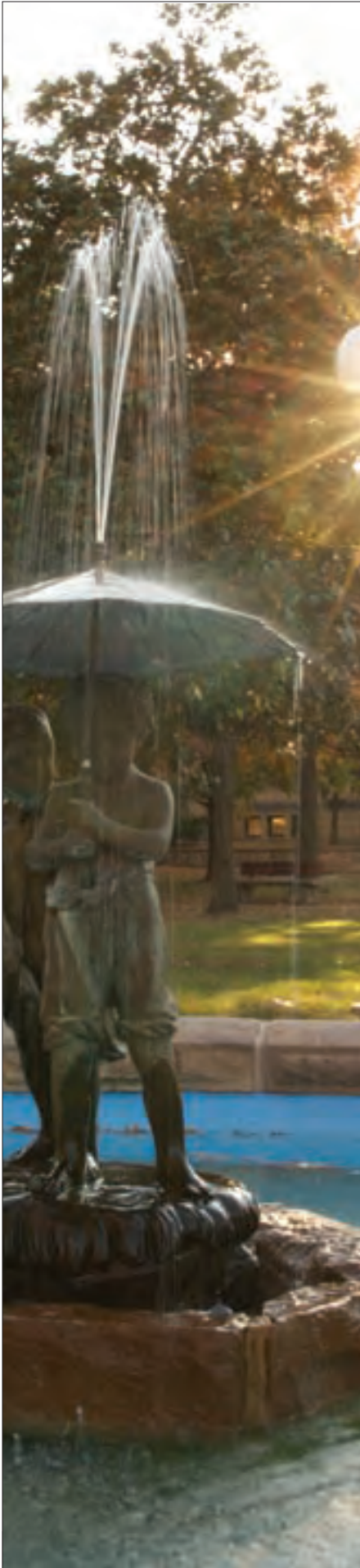
The SIUC Office of Diversity and Equity (ODE) was created in 2006 through reallocated resources as part of the Reflective Responsive University Initiative (RRUI). ODE is committed to nurturing diversity among the faculty, staff, and students, providing an opportunity to teach and learn in an environment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

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

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

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

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



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

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

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

Office of the Vice Chancellor for Student Affairs

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

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

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

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

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

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

21 www.ips.siu.edu/.

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

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

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

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

Other SIUC Units Supporting Pluralism

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

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

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

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

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

Students

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

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

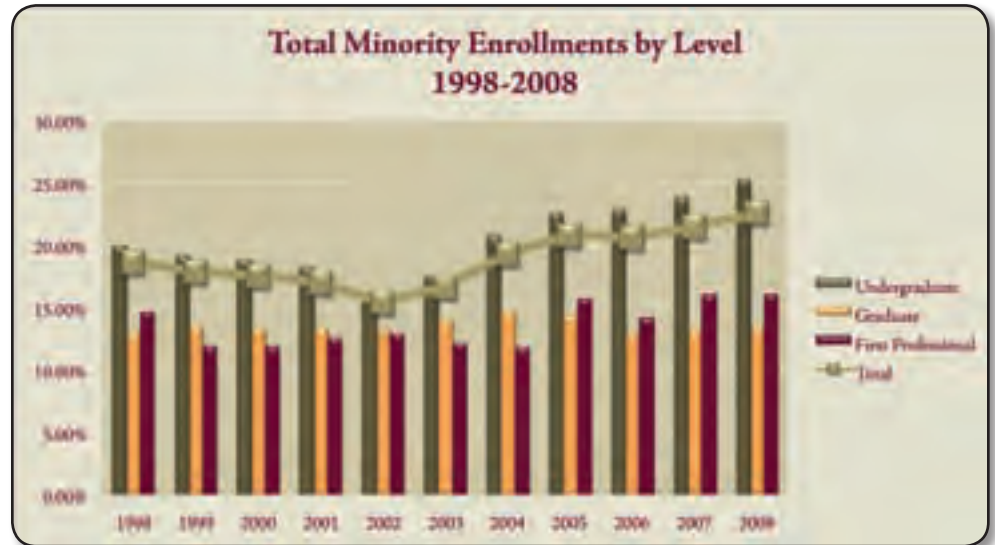


Figure 1-1. Percent minority students enrolled, 1998-2008.

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

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

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

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

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

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

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

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

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

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

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

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

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

26 www.salukicare.siu.edu.

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

Faculty

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

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

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

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

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

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

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

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

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

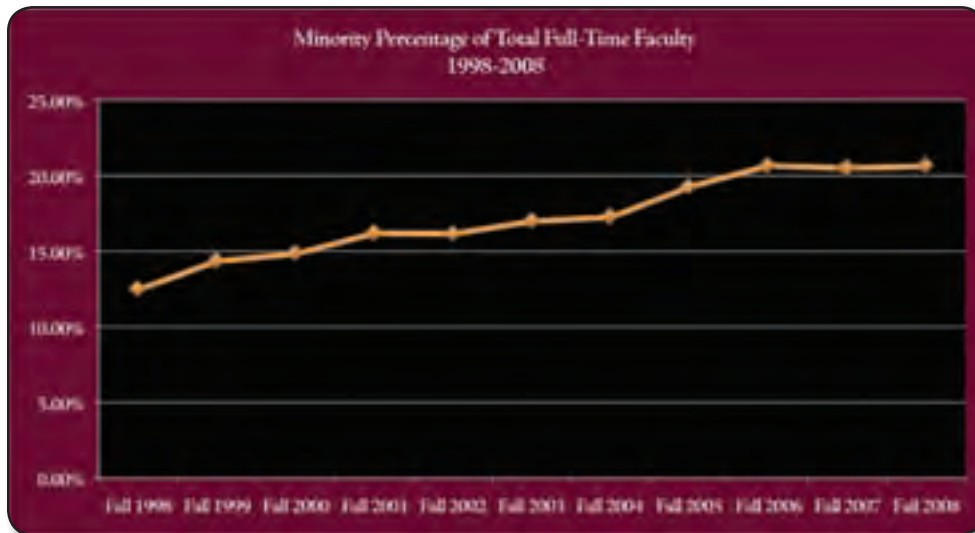


Figure 1-2. Minority full-time faculty as a percentage of all full-time faculty at SIUC.³¹

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

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

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

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

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

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

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

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

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

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

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

33 www.fyfoundations.org.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

41 <http://econdev.siuc.edu/>.

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

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

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

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

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

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

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

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

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

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

45 Ibid.

46 Source: SIUC Institutional Research and Studies.

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

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



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

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

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

Board of Trustees

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

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

President of SIU

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

⁴⁹ <http://bot.siu.edu/>.

The President of Southern Illinois University is the chief executive officer of the university and exercises such powers as are necessary for the governance and function of the university.

The president is empowered to execute all documents and exercise all powers necessary to the discharge of that office. The president serves as the primary link between the Board's responsibilities for policy and the chancellors' responsibilities for operations. The president reports directly and only to the Board of Trustees and is responsible to the Board for the effective administration of the university.⁵⁰

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

Chancellor of SIUC

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

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

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

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

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

Provost and Vice Chancellor of SIUC

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

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

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

SIU School of Medicine

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

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

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

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

SIUC Campus Planning and Governance

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

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

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

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

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

SIUC Constituency Groups

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

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

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

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

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

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

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

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

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

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

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

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

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

⁵⁷ Source: Human Resources.

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

⁵⁹ Source: Human Resources.

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

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

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

Collective Bargaining Units and Union Contracts

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

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

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

62 Ibid.

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



and for Parking Services Agents I and II

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

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

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

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

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

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

64 Source: Office of the Provost and Vice Chancellor.

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

66 Source: Office of the Provost and Vice Chancellor.

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

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

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

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

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

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

University Ombudsman

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

Judicial Affairs Boards

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

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

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

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

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

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

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

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

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

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

⁷¹ Ibid.

⁷² Source: Professional Constituency’s Office.

⁷³ <http://sja.siuc.edu/>.

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

Labor and Employee Relations and Ethics

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

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

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

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

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

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

75 Source: Office of Student Judicial Affairs.

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

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

78 Source: Office of Labor and Employee Relations.

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

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

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

Sexual Harassment Policy

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

Research Ethics and Compliances

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

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

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

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

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

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

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

SIU Office of General Counsel

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusion

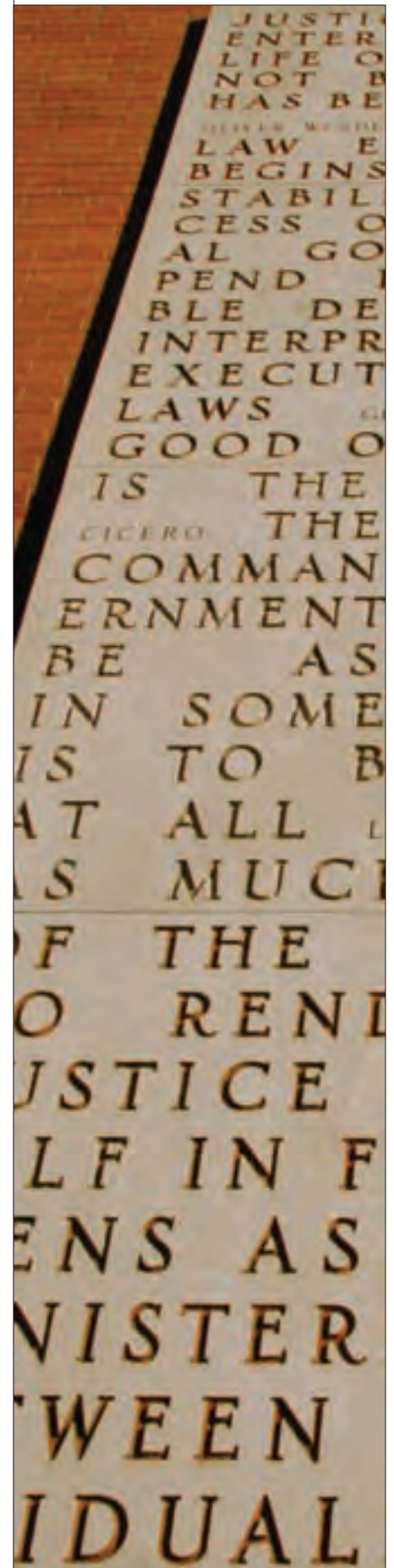
Southern Illinois University Carbondale has a long-established mission and mission statements. The campus is aware of the need to develop and adjust its more immediate goals as circumstances and times change. These changes are undertaken seriously and thoughtfully; they develop over time. One important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

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

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

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

91 This theme is explored in depth in Criterion 4.



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

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

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

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

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

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

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

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

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

95 Hereinafter referred to as the 2008 Campus Climate Survey.

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

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

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

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

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

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

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

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

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

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

100 2008 Campus Climate Survey.

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

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

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

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

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

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



**Criterion 2:
Preparing for the Future**

Criterion 2: Preparing for the Future

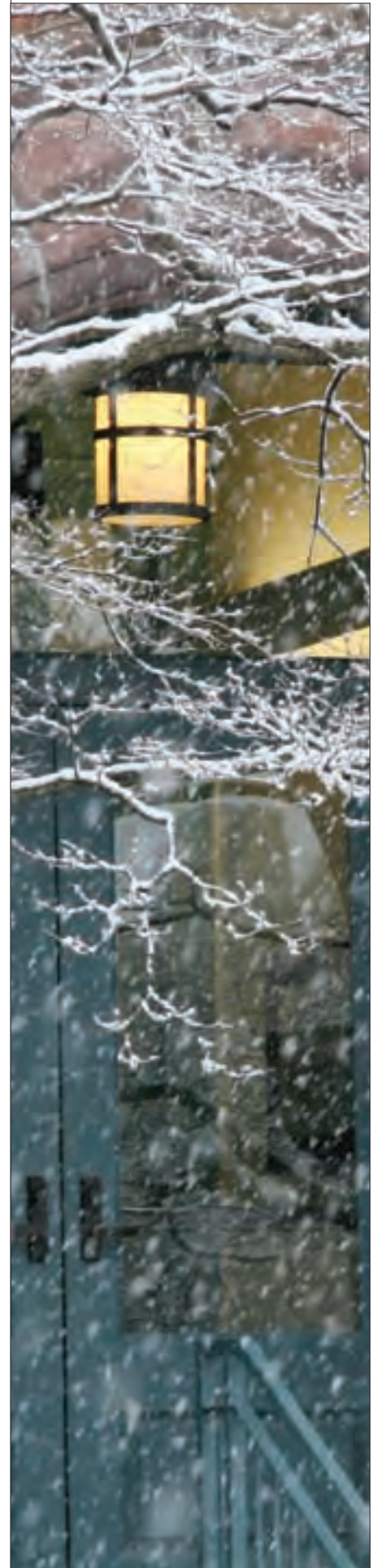
The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

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.

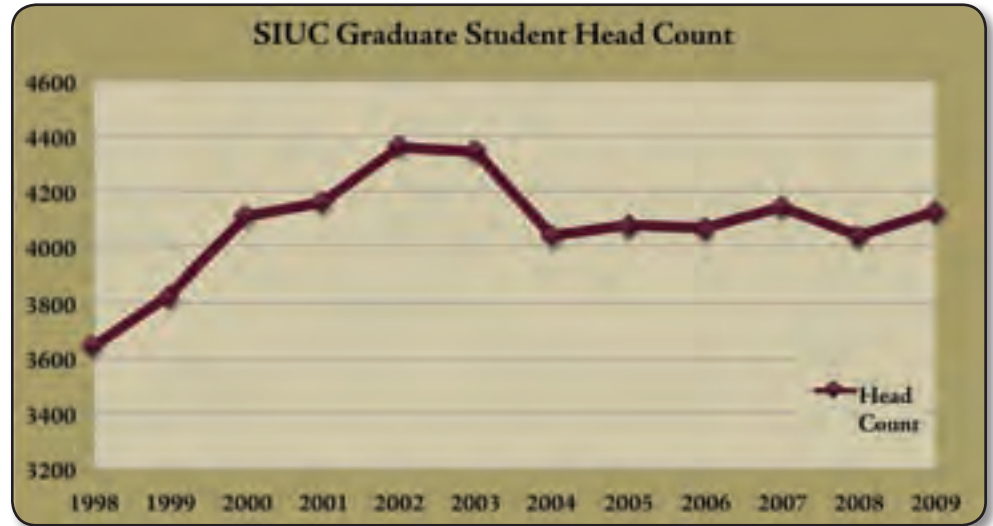


Figure 2-1. Graduate student head count.¹²⁰

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.

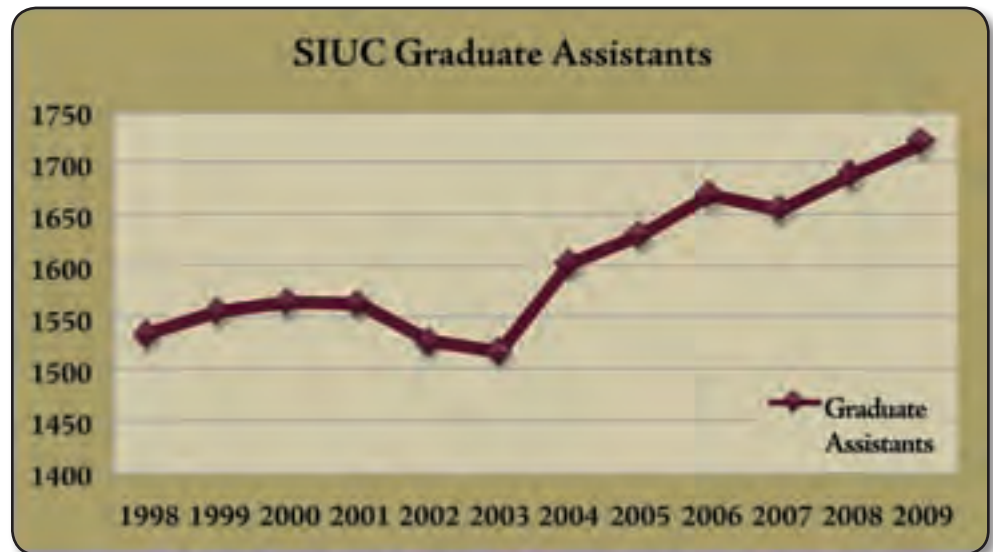


Figure 2-2. SIUC graduate assistants.¹²²

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.siu.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 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).

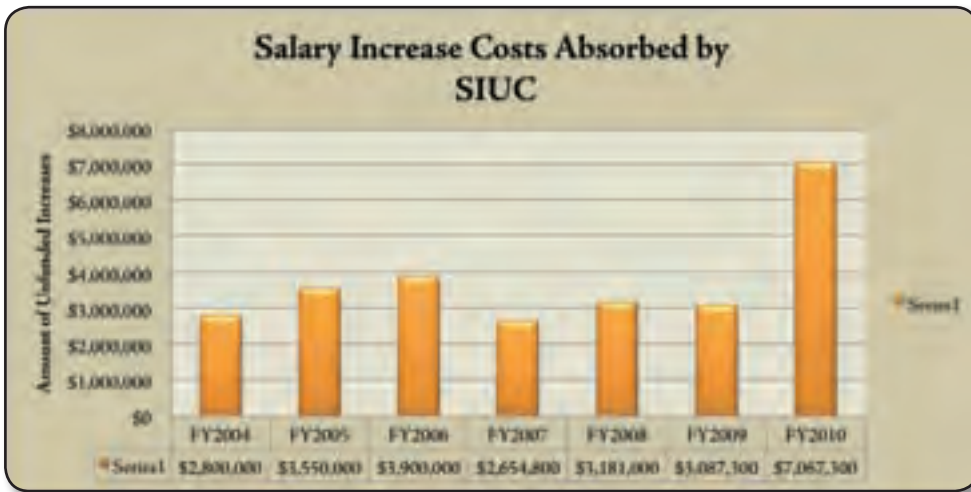


Figure 2-7. Absorbed salary costs.

- 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).

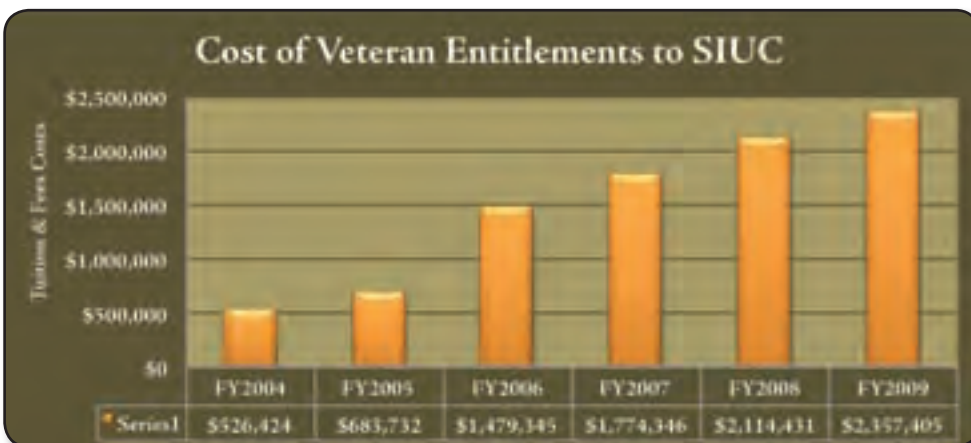


Figure 2-8. Cost of veteran entitlements. Source: Bursar’s Office.

- 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 retrofitted 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

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.

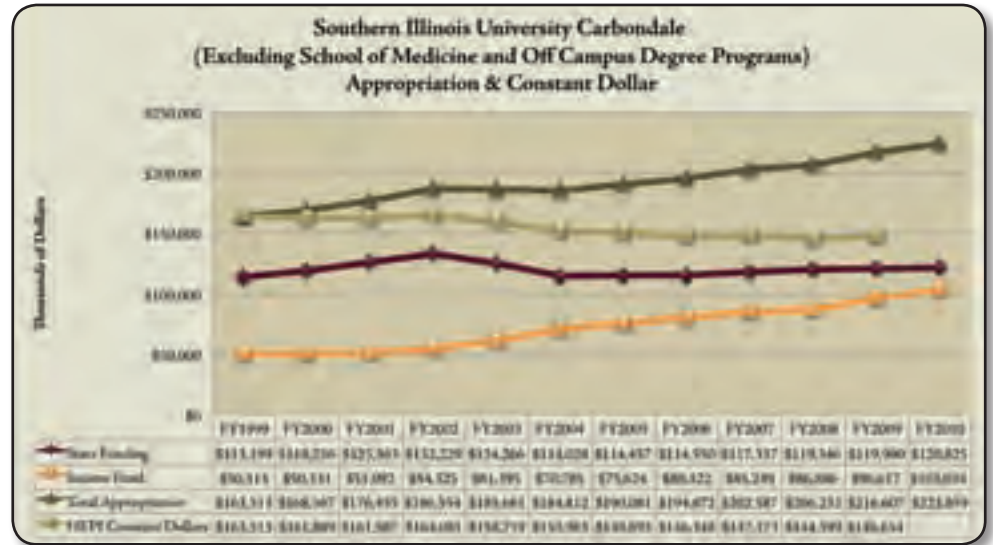


Figure 2-10. SIUC funding trends 1999-2010.

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.

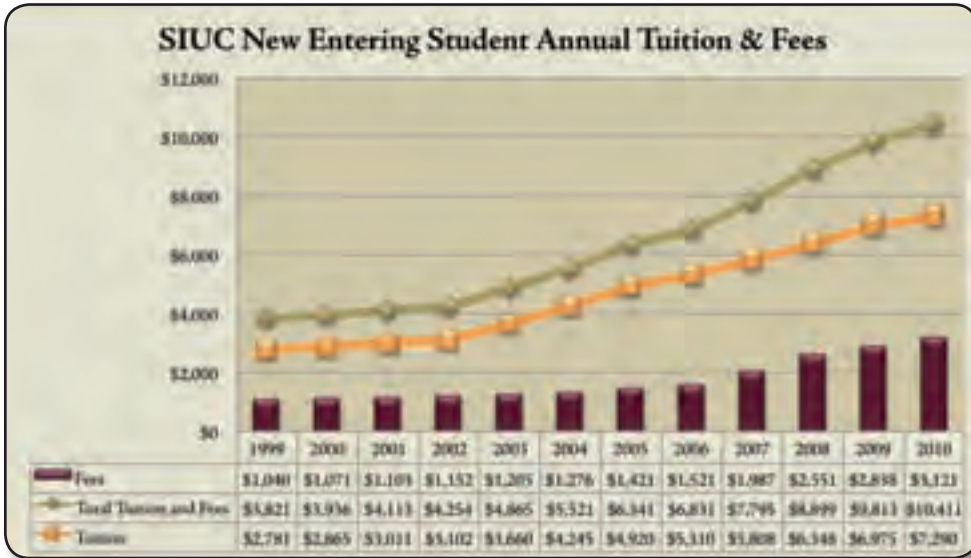


Figure 2-11. New student tuition and fees, 1999-2010.¹⁷⁶

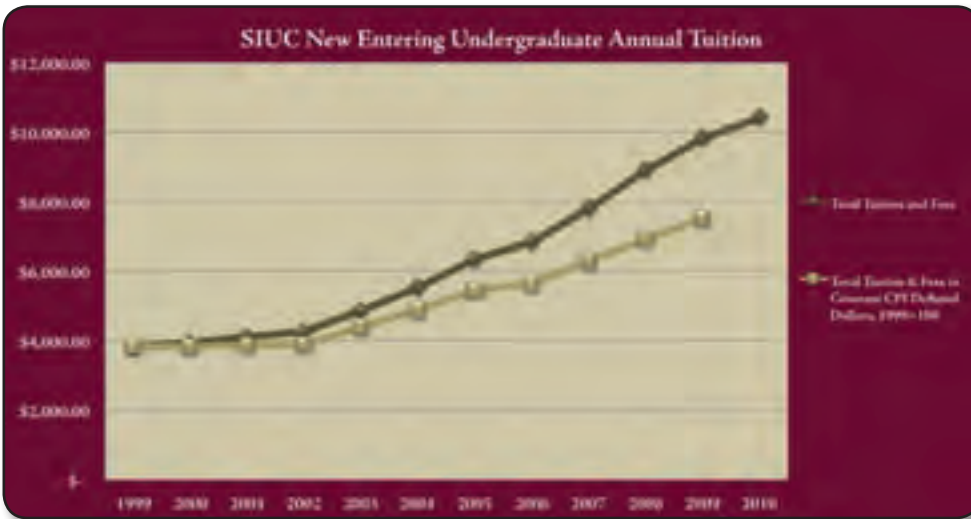


Figure 2-12. Trends for tuition and fees, 1999-2010.¹⁷⁷

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>.

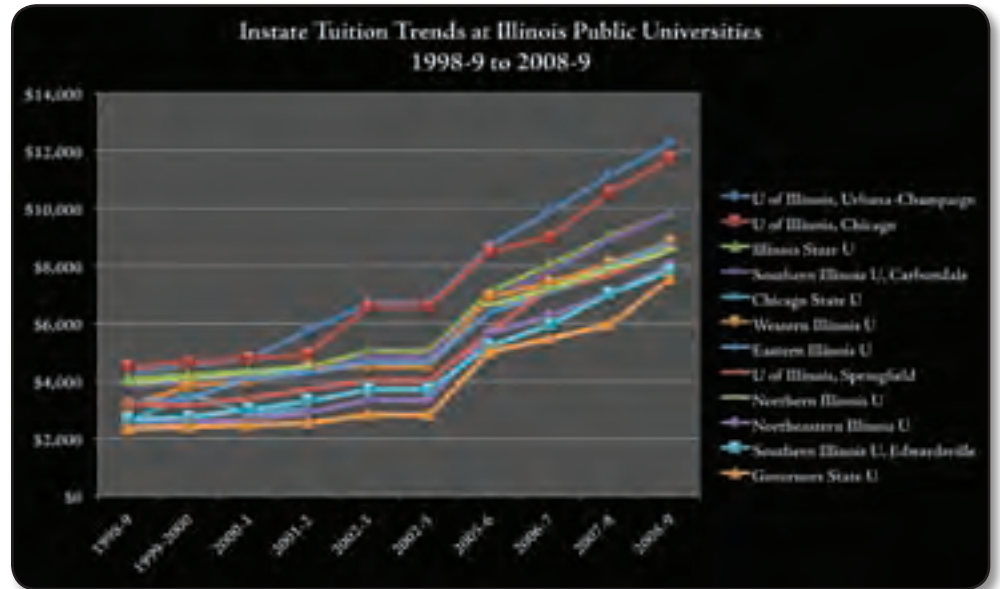


Figure 2-13. In-state tuition at Illinois public universities, 1998-2008.¹⁷⁸

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.

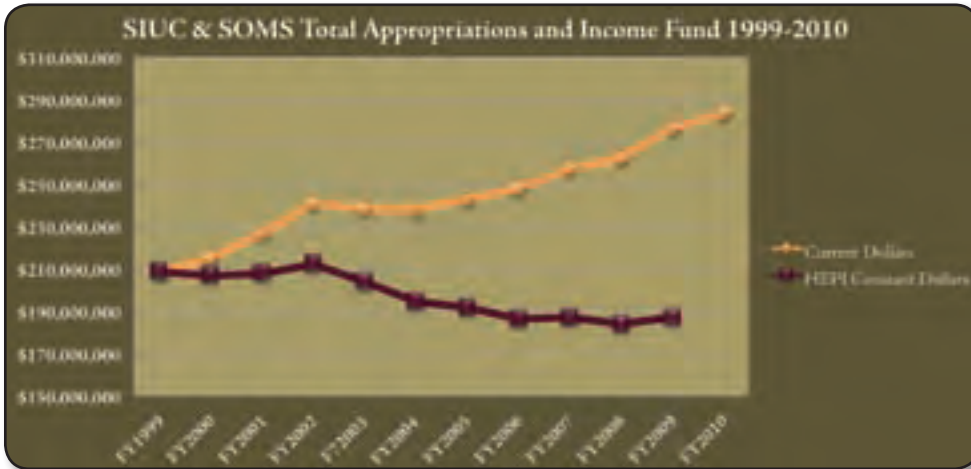


Figure 2-14. SIUC and School of Medicine Springfield trends in total appropriations and income fund, in current and constant dollars.¹⁸⁰

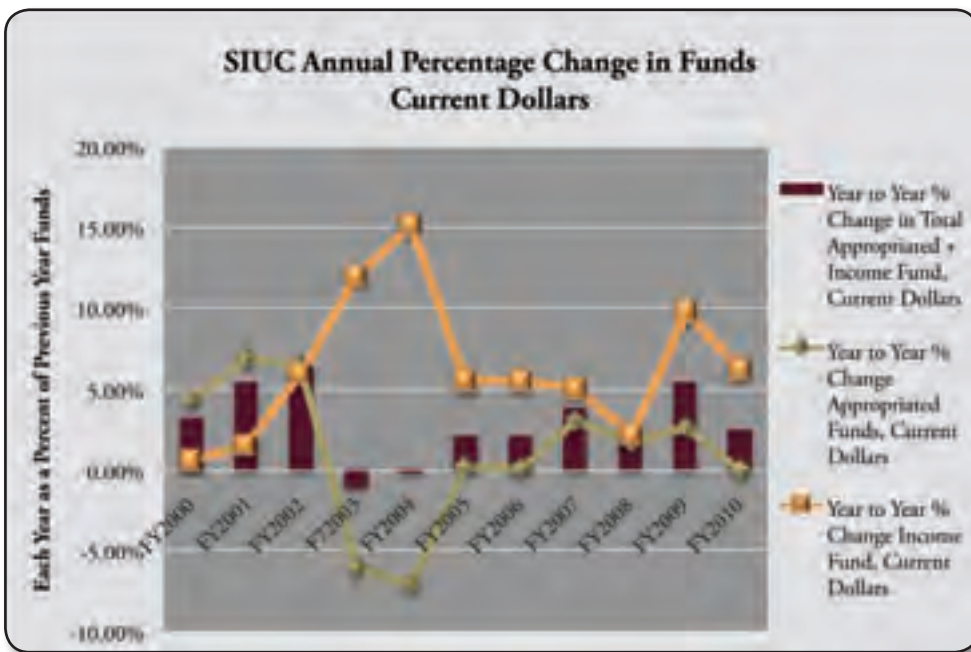


Figure 2-15. Annual percentage increases in appropriations and income fund, FY00-FY10, in current dollars.¹⁸¹

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.

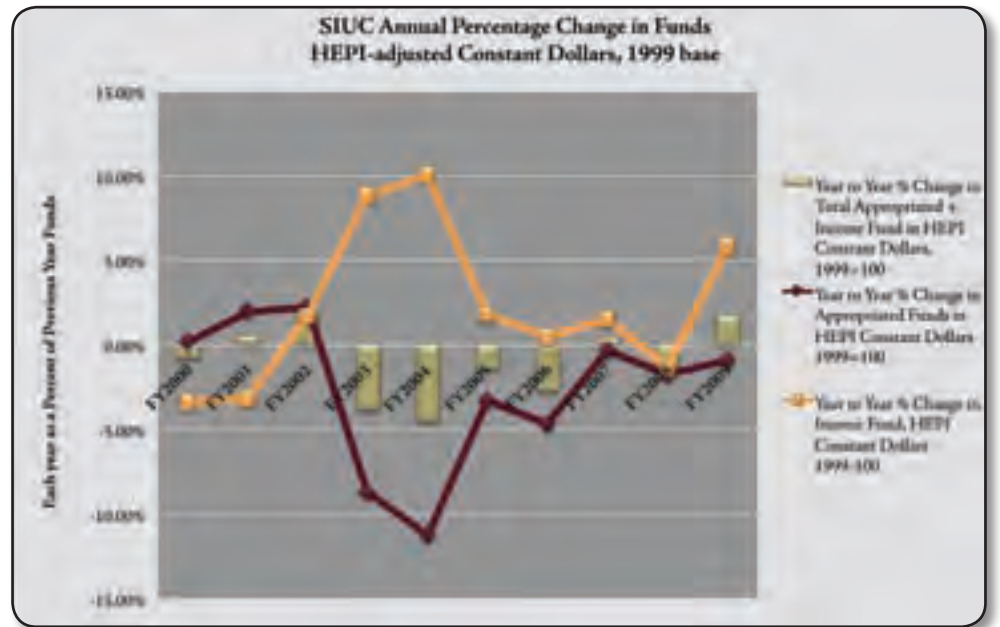


Figure 2-16. Annual percentage increases in appropriations and income fund, FY00-FY10, in HEPI constant dollars.¹⁸²

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.

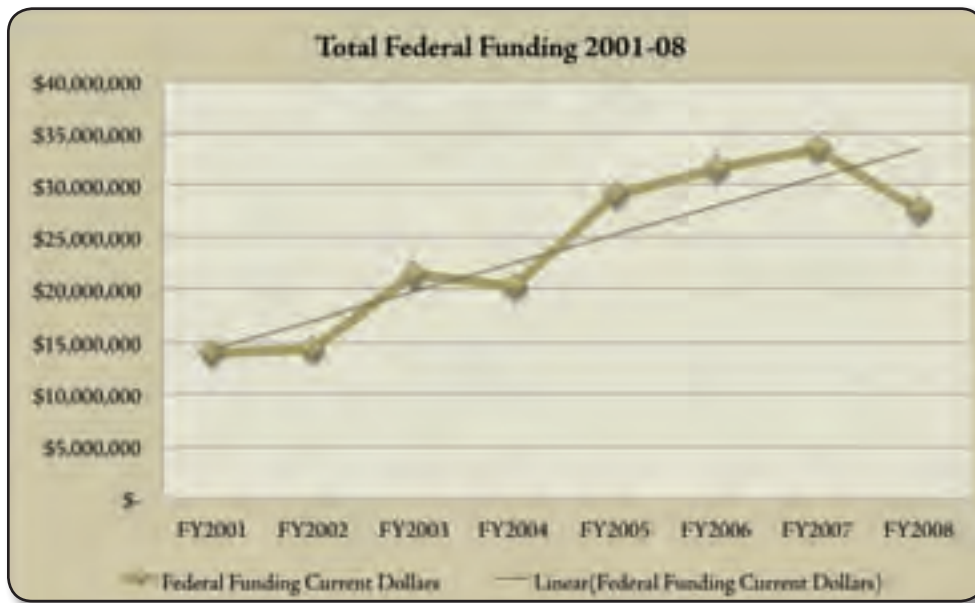


Figure 2-18. Total federal funding, 2001-2008.

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

186 Source: Office of the President, 10/30/09.

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.

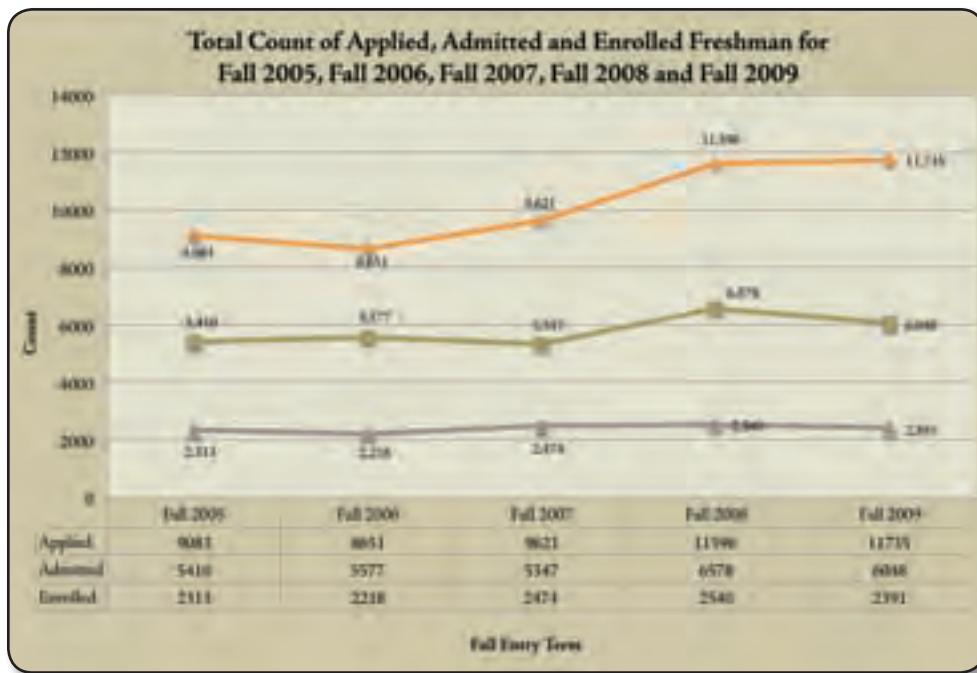


Figure 2-19. Total Count of Applied, Admitted and Enrolled Freshman.¹⁹²

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

192 Source: Enrollment Management.

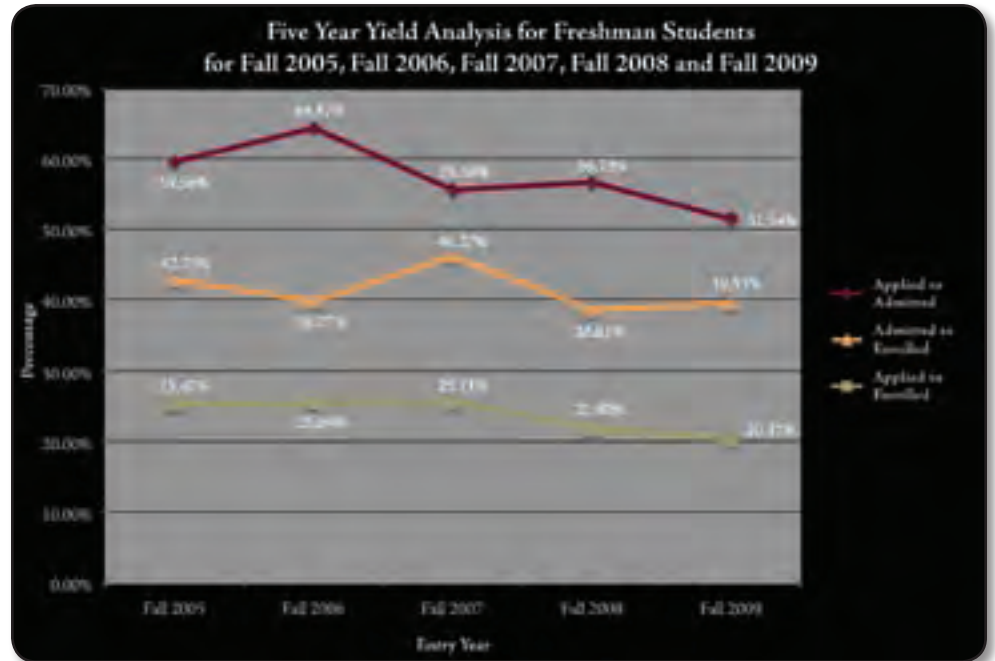


Figure 2-20. Five Year Yield Analysis for Freshman Students.¹⁹³

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

SIUC SELF-STUDY: CRITERION 2

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:

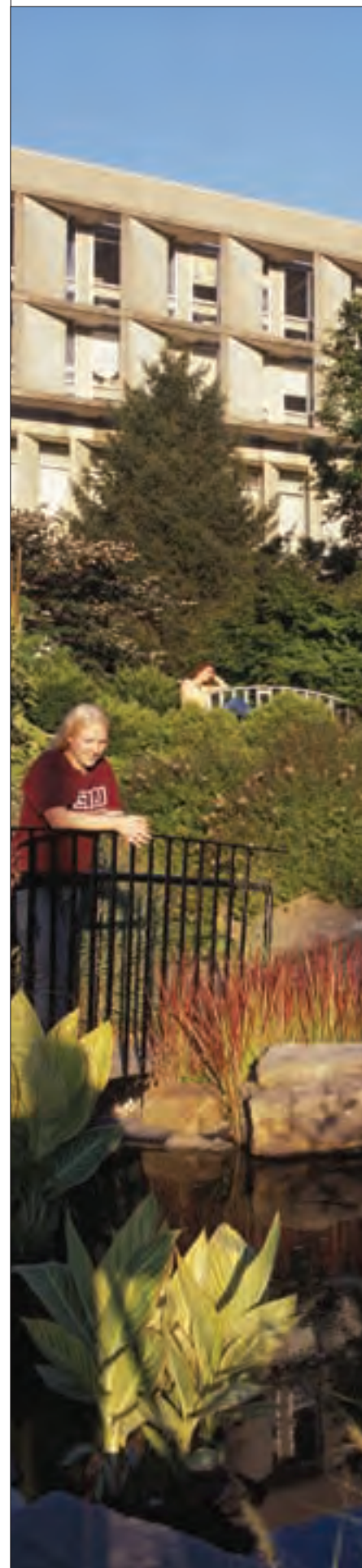
- the region has a “weak entrepreneurial culture” to take advantage of the “unrealized wealth” of SIU knowledge and research;
- “no consistent vision . . . drives innovation assets” in these university entrepreneurial units and their strategies are not aligned;
- “SIU’s risk-averse and bureaucratic culture 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.



**Criterion 3:
Student Learning and Effective Teaching**

Criterion 3: Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Since its inception in 1869 as a “normal school” for the preparation of teachers in this rural region, Southern Illinois University Carbondale (SIUC) has focused its resources, staff, and programs on effective teaching and its principal outcome, effective learning. This mission remains central, even though it has expanded over the years to include graduate and professional studies as well as undergraduate work in the many fields of inquiry characteristic of a comprehensive university. Notwithstanding SIUC’s present size and scope as a large, public Carnegie-classified Research University (high research activity), the institution is steadfastly committed to its most basic educational function, that is, efficacious instruction.

The present chapter documents this complex activity, addressing each Core Component by offering evidence of SIUC’s sustained efforts to promote student learning at all degree levels and throughout the entire university. The first section, Core Component 3.a, demonstrates how the institution defines and assesses expected student learning outcomes; Core Component 3.b shows how the university supports and rewards quality instruction; Core Component 3.c discusses the institution’s varied and complex learning environments; and Core Component 3.d reviews the considerable resources applied to support teaching and learning. Where appropriate, this chapter emphasizes evidence of these developments since the university’s last self-study for NCA accreditation review.

Core Component 3.a: The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Each degree program has developed clearly stated learning objectives and goals defined by the faculty responsible for delivering the relevant curriculum. The faculty themselves determine what they expect of their students at each level of achievement, even in



academic programs that do not lead to a degree, as required by the Illinois Board of Higher Education (IBHE) for each new degree submitted for approval under the terms of the Illinois Public Agenda. The University Core Curriculum, for example, posts its learning goals in the *Undergraduate Catalog* (p. 56) and on its website,²¹⁰ which also lists the specific learning objectives for each requirement and for each course in the program's inventory. The Office of Assessment and Program Review (OAPR) has on file the learning objectives and assessment plan of each degree program for all units on the Carbondale campus. The faculty is expected to teach to these objectives and to measure student learning outcomes based on them.

Assessment

Every degree program is expected to engage in formal assessment of student learning, a process overseen by the OAPR and the Campus-Wide Assessment Committee (CWAC). Created in 1996, the OAPR has a modest budget and reports through the Office of the Associate Provost for Academic Affairs. The OAPR director works closely with the associate provost to provide leadership and assistance to the faculty, including the regular review of assessment plans and reports for all undergraduate and graduate degree programs.²¹¹ The CWAC, chaired by the director of the OAPR, consists of faculty representatives from each college. It oversees assessment activities in each department and school, offers help and expertise to those revising and implementing assessment plans, and hosts periodic faculty development workshops on different ways to measure student learning.

In 1996, shortly after the creation of the OAPR, departments and schools were required to file assessment plans for CWAC approval.²¹² In keeping with best practices in higher education, the faculty in each academic unit was responsible for developing and measuring outcomes in the programs they deliver. Ninety-seven percent of graduate programs use research papers and projects, oral and written examinations, masters theses, and doctoral dissertations (along with at least nine direct and six indirect indicators) in their measurement of student learning outcomes. Learning in undergraduate programs is assessed by a more varied array of indicators, ranging from qualitative performance evaluations (60 percent) to undergraduate theses (5 percent).

The original assessment plans remain on file in the OAPR and many have been revised, frequently to meet changing degree-specific accreditation requirements. The tracking of these changes was simplified by the creation of a web-based reporting system for five years

²¹⁰ <http://corecurriculum.siu.edu>.

²¹¹ <http://assessment.siu.edu>.

²¹² Southern Illinois University Assessment Program, 1998, in the OAPR.

(2000-2005) on the OAPR's homepage.²¹³ Since then, more modest revisions have been reported in annual reports to the director of the OAPR. The result has been a selective but reasonable effort to administer the university's commitment to document and learn from its students' learning outcomes at the programmatic level.

Assessment continues across campus in nearly all academic programs. Some units have degree-specific accreditation requirements, such as the School of Medicine, the College of Engineering, and the College of Education and Human Services. There are fifty-six such assessment activities, which ensure a high level of faculty participation in outcome measurement and curricular revision.²¹⁴ Many disciplines that lack national accreditation processes have a tradition of successful self-assessment, such as the departments of history and anthropology. Despite less external oversight, these academic units take assessment seriously because their faculties have learned that scrupulous assessment is critical to improving programs. Moreover, non-degree programs, such as Athletics and University Housing, have maintained active assessment of student learning as part of their university mandate and effective operation.

Reports from November 2007 on file in the OAPR indicate that nearly all degree programs are engaged in some form of assessment, albeit with somewhat uneven implementation. Of the programs reporting, only four of 139 undergraduate and graduate degree programs do not have operational assessment plans (the exceptions are in development or substantive revision). Table 3-1 provides an example of a survey of assessment practices by the OAPR.

213 <http://assessment.siuc.edu>.

214 www.irs.edu/webRoot/Accredit/Accredit.asp.

Table 3-1. Office of Assessment and Program Review survey, 2007.

Annual Survey and Report of Departmental Assessment Practices Undergraduate Program				
Assessment Plan		Yes	No	N/A
The department has an assessment plan for the associate/ undergraduate program.		77	1	
The department has an assessment plan for the graduate program.				
The assessment plan(s) is/are linked to articulated outcome goals for your majors.		71	2	1
Assessment Process		Yes	No	N/A
Responsibility for assessment has been assumed by:	Individual:	51		1
	Chair	26		
	Tenured Faculty	34		
	Untenured Faculty	8		
	Continuing Term	2		
	Term	0		
	Academic Staff	0		
	Committee:	38		
	Specially constituted to address assessment of student learning	31		
	Part of the Curriculum Committee	12		
Part of the Executive Committee	6			
Part of the Undergraduate/Graduate Education Committee	12			

Please identify the types of tools in the assessment plan(s); if possible, indicate the academic years in which they have been or are intended to be employed.

Tools used to directly assess student learning	Undergraduate Program	% of Total	Additional	Of the tools used to directly assess student learning, which provide the most useful information?	Of the tools used to directly assess student learning, which provide the least useful information?	Of the tools used to indirectly assess student learning, which provide the most useful information?	Of the tools used to indirectly assess student learning, which provide the least useful information?
a. Program accreditation date	39	51	3	3			
b. National exams	25	32		7	5		
c. Local exams	29	28		6	7		
d. Capstone courses	41	53		22	5	1	1

Please identify the types of tools in the assessment plan(s); if possible, indicate the academic years in which they have been or are intended to be employed.							
e. Embedded testing	44	57		12	7		
f. Student portfolios	32	42		6	7		
g. Thesis/dissertation	5	6					
h. Performance evaluations	46	60		15	5	1	
i. Pre & post testing	31	40		8	7		2
j. Other (specify)	33	43	1	9	4	2	1
Tools used to indirectly assess student learning							
k. Student surveys	43	56	1	1		11	6
l. Exit surveys	44	57	11	4		17	4
m. Alumni surveys	40	52	2	1		8	7
n. Employer surveys	33	43	2	1		11	6
o. External reviews	42	55				8	6
p. Other (specify)	26	34		1	1	13	1

Indirect measures of student learning include rates of persistence and graduation (Table 3-2). For the past ten years, retention of first-year students into their third semester has ranged between 66 and 72 percent. In the same period, these students were graduated in six years at rates between 39 and 43 percent. On the other hand, more than half of all students finishing their undergraduate degrees at SIUC came as transfers from other institutions, mostly community colleges in Illinois. Despite increasing attention to these trends, the rates have remained relatively steady.

Table 3-2. Freshman persistence and graduation.²¹⁵

Persistence and Graduation of On-Campus, New Full-Time Freshman Seeking a Baccalaureate Fall Semesters 2001-2007 (10th-day cohorts)									
Entering Fall Semester	Cohort Headcount	Continued to 2nd Yr.	Continued to 3rd Yr	Graduated within 4 Yrs	Continued to 5th Yr	Graduated within 5 Yrs	Continued to 6th Yr	Graduated within 6 Yrs	Continued to 7th Yr
2001	2085	78.1%	60.0%	24.0%	26.5%	41.0%	81.0%	45.7%	29.0%
2002	2328	70.2%	56.4%	23.6%	25.4%	40.0%	78.0%	45.2%	24.0%
2003	2478	70.2%	56.4%	23.9%	25.5%	39.9%	67.0%		
2004	2480	70.2%	57.2%	26.0%	24.8%				
2005	2315	67.4%	54.5%						
2006	2222	69.8%	58.5%						
2007	2488	69.1%							

Notes: Percents are cumulative rather than annual percents. Each graduation year contains all recorded graduations of students in a given cohort during December, May, and August. Each cohort consists of all new full-time freshmen entering SIUC in the respective summer and continuing into fall or entering in that fall semester for the first time. On-campus only degree-seeking students are included in each cohort. All 10th-day cohorts were tracked through Fall Semester 2008, and the status of the student is recorded before each fall semester following the fall semester as a new freshman: did the student graduate? Is the student still persisting? Or is the student a non-persister? Continued to 2nd Year, 3rd Year, etc. is defined as a student who returns for the Fall semester of that year. The cohort headcount for new, full-time freshmen will not match Factbook Table 2 because Table 2 includes associate degree-seeking and off-campus students as well as baccalaureate degree-seeking students. *Source:* Institutional Research and Studies Longitudinal Student History File and 10th-day student census files.

Another measure of student learning comes from responses to alumni surveys on satisfaction and employment. According to a 2005 survey of SIUC graduates in 1994, 2000, and 2003, alumni felt satisfied about the university and their degrees; more than 70 percent expressed positive and strongly positive attitudes.²¹⁶ This same survey also indicated that between 44 and 49 percent of responding alumni felt that their degrees had prepared them well or very well for their present jobs. Between 76 and 87 percent of them were employed full-time.

At the graduate level, SIUC collected data on time-to-degree for selected doctoral programs and provided them to an on-going study sponsored by the Council of Graduate Schools. National data are incomplete, but this study will inform the higher education community on an important topic. The National Research Council (NRC) Assessment of Research Doctorate Programs also has been collecting assessment-related data, but it is unclear

²¹⁵ This table reproduces *Southern Illinois University Carbondale Factbook 2008-2009*, Table 26.

²¹⁶ See Alumni Surveys in the Annual Performance Reports to the Illinois Board of Higher Education, archived in the Office of the Associate Provost for Academic Affairs.

when their analysis will be published.

Besides enrollments and surveys, other assessment activities suggest that many programs are engaged in the collection of meaningful learning data and use the information to improve outcomes. These efforts demonstrate a pervasive commitment on the part of faculty to enhance quality control in both undergraduate and graduate education at SIUC.

University Core Curriculum

In the late 1960s SIU instituted a curriculum for basic, university-wide educational requirements to replace the old distribution requirements. Several years of planning and system-wide discussion preceded the establishment of this General Studies curriculum common to both Carbondale and Edwardsville campuses. Organized into five content areas—physical sciences, social sciences, fine arts and literature, composition and rhetoric, and health and physical education—this structure served the university’s desire for a “common core of knowledge”²¹⁷ and was headed by a dean of General Studies.

Over the years the program was adjusted to emerging institutional needs and new courses were added, resulting in “course proliferation” that threatened to undermine the integrity of the curriculum. The first of two major revisions of the general studies curriculum occurred in the 1970s, when the name was changed from General Studies to General Education, the dean was replaced with a director, and some courses were trimmed. The second occurred in the mid-1980s, when a major overhaul occurred within the same five-area framework. The curriculum was pruned to create a more manageable number of courses and to restore some coherence by developing a logical progression from broad 100-level introductory courses to more focused 200- and 300-level ones that would build on the students’ experience. Nonetheless, some feeling remained that even this major editing of the course list was insufficient, necessitating a more thorough review of general education requirements. In the mid-1990s, a comprehensive review of the rationale, structure, and offerings of the curriculum was undertaken and led to creation of the present University Core Curriculum.

Since 1996 the University Core Curriculum (UCC)—the university’s general studies program required of all its undergraduates—has engaged in assessment of student learning outcomes as a principal feature of its implementation.²¹⁸ With the assistance of a nine-member faculty committee, the Core Curriculum Executive Council (CCEC), the director

217 SIUC 1994-95 *Undergraduate Catalog*, p. 92. This was the last catalog published before the present Core Curriculum was instituted.

218 <http://corecurriculum.siuc.edu>.

of the UCC oversees the regular collection of course portfolios. At least once every five semesters, instructors of each UCC course must provide the director and CCEC a dossier that includes a copy of the course syllabus (listing the learning objectives for the students taking the course), important supplementary handouts (such as writing assignments and laboratory exercises), final examinations or semester-end projects, and the results and analysis of the instructors' learning data, learning objective-by-learning objective, collected for the entire semester.

The dossiers are then reviewed by the CCEC and feedback is provided to the instructor on how the learning data might be used to improve learning the next time the course is taught. Each assessment includes the following items: (1) a comparison of the current course syllabus with the one approved by the (CCEC) to ensure that it contains the required elements of a Core course syllabus as well as to ensure consistency in course objectives, textbooks, and assignments; (2) a review of sample examinations given in the course, including the final exam, as well as samples of other types of assignments; and (3) an assessment chart that lists the assessment indicators used by the instructor, an explanation of how the indicators are related to the course objectives, the assessment data for each indicator, and a discussion of how the instructor plans to improve the course in light of the assessment. In short, the requirements for regular course review include the fundamentals of measuring the student learning outcomes in the Core, course by course. Details and sample materials can be found on the program's website.²¹⁹

The UCC course dossier system ensures faculty attention to the effectiveness of their teaching as well as reminding academic units of their commitment to the learning of students who are not necessarily majors in their degree programs. The results of this assessment effort indicate that at least 75 percent of all students enrolled in any of the UCC's 125 courses meet or exceed expectations in their achievement of the stated learning objectives.²²⁰ Because the system ensures that learning objectives for each course are directly related to the program's six major learning goals, as stated in the *Undergraduate Catalog 2009-10* and discussed in Core Component 4.b, the university can say with reasonable certainty that its students are developing the appropriate foundational skills (in English composition, speech, and math), disciplinary knowledge (in the physical and biological sciences, social sciences, humanities, fine arts, and human health), and integrative understanding of controversial issues (in multiculturalism and interdisciplinarity).²²¹

219 <http://corecurriculum.siu.edu/assessment.html>.

220 See assessment dossiers in the Office of the University Core Curriculum.

221 *Undergraduate Catalog 2009-10*, p. 56.

The UCC uses its learning data to address serious, on-going concerns in undergraduate education. Among recent initiatives are efforts to introduce a common text—*The Narrative of the Life of Frederick Douglass*, and, more recently, *The Naked Roommate: And 107 Other Issues You Might Run Into in College*—for students to read in English Composition, Speech Communication, and orientation to assist in knowledge and skill transfer from one UCC course to another and from the UCC to the major. This issue arose from the learning data collected from students as part of a major grant from the William and Flora Hewlett Foundation to fund a problem-based learning integration of the entire UCC curriculum (2001-04). Similarly, the UCC is partnering with the College of Liberal Arts to sponsor workshops on Writing Across the Curriculum with an eye to supporting faculty interest in teaching students to write more effectively in their own courses. And finally, the UCC has worked with University Housing to create living-learning communities—residential groups of students sharing the same undergraduate major—whose learning objectives were framed by a university-wide committee of faculty and staff in keeping with learning data collected in the UCC as well as in Student Affairs. The most ambitious community to date is the one created by the College of Engineering, with funding from the National Science Foundation, to enrich student learning in three entire residence halls.

Despite this commitment to assessment, the UCC has been unable to come to grips with program review as distinct from course review. It has been extremely difficult to establish suitable assessment protocols for either the program as a whole or for its constituent sub-curricula, even though the goals are clear and well-articulated.²²² The reasons for this appear to be rooted in a deep-seated culture at SIUC that makes consistent cooperation across departmental boundaries very difficult. At least two elements contribute to this departmental balkanization, both stemming from the university's chronic funding difficulties. First, the budget is a zero-sum game. This is true everywhere, but most universities have gone through periods of growth, especially during the 1990s, that mitigated that hard fact. At SIUC, enrollments have fluctuated within a narrow range for the past four decades while state support has dwindled and a variety of pressures have worked against raising tuition charges. The result has been a budget that has been in slow decline in terms of real dollars (see chapter on Criterion 2). This decline has led departments to be very defensive about any changes that might conceivably result in a relative net loss to their respective budgets. This defensive attitude manifests itself in many ways, even outside the budgetary arena.

Second, the culture that has pervaded SIUC for decades is one that values procedure over outcomes and emphasizes compliance over assessment. Whereas departments and



²²² <http://corecurriculum.siu.edu>.

individual faculty are quite clear about goals and outcomes in their courses, they tend to see larger programmatic goals, especially in a university-level endeavor like the UCC, as being externally imposed and they treat the assessment of outcomes in terms of those goals as largely a reporting function that demands their compliance with these “external rules.” When assessment attempts to move beyond the level of the department’s own courses, faculty tend to lose interest and fail to see its relevance to their efforts.²²³ Assessment efforts for degree programs within departments do not encounter the same degree of resistance/indifference as has programmatic assessment of the UCC.

One notable recent development in the university’s commitment to the assessment of student learning is SIUC’s participation in the Higher Learning Commission (HLC)’s Assessment Academy. In October 2009 the university applied to the Academy and the following month was officially invited to join. Accordingly, a team of five faculty and staff members attended the roundtable hosted by the HLC in Lisle, Illinois, for two full days of mapping out a strategic plan for developing a culture of transformative inquiry on the Carbondale campus. This plan’s initial focus is on learning in the Saluki First Year (SFY) as a model for faculty and staff members in other programs to consider adapting to their particular needs, drawing on the pervasive buy-in from colleagues in the SFY, which affects a large number of undergraduate programs in the university. The idea is thus to build on this success in order to interest others in the same process of empowering colleagues to use assessment data to improve their curricula and to enhance the student learning that arises from them.²²⁴

Undergraduate Education: Examples

The Department of History submitted an assessment plan in 1996 that proved almost immediately fruitful to its faculty in revising the undergraduate major. After examining the research papers graduating seniors had written in the required senior seminar (History 499), the department discovered that many majors were unable to survey the historiographical literature relevant to their topics, to distinguish between primary and secondary sources, to construct an historical argument, or to document their work so that a reader could verify the sources used. Consequently, the department modified the major to require a seminar on research methods, History 392, that introduced these basic concepts to all students in the major. The new course was inserted into the curriculum between the introductory surveys

²²³ For faculty who have been at SIUC for more than a decade, this attitude may be partly a continuation of frustration with the ever-shifting demands of state higher-education authorities, which failed to bring about any visibly relevant or positive outcomes for the institution.

²²⁴ For more information about the university’s participation in the Assessment Academy, see the application proposal and the pre-roundtable materials, available in the OAPR.

of American and Western/World History and the upper-division courses on special topics. The result was a dramatic improvement in the research papers that graduating students produced in the senior seminar. Faculty remain concerned with the difficulty of teaching History 392, however, and the department's Curriculum Committee is now reviewing this course to propose revisions in light of the most recent assessment data in that course and in the major.²²⁵

The Teacher Education Program (TEP) in the College of Education and Human Services (COEHS), in response to the last National Council for Accreditation of Teacher Education (NCATE) self-study in 2003, has implemented a new assessment plan. The TEP now requires all students to subscribe to the e-portfolio service provided by LiveText, a powerful software package that also provides courseware and assessment capacity, and to present his or her portfolio to a faculty panel. Working from standards mandated by both NCATE and the Illinois Board of Higher Education, COEHS faculty defined student learning outcomes for the program and are using the evidence students place in their portfolios to measure achievement in a systematic and comprehensive way. As a result, faculty are now positioned to modify rubrics, course requirements, and preparations for state-wide teacher certification examinations to improve the TEP. Use of the full power of the LiveText system is still in the implementation stage and requires further faculty development workshops on its use, both in the COEHS and in content programs elsewhere on campus. In keeping with the best practices promoted by NCATE, the accreditation deadline for TEP's completed self-study is scheduled for spring 2010.

Assessment in the Department of Civil and Environmental Engineering (CEE) has produced similar enhancement of student learning in its undergraduate degree programs.²²⁶ Thanks in large part to the department's active participation in the College of Engineering's self-study for re-accreditation by the Accreditation Board for Engineering and Technology (now ABET Inc.) in 2004, the CEE faculty undertook a major review of its undergraduate degree learning outcomes. Faculty modeled their learning objectives on ABET's "a through k" list of criteria, including specific objectives that students needed to achieve from their work in the University Core Curriculum (UCC). The associate dean of the college and the director of the UCC carefully reviewed the learning objectives of courses required of civil and environmental engineering students, such as Microbiology 202 in the Human Health area of the UCC, with an eye to collecting learning data and using them to revise the undergraduate curriculum in CEE. This effort was rewarded with a special mention by the ABET site visitors in 2008, noting effective integration of this program's College of

225 History Assessment Report, 2007, in the Office of Undergraduate Studies, Department of History.

226 ABET Self-Study, 2008, in the Office of the Associate Provost for Academic Affairs.

Engineering and UCC curricula.²²⁷

One last example of shrewd assessment is the Didactic Program in Dietetics (DPD) in the Department of Animal Science, Food and Nutrition of the College of Agricultural Sciences, which is accredited by the American Dietetic Association. The DPD obtains feedback from internal and external constituents to guide course revisions and curriculum development in a sustained and organized fashion. Undergraduate student learning, for example, is measured by the placement rate in supervised practice and in volunteer and paid dietetics-related work. The program carefully monitors its graduates' performance on the Registered Dietician (R.D.) examination administered by ACT. Each year, ACT provides a report of the graduates' pass rate. The program's accrediting agency, the Commission on Accreditation for Dietetics Education (CADE) provides an annual report of the rolling five-year pass rate. Alumni are surveyed every three years concerning their examination pass rates and their post-baccalaureate education or employment. Each year, employers of all graduates, including those with a master's degree, are surveyed to evaluate former students' professional characteristics. The results of these activities are analyzed to determine appropriate changes in the curriculum. An advisory committee of faculty teaching in the DPD meets each semester to review the placement and examination pass rates and the alumni and employer surveys, results that inform modifications of specific courses. On the basis of assessment feedback from the 81 percent of graduates still in the field, the program has moved courses from sophomore to senior year, changed a course from self-instruction to lecture format, and revised the content of the Service Organization and Management course (FN 461) to improve the coverage of material on which graduates are examined for licensure.²²⁸

Graduate Education: Examples

In response to the national movement to develop future faculty, the Graduate School initiated a teacher-training program for all interested graduate students. With a director and budget administered by the Graduate School beginning in 2002, the Center for Graduate Teaching Excellence (CGTE) offers pre-semester workshops for graduate students whose programs do not have a teacher-training unit of their own.²²⁹ The CGTE annually circulates a call for proposals from academic units seeking to enhance the training of their graduate assistants for classroom work. The assessment of learning objectives for

²²⁷ ABET Self-Study Report for the Civil Engineering Program at SIUC, July 1, 2008, in the Office of the Associate Provost for Academic Affairs.

²²⁸ Dietetics Assessment Summary, 2009, in the Office of the Coordinating Counselor, Dietetics Program, Department of Animal Science, Food and Nutrition.

²²⁹ <http://www.cgte.siuc.edu/>.

these advanced students includes both direct and indirect indicators, such as performance evaluations by their faculty supervisors and focus groups of graduate assistants during both departmental and university workshops (both cases had outcome measures for each learning objective). One consequence of the assessment data was the creation of separate training for research assistants and advanced training for second-year assistants. Although budget cuts have reduced the funding of departmental proposals, the measurement of learning outcomes remains central to the CGTE efforts to improve graduate training and undergraduate instruction.

In the COEHS, the master's and doctoral programs in rehabilitation, accredited by the Council of Rehabilitation Education (CORE), complement classroom instruction with individualized clinical experience and student research documented in a thesis, paper, or project. Student learning is assessed primarily in performance evaluations and examination of research products by faculty using criteria established by the Rehabilitation Institute. Besides learning outcome data, the changing discipline in rehabilitation dictates changes in curriculum and instruction. For example, the graduate programs now include specializations in substance abuse, counseling, gerontology, and gambling addiction. In 2004 the Doctor of Rehabilitation (Rh.D.) degree was changed to Doctor of Philosophy (Ph.D.) to better reflect national practice. In 2006 the Ph.D. program was revamped to address the two career trajectories of the program's graduates: one path continues preparation for credentialed practice, the other prepares students to enter academe. Under a new curricular structure, doctoral students enroll in a series of seminars on best clinical practices as defined by empirical evidence, thus combining the worlds of practice and research. Thanks in no small part to its assessment efforts, the counseling program in the Rehabilitation Institute has consistently maintained national ranking by *U.S. News & World Report* magazine.

In the Department of Chemistry and Biochemistry, assessment of the graduate programs (M.S. and Ph.D.) is charged to the Graduate Advisement and Curriculum Committee (GACC), a standing faculty committee. The graduate programs have ten educational goals, which include knowledge across the sub-disciplines, oral and written communication skills, research skills, teaching ability, and so on. The GACC typically meets at least once per semester to review individual graduate student performance (particularly during the first year), review graduate programs, devise possible programmatic changes (in light of these reviews), suggest such changes for a vote of the entire department, and oversee the changes' implementation. Success in meeting these goals on individual and program-wide bases is assessed using various inputs and tools, at numerous times across a graduate student's career. For the student, these begin with an entrance exam: during orientation week, all

incoming graduate students take four of five exams designed by the American Chemical Society (ACS). Students who perform poorly on a given exam (scoring beneath the 50th percentile) are directed by the GACC (with input from the student) to take a corresponding 400-level (senior undergraduate) course—helping ensure that the goal of sub-disciplinary knowledge is met for each student. Students are required to take certain distributed course requirements in and outside of their major sub-disciplinary interest in chemistry/biochemistry, as well as seminars that range from introductory professionalization (safety training, ethics, etc.) to more specialized materials. Ph.D. students are required to take four cumulative examinations covering their major sub-discipline. Formal outcomes assessment is performed at three stages in each graduate student's career by his/her advisory committee: independent proposal defense (Ph.D. only), thesis/dissertation defense, and upon the student's first employment following graduation. Over the years, the assessment findings led to the formation of the current composition of the GACC, changes in course distribution requirements, and changes in course offerings, particularly in the area of biochemistry. Some potential changes are being considered for the future, including requiring (rather than simply expecting) student publications, carrying out exit interviews, and developing required introductory courses for first-year graduate students.²³⁰

The Department of Anthropology takes seriously the assessment of its graduate programs, master's and doctoral. Its doctoral assessment protocol specifying eight learning objectives was submitted to the OAPR in 1997, giving the department more than a decade of data for comparative analysis and evaluation at various junctures. For example, aspects of program assessment are discussed in at least one faculty meeting per year, the most recent addressing whether the department's five graduate core courses adequately fulfill Assessment Objective 1 (preparation to teach a four-field introductory course). Prior to that meeting, subcommittees focusing on each core course met several times to examine available data and prepare recommendations. The outcome was a decision to modify the syllabi of two of the core courses. Additional discussion of the doctoral program occurs during the department-wide annual review of graduate student performance at the end of spring semester, after which each student is provided a written evaluation of his/her progress in the degree program. Although this meeting focuses on the performance of students, discussion also considers whether formal or informal aspects of the program have contributed to student difficulties. These meetings may identify ways to improve student success outside of formal program requirements, such as easing international students into our academic culture, reducing time-to-degree, and so on. Formal doctoral

²³⁰ Email from B. Goodson, 10/9/09, from Department of Chemistry and Biochemistry Self-Study for Program Review, in the OAPR.

program assessment is based on forms filled out by members of each student's doctoral committee as the student moves stepwise toward completion. Thus, forms exist to evaluate the dissertation proposal, the public presentation of that proposal, the candidacy exam, the dissertation, and the dissertation defense. Each form provides an overall evaluation/summary, as well as an assessment of particular aspects of the student's performance (clarity of prose, appropriateness of analytical method, significance of topic, etc.). The original forms are kept in the student's dossier and data are entered into an Excel spreadsheet to enable quantitative analysis. Perhaps the best testimony to the effectiveness of doctoral student learning is that since 1998, six dissertations in anthropology have won the annual SIUC campus-wide Outstanding Dissertation Award (in 1998, 2001, 2002, 2003, 2006, 2008) and two earned honorable mention (2004 and 2005). In addition, four anthropology students have won the annual "Outstanding Teaching Assistant in the Core Curriculum Award."

National Assessment Initiatives

In the past ten years SIUC has participated in three national efforts to assess student learning outcomes. These projects include Pennsylvania State University's "Parsing the First Year of College," which is collecting learning data from thirty-seven universities and colleges to document institutional support of first-year students in their difficult transition to higher education. With generous funding from the Spencer Foundation and the American College Testing Corporation, the principal investigators at Penn State provided advice on the administration of the National Survey of Student Engagement (NSSE), the Collegiate Assessment of Academic Performance (CAAP), a nationally normed, standardized instrument, and their own surveys of the faculty and administration at SIUC in spring 2007.

Although the integrated analysis of the data is not complete, preliminary results from the CAAP can be set in the context of course-specific learning data collected in English



composition over the past decade at SIUC. These findings suggest the following trends in our students' development of analytical thinking and writing skills.²³¹ It is apparent that although SIUC's first-year students are not particularly well prepared for college-level work and are not always properly placed in the most appropriate composition courses, they are well within the range of statistical error in the data on the achievement of all first-year students taking the CAAP in 2007. SIUC students maintained roughly the same percentile rankings in writing skills (as measured by the CAAP) that they had in English when they took the ACT their junior year in high school.²³² Although they may have fallen slightly below the national norm on the CAAP, they made statistically measurable progress in their writing skills during their first year of college.

SIUC is using these data as part of a new first-year experience program to address more effectively our students' learning needs at the beginning of their college career. In spring 2008, directors of the Saluki First Year were named and began to create this program by coordinating the efforts of both Academic Affairs and Student Affairs, and bringing resources from these two administrative areas to bear on this important undertaking. This effort was also coordinated with University Housing, Pre-Major Advisement, the Center for Academic Success, the University Honors Program, and the University Core Curriculum in the Offices of the Provost and Vice Chancellor and of the Vice Chancellor for Student Affairs to ensure that the effective learning of entry-level students is the principal reason for their improved retention. To that end, the directors oversaw the university's application to the Foundations for Excellence at The National Policy Center for the First-Year Experience. SIUC was a member of the 2008-2009 cohort.

The National Research Council Assessment of Research Doctorate Programs has reviewed twenty-one of SIUC's thirty doctoral degree programs. In 2006 the university provided the NRC with a comprehensive list of graduate faculty in each program, who were then surveyed by the NRC including uploaded copies of their curriculum vitae. Data were also collected from the institution, individual programs, doctoral candidates in the Departments of English and Economics, and faculty rankings of programs in their discipline. 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, but also to make comparisons with their peers elsewhere in the country.

Since 2000, SIUC has participated in the Cooperative Institutional Research Program

231 www.ed.psu.edu/cshe/Parsing/home.html.

232 Report in the OAPR.

(CIRP), a survey administered to more than 400,000 first-year college students across the nation. The Office of the Vice Chancellor for Student Affairs administers this instrument to SIUC freshmen each fall, allowing the office to review characteristics, behaviors, and perceptions of SIUC students who have just arrived and to compare the SIUC data over time to comparable data from other public universities. The latest data from fall 2007 show that SIUC undergraduates tend to be more artistically oriented than their peers at other institutions; they are clearly attracted by programs in the School of Art and Design and the College of Mass Communication and Media Arts. On the other hand, they are also more pragmatic about their studies, that is, they are concerned about the utilitarian value of their education. This instrumentalist orientation is reflected in the pre-professional programs in which they major.²³³ The survey results have been especially useful in academic advisement for pre-major and remedial students and in the assessment of their learning outcomes in the first year at SIUC.

Non-Degree Program Learning

Many programs on campus, not just those leading to academic degrees, contribute to student learning. In the Graduate School, for example, non-declared students may take a course for personal enrichment; others may have applied to a program too late to be admitted but take classes during the admissions process; still others are enrolled in courses for teacher in-service training. Those graduate students who demonstrate promise without the requisite undergraduate grade point average (GPA) may also take courses until such time that they become admissible. “Non-degree learning” is thus a complex term.

One of the more important non-degree learning opportunities comes through University Housing (UH), which exists to provide a high quality, affordable living/learning environment that fosters personal development and academic success. University Housing created an Assessment Committee that actively investigates learning outcomes for residential life programs: Learning-Living Communities (LLCs), Freshman Interest Groups (FIGs), the Faculty/University Associate program (FUA), and Peer Mentoring. LLCs and FIGs are residential groups of students having the same major or semester schedule of classes. The FUA program brings faculty and staff into the residence halls to offer students informal guidance and mentoring through participation in dining and planned students’ social activities. Additionally, Peer Mentoring pairs younger and older students with mutual interests to help newcomers transition to a new institution.

For the 2001-2005 cohorts in the FIGs, for example, a comparison of student GPAs

233 CIRP Summary, 2008, in the Office of the Vice Chancellor for Student Affairs.

between participants and non-participants suggests a “FIG effect”: participant GPAs were higher than non-participant GPAs during the first two semesters of school, even though differences between the groups decreased during the second semester (following completion of the FIG) and virtually disappeared beyond the second semester (Figure 3-1). Moreover, persistence rates (through the sixth year) for FIG students were higher than those for the SIUC student body. Among the three programs (FIGs, LLCs, and a combination of the FIGs/LLCs), the highest mean GPAs were the students participating in the combination FIGs/LLCs, followed by the FIG students, then the LLC students; a comparison/control group had a lower mean GPA than the three program groups.²³⁴

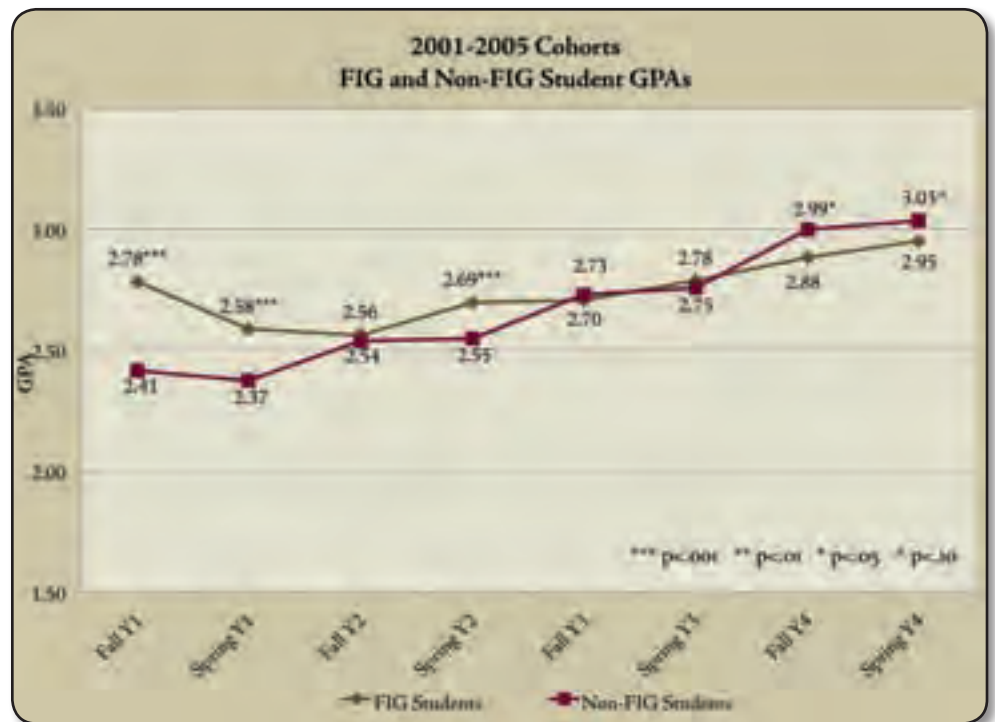


Figure 3-1. Freshman Interest Group (FIG) & Non-FIG Student GPAs.²³⁵

The Counseling Center, which provides psychological services for students, has also documented learning outcomes for its clients.²³⁶ The results of its studies support the positive impact of counseling on graduation and retention rates. Counseled students enjoy a 25 percent graduation/retention advantage over students who did not receive counseling. Specifically, students who received thirteen or more sessions had a 36 percent retention advantage over non-counseled students. Similarly, a Learning Outcomes Survey provides feedback on twenty-four learning outcomes to determine what the Counseling Center is doing well (e.g., “As a result of counseling, I learned one or more strategies to

²³⁴ Report on the Residential FIG Experience, 2006, in the Office of Academic Initiatives, University Housing.

²³⁵ Eric Davis et al., “Freshman Interest Groups: The Solid Foundation to a Successful College Career” (2006) PowerPoint Presentation, Office of Academic Initiatives, University Housing.

²³⁶ Counseling Center Report, 2007, in the Office of the Counseling Center.

solve or cope with problems,” was endorsed as strongly agree or agree by 87 percent of respondents); what it is doing only well (e.g., “As a result of counseling, I am more likely to continue my education at SIUC” was endorsed as strongly agree or agree by 77 percent of respondents); and what it can do much better (e.g., “As a result of counseling I learned about other helpful campus resources” endorsed as strongly agree or agree by only 58 percent of respondents).

The Supplemental Instruction Program (SI) in Student Affairs supports student retention and academic achievement by providing small-group tutoring for challenging entry-level courses. The SI coordinator targets certain courses on the basis of the number of Ds, Fs, and Ws earned (25 percent or higher), enrollments of over 100 students, and whether it is designated as a gatekeeper or UCC course. In such courses, faculty members are asked to provide names of outstanding students who might potentially serve as SI leaders who are then trained in keeping with certification by the College Reading and Learning Association. The SI leaders then attend the targeted courses and facilitate two study sessions per week throughout the semester. In order to assure quality control, the coordinator implements the following assessment strategies:

- Faculty survey (asking faculty members to evaluate SI leader performance in class);
- End-of-term evaluation (for participants to evaluate the SI sessions and SI leaders);
- Session observations (for the SI coordinator and peer supervisors to evaluate individual SI leaders while they are actually conducting study sessions);
- Training evaluation (for the SI leaders to evaluate the effectiveness of their training, along with the support and supervision of the SI office staff);
- Semester grade report (simple descriptive statistics to report participation rates and mean GPAs of SI participants; t-tests to compare the mean GPAs of SI participants with non-participants from the same course).

On the basis of the semester grade reports, the SI coordinator and advisory board members explore how to improve student attendance, motivation, and performance. Through this exploration, many faculty members have come to realize that the closer they work with the SI leaders, the greater the attendance and usually the greater the difference between participants’ and non-participants’ GPAs. Thus, the data have influenced both the faculty members and the student leaders to change their behaviors and attend to the needs and motivations of students enrolled in the targeted courses.²³⁷

The Writing Center (WC) at SIUC approximates a teaching-and-learning center, serving both faculty and students. The WC has three campus locations, including two in the residence halls, and its main office is prominently featured in the remodeled Morris Library. It also has a presence on the internet.²³⁸ The staff of faculty, graduate assistants, and well-trained student tutors provides vital support for writing activities in courses in every academic program, especially those in the College of Liberal Arts and the College of Applied Sciences and Arts, which have a Writing-Across-the-Curriculum requirement for undergraduate degrees. Graduate and undergraduate students in search of help with their writing assignments may consult the WC staff. Faculty needing advice about the best ways to teach writing may arrange for class visits and outreach workshops, all run by the WC. The WC has been the principal locus for university-wide conversations about writing, even though its mission remains much more circumscribed: to help faculty teach and students write more effectively. In spring 2007, for example, all thirty-five students enrolled in Black American Studies 215 participated in the WC's outreach and improved the quality of their writing, according to the instructor.²³⁹

Core Component 3.b: The organization values and supports effective teaching.

The importance of excellent teaching at SIUC is inscribed in its mission statement:

*Southern Illinois University, now in its second century, is a major public higher education institution dedicated to quality academic endeavors in teaching.*²⁴⁰

Faculty members are hired, tenured, promoted, and rewarded not solely on their achievement as creators of new knowledge, but also on their expertise as instructors of the next generation of society's leaders and life-long learners. That the university takes seriously its commitment to its students' learning is clearly shown by its promotion and support of effective teaching.

The university meets this commitment in varied ways, not least of which is close attention to class size. By contract with its principal faculty bargaining unit, the Faculty Association, SIUC has committed itself to a student/faculty ratio of no more than twenty-six students per full-time faculty member.²⁴¹ In fall 2008, the FTE Student/Full-time Tenured and

²³⁸ <http://write.siu.edu>.

²³⁹ Summary of Assessment for the Spring 2007, Writing Center, Morris Library.

²⁴⁰ *Undergraduate Catalog 2009-10*, p. 3.

²⁴¹ *Agreement between the Board of Trustees of Southern Illinois University and the SIUC Faculty Association*, IEA/NEA, Sec. 9.07.b.

Tenure-Track Faculty Ratio was 20.5:1 (Figures 3-2, 3-3).²⁴² Similarly, class size in the 125 courses of the University Core Curriculum, including all break-out sections for discussion, recitation, and laboratory, averages just twenty-five students; the size of all classes at registration, excluding break-out sections, is forty-nine. These numbers are low given SIUC’s profile as a large, public, research university. The average Core class at Michigan State University, for example, is 348.²⁴³

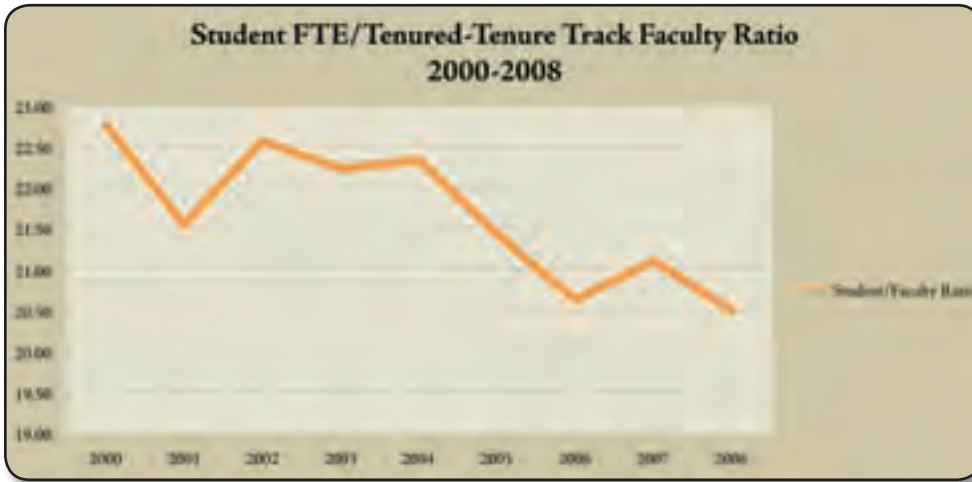


Figure 3-2. Trend in SIUC student/faculty ratio.

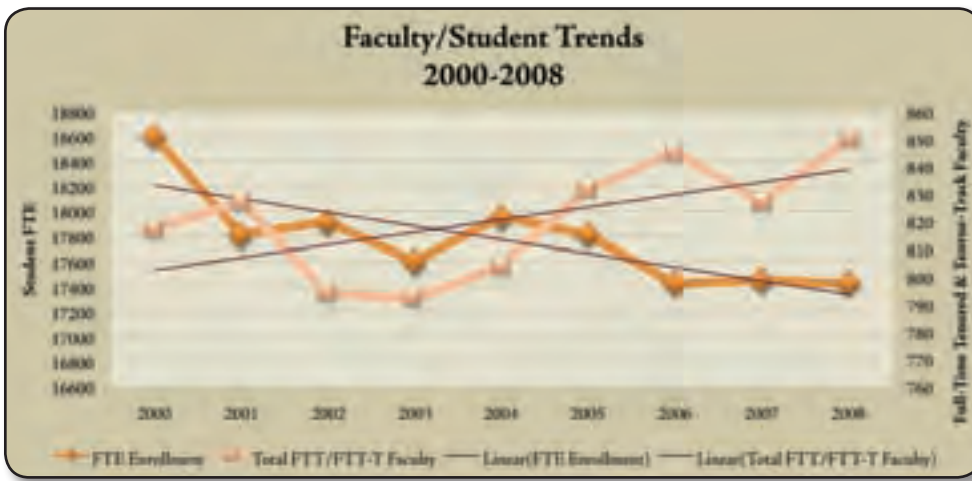


Figure 3-3. Trends in student FTE vs. full-time tenured and tenure-track faculty.²⁴⁴

A Qualified and Diverse Faculty

As at comparable institutions, the faculty at SIUC is responsible for curriculum and instruction. The operating paper of each academic unit, stipulated by SIUC’s first contract

242 The Student/Faculty Ratio was derived using data from the *Southern Illinois University Carbondale Factbook 2008-2009*, Table 1 and Table 20.

243 www.businessweek.com/bschools/undergraduate/06profiles/michstate2.htm.

244 Figures 3-2 and 3-3 are derived from data in *Southern Illinois University Carbondale Factbooks 2004-2005*, Table 16; *2005-2006*, Table 16; *2006-2007*, Table 17; *2007-2008*, Table 20; and *2008-2009*, Tables 1 and 20.

with the Faculty Association of the Illinois Educational Association/National Educational Association (IEA/NEA) in 1998, defines the roles of tenured and tenure-track faculty in determining workloads, including teaching assignments and curricular review. Similarly, each college has faculty review committees for curriculum, tenure, and promotion. For the university, undergraduate educational policy, such as admissions, grading, and graduation, is set by the Faculty Senate, and graduate educational policy with a comparable purview in the Graduate School is established by the Graduate Council. Other instructional responsibilities are defined by recent contracts with the Non-Tenure-Track Faculty Association in 2007 and the Graduate Assistants United (GAU) in 2008, both also of the IEA/NEA. The GAU contract is unusual in that it covers all graduate students holding assistantships, including teaching, research, and administrative positions. Most graduate assistant labor agreements exclude the latter two categories.

A principal indicator of quality teaching is a qualified instructional faculty. Eighty-four percent of the faculty in fall 2008 were full-time. Eighty-two percent of the full-time instructional faculty holds doctorates, professional degrees, or other terminal degrees in their disciplines. These percentages are typical of an institution classified in the Carnegie system as Research University (high research activity), such as SIUC. Since 1991 there has been a very slight downward trend in the percentage of full-time faculty and a corresponding increase in part-time faculty (Figure 3-4).

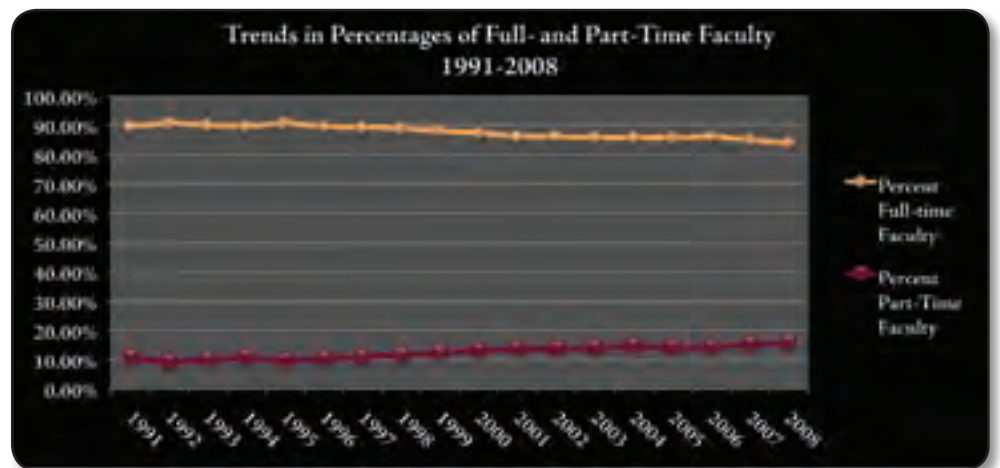


Figure 3-4. Trends in percentages of full- and part-time faculty.

As a matter of university policy, every course has an instructor of record who is ultimately responsible for the instruction leading to the issuing of grades that appear on student transcripts. Where enrollments justify the use of Graduate Teaching Assistants (GTAs) to lead discussion, laboratory, and recitation sections, such as forty courses in the University Core Curriculum, the instructor of record is also responsible for the training, supervision, and

"Your work enhances the reputation of the University, helps attract students to our campus and brings considerable funding from many, valued partners."

Remarks of Chancellor Samuel Goldman,
Research Town Meeting & Fair,
April 14, 2009

evaluation of the GTAs. In addition, the CGTE is working with departments to implement mandated reviews in the GAU contract. Each academic unit has its own procedures for student evaluation of instructors and their courses each semester; Instructional Support Services (ISS) in Library Affairs supplies and scores the most widely used, standardized, machine-readable Instructor and Course Evaluation (ICE) forms for this purpose, though many degree programs have their own. Departments often use the ICE reports to monitor instructional quality.

The mix of full-time/part-time, tenure-line/non-tenure, and GTAs in the undergraduate classroom is reasonable for an institution of SIUC's complex mission, size, and scope of programs. In fall 2008, there were 1,382 full-time faculty members, 850 (61.5 percent) of whom were tenured or on the tenure-track and 532 on term appointment. Another 262 faculty members worked part-time. In fall 2009, 888 faculty members are part of the Graduate Faculty on the basis of criteria established by the Graduate Council.²⁴⁵ Only members of the Graduate Faculty may teach graduate-level courses and advise graduate students.

Similarly, 907 of the 1688 (53.7 percent) graduate assistants in the Graduate School had instructional responsibilities, such as grading, leading discussion sections, and assisting with undergraduate laboratory exercises, under the supervision of the faculty. From a well-defined pool of properly qualified, trained, and supervised instructors, the faculty members of each academic unit, with the concurrence of the appropriate college dean, determine who shall teach which courses each semester. Advanced doctoral students on occasion teach independent sections of lower-division courses under close faculty supervision. Although some may look askance at this practice, for the doctoral students in question it provides invaluable experiential learning and is a highly attractive feature of their curriculum vitae as they seek employment in academia. Such teaching is a degree requirement in the Department of Anthropology, for example.

One component of quality instruction is a diverse faculty (see Core Component 1.b). SIUC's commitment to affirmative action in hiring, tenuring, and promoting minority faculty is under the purview of the associate chancellor for institutional diversity. In 2001 the Office of the Chancellor funded a revolving budget of \$1 million specifically for minority hires; deans can borrow salary lines against this fund for up to three years to recruit and retain faculty from under-represented groups. Similarly, all search committees operating under the purview of the Office of the Provost and Vice Chancellor are required

245 <http://www.siu.edu/gradschl/index.htm>. See the Operating Paper of the Graduate School, Sec. I.A.1 for the criteria for appointment to Graduate Faculty status.

to view a locally produced video and to discuss the *Handbook on Hiring Diversity* to ensure strong applicant pools for all faculty/staff openings. Since 2004, SIUC's Affirmative Action Policy statement has been officially reaffirmed in both the *Undergraduate Catalog* and the *Graduate Catalog*.

These on-going efforts have maintained SIUC's faculty's diverse demographic profile. In fall 2008, 20.6 percent of full-time faculty members were either minority or international: more than nine percent were Asian-American, 5.6 percent were Black/Non-Hispanic, 2.5% were Hispanic, and 2.8 percent were international.²⁴⁶ Since 2003, the ratio of men to women among the full-time faculty has been just slightly below 60:40. Among undergraduate students the comparable ratio has been approximately 55:45.²⁴⁷ The majority of graduate students are female: in fall 2009, 53 percent (2,154 of 4,051 students were female). Whereas the overall proportion of minority faculty has closely tracked the overall enrollment of minority students (Figure 3-5), the same cannot be said of the largest minority among the student body: Black, Non-Hispanic students who, in fall 2008, made up more than 16 percent of the student body while Black, Non-Hispanic full-time faculty were less than 6 percent (Figure 3-6). Although minority professionals are unevenly represented across disciplines—the disciplines in science, technology, engineering, and medicine, in particular, are disproportionately international and male—their presence in growing numbers allows them to serve as role models to their students, who see an instructional faculty like themselves. Overall, the demographic profile of the faculty is very similar to that of the students (~21 percent minority; ~45 percent female) (Figure 3-5).

"By establishing partnerships and embracing innovative approaches, we create new opportunities to serve more students. At the same time, we also underscore our commitments to accessibility, outreach, and economic development."

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

²⁴⁶ These percentages were derived from the *Southern Illinois University Carbondale Factbook 2008-2009*, Table 20. Nationally, 14 percent of full-time faculty are racial/ethnic minorities with 6 percent Asian/Pacific Islanders, and 5 percent African-American, 3 percent Hispanic, and less than 1 percent Native American (Peter D. Eckel and Jacqueline E. King, *An Overview of Higher Education in the United States: Diversity, Access, and the Role of the Marketplace* [Washington, D.C., American Council on Higher Education, 2008], p. 10, citing figures from W. B. Harvey, "Minorities in Higher Education: Annual Status Report" [Washington, D.C., American Council on Education, 2003]).

²⁴⁷ *Southern Illinois University Carbondale Factbook 2008-2009*, Table 7 and Figure 9. Nationally, women make up about 46 percent of full-time faculty (Eckel and King, op. cit. [note 37], p. 10).

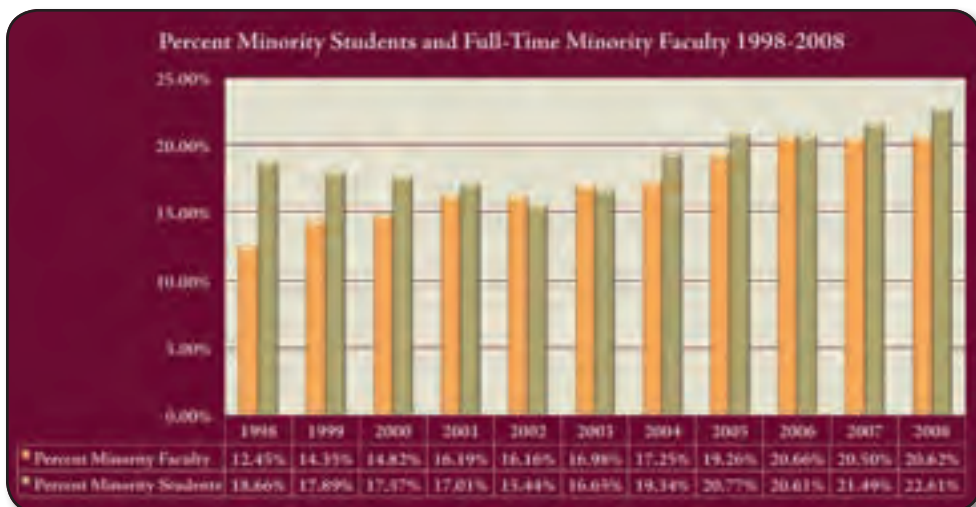


Figure 3-5. Minority students and faculty.²⁴⁸

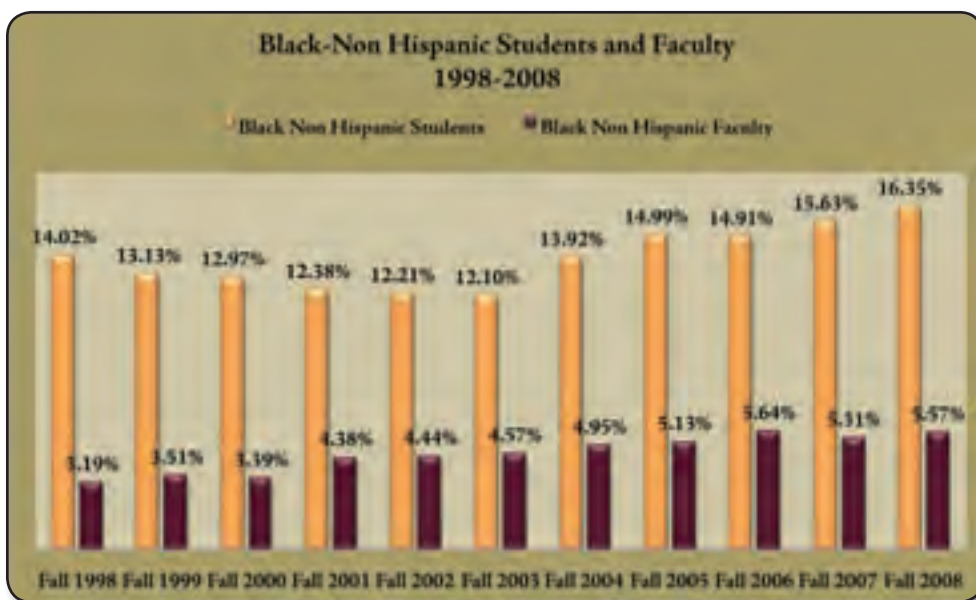


Figure 3-6. Black, non-Hispanic students and faculty.²⁴⁹

248 Source: for students: *Southern Illinois Carbondale Factbook 2008-2009*, and 2007-2008, Table 4; for full-time faculty: *Southern Illinois University Carbondale Factbook*, 2008-2009, Table 20, 2006-2007, Table 17, and 2002-2003, Table 16.

249 Source for students: *Southern Illinois University Carbondale Factbook 2008-2009*, and 2007-2008, Table 4; for faculty: *Southern Illinois University Carbondale Factbook 2008-2009*, Table 20, 2006-2007, Table 17, and 2002-2003, Table 16.

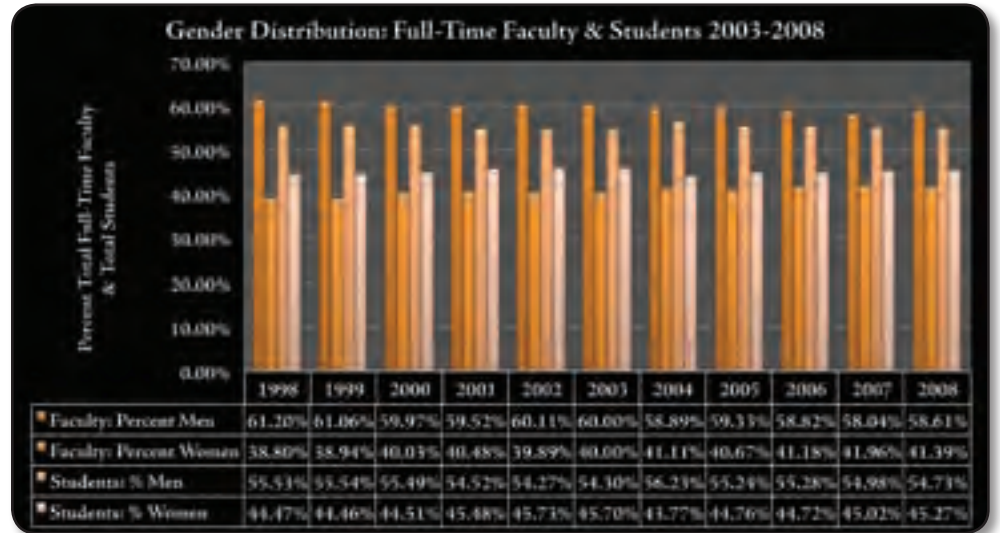


Figure 3-7. Faculty and student gender distribution.²⁵⁰

Professional Development and Teaching Support

SIUC has long recognized the contribution of faculty development opportunities to foster effective teaching. In addition to initiatives in the Office of the Provost and Vice Chancellor—especially for those teaching in the UCC—each college provides instructional faculty workshops and travel money to explore best practices in post-secondary pedagogy. The provost’s office also sponsors Commitment to Excellence Teaching Fellowships for up to ten faculty members each year. Fellowships are granted on the basis of the applicants’ proposals to create new or to revise old courses whose impact on student learning can be demonstrated. A university-wide committee of faculty members, appointed by the deans, reviews and ranks the proposals.

Among the most widely used university resources, by far, is Instructional Support Services (ISS), the same office responsible for distributing and scoring ICEs each semester. ISS helps instructional faculty enhance their pedagogy through the internet. The Blackboard course management system provides a virtual learning environment in which instructors can post course materials online for students to access anytime, anywhere. More than 600 instructors are served each academic year. Thanks to ISS, nearly half of all SIUC courses in the UCC and 1,000 courses overall now deploy the World Wide Web to reinforce student learning in and out of class.

The Office of the Provost and Vice Chancellor administers the development of web-based distance education through the Division of Continuing Education (DCE) in the Office of

²⁵⁰ Source for students, *Southern Illinois University Carbondale Factbook 2008-2009*, Table 7; for faculty: *Southern Illinois University Carbondale Factbook 2008-2009*, Table 20, 2006-2007, Table 17, and 2002-2003, Table 16.

the Associate Provost for Academic Affairs. DCE instructors receive a half-month's pay to develop a new online course. Much of this web-work is also done in close consultation with ISS, which makes available to faculty members the use of teleconferencing rooms in Morris Library, Pulliam Hall, and elsewhere on campus with the cooperation of the Office of Information Technology.

Similarly, since its inception, the UCC has actively encouraged its participating faculty to improve their pedagogies. The UCC director has taken a leading role in leveraging the program's budget to raise additional funds from college deans and external sources such as the William and Flora Hewlett Foundation (2001-03) to promote problem-based learning, and the U.S. Department of Agriculture's Education Challenge Grant program (2003-05) to develop inquiry-based course webpages. Through the UCC's auspices, the provost's office established a Writing-Across-the-Curriculum (WAC) program (2000-04), the director of which helped the faculty define writing-intensive course requirements and use writing as a pedagogical tool in the classroom. Recent campus concern with plagiarism and academic misconduct, aroused by a few highly publicized cases, has led to increased faculty interest in teaching writing in the disciplines. This interest has enabled the effective application of increased funding since 2007 by the UCC and the College of Liberal Arts for WAC courses and professional development for teachers in those courses.

With support from the associate dean and director of the Graduate School and a \$200,000 appropriation from the state of Illinois, in 2000 the CGTE was established to further focus, systematize, and professionalize the graduate teaching assistant training program in place since the early 1990s. The CGTE has also worked closely with the Center for English as a Second Language (CESL) to offer a free course in which international teaching assistants (and some faculty members) can learn to reduce their accents and increase their fluency in English. As a consequence of all these initiatives, instruction—in the sciences in particular—has improved. Attendance and performance has improved markedly in courses that entry-level students find challenging, such as Chemistry 200, required of all science majors. The Graduate School has also supported and funded the use of new technologies, such as instant polling devices, or “clickers,” where they are appropriate and feasible.²⁵¹

CHEM 200, “Introduction to Chemical Principles,” is a requirement for many degrees offered in the College of Science (Biological Sciences, Chemistry and Biochemistry, Geology, Microbiology, Physics, Physiology, Plant Biology, and Zoology) and the College of Engineering (Civil and Environmental Engineering, Mechanical Engineering, and

251 “An Assessment of the Impact... of the Classroom Performance System,” 2008, in the Office of the Center for Graduate Teaching Excellence.

Mining Engineering). Enrollments in this course average 600 students per academic year (AY). Historically, however, student performance in CHEM 200 has been extremely poor with only 45-55 percent of the students routinely achieving a passing grade of “C” or better. In an initial trial, a two-phase approach to address this problem was implemented in the three sections of CHEM 200 in fall 2007 (304 registered students) and the two sections of CHEM 200 in spring 2008 (269 registered students). The elements of this two-phase approach hinged on (1) the use of an in-class response system (eInstruction Classroom Performance System or CPS, otherwise known as the “clicker”) and (2) student assignment in Structured Learning Workshops (SLWs) proctored by GTAs and utilizing a computerized homework delivery system (ARIS) provided by the textbook publisher, McGraw-Hill.

Overall student performance improved substantially from the AY06-07 fall and spring semesters to the AY07-08 fall and spring semesters (see Figure 3-8). The overall distribution of grades shifted higher and the overall student passing rate (grade of “C” or better) increased from 52.0 percent to 60.2 percent. For a typical year in which 600 students register for CHEM 200, this increase translates into nearly fifty additional students passing the class. Furthermore, withdrawals decreased from 12.7 percent to 8.6 percent, a reduction that translates into twenty-five more students completing the class. Importantly, these improvements in outcomes were achieved without any substantive changes in student performance expectations. The overall conclusion is that the use of the CPS and SLW systems in the CHEM 200 class has substantially improved student performance. The final student grades, mastery of the material as reflected in exam performance, and overall student attitudes reflect an undeniably positive impact on student outcomes of the implementation of two new teaching systems in AY07-08.

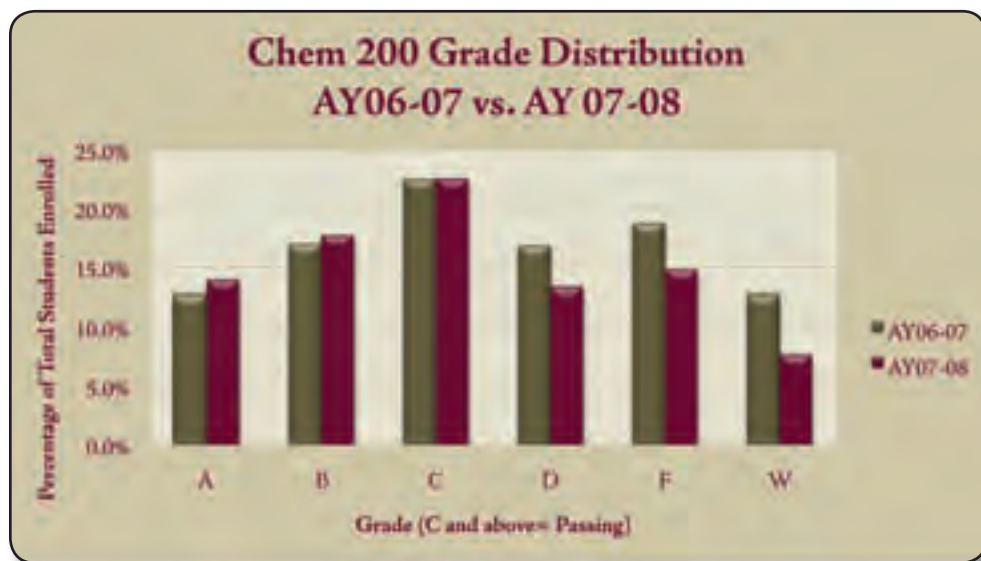


Figure 3-8. Chem 200 performance improvement.

A change in teaching approach has also shown dividends in Math 108: College Algebra, which may be used to fulfill the three credit-hour mathematics requirement for the University Core Curriculum.²⁵² This course is often taken by students with deficient mathematical preparation who wish to pursue majors in which they will need more advanced mathematics—at least to the level of calculus—but they frequently have some difficulty with it. In spring 2007, the mathematics department introduced some sections with labs taught by specially trained graduate assistants and instructors who could work with the students in small groups. The success of this trial encouraged a considerably expanded effort in fall 2008. The results were dramatic, as illustrated in Figure 3-9.

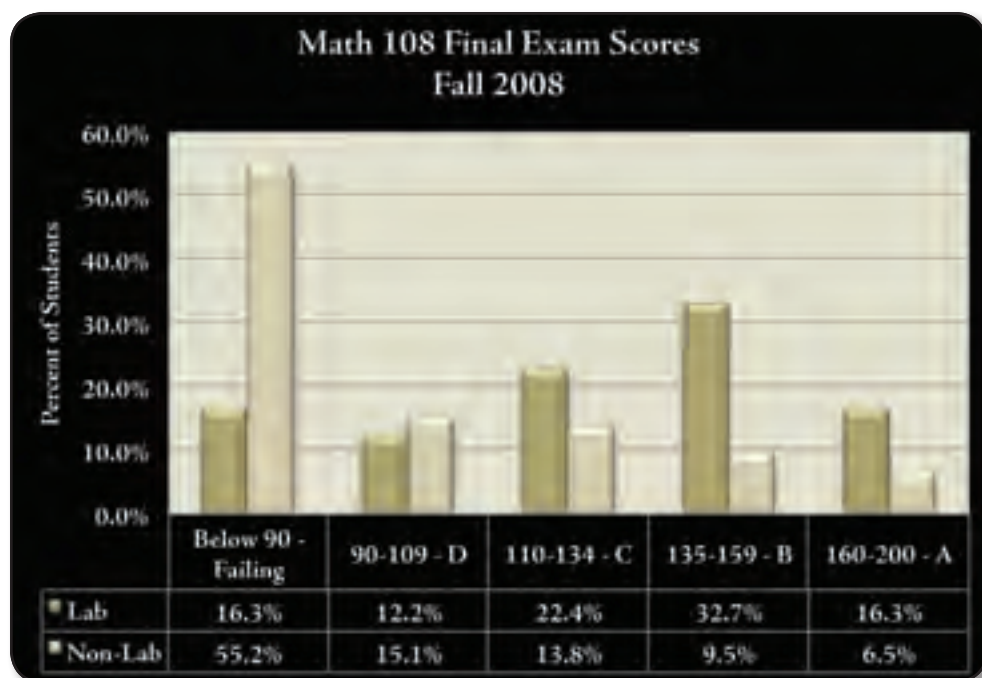


Figure 3-9. Math 108 lab vs. non-lab scores.

Innovative teaching at the university is also fostered by other-than-salary (OTS) incentives provided by the University Honors Program (UHP). The average incentive grant is \$4,700 in OTS funds that the faculty member can expend as he or she chooses within the university guidelines for OTS expenditures. Since 2006, each fall semester the UHP circulates a call for proposals from faculty members to develop an undergraduate seminar especially for Honors students. Each course is intended to satisfy one or more requirements in the UCC. Each year fifteen faculty members are chosen to participate in the UHP, teaching their proposed undergraduate seminars. These classes are all restricted to fifteen or fewer students engaged in active learning experiences ranging from problem-based learning approaches to the interdisciplinary study of water (fall 2005) to field trips to the Mississippi valley to examine geological formations (spring 2007) to a course dealing with musical theater from opera to Broadway (spring 2009).²⁵³

Finally, for two years (2006-07), the associate chancellor for diversity convened a coordinating committee of faculty and staff committed to teaching a more diverse student body. Each spring these colleagues host plenary speakers and a series of closely related workshops on teaching multiculturalism and first-generation college students. These efforts were furthered by the training of GTAs in English Composition and Speech Communication to teach a common text (for some years this was Frederick Douglass' autobiography; in fall 2009 it was *The Naked Roommate: And 107 Other Issues You Might Run Into in College*) effectively to first-year students. During the week before classes in August and then at

workshops during the fall semester, faculty members with special expertise in this text shared their insights with more than 100 interested instructors.

Rewards and Awards

Merit pay, tenure, and promotion of faculty depend on clear evidence of effective teaching. Each academic unit defines its own criteria, but as a matter of course the standards are applied in light of the university's educational mission. No single measure suffices. Rather, the quality of teaching is documented by ICE scores, peer observations, new course materials, workshops, conferences, and awards, all of which play a role in calculating the merit component according to the department's approved operating paper, under the terms of contracts negotiated by the Faculty Association and the Non-Tenure-Track Faculty Association (NTTFA). Like the NTTFA, Graduate Assistants United bargained for required performance reviews at least once during the term of their contract. Evidence of effective teaching is required for tenure and promotion dossiers, which can now include publications in the scholarship of teaching and documentation from other institutions.

For the past thirty years, the university has made awards to instructional faculty to recognize their outstanding teaching. Many academic units, each college, and the chancellor's office honor the best teachers on campus each year. In 2005 these were all combined, along with parallel awards in other areas of achievement, into the Chancellor's Excellence through Commitment (ETC) Awards, which are delivered at a banquet and recognize outstanding teachers in each college, in the UCC, among the non-tenure track faculty, and among the graduate assistants. The awards were also dramatically increased in value: the university's Outstanding Teacher is awarded a \$7,500 honorarium and a \$7,500 stipend for other-than-salary purchases appropriate for continued outstanding teaching (Figure 3-10). As a result, the competition for this ETC recognition is especially keen.

"I would like to share with you some of the terms used to describe these talented individuals in various nomination letters: force for positive change, wonderful mentor, strong advocate for SIUC, self-starter, problem solver, go-to person, role model."

Remarks by Chancellor Samuel Goldman
at the Excellence Through Commitment
Awards Banquet.
April 22, 2008



Figure 3-10. Agribusiness Economics Professor Kim Harris, right, receiving the 2009 Outstanding Teaching Award.

Core Component 3.c: The organization creates effective learning environments.

Learning occurs in varied spaces not limited to the traditional classroom, although classes remain the primary site for effective instruction at SIUC. Art studios, science labs, computer labs, rehearsal halls, faculty offices, campus grounds, study rooms, and the like represent appropriate venues for specialized teaching and learning activities. Locations further afield, such as crop plots on the university farm, office sites for service learning in the community, and hangars at the university airport, serve much the same purpose. As it is, the university extends its activities to classrooms at local community colleges affiliated with the Southern Illinois Community College Market (SICCM), the College of Lake County north of Chicago, more than a dozen different military bases in the U.S., and civilian sites in the state of Illinois and outside the state. Distance learning in the Office of Distance Education means that almost any place on earth with access to the World Wide Web will suffice for course delivery.

The most striking commitment to improving learning space on campus is the re-construction of Morris Library from a traditional on-site depository for publications to a contemporary point of access to knowledge anywhere in the world. The \$62 million project has completely gutted the old structure and added another 51,627 square feet to provide new space for

computers, study groups, and offices critical to the retrieval of information on campus, from the iShare system of Illinois libraries through the interlibrary loan network across the country, and on the internet everywhere databases are maintained. The library is now home to student learning facilitated by the Writing Center and the University Honors Program as well as to faculty teaching enhanced by Instructional Support Services. Collaborative learning is facilitated by a café and group study rooms where library patrons can continue working by themselves or with others in a much less constrained environment.

Two other campus buildings saw similar, sweeping improvements. Altgeld Hall, the home of SIUC's School of Music, was completely remodeled and expanded in 2005 to include another 18,545 square feet of classrooms, recital halls, and faculty offices. This state-of-the-art facility has transformed the music performance programs by attracting better faculty and students to make use of it.²⁵⁴ Also, in 2004 the 10,000 square foot Troutt-Wittmann Fitness and Academic Center was added to Lingle Hall, where athletes can study as well as train (Figure 3-11). The academic center provides 5,010 square feet devoted to computing and study groups, underscoring a substantial commitment to the learning and academic success of the university's students engaged in intercollegiate athletics. This new facility was a major feature of the athletic department's NCAA re-certification in 2007.²⁵⁵



Figure 3-11. Troutt-Wittmann Center.

Another university commitment to student learning and effective teaching is the upgrading of lecture halls and classrooms in almost every building on campus, the first such effort since 1993. In 2003 SIUC dedicated \$2 million to improving the spaces where students and faculty formally interact for academic credit. Twenty-one large lecture halls in Lawson (Figure 3-12), Parkinson, Neckers, Pulliam, and Wham Halls were first given new instructional technology, lighting, seating, and access for students with disabilities.

²⁵⁴ School of Music Report, 2008, in the Office of the Director, School of Music.

²⁵⁵ NCAA Self-Study at http://siuslukis.cstv.com/auto_pdf/p_hotos/s_schools/silu/genrel/auto_pdf/Certification.

The next two years saw another \$2 million to retrofit eleven additional classrooms with new furniture, podiums, overhead projectors, screens, and window shades. Cost-sharing with academic units made possible the remodeling of fifteen more learning spaces, including laboratories and studios.²⁵⁶ Individual colleges have also undertaken renovation of classroom spaces in various ways. For example, the College of Education and Human Services updated classrooms under its control to allow wireless internet connections for students with laptops. In addition to lecture hall and classroom upgrades, the university has completed more than \$12 million in projects to comply with the Americans with Disabilities Act.



Figure 3-12. Renovated classroom in Lawson Hall.

These classroom updates were accomplished with the collaboration of the Office of Information Technology (IT). For example, to ensure that instructors had only one protocol to learn no matter which lecture hall or classroom they were using, IT and ISS teamed up to standardize all instructional technology. IT provides a wide range of technology services to SIUC students, faculty, and staff. IT's Computer Support Center provides call-desk, walk-in technical, and e-mail support; its staff members assist faculty, staff, and students with their personal laptop configurations by appointment. The VCR/GD has worked with IT and other units to increase broadband access to the campus at the Gb/sec level.

In 2001, the SIU Board of Trustees approved a technology surcharge and in 2007 a fee, which all enrolled students pay each semester. This recurring money has been used by IT to update both hardware and software in computer labs and selected academic programs, like Writing Studies in the Department of English, which applied to IT for laptop and desktop computers to equip a dedicated classroom in Faner Hall. Similarly, the College of Business found corporate and alumni donors to endow two classrooms with the latest technology for substantially improved instruction in accounting and investment finance. The College of Mass Communication and Media Arts converted all their media equipment

for instructional purposes to digital format, requiring a major budgetary outlay for three years (2003-06). All these initiatives were completed within the last five years.

Although only indirectly related to the learning environment, a newly implemented Facility Maintenance Fee will play an important role in classroom improvements, given that the campus infrastructure supports the educational facilities. The influx of money to address the increasing deferred maintenance situation throughout campus (at \$450 million in 2009) will provide more stable facilities, thereby improving the learning environment.

Learning-Living Communities

For the past ten years, University Housing (UH) has worked diligently to transform the residence halls into places to learn as well as to live. The variety of learning-living communities includes Freshman Interest Groups, scholarship halls, and, most recently, the College of Engineering's residential college for most of its majors. Moreover, UH has expanded its programming in the residence halls, recruiting faculty and staff as associates, organizing study sessions, and hosting gatherings of students to meet with experts about subjects of mutual interest. UH has also begun close cooperation with the Office of the Provost and Vice Chancellor in the Early Success System, now part of the Saluki First Year program, to intervene proactively with first-year students who fail to regularly attend their English composition or speech communication classes.²⁵⁷ In short, UH has enlarged considerably the learning space of the university.

A supporting dynamic to UH's learning-living community is the commitment to improving the health, life, and safety of the students, faculty, and staff. Renovations in campus residence areas include a \$6.5 million sprinkler system installation at the East Campus high rise dormitories, \$650,000 for fire alarm systems and egress issues at Small Group Housing, and \$7.75 million for installation of automatic sprinkler systems in the Thompson Point and University Hall residential facilities along with related upgrades to the water distribution and fire alarm systems. UH is also installing security cameras and access control systems plus \$1.7 million in electrical upgrades at Thompson Point.

In 2005 the National Science Foundation provided funding for the College of Engineering (CoE) to develop, among other retention initiatives, residential communities for its students. All first-year engineering students are required to live in one of three residence halls near the CoE's classrooms, laboratories, and faculty offices, some of which have been moved to where the students live. Upper-division students in residence serve as peer mentors,

257 Early Success System report, 2008, in the Office of the University Core Curriculum.



tutors, and study-group leaders. Students needing additional attention are invited to begin their first semester on campus the summer before fall enrollment in a bridge program to help them to develop basic skills in math and science as well as to begin assimilating the academic culture of the college. Preliminary data indicate that participating engineering students are making a successful transition to the university and persisting in their chosen program of study.²⁵⁸ The CoE project is a valuable model for other undergraduate programs considering the creation of comprehensive learning environments.

Other learning communities exist outside the residence halls. Since 2001 the university has begun coordinating the Service Learning curriculum that takes students into the community as a type of experiential laboratory. With an inventory of fifty-eight courses, Service Learning is featured in several different programs on campus.²⁵⁹ The UCC's Multicultural Applied Experience Option provides students an alternative opportunity to satisfy their multicultural requirement; all students in Dental Hygiene, for example, can now work in the Community Dental Center (DH 417), which serves hundreds of indigent patients in the Carbondale area. In keeping with the service mission of SIU's School of Law, law students staff the Law Clinic to provide free legal counsel to area residents. Service Learning activities in Recreation, the original community service program, continue to operate the Special Olympics on campus each year.

Highlights of student volunteer service during the 2008-09 academic year include:

- ♦ A total of 6,002 students contributed over 39,812 hours in community service to more than sixty non-profit organizations in the region;
- ♦ Twenty-four students received the Presidential Volunteer Service Award for completing 100 plus hours of service in the previous twelve months;
- ♦ In 2006, SIUC and The Women's Center Inc. received the Jimmy and Rosalynn Carter Award for exemplary campus-community partnership (SIUC and The Women's Center each received \$7,500 for the award; the SIUC portion of the award went to Student Development, which authored the competitive application and coordinates civic/volunteer programs); and
- ♦ SIUC is now in the fourteenth year of participating in Land of Lincoln AmeriCorps (all thirteen members completed over ninety hours of training and professional development to assist more than 500 children in four school districts and the Boys and Girls Club; in total they contributed over 10,000 hours of tutoring and mentoring).²⁶⁰

258 College of Engineering report, 2008, in the Office of the Associate Dean, College of Engineering.

259 SL trifold, 2007, in the Office of the University Core Curriculum.

260 Mythili Rundblad, "Student Development: Volunteerism and Service-Learning" (2009) in the Office of Student Development.

The Division of Continuing Education (DCE) also moves learning well beyond the traditional campus. Its mission is to extend the university's educational, cultural, and physical resources through both credit and non-credit programs. In 2007 the DCE provided 2,932 off-campus students access to 108 courses in individualized learning and online semester formats. The division also administers off-campus programs for academic units with partners in business, industry, and community colleges at twenty-seven locations in the country. Responsibility for planning, implementation, and evaluation of credit-free continuing education and training activities—329 of them for 16,783 clients in 2007—falls to the DCE, as well. Although numbers of conferences and professional meetings arranged by DCE remain stable, enrollments in distance education have fallen slightly, primarily because of the military deployments for the wars in Iraq and Afghanistan, just as other distance education programs have experienced state-wide.²⁶¹

The Office of Military Programs, administered through the associate provost for academic affairs, which coordinates the university's military base outreach efforts, constitutes a learning-living community of another sort. At eighteen different locations across the U.S., Military Programs offers bachelor degree programs in three colleges: Applied Sciences and Arts, Education and Human Services, and Engineering. The director and staff ensure that the off-site course work meets the same standards as on-campus counterparts. Despite the disparate locations, students on military bases are made to feel a part of the Carbondale campus, including their own advisement staff and graduation ceremonies led by SIUC officials.²⁶²

University Honors Program

The University Honors Program (UHP) represents a special learning environment for SIUC's very best undergraduate students. Because of the important contribution it makes to the climate of teaching and learning, the UHP has undergone a major transformation in the past three years. The retirement of the program's longtime director in 2006 created an opportunity to refashion its curriculum, instruction, and requirements in keeping with national best practices, and also to improve the program's recruitment, advisement, and recognition of outstanding students. In light of a program review in 2003 and the recommendations of external consultants in 2007, the UHP is now a very different operation under vigorous new leadership in a new location.²⁶³

261 See www.ivc.illinois.edu/pubs/enroll_archive.asp.

262 www.siu.edu/~asaocap.

263 External Consultants' Recommendations and Provost's memo, 2007, Office of the University Honors Program. See <http://honors.siu.edu>.

Previously comprising an entirely voluntary menu of opportunities available for students to take or leave as they wished, the UHP has become a fully developed program of engagement with effective requirements and commensurate benefits. Students must now be enrolled in an Honors course each semester in order to remain in the UHP and to graduate with either a degree with Honors (twenty-four credit hours plus a senior thesis) or a certificate in Honors (fifteen credit hours). The range of courses that students can take is now much larger and more varied; there are freshman seminars (English 120H), different course offerings in the UCC each semester (UHON 351), and an Honors track in a student's chosen major, including special sections of required courses, internships, study abroad options, and graduate courses, where appropriate. Although many academic units have not yet created an Honors curriculum in the major – fewer than a dozen to date – their students may contract with a faculty member to tailor an appropriate learning experience just for them.

Implementation of these changes resulted in a predictable decline in passive participation in the UHP. From approximately 225 students taking an Honors course in any semester and only fifteen per year finishing with a degree in Honors, the program now has 150 active students taking Honors courses every term with twenty-five annually completing their Honors degree or certificate. For their investment in the program students receive first choice of university housing and course registration; they are eligible for four scholarships, two of which were added in 2007; and their work in the program is recognized at graduation and on their transcripts. Additional staffing in the UHP, including new assistant and associate directors, has meant much better advisement and mentoring. The UHP's Office of Major Scholarship Advisement continues to prepare the very best UHP students for nationally competitive awards like the Goldwater, Udall, and Marshall scholarships. In the past five years, eight UHP students have won one or more of these prestigious scholarships; their pictures are prominently featured in the Student Center.²⁶⁴



Joe Batir
2008 Morris K. Udall Scholar



Jared Burde
2007 Barry M. Goldwater Scholar



Kathleen Lask
2006 Barry M. Goldwater
Scholar



Austin Mohr
2006 Barry M. Goldwater Scholar
2007 NSF Graduate Research
Fellowship, Honorable Mention
2005 Barry M. Goldwater Nominee



Fahrhan Robb
2005 Morris K. Udall,
Honorable Mention
2006 Morris K. Udall,
Honorable Mention
2006 USA Today All-USA College
Academic Team
2007 USA today All-USA College
Academic Team Honorable Mention
2007 Marshall Scholar Nominee
2007 Rhodes Scholar Nominee



Erin Shanle
2007 Barry M. Goldwater
Scholar

University Supportive Services

The university has a wide variety of programs, offices, organizations, and facilities that support student learning. Some are available to all students, some to students with special needs, and still others exist to help students at critical stages in their adjustment to university life and learning.

Academic Advisement

One of the most important supportive services for student learning on campus is academic advisement. Beginning with course registration their first semester at SIUC, undergraduate students must confer with an academic adviser on a regular basis to ensure that they are meeting the requirements for their degrees in a timely fashion. Upper-class students in good standing may self-advise on the university's completely revamped student information system operated on Sungard's Banner. This upgrade cost \$16 million over a two-year transition period, with the entire conversion to be completed by the end of 2009. SalukiNet, as it is called, makes it possible for both students and the university staff serving them to access student records in financial aid, bursar, registration, and advisement offices.

Student Orientation and Registration

Student Orientation and Registration (SOAR), a day-long program required of all first-year students since 2003, generally includes a half-hour of one-on-one academic advising that covers topics like the UCC requirements, selection of a major, placement testing, and career planning.²⁶⁵ Most students are advised in the academic units offering their major, but fully one-third of all entering students are helped by Pre-Major Advisement until they decide upon a major. Similarly, all students who have been admitted provisionally to the university are advised by the Center for Academic Success during their first year at SIUC. Most undergraduate advisement is thus accomplished through a combination of online access and person-to-person meetings with faculty, professional administrative advisors, and civil service staff, depending on the student's program of study.

Disability Support Services

The mission of Disability Support Services (DSS) is to ensure the full inclusion of students with disabilities in academic pursuits. In addition, through effective education and advocacy, Disability Support Services staff generates an enlightened and inclusive campus that accommodates individuals with disabilities in all programs and services.²⁶⁶ These services include helping disabled students access course lectures, read textbooks, learn subject matter, make better grades, and increase knowledge of other disability services on campus. For nearly all DSS students, this support is what enables them to persist and graduate at rates above the institutional average. Analysis of the data on 345 students with disabilities who received accommodations and were registered between 2001 and 2005 reveals that they maintained a mean Grade Point Average of 2.691; in the same period, 54 percent of them were graduated.

Counseling Center

Another support service for SIUC students is the Counseling Center.²⁶⁷ For the past ten years, students who seek services at the Counseling Center complete two inventories that assess their mental health functioning and needs. The Personality Assessment Inventory (PAI) and the Symptom Checklist (SCL-90-R) provide clinicians with data on a student's mental health. A third assessment is the Client Characteristic Survey concerning the presenting issues, diagnosis, and significant historical events which typically affect mental health functioning. Similarly, students' behavior and day-to-day functioning are tracked over

²⁶⁵ <http://soar.siu.edu>.

²⁶⁶ See <http://disabilityservices.siu.edu>.

²⁶⁷ See <http://counselingcenter.siu.edu>.

the course of treatment. Significant reductions in self-destructive behavior and increases in effective coping and problem-solving have been documented for our Dialectical Behaviors Therapy program. A second program addresses the growing need for Learning Disability/Attention Deficit Hyperactivity Disorder (LD/ADHD) assessment for SIUC students. If students meet criteria for a diagnosis of LD or ADHD, they are provided appropriate accommodations through the Office of Disability Support Services.

University Housing

All first-year students are required to live in university housing for one year unless they are commuters or older than twenty-four years. Besides living-learning communities and residential programming, the residential hall staff provides the principal resources for the Early Success System, which monitors the attendance of students enrolled in English Composition or Speech Communication. UH staff contacts all students who have problems getting to class during the first half of their first-semester on campus. Students are also advised to take University 101, a three-credit course to introduce first-year students to the university and its resources, study skills, time management, and choice of career and major. Further assistance is offered by Career Placement where students learn how best to choose a career, write a résumé, and search and interview for a professional job.²⁶⁸

Academic Support Programs

Transfer credits from other colleges and universities are monitored and certified by Academic Support Programs (ASP) in the Office of Records and Registration.²⁶⁹ Because more than half of SIUC's graduating seniors are transfer students, mostly from community colleges, ASP supports the degree aspirations of a large number of students who are well served by the IBHE's i-Transfer Program facilitating the transfer of credits from one Illinois school to another, especially in the state's General Education Core Curriculum. All students finishing an Associate of Arts or Sciences degree in the state have automatically completed SIUC's UCC requirements and may begin work toward their major for the bachelor's degree. Articulation of other degrees, like the Associate of Arts in Teaching, is also handled through ASP as part of the university's Community College Curriculum Articulation Committee, chaired by the UCC director in the provost's office.

Undergraduate Assistantship Program

Since 2003, the Office of Financial Aid has administered the Undergraduate Assistantship

²⁶⁸ See www.housing.siu.edu.

²⁶⁹ See <http://registrar.siu.edu/eval/transfer.htm>.

Program (UAP) and the Office of Research Development and Administration (ORDA) has operated the campus' undergraduate research opportunities program (REACH). These two programs contribute directly to the success of undergraduate students with well-defined interests in their major. The UAP provides funding for part-time work—between ten and twenty hours per week at \$10 per hour—under the direct supervision of a member of the faculty or an administrative professional. In this way, more than 125 students each year are given the opportunity to apply the expertise they are developing in their major—many working in research projects with a mentor. Another twenty-five students are awarded undergraduate assistantships as part of REACH awards (see the chapter on Criterion 4) to conduct original research under the direction of a faculty mentor. Each April these and other research-active undergraduate students, including those in the McNair Scholars Program, are invited to present the results of their work to the university community at the Undergraduate Research Forum, a gathering for posters and oral presentations (Figure 3-13).



Figure 3-13. Jane Pivovarnik, a Fashion Design and Manufacturing major, presents her research poster and historical costume sample at the REACH Research Forum in March 2009.²⁷⁰

Academic Support for Student Athletes

Student athletes are provided a comprehensive system of support in their academic work. The assistant director of Athletics is responsible for overseeing peer mentoring, advisement, registration, and studies of all students on athletic scholarships. Using the sophisticated software provided by GradesFirst, Athletics carefully monitors student-athletes' attendance and performance in their classes. When any of them indicate that they need help, the assistant director makes sure they receive additional attention by tutors, study groups, or closer supervision of their time management. As a result, student-athletes have higher grade point averages and higher average persistence and six-year graduation rates than the rest of the SIUC undergraduates. Teams with the highest grade point averages, like those

in swimming and tennis, are given special recognition to encourage others to see them as model student-athletes.²⁷¹

Supplemental Instruction Program

The mission of the Supplemental Instruction (SI) program, discussed earlier, is to support student retention and academic achievement by creating and maintaining a dynamic, interactive learning environment on campus. The SI coordinator appoints SI leaders who attend the targeted courses and facilitate two study sessions per week throughout the semester. The results indicate a predictable improvement in the performance of participating students by as much as a full letter grade.²⁷²

Supporting Diversity

Leadership for campus diversity is provided by the associate chancellor for institutional diversity (ACID). Besides the ACID's input on student, staff, and faculty recruitment policy, his/her staff in the Office of Equal Opportunity Employment and Affirmative Action (OEOE/AA) is responsible for overseeing its implementation. All advertisements and descriptions for open positions on campus are carefully screened and applicants are closely tracked to see that minority candidates are included in as many job searches as possible. In cooperation with Student Affairs and the appropriate academic programs, the ACID and the OEOE/AA support the monthly celebrations of various important campus groups, like the heritage of Asian-Americans, African-Americans, Hispanics, Native-Americans, Women, and the Gay, Lesbian, Bisexual, and Transgendered. The ACID is also active in the operation of the Center for Academic Success for undergraduate students admitted conditionally, even though this program is not ethnically or minority based.

In the last five years, SIUC has added three ethnic studies programs of interest to a diverse student population: Native American Studies, Latino and Latin American Studies, and International Studies minors. These programs join those in Black-American Studies and Women's Studies (which also has a graduate certificate). Similarly, since 2004, the Office of Research Development and Administration has received federal funding for the Ronald E. McNair Postbaccalaureate Achievement Program for college students from underserved backgrounds who are interested in academic and research careers. These students have also been well served by REACH and the undergraduate assistantships, which have provided additional funding for under-represented groups in need of financial aid. Thanks to these programs, diversity continues to be a highly visible university commitment.

"During 2008-09, our student-athletes excelled in the classroom, achieving an overall grade point average of 3.02."

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

271 See tables in NCAA Self-Study, 2007, see note 255.

272 SI report, 2008, in the Office of Supplemental Instruction and Student Affairs Assessment.

A wide variety of study abroad programs are available to students.²⁷³ These include short-term summer and intersession courses usually led by SIUC faculty.²⁷⁴ Fuller immersion in another culture is available through opportunities to participate in exchange programs with universities abroad.²⁷⁵ During the year from summer 2008 through spring 2009, 227 students participated in various short-term programs, sixteen in exchange programs, and thirty-four in semester/year-long programs. This certainly undercounts actual participation as the above figures reflect only participants in SIUC programs and those who go through the Study Abroad Office in International Programs and Services. Students are required to go through International Programs only if they want to process financial aid, for example when a student might take part in a summer program offered by another university and transfer credit back to SIUC when they return to campus. In that case, the transcript would be no different than if they took any other regular summer class elsewhere.²⁷⁶

Core Component 3.d: The organization's learning resources support student learning and effective teaching.

One source of support is the university's instructional budget. In FY06, SIUC's appropriated and general revenue budget was \$247.2 million, of which 73 percent, or \$180.1 million, supported direct and indirect instruction of undergraduate and graduate students, according to the Illinois Board of Higher Education's Cost Study (June 2007). These figures do not include the SIU School of Medicine's instructional costs, figured separately in its FY06 operating budget of \$43,988,700.

The most basic resource in support of student learning and effective teaching is the classroom. According to the Scheduling Office, which is responsible for assigning and maintaining classroom space, there are a variety of different kinds of rooms with a general classroom seating capacity of 7,130 students (Table 3-3):

Table 3-3. Types and numbers of classrooms and other teaching/learning space.

Lecture Halls	26 holding 80 students or more (largest has 324 seats)
General-use Classrooms	95 (average 35 seats)
Computer Labs	4
Special-use Classrooms	100
Labs, studios, etc.	140 (computer and science labs, art studios, rehearsal halls)
Conference rooms	40

Source: SIUC Scheduling Office.

²⁷³ For a full listing see <http://www.ips.siu.edu/SA/>.

²⁷⁴ <http://www.ips.siu.edu/SA/shortterm.html>.

²⁷⁵ <http://www.ips.siu.edu/SA/exchanges.html>.

²⁷⁶ Information and data provided by Thomas A. Saville, Associate Director for Study Abroad, International Programs and Services, in an email dated April 1, 2008.

In keeping with the university's *Southern at 150: Building Excellence through Commitment* planning, educational classrooms, laboratories, and studios were evaluated by the Classroom Initiatives Committee. The outcome was a prioritized list of critical upgrades to the university's educational areas. The priorities focused on the areas having the greatest impact on the education of the students. From FY03 through FY09, the university implemented the projects listed in Table 3-4.

Table 3-4. Improvements to SIUC's educational facilities, FY03 – FY09.

FY2003: \$1,549,427
Remove seating, flooring, and repair roof at Lawson Hall
Install technology equipment in auditoriums in Faner, Neckers, Lawson, Wham, Quigley, Agriculture, Pulliam, Lindgren, and Parkinson buildings.
Install A/C, fume hoods, and ventilation at Pulliam Industrial Wing
Replace roof at Wildlife Annex
Environmental controls to fix cooling problems at Neckers
ADA accessibility improvements
FY2004: \$1,917,809
Install smart boards in Communications, LSII, Quigley, Allyn, Agriculture and Faner classrooms
Renovate the Foundry
ADA accessibility improvements
FY2005: \$1,153,786
Complete 2-year upgrade of Lawson Hall auditoriums
Install lighting system and ceiling at Quigley
Complete 2-year renovation of Browne Auditorium (Parkinson Building)
ADA accessibility improvements
FY2006: \$1,119,336
Renovate Van Lente Auditorium and Young Auditorium in the Neckers building
Complete 2-year renovation of Mukelroy Auditorium (Agriculture)
Complete 2-year renovation of Davis auditorium (Wham)
ADA accessibility improvements
FY2007: \$295,000
Renovate Neckers auditoriums
Provide new furniture for Faner Hall classrooms
Wireless internet access in Lawson Hall
Maintenance on classroom initiative equipment
Renovate Engineering room A219
Renovate Faner Room 4436 (Geography)
FY2007: \$220,000
Faner, Agriculture, General – ceiling, floor, wall repair

Funding for these projects has come from the Chancellor's Office, Physical Plant's deferred maintenance budget, Office of the Vice-Chancellor for Research, and through individual departmental cost sharing. Future funding will rely on the Facility Maintenance Fee assessed to the students.

Continued Support

Although a significant number of projects have been completed, many tasks remain on the list. These include items such as fixed seating in five auditoriums and "loose seating" (i.e., typical unanchored classroom desks) in thirty classrooms at an estimated \$1.6 million; lighting upgrades and general renovations in six auditoriums (costs range from \$250,000 to \$500,000 each); smart technology installed in an estimated five classrooms with new requests arriving daily; and approximately fifty classrooms in need of general upgrades and renovations. Wet and dry laboratories, estimated at \$250,000-\$500,000, need new technology, fixed and movable equipment, and general renovations. Some equipment purchased new in FY03 already needs replacement, such as thirty-three projectors at an estimated \$70,000 plus replacement lamps at approximately \$30,000 per year.

A short tour of campus facilities will tell the story of current conditions and the fact that we have not turned the corner on our renovation projects. Lindegren Hall's French Auditorium still makes do with its original 1953 seating, obvious water marks from years of a leaking roof, and barely functional flooring. The labs and classrooms in Agriculture C wing show the effects of age and lack of resources. Nearly every room confirms the need for a new roof and interior renovations. The disastrous storm that struck southern Illinois on May 8, 2009, with sustained winds of 80+ mph and gusts measured up to 125 mph, changed some of these problems from chronic to acute. The cost of the storm—from uprooting 1000 trees to damaging roofs—is estimated at roughly \$10 million, not all of which will assuredly be covered by insurance or FEMA.²⁷⁷ All across campus the conditions of the general and departmental classrooms remains a critical concern.

Tight financial resources have affected the status of many classroom improvements. As this is written in October 2009, funding for the classroom initiatives projects is still suspended due to lack of funds, although recent passage of the state's "Capital Bill" will allow for some renovations. Classroom upkeep is no longer a simple question of keeping the floors swept and chalk in the trays. The "smart" classrooms are especially vulnerable to reduced availability of maintenance funds because of their periodic need for such relatively expensive items as software upgrades and computer projector bulbs, as well as other regular

maintenance to remain functional. Lack of funding has had considerable impact on these valuable facilities. In the present economic and political climate, it is entirely possible that full funding for all needed classroom initiatives could remain “on hold” for some time. If this proves to be the case, campus learning facilities will continue to deteriorate. Annual emergency maintenance funding for FY10 is estimated to be \$200,000. The university obviously finds itself in a very unsettled situation in the fall of 2009.

The classroom upgrade initiative between 2003 and 2006 transformed many of the classrooms and auditoriums on campus by renovating the spaces and installing state of the art technology. However, we live in an age of rapid technological change and technological advances are quickly outpacing the majority of our facilities. The gap will continue to widen if we do not actively pursue the renovation of our learning environments. As the campus continues to face declining or stagnant enrollment, it is imperative that SIUC continue to provide up-to-date classrooms, laboratories, and studios that are functional and adaptable to technological advancements to attract and retain quality students, faculty, and staff.

Many of these vital resources for teaching and learning include laboratories, Morris Library, Information Technology, the University Museum, and performance spaces such as Shryock Auditorium and McLeod Theater. The overlap between the instructional and research/creative activities in these facilities is precisely one of the strengths of a major public research university like SIUC, where the synergies of teaching and scholarship enrich the education of our undergraduate as well as our graduate students.

Summary: Strengths and Priorities for Improvement

The university’s strengths in teaching and learning are considerable and everywhere evident. Typical of a major public research institution, SIUC’s programs are effectively designed, well staffed, and well supported, though the financial situation is more constrained than would



be ideal. Program reviews mandated by the Illinois Board of Higher Education every eight years detail the achievements of the faculty and students in the classroom and other places where teaching and learning occur. Despite the limited financial resources often mentioned in this study, there have been some large and important advances. SIUC's investment in infrastructure alone, especially in its new Morris Library, as well as the modernization and upgrading of major campus buildings discussed earlier, demonstrates the university's commitment to an up-to-date, functional, and attractive learning environment. Innovative programs, a highly qualified and intellectually active faculty, and attractive physical facilities provide a wide variety of learning opportunities. As this chapter has documented comprehensively and in detail, the university is meeting its central commitment to provide effective teaching leading to student learning.

These assurances do not preclude an ample scope for, and a continuing commitment to, improvement at SIUC. The following recommendations are intended to provoke thought and promote discussion of certain challenges that have emerged from the investigations undertaken for this chapter and to suggest ways the university is responding, and can respond, to them:

First, the university needs to recommit itself to the assessment of student learning in the 127 academic programs that do not have degree-specific accreditation. Although all programs have assessment plans, about a fifth of them are not being used rigorously. There is not yet an institutional culture of transformative inquiry to ensure the continued quality enhancements in academic and non-academic programs. To address this issue, the provost has appointed an interim director of Assessment and Program Review to lead a campus-wide effort to revive this critically important activity in the review of curricula and instruction, and ultimately of student learning. The university's participation in the Higher Learning Commission's Assessment Academy is a four-year commitment to focus on this particular indicator of institutional quality, that is, the measures of its student learning.

In addition, the university needs to expand the purview of the Writing Center to include other teaching and learning outreach activities besides writing, perhaps by transforming it into a comprehensive Center for Teaching and Learning Excellence. The addition of other services, such as coordinating teaching workshops and tutoring activities, complement the efforts of Instructional Support Services in Library Affairs, Supplemental Instruction in Student Affairs, the Center for Graduate Teaching Excellence in the Graduate School, and the University Core Curriculum in the Office of the Associate Provost for Academic Affairs. External funding for a more fully developed center, as outlined in the preliminary

application to the U.S. Department of Education Title III grant, will help defray the costs.²⁷⁸

Attention to the deferred maintenance and delayed upgrading of teaching and learning spaces on campus needs to be continued and intensified. This focus should include more than just the physical space of classrooms, studios, laboratories, and the like. The endeavor should attend to the recurring and continuing enhancements of technology essential to teaching and learning in the twenty-first century, both on and off campus. SIUC has undertaken a strong beginning to address this challenge of deferred maintenance. The \$100 million commitment to the refurbishment of classroom and office buildings and the plans in Saluki Way for a new student services building will go a long way toward strengthening the university's commitment to its central mission.

Finally, the university needs to coordinate better its considerable resources as a large public research university in support of undergraduate education. Some progress towards this end is evident in the planning for and implementation of the Saluki First Year. With its addition of a required freshman seminar, based on the learning objectives of University 101, this program is the first step in the creation of a university college, a concept called for by Chancellor Goldman in his 2009 State of the University speech. Further campus-wide consideration of this proposal is planned for 2010.

Campus Climate Survey, 2008: Criterion 3 - Student Learning and Effective Teaching.

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Southern at 150 highlighted the need to clearly state goals for student learning. Elevated goals for student learning outcomes are contingent upon effective instruction as well as effective learning environments.

Perceptions that the university supports effective instruction are supported by surveys completed by recent SIUC alumni. More than 90 percent of 2006 graduates felt that the faculty in their major was good or very good.²⁷⁹ More than 90 percent of the same sample indicated that the faculty effectively communicated subject material.²⁸⁰ These opinions are

278 See Preliminary Title III Grant report, 2006, in the Office of the Vice Chancellor for Student Affairs.

279 Executive Summary of SIUC Survey of Graduates After Graduation: 2006 Graduates One Year Out. *Institutional Research and Studies*, Southern Illinois University Carbondale.

280 Ibid.

also apparent in surveys of earlier alumni from 2000 and 2003.²⁸¹ Alumni survey data further indicate that nearly 80 percent of respondents felt that faculty were available outside of class, expected cooperative group-work, used appropriate teaching methods, and had high expectations for student work.

The 2008 Campus Climate Survey assessed perceptions of student learning and effective teaching (see Resource Center for a complete report of this survey). Of the six principal subscales derived from the survey items, “Student Opportunities” assessed the extent to which faculty, staff, and students perceived that the university provides students with adequate resources for professional growth, supports their academic development, and provides adequate service learning and community service opportunities. Average scores for this subscale, in which responses were recorded on scales ranging from 1 (strongly disagree) to 7 (strongly agree), were 5.19 (SD=1.19) for students; 4.95 (SD=1.32) faculty; 4.92 (SD=1.13) for civil service staff; and 4.87 (SD=1.23) for A/P staff. The results indicate consistent agreement that the university provides adequate opportunities for student development. In addition, a number of items assessed relevant issues regarding student learning and effective teaching. The percentage agreement with these items is provided in Table 3-5.

Table 3-5. Percentage agreement with the 2008 Campus Climate Survey items addressing student learning and effective teaching.

Item	Faculty	A/P	Civil Service	Students
The University has a commitment to excellent teaching. (Students: This University has a strong commitment to good teaching.)	58%	63%	64%	68%
The University supports the continuous improvement of academic endeavors. (Students: This University attempts to continuously improve the quality of its academic endeavors).	53%	63%	60%	64%
Most students are treated like “numbers in a book” at this university.	23%	28%	29%	38%
I frequently mentor students. (Students: I have been mentored by a faculty member).	82%	67%	63%	56%
This University takes responsibility for educating under-prepared students.	58%	58%	42%	44%
Faculty care about students.	87%	74%	71%	77%

281 B. Ebelhar, and L. Schilling. Survey of 2000 Graduates Five Years after Graduation. *Institutional Research and Studies*, Southern Illinois University Carbondale (2002). SIUC Survey of Graduates after Graduation: 2003 Graduates One Year Out. *Institutional Research and Studies*, Southern Illinois University Carbondale (2005).

Item	Faculty	A/P	Civil Service	Students
Staff care about students	—	86%	81%	72%
Administrators care about students.	—	73%	64%	—
The University has a collegial atmosphere for students	58%	59%	67%	—
This University is a place where students, faculty, and staff work together to increase student learning.	66%	67%	63%	—
The University commits adequate financial resources to carry out its commitment to effective teaching.	29%	37%	39%	—
On-campus living-learning communities adequately facilitate student engagement in academic life.*	38%	49%	38%	—
Academic assessment at this University is effectively used to improve students' learning. (Students: Academic assessment at this University contributes to better education).	38%	—	—	70%
Most classes I teach are an appropriate size for effective teaching (Students: Most classes are an appropriate size for effective teaching).	72%	—	—	77%
My department has sufficient faculty to carry out its basic teaching mission.	37%	—	—	—
My department has sufficient resources, other than faculty, to carry out its teaching mission.	28%	—	—	—
This University increases appreciation and respect for diversity through courses and majors offered.	—	—	—	74%
This University provides adequate resources for academic growth.	—	—	—	75%
Faculty members of this University contribute to my academic and professional growth.	—	—	—	81%
There are sufficient programs and/or organizations available to contribute to the academic growth and success of students.	—	—	—	71%
There are sufficient programs and/or organizations available to contribute to the professional growth and success of students.	—	—	—	70%
This University provides excellent services for incoming students.	—	—	—	62%

Item	Faculty	A/P	Civil Service	Students
Conducting research with faculty members is an important aspect of academic and professional growth.	—	—	—	79%
University policies adequately protect freedom of inquiry in the classroom.	—	—	—	69%
This University promotes excellence in its undergraduate program.	—	—	—	61%
Faculty at this University treat all students equally.	—	—	—	65%
Faculty at this University are available outside of class.	—	—	—	81%
Faculty at this University provide adequate instruction.	—	—	—	79%
This University offers effective academic advisement.	—	—	—	62%
This University improves the well-being of others through its academic endeavors.	—	—	—	67%

* A very high percentage of respondents marked “neither agree nor disagree” (midpoint) to this item. Because there was no “not applicable” option on the survey, respondents may have used the midpoint when they had insufficient information to respond to the item. *Source:* 2008 Campus Climate Survey, Southern Illinois University Carbondale. Empty cells indicate that the item was not assessed in the survey for the relevant constituency group.

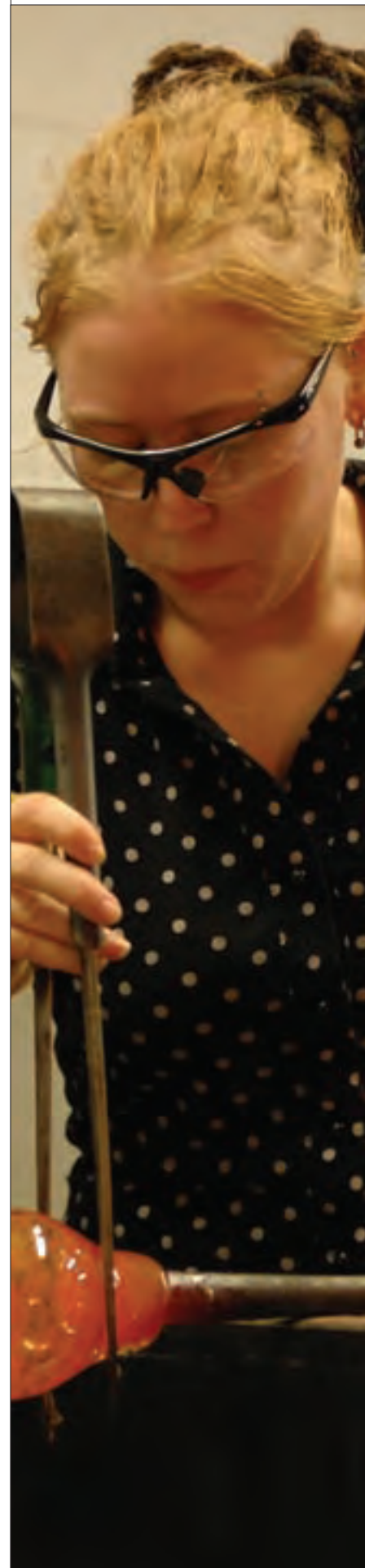
There is fairly strong agreement and consensus across the constituency groups that students are mentored; that faculty, staff and administrators care about students; that class sizes are appropriate for effective teaching; and that SIUC is a place where students, faculty, and staff work together to increase student learning. In addition to the data from the 2008 survey, these assertions are further substantiated by the qualitative analysis of students in Freshman Interest Groups (FIGs).²⁸² Analyses of focus groups with students in FIGs in the years 2006 and 2007 indicated that faculty have concern for students and that class sizes are conducive to learning.²⁸³ Furthermore, there is moderate agreement that the university is committed to excellent teaching, that the atmosphere for students is collegial, and that the university supports the continuous improvement of academic endeavors. Most constituents, including students, disagreed that students are treated like “numbers in a book.” There is less consistent agreement that the university takes responsibility for educating underprepared students and constituents tended to disagree that the university commits adequate financial resources to carry out its commitment to effective teaching. Although faculty and staff agreed that the living-learning communities were beneficial in facilitating engagement in academic life, the focus groups indicated otherwise. Participants

282 C. Briggs, “Executive Summaries of 2005, 2006, and 2007 Focus Groups with Students in Freshman Interest Groups (FIG).” *Academic Initiatives*, Southern Illinois University Carbondale.

283 Ibid.

indicated instead that the on-campus living-learning communities allowed them to build a social-support network, which enabled students to “keep tabs” on one another and provide each other with motivation and support.²⁸⁴

Students tended to agree that the university helps students learn and has effective teaching. In particular, students agreed that the faculty contribute to their professional growth, provide adequate instruction, and are available to students outside of class. The professional growth of students is evident by employment figures of the alumni of 2005. In 2006, 80 percent of the alumni from 2005 were employed full time.²⁸⁵ Furthermore, 94 percent of applicable respondents indicated that their undergraduate education adequately prepared them for graduate studies.²⁸⁶ Faculty availability outside of class was also a theme present in the focus groups with students in FIGs.²⁸⁷ Students in the FIG focus groups indicated that their professors were easily reached and were often available outside of class. Further support of effective teaching was apparent in surveys of alumni. In a 2005 sample of alumni from 2000, 89 percent of respondents indicated that instructors were good or very good.²⁸⁸ In a sample of 2003 alumni, 94 percent of respondents indicated that faculty in their major were very good instructors.²⁸⁹ In addition, students felt that conducting research with faculty was an important aspect of their academic and professional growth, and that the university provides adequate resources for their academic growth. In general, it appears that students are satisfied with the academic climate at SIUC.



284 Ibid.

285 Bonnie Ebelhar, “SIUC Survey of Graduates after Graduation: 2005 Graduates One Year Out,” *Institutional Research and Studies*, Southern Illinois University Carbondale (2007).

286 Ibid.

287 Briggs, op. cit. [in note 282].

288 Ebelhar and Schilling, op. cit. [in note 281].

289 Bonnie Ebelhar, “SIUC Survey of Graduates after Graduation: 2003 Graduates One Year Out,” *Institutional Research and Studies*, Southern Illinois University Carbondale (2005).



**Criterion 4:
Acquisition, Discovery, and Application of Knowledge**

Criterion 4: Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

The Carnegie Foundation classifies Southern Illinois University Carbondale (SIUC), including the School of Medicine Springfield (SOMS) as a Research University (high research activity). As such, the university is committed to supporting “lives of learning” throughout the community through the basic and applied research, scholarly and creative activities, and regional service/outreach endeavors of its faculty, staff, and students. This commitment is clearly articulated in the university’s foundational documents. For example, the mission statement of Southern Illinois University Carbondale, revised by the Board of Trustees on March 13, 2003, states:

*Committed to the concept that research and creative activity are inherently valuable, SIUC supports intellectual exploration at advanced levels in traditional disciplines and in numerous specialized research undertakings, some of which are related directly to the southern Illinois region.*²⁹⁰

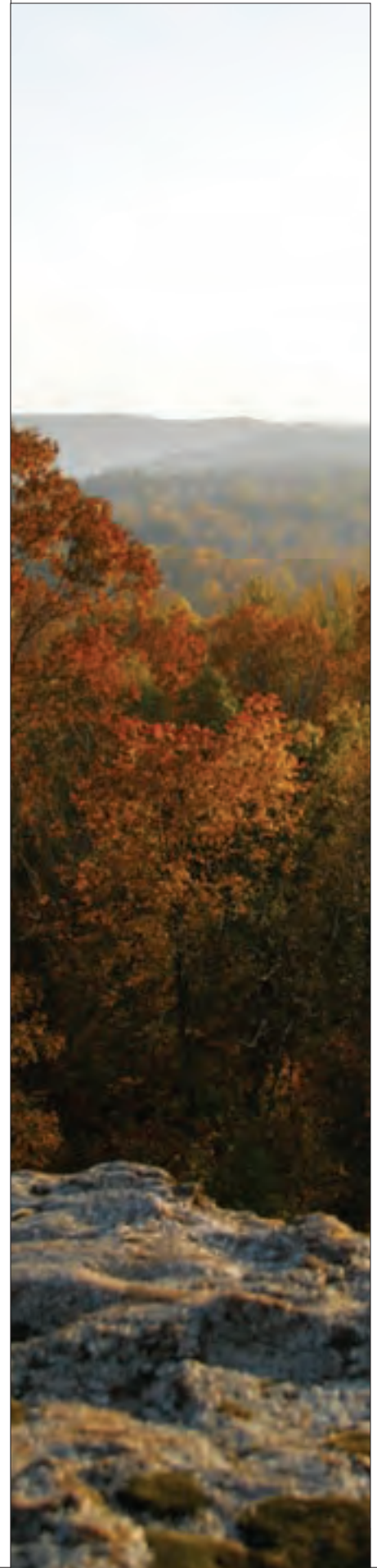
Southern at 150: Building Excellence through Commitment is the campus-wide, long-range planning document that seeks to chart SIUC’s progress to the institution’s sesquicentennial in 2019. This 2003 document specifies that because a university goal is to “enhance the culture of research and scholarship,”

*Research and scholarship will be integrated into every decision made on campus. Improvement can be realized in the development of the research enterprise on campus. Building a culture where research becomes an integral part of all undergraduate and graduate programs is essential.*²⁹¹

These statements establish an ambitious charter for campus action.

²⁹⁰ <http://bot.siu.edu/leg/policies.html#1A>.

²⁹¹ *Southern at 150: Building Excellence Through Commitment*, p. 31.



At SIUC, “research” is a shorthand term for the diverse individual and collaborative activities of the life of the mind that are central to the mission of all universities. These activities include all manner of approaches to basic intellectual inquiry, discovery, acquisition, and applications of knowledge and understanding, including lab-, field-, and clinically-based research and research training, scholarly activities in libraries and archives, and creative activity in studios and on stages. The term research is so used here, as shorthand but in the most inclusive sense.

As a “high-research” institution, then, SIUC maintains a commitment to applying research activities in support of “lives of learning” among all members of the university community. Their actions, successes, and responses to new initiatives illustrate, on a daily basis, how a life of learning is valued and pursued. This chapter addresses the ways the Carbondale and Springfield campuses, separately and together, promote and support a life of learning throughout their internal and regional communities by encouraging and nurturing the acquisition, discovery, and application of knowledge.

Core Component 4.a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

SIUC attaches great value to research and research training, scholarship, creative activity, intellectual inquiry (cumulatively “research”) and lifetime learning among all members of the university community—faculty, students, staff, and the broader regional public. The material presented here illustrates not only the myriad ways in which resources are allocated by the institution to support these pursuits, but also how such support has led to singular scholarly and creative accomplishments. These, in turn, enhance and expand an environment in which such results have now become both the expectation and the norm.

Reinvigorated Support for Research and a Life of Learning

Since the 1999 North Central accreditation visit, SIUC has thoroughly transformed its research enterprise through the creation of the Office of the Vice Chancellor for Research and Graduate Dean (OVCR/GD) in 2002, supported by *Southern at 150*. To understand the current role of research at SIUC in the early twenty-first century and the increased support of the institution’s “board, administrators, students, faculty, and staff” for research-

related endeavors, it is useful to give brief consideration to its history.²⁹²

As described in the chapter on Criterion 1, Southern Illinois University began as a teacher's college, but granted its first Ph.D. degree in 1959 after being elevated to a university in 1947. SIUC subsequently developed into a major research institution. This evolution was stimulated in part by the new, post-World War II, U.S. national science policy that highlighted the role of university research in enhancing the economy and the federal government's role in funding basic science research. Another stimulus was SIUC President Delyte Morris, inaugurated in 1949, who launched an ambitious agenda that included expanding curricula, developing Ph.D. programs, adding a medical school, founding the SIU Press,²⁹³ and stressing the critical integration of instruction and research for the regional economy:

*It seems reasonable to encourage the future growth of the curriculum and the future development of research in the directions best adapted to the special assets and the special needs of the area. It is obvious that we need to develop thoroughgoing instructional and research programs in such fields as forestry, horticulture, . . . coal mining, recreation, geography, geology, sociology, labor relations, archaeology, ichthyology, ornithology, flood control, and wildlife studies . . .*²⁹⁴

The growth of research programs was facilitated by creation of the Graduate School in 1951 along with the Graduate Council. From its very beginnings, the Graduate School's dual educational and research missions were viewed as "intrinsically related in the functioning of a programmatically comprehensive university."²⁹⁵

By 1989 SIUC was categorized as a Carnegie Research II university and Morris Library was among the nation's top sixty research libraries. Then-Chancellor Lawrence Pettit cited five "themes" in SIUC's mission and purpose in his strategic plan: "comprehensive undergraduate education, strengthened and targeted graduate and professional education, a cultivated diversity, professional and moral concern for the natural environment, and a general emphasis on public policy issues and public service."²⁹⁶ He observed then that new

292 See Prudence M. Rice, "The Role of Research/Scholarly/Creative Activity at SIUC: A State-of-the-University and State-of-ORDA Report" (April 19, 2000; http://www.orda.siuc.edu/reports/siuc_research.pdf). Also John A. Koropehak et al., "Reinventing the Mid-Level Research University," *Journal for Higher Education Strategists*, vol. 1, no. 1 (2003), 11-31.

293 The SIU Press, founded in 1956, publishes in composition and rhetoric, aviation, American and Civil War history, Lincoln, theater, history, poetry, and other areas.

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

295 Graduate School 1997 Self-Study document, p. 1, in the Office of the Director, Graduate School.

296 Thomas Britton et al., "Strategic Planning for Southern Illinois University" (1989), p. 2, in the Office of the President, Southern Illinois University.

physical facilities, including a new library and engineering and life sciences buildings, were “absolutely essential” to sustain these emphases.

Unfortunately, during the 1990s—a decade of enormous increases in federal spending on university research—research productivity at SIUC grew slowly if at all, a point noted in the 1999 Self-Study Report. Not only did research fail to grow, it stagnated. The state funding environment was dominated by the belt-tightening policies of “P*Q*P.” P*Q*P was a planning process of the Illinois Board of Higher Education (IBHE) to refocus Priorities, improve Quality, and enhance Productivity among all public post-secondary institutions in Illinois (see Core Component 2.a). Thus the campus stressed instruction and affordability rather than the generation of new resources. Several hundred graduate assistantship lines and more than one hundred tenure/tenure-track faculty lines were eliminated to trim the budget (Figures 4-1 and 4-2).

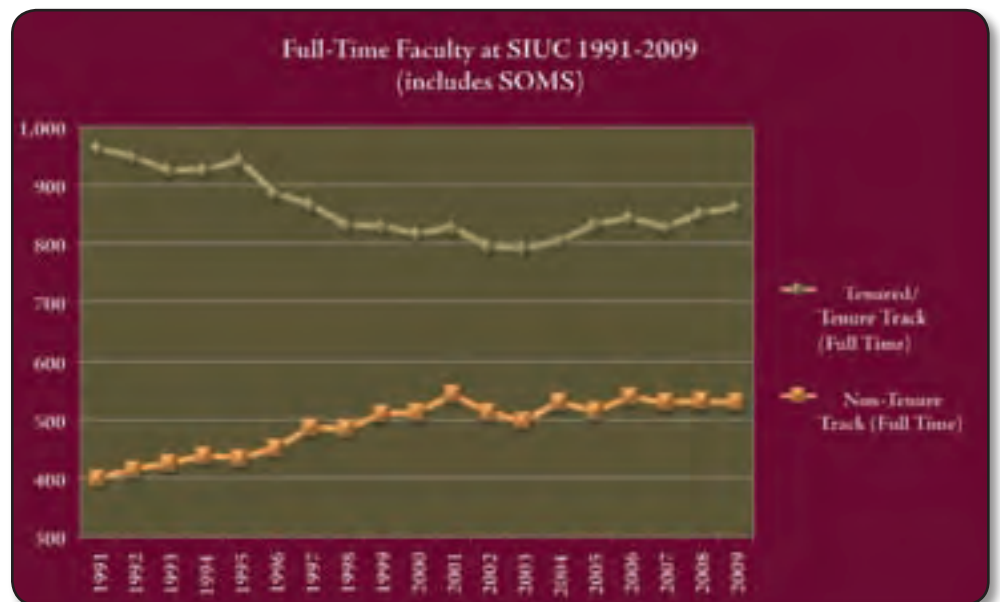


Figure 4-1. Full-time faculty, 1994-2009.²⁹⁷

²⁹⁷ IPEDS Fall Staff Survey [EE06] Fall semesters 1994-2008; also *Southern Illinois University Carbondale Factbooks 2000-2001 through 2009-2009*.



Figure 4-2. Graduate assistants, 1991-2009.²⁹⁸

The flat research profile was accompanied by a gradual demotion of administrative responsibilities for research oversight on campus. Research moved out of the hands of a vice president for academic affairs and research to the vice president for academic affairs and provost, and then, accompanying a reversal of president and chancellor titles, became a third-tier parenthetical function: associate vice chancellor for academic affairs (research)” (AVCAAR). Information about research productivity ceased to be requested in annual departmental and college-level achievement reports.

Increased Productivity

Clearly, research had to be returned to priority status within the university. One step was taken in 1999 via the Graduate School’s “Master Plan,” which identified three goals: (1) increase the amount, quality, and visibility of sponsored and university research at SIUC; (2) increase the resources available to attract, retain, and graduate high-quality advanced students; and (3) build on existing faculty/staff strengths and research partnerships to benefit the citizens of the state of Illinois and the regional and state economies. At the time, however, amid widespread campus calls for SIUC to “go for” Carnegie Research I status, virtually no one was aware that the institution was barely maintaining its qualifications as a Carnegie II institution.

Another important step was to reverse the long decline of internal research-support dollars and return to investment in the research mission. First, a new plan was adopted for redistributing the Facilities and Administrative (F&A) or “indirect” cost returns (IDC),

298 IPEDS Fall Staff Survey [EEO6] Fall Semesters 1994-2008; also *Southern Illinois University Carbondale Factbooks 2000-2001 through 2008-2009*.

the reimbursed “overhead” dollars charged to grants. The existing plan was an 80:20 distribution, in which 80 percent of the returned dollars went to the chancellor (including 19-26 percent to what was then the AVCAAR) and 20 percent to the generating units (colleges, centers, departments), which had their own internal plans for reallocation. This was changed to 70:30, with 40 percent returned to the AVCAAR and 30 percent returned to the generating units. This plan was implemented in FY01.

In addition, SIUC negotiated new F&A cost rates. Partly because of the general administrative neglect of the research mission in the 1990s, the university was out of compliance with the federal requirement to negotiate new rates every three years with the Department of Health and Human Services (DHHS), SIUC’s cognizant federal agency. The campus’ last proposal had been in FY90, after which the university requested and was granted two extensions of the FY91 rate. In response to the last request in FY97, however, those rates were adjusted downward one percentage point (to 41 percent) as a penalty for failing to prepare and negotiate complete rate proposals. Although individual researchers understandably enjoyed these low rates, the failure to capture the true costs of doing research and secure adequate reimbursement for them meant a substantial loss of income to the university—doubly painful because of the simultaneous declines in state appropriations to the institution. As discussed below, since FY01 SIUC has negotiated three tri-annual F&A rate proposals with DHHS, each time receiving increases.

The most visible and effective way to return research to priority status was to (re)create a high-level administrative position charged with leading the research mission, a suggestion made rather obliquely in the 1999 NCA evaluation report (pp. 19-20). Initially this was not a popular idea, given an aversion to increasing the administrative ranks on campus, but by 2001 the proposal to create a vice chancellor for research position had garnered wide support among various constituencies, including the Graduate Council, the deans, the Graduate and Professional Student Council, and the *Daily Egyptian* student newspaper, as well as then-Chancellor Walter V. Wendler, the SIU system president, and the Board of Trustees. The BOT approved the OVCR/GD in 2002, and the associate vice chancellor for research position was created the following year.

Figure 4-3 provides one indicator of research productivity on the Carbondale campus: data on various kinds of publications between calendar years 1999 and 2008. Clearly the rate of productivity increased over this period, as the number of faculty (indicated by a line) did not increase commensurately with the increase in publications.

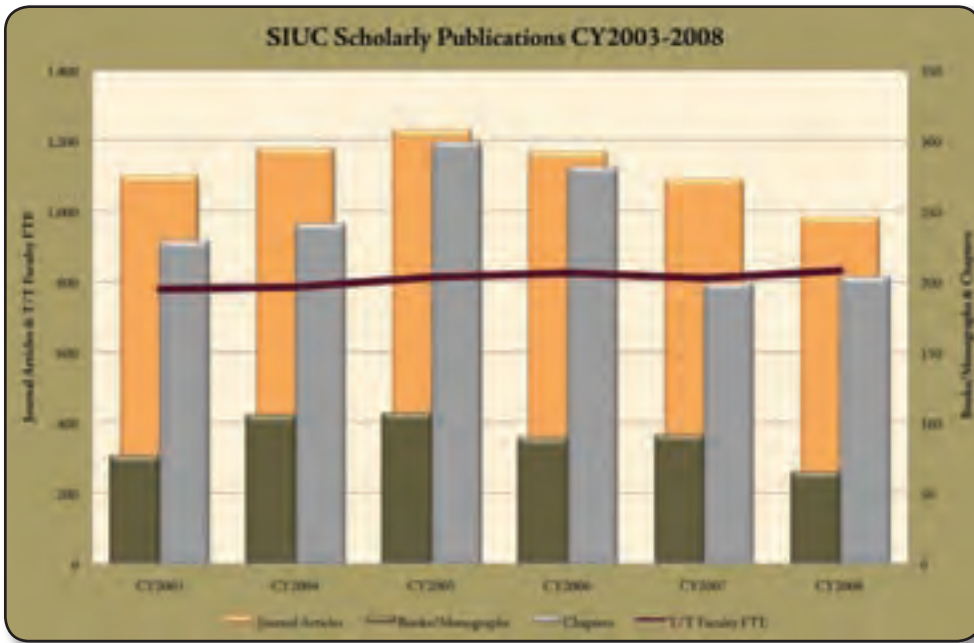


Figure 4-3. Faculty publications (CY1999-2002 does not include SOMS; 2003-2008 includes SOMS).
 Source: Annual Deans' Reports to the Office of the Vice Chancellor for Research.

Figure 4-3 appears to show a decline in publications after CY05, but this is explained by a change in protocols for reporting data on creative activities, such as exhibitions, performances, and other non-published presentations. The College of Liberal Arts (CoLA) had been using a formula to convert productions and exhibitions into the equivalent of publications. Since CY06, however, these have been tabulated separately.

Figure 4-4 is a compilation of data on creative and artistic activities for the last five years in CoLA (2004-2008).

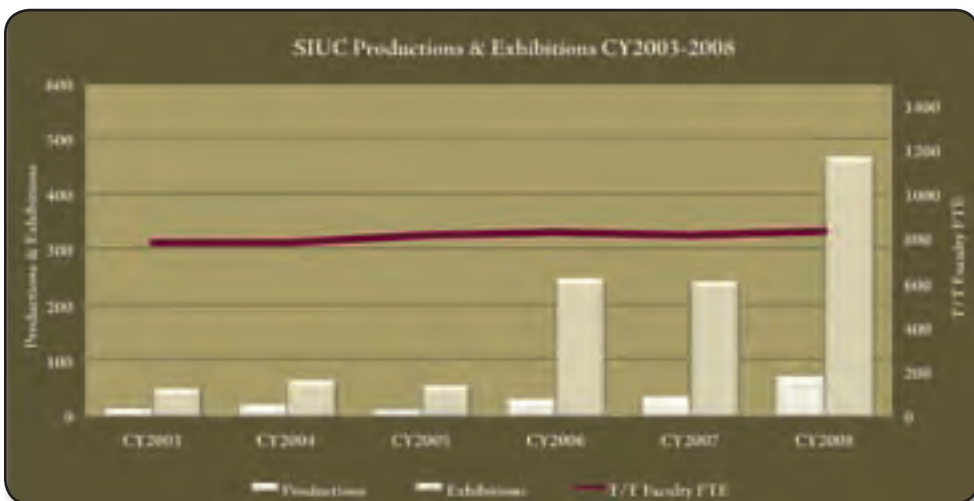


Figure 4-4. SIUC Productions & Exhibitions, CY2003-2008. Source: Annual Deans' Reports to the Office of the Vice Chancellor for Research

External Proposal, Award, and Expenditure Data

External funding is an important source of income for research universities to support the intellectual life and learning in the institution at all levels: faculty, staff, students, and the community. Such funding also increases its national visibility and prestige. All proposals to external sponsors, and all awards and contracts from such external sources, must pass through review in the sponsored-programs offices of the two campuses, the Office of Research Development and Administration (ORDA) at Carbondale and the Office of the Associate Dean for Research and Faculty Affairs (ADRFA) at Springfield.

ORDA maintains databases to track these activities at both SIUC and SOMS. In virtually all reports of proposal, award, and expenditure data by ORDA and the Office of Accounting Services, whether in our own publications or as IPEDS data to the National Science Foundation (NSF), data for the two campuses are combined. This is also true in the discussions and illustrative material below, unless indicated otherwise.

Success in externally sponsored research, scholarly, and creative activities may be expressed by various quantitative measures: numbers of external proposals submitted; numbers and dollar amounts of incoming awards; numbers and dollars of federal (versus other) awards; numbers and dollars of research and development (R&D) compared to other kinds of awards; total R&D expenditure dollars; federal R&D expenditure dollars; institutional rankings on these indicators (published by the NSF); and so on. SIUC, through the OVCR/GD, ORDA, and Office of Accounting Services, carefully monitors all measures and uses the data in different ways to assess the progress of our research enterprise.

Proposal submissions tend to fluctuate from year to year, in part because the most research-active faculty may be submitting proposals for multi-year projects. The overall data, shown in Figure 4-5, reflect a sharp decline in proposal submissions from both SIUC and SOMS in the last half of the 1990s, and a marked increase with the renewal of the research mission of the university at the turn of the millennium. Proposal submissions have declined again since 2006, for reasons that are unclear.

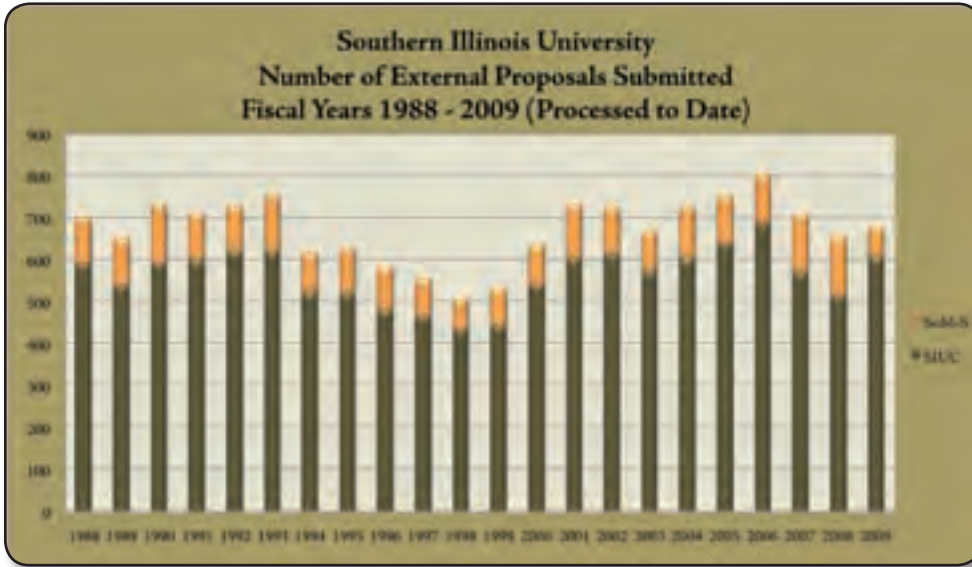


Figure 4-5. External proposals, 1988-2009. Source: Office of Research Development and Administration.

The sources of external awards (excluding financial aid) to the Carbondale and Springfield campuses are presented in Figure 4-6. The primary sources of funding for the university are federal and state dollars, with federal dollars increasing over this period and state dollars decreasing. Funding from industry, foundations, and “other” sources do not show clear trends.

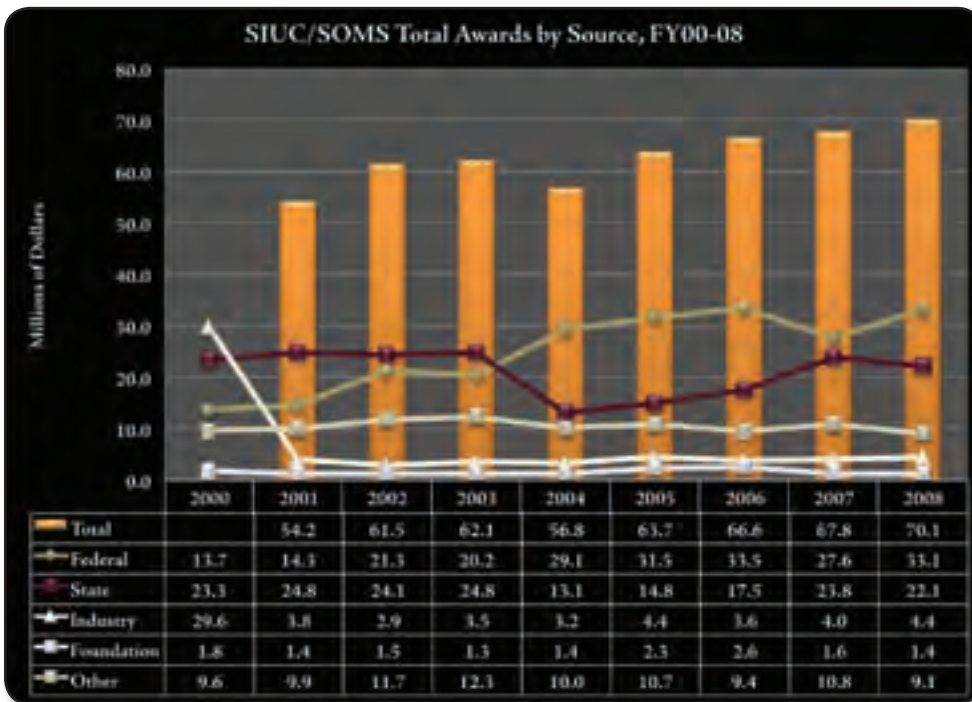


Figure 4-6. SIUC-SOMS combined total awards by source (excludes financial aid). The \$29.6 million in industry funding in 2000 includes a one-time award of \$24.75 million from Illinois ComEd to the SIUC Clean Coal program. Source: Office of Research Development and Administration.

Federal funding declined in FY07, as it did for all universities, because of the overall cuts in federal spending on research in the national budget.²⁹⁹ A recovery in FY08 may presage a resumption of the decade's upward trend. As of this writing (October 2009), only three months into the fiscal year, SIUC has been awarded more than \$3 million in federal funding through the American Recovery and Reinvestment Act of 2009.

A comparison of Figure 4-5 and Figure 4-7 shows data that appear contradictory: the number of external awards received is declining at SIUC, while oscillating at SOMS, whereas the total dollars of the awards are increasing steadily at Carbondale (and oscillating at SOMS). This clearly indicates that researchers are setting and achieving ambitious goals: to bring in the larger and more prestigious grants, especially from federal sponsors.

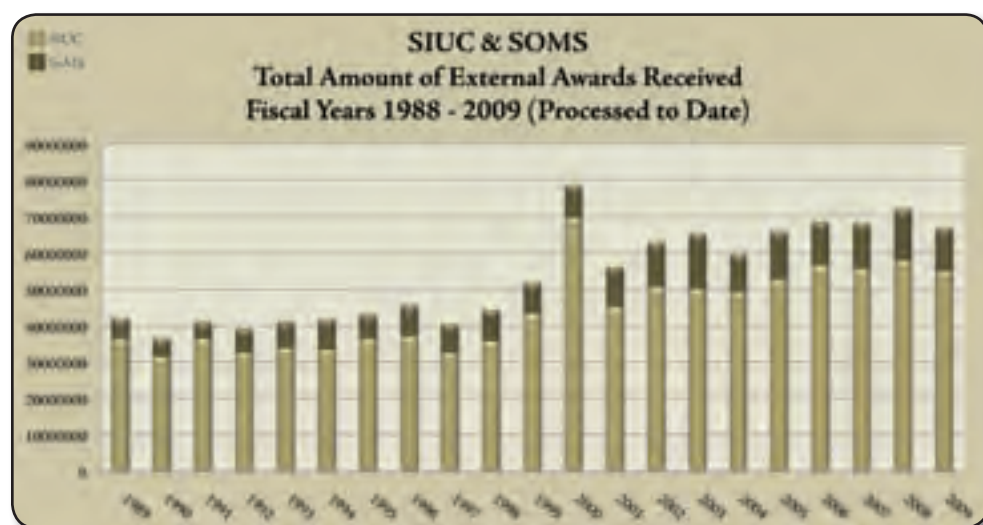


Figure 4-7. Amount of external awards, 1988-2009 (excluding financial aid). The spike in 2000 includes a one-time award of \$24.75 million from Illinois ComEd to the SIUC Clean Coal program. *Source:* Office of Research Development and Administration.

The primary sources of federal funds to SIUC/SOMS over the years are the National Institutes of Health (NIH), non-NIH funds from the DHHS, the NSF, and the U.S. Department of Education; the primary sources of state of Illinois funding are the Department of Commerce and Economic Opportunity (DCEO), Department of Child and Family Services, and Department of Education.³⁰⁰

Another way of measuring research productivity is through the money expended on such activities. Expenditure data reflect the amount of money spent on research activities primarily from the external awards brought to campus (and the associated F&A returns), as the principal investigator spends those funds in the course of carrying out the project. At SIUC, these research expenditures are not tracked by ORDA but rather by Accounting

²⁹⁹ <http://www.nsf.gov/statistics/infbrief/nsf08320/>.

³⁰⁰ Grant reports available in the Office of Research Development and Administration.

Services and are reported annually to the NSF. NSF tracks them as R&D expenditures for the sciences, engineering, agriculture, social sciences, and psychology, but excludes education, humanities, the arts, law, and library science.³⁰¹

Expenditure data are typically presented as “total R&D” and “federal R&D.” Figure 4-8 shows SIUC’s total R&D expenditures since 1989 compared with the national total R&D expenditures.³⁰² Since 1998, total R&D expenditures at SIUC/SOMS have increased by a mean of 12 percent per year, exceeding not only the national rate (~5 percent) but also the goal of 11 percent in *Southern at 150* (p. 30).

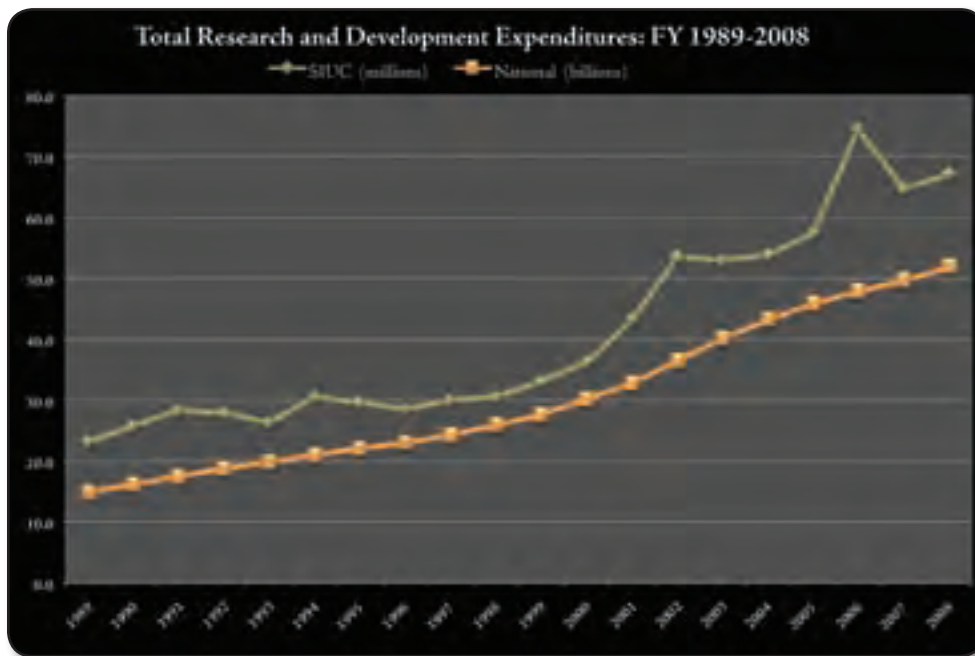


Figure 4-8. Total R&D Expenditures for SIUC/SOMS compared with national trends, FY89-08.

Source: National Science Foundation, Academic Research and Development Expenditures.

Another commonly cited measure of research productivity is the expenditure of federally granted funds. SIUC’s expenditure of federal R&D funds in 1989 was approximately \$7.8 million whereas the mean national expenditure was about \$15.2 billion. By 2007, mean national expenditures had risen to \$30.4 billion—twice the 1998 figure—and SIUC’s expenditures of federal R&D funds in 2008 were \$17.5 million, or just over 2.2 times the 1998 amount. These increases are shown graphically in Figure 4-9,³⁰³ which presents a parallel to the increase in total R&D expenditures in Figure 4-8. Both figures underscore

301 <http://www.siu.edu/~ovcr/profile.html>; <http://www.siu.edu/~ovcr/profile.pdf>.

302 SIUC data: NSF Division of Science Resources Statistics, Survey of Research and Development Expenditures at Universities and Colleges, FY 2006, Table 27 (1999-2006), FY2007: SIUC Accounting Services. National data: NSF Division of Science Resources Statistics, Survey of Research and Development Expenditures at Universities and Colleges, FY2007, Table 1; InfoBrief, NSF 08-320, Table 1.

303 Ibid.

the degree to which SIUC researchers have excelled, over and above national levels, in committing themselves to the research enterprise and to bringing in external funding.

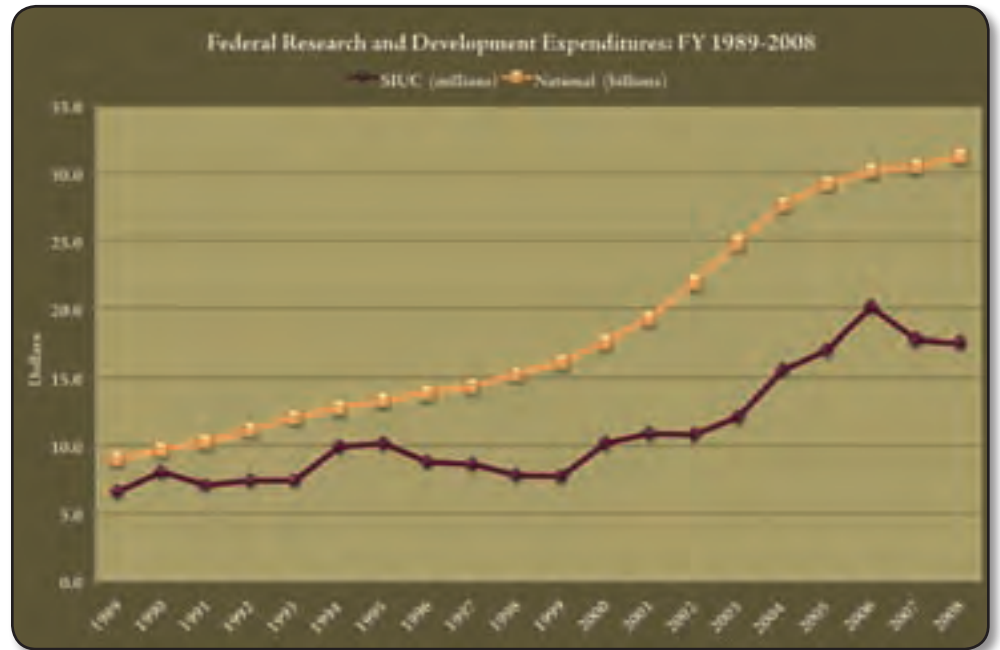


Figure 4-9. Federal R&D Expenditures for SIUC/SOMS compared with national trends, FY89-08. Source: National Science Foundation, Academic Research and Development Expenditures.

NSF accumulates the total and federal R&D expenditure data and ranks universities on these figures. One of the primary goals of *Southern at 150* is for SIUC to be ranked among the top 75 public research universities in the country according to NSF rankings by total R&D expenditures. Figure 4-10 shows SIUC’s ranking in total R&D among public institutions, between 1975 and 2008 (based on NSF data). SIUC’s ranking peaked at 84 in 1985, then declined for the next thirteen years.

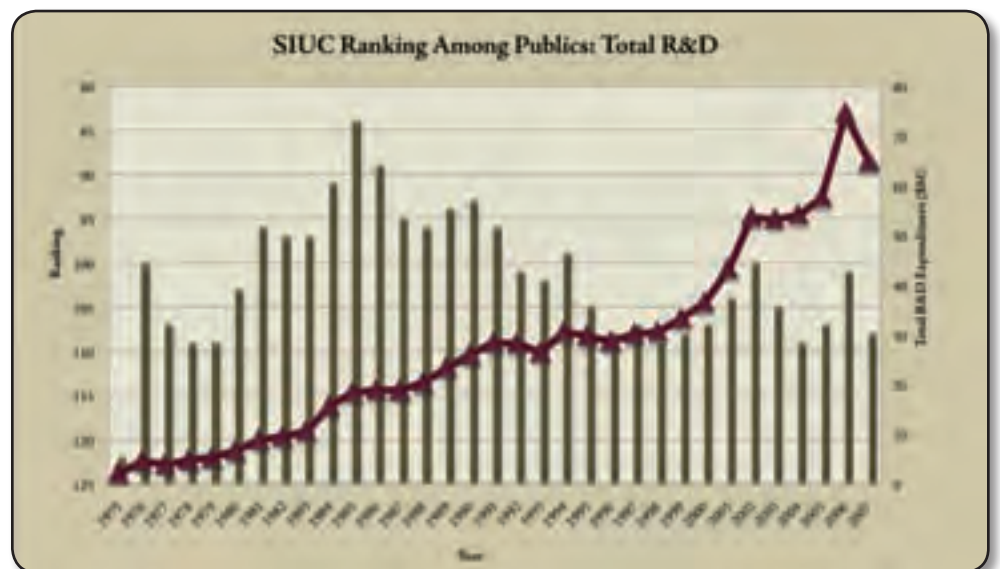


Figure 4-10. SIUC’s ranking among public universities, 1975-2007, and growth in total R&D expenditures (includes SOMS). Source: NSF.

Among public universities, in 1999 SIUC ranked 108th nationally with \$33.17 million in total R&D and 161st in federal R&D with \$7.66 million. In 2006, SIUC ranked 101 nationally in total R&D (\$74.52 million) in total research and development expenditures³⁰⁴ and 133 in federal, which nearly tripled to \$20.11 million. Unfortunately, even though our emphasis on obtaining external funding and hiring faculty in critical areas has been demonstrably successful and improved our rank relative to 1999, in 2007 we dropped back to 108 in total expenditures as other universities slipped ahead of SIUC once again.

Figure 4-10 also indicates that, whereas sponsored research activity at SIUC was essentially flat-lined during the 1990s, a time of administrative neglect, it grew dramatically after 2000 with the creation of a high administrative position charged with leading the campus research enterprise and the *Southern at 150* planning process. These data on proposals, awards, and expenditures demonstrate that, indeed, “scientific discovery, scholarly inquiry, and creative achievement are central to the mission of Southern Illinois University Carbondale” and to its faculty.³⁰⁵

SIUC and SOMS should and do take pride in this overall growth, but the situation is not completely rosy. There are year-to-year fluctuations in the success registered by these indicators, and sometimes it appears that progress has slowed. SIUC suffered, as have all institutions, from the economic downturn after September 11, 2001, but in Midwestern states such as Illinois, the economies have been particularly slow to recover. In addition, the Illinois budget has not been kind to higher education or research. SIUC has always depended heavily—perhaps too heavily—on state funding for some of its research programs; and sponsorship by many of these, especially the Illinois Council on Food and Agricultural Research (C-FAR), Department of Community and Economic Opportunity, and the state matching-grant program, has been crippled or disappeared entirely. Moreover, as noted above, federal funding for research declined in 2007 and 2008, and these declines may be reflected in the SIUC data. Federal support is clearly on an upswing with ARRA funding in 2009, however. In any case, setting ambitious goals and high expectations is important; and while a top-75 ranking is a laudable goal to strive for, it may be unrealistic in these difficult budgetary times.

The Office of the Vice Chancellor for Research and Graduate Dean

The Office of the Vice Chancellor for Research and Graduate Dean (OVCR/GD) was established at SIUC in 2002. As the central administrative unit responsible for leadership

304 See http://www.nsf.gov/statistics/nsf08300/content.cfm?pub_id=3797&id=2, Table 32.

305 <http://vcresearch.siu.edu/profile.html>.

and oversight of the university's research and graduate education missions, the OVCR/GD is also charged with fostering a culture of "life of learning" on campus and in the community. The OVCR/GD is home to two administrative units, the Graduate School and the Office of Research Development and Administration (ORDA), as well as several research centers: Center for Delta Studies, Center for Ecology, Center for Integrated Research in Cognitive and Neural Sciences, Coal Research Center, Cooperative Wildlife Research Laboratory, Fisheries and Illinois Aquaculture Center, Materials Technology Center, and Middle Mississippi Wetland Research Field Station.

Planning

Strategic planning is a key element for fostering and sustaining a climate that successfully engages a university community in inquiry, creativity, practice, and responsibility. In 2004, in response to *Southern at 150*, the OVCR/GD developed an internal "Strategic Plan: Building Excellence in Research, Graduate Programs, and Economic Development at SIUC."³⁰⁶ As articulated in this plan, the mission of the office and its constituent units is "to lead the organization and administration of all graduate programming, research and creative activities, and economic development efforts (including technology transfer) of the University." The primary responsibilities of the OVCR/GD are to:

- *Support and integrate the research (including that done by undergraduate students), graduate education, and service missions of the university to promote academic excellence;*
- *Facilitate the sharing of knowledge and expertise in order to enhance economic development—including that derived from university-based research—in the southern Illinois region and beyond;³⁰⁷ and*
- *Promote responsibility in the conduct and administration of these activities.³⁰⁸*

This strategic plan was informed by the reports of two groups of consultants who had been brought to campus by the VCR to assess the research and scholarly programs at SIUC and provide guidance about the overall campus research enterprise. One of these was the Washington Advisory Group (WAG), who evaluated science and engineering programs. Their recommendations included: (1) strategic planning; (2) hiring additional research faculty; (3) focusing "efforts on a limited number of interdisciplinary research areas or thrusts";

³⁰⁶ <http://vcresearch.siuc.edu/2004strategicplan.pdf>.

³⁰⁷ At the time of development of this plan, the Office of Economic and Regional Development (OERD) reported to the OVCR/GD. OERD has since been moved to the office of the SIU system president (see the chapter on Criterion 5).

³⁰⁸ OVCR/GD Strategic Plan, p. cit. (in note 18).

(4) addressing research space and infrastructure needs; and (5) conducting a successful development campaign “to build faculty quality and research infrastructure.”³⁰⁹ On the basis of recommendation (3), areas of research emphasis were identified as biotechnology, energy and the environment, nanotechnology and materials, and neuroscience. A parallel study of the humanities, arts, and social sciences (HASS) complemented the WAG report. The recommendations of this group included: (1) have units engage in strategic planning; (2) provide dedicated research support at the college level; (3) hire internationally-renowned, research-active faculty at the full professor level; and (4) improve communication with the colleges regarding the goals of *Southern at 150*.³¹⁰

The OVCR/GD internal strategic plan is a living document, with all reporting units annually required to set objectives within its framework and evaluate success in achieving them. But planning cannot effectively guide administrative action to establish and maintain a vigorous intellectual culture unless it incorporates the means of acquiring and investing resources—money, human talent, and space—into the enterprise, along with generous acknowledgment of the hard-won successes throughout the campus community by means of recognition, awards, and rewards.

Resources: Money and Human Capital

With respect to acquiring financial support for “research” writ large, the 2001 (pre-OVCR/GD) campus plan for distributing F&A cost returns has already been mentioned. This plan increased the amount of returned dollars that was allocated to research administration, as well as to the generating units. Of the 30 percent returned to the units, the plan specified that one-third must be returned to the department, thereby encouraging (in principle) departments and individual faculty to seek external funds and reap the benefits of associated cost returns to cover various research-related expenses.

In addition, indirect cost returns to the campus have increased because, as noted, since 2001 the university has negotiated its F&A rate proposal with DHHS three times. Each brought a higher rate, which means more income to the university, the VCR, and the generating units. The last negotiation raised our full, off-campus rate to 45.5 percent from July 1, 2008 through June 31, 2012.³¹¹ This, plus the overall increase in external funding for research-related activities, has meant that the F&A returns to SIUC and SOMS climbed from \$4.5 million in FY99 (with a 41 percent rate) to nearly \$8 million in FY09.

309 See <http://vcresearch.suc.edu/WAGDiscBckgd.doc>.

310 See http://vcresearch.siuc.edu/arts_humanities_social.doc.

311 <http://orda.siuc.edu/rates/indirect.html>.



The OVCR/GD's share of the F&A cost returns assist research, scholarly, and creative activity for faculty, students, and staff throughout the campus, for example:

- ♦ Providing travel funds (administered through ORDA);
- ♦ Assisting with facilities renovations (including those in the School of Art and Design, Agricultural Sciences, Science, Engineering, and the Vivarium);
- ♦ Assisting with start-up costs for new faculty;
- ♦ Supporting Morris Library;
- ♦ Supporting undergraduate research;
- ♦ Maintaining graduate fellowships (to compensate for state budget cuts);
- ♦ Miscellaneous needs (e.g., grad student recruiting, external performance reviewers [Kleinau], machine shop upgrade, transferring equipment from the former glassblowing shop to the School of Art and Design, subscribing to research databases such as Community of Science, etc.); and
- ♦ Providing matching funds for grants.³¹²

In FY01 and FY02, the OVCR/GD began several initiatives to increase the number of high-quality, tenure/tenure-track, research-productive faculty. In FY01, \$1.2 million was acquired through the campus RAMP process to provide a central pool of resources to enhance SIUC's competitiveness in hiring such faculty by supporting start-up costs. In FY02, with the support of the Graduate Council, the "Strategic Faculty Hiring Initiative," later renamed the "Faculty Hiring Initiative" (FHI) was begun to make good programs better, leverage existing strengths, position success in disciplinary/interdisciplinary areas showing great potential for growth, enhance core doctoral programs lacking critical mass, and address concerns about core programs that have been raised in on-going program reviews.³¹³ The FHI invested \$2 million in new tuition funds to create twenty-eight new positions beginning in FY04. Subsequent studies by external advisors (WAG, HASS) lauded the FHI, but indicated that significant additional growth in faculty positions was required to achieve the university's goals. In response, a ten-year, \$1 million/year plan was developed and implemented in FY05-07. The following year, however, this program was put on hiatus owing to budget challenges.

Overall, seventy-four positions were approved and sixty-four (S)FHI hires are currently at SIUC. Since coming to SIUC, these energetic new faculty members have garnered internal and external awards and they account for:³¹⁴

312 See <http://www.orda.siuc.edu/internal/matching.html>.

313 See Core Component 4.c.

314 OVCR/GD, "Long Range Planning for Faculty Hiring at SIUC in the 2000s: A Synopsis and Preliminary Assessment, 5/21/08."

- \$8.1M in external grant funding on campus;
- 250 peer-reviewed journal articles, 8 books, 45 book chapters, 67 productions, and 35 exhibitions;
- 570 international/national and 80 regional/state presentations;
- 10+ patents and 6 patent applications; and
- 4 NSF CAREER Awards.

In addition, although two-thirds of these faculty have only been on campus for the past year:

- 7 (11 percent) have won national or campus teaching awards, enhancing the teaching mission of the university;
- 11 (17 percent) have won national or campus research awards, enhancing the scholarly reputation of the campus; and
- 2 have been recognized for their service activities.

Recognizing the important role of advocacy and leadership for research at all levels, the OVCR/GD has urged the colleges, especially those most research-active, to create associate deanships with leadership and oversight responsibilities for both research and graduate affairs (e.g., an “associate dean for research and graduate education”). This suggestion was also made less specifically by the WAG and HASS reports, both urging more dedicated infrastructural support for research in the colleges, but it has not been greeted enthusiastically by the college deans. Only the College of Science has created such a new position; the College of Agricultural Sciences has long had an associate dean for research. In other colleges, “research” may be included with other functional identifiers such as “personnel” or “budget” in associate deans’ titles.

Space and Facilities Devoted to Research and Creative Activity

Space is a scarce but critical resource on all university campuses and SIUC is no exception. Although the rural Carbondale campus is large, covering 1,136 acres, many of its 262 buildings comprising 6,878,223 square feet of interior space are 35-50 years old.³¹⁵ The challenges on the Carbondale campus with respect to physical facilities for research are (1) quantity: there is not enough of it; and (2) quality: labs in the old buildings are inadequate in terms of heating, ventilating, and air conditioning (HVAC) systems, power sources, and other systems supporting the needs of modern, high-tech research.

In the 1999 self-study, SIUC reported that, “[i]n general, the University has adequate

315 Southern Illinois University Carbondale Factbook 2007–08, p.16; http://www.irs.siu.edu/quickfacts/pdf_factbooks/factbook08.pdf.

physical facilities for its . . . research [mission]. With a stable enrollment, the physical facilities should continue to be adequate for the foreseeable future.”³¹⁶ The conclusions in 2009, however, are much less sanguine than those of 1999. The lack of adequate space for research and creative activity is emerging as a significant issue as SIUC strives to enhance its research profile.

The 1999 self-study also noted that the university had no inventory of space and the ability to use the facilities was hampered by the lack of such an inventory.³¹⁷ This deficiency has been rectified, as Physical Plant Engineering Services (PPES) in the Department of Plant and Service Operations (PSO) has been charged with maintaining such an inventory of space and space use. This information is critical for developing the F&A rate proposals the university is required to submit every three years. Table 4-1 shows the net assignable square feet (nasf) available for each functional use on both the Carbondale and Springfield campuses.

Table 4-1. SIUC functional space use in net assignable square feet (nasf), FY08.

Functional Use	Carbondale nasf	Springfield nasf	Total nasf
Instruction	1,367,844	55,999	1,423,843
Organized Research	186,737	38,229	224,966
Agriculture Research	91,873	0	91,873
Other Sponsored Activities	77,833	4,661	82,494
Operations and Maintenance	208,560	18,172	226,732
Other Institutional Activities	1,873,760	27,763	1,901,523
Department Administration	197,928	75,270	273,198
General Administration	135,712	24,416	160,128
Sponsored Project Admin.	5,256	1,227	6,483
Recharge Center	0	11,309	11,309
Library	247,405	21,301	268,706
Student Services	427,106	1,888	428,994
Vacant	65,534	5,014	70,548
Specialized Services Facil	10,657	364	11,021
Patient Care	33,540	121,145	121,145
TOTAL	4,929,745	406,758	5,050,890

Source: Plant and Service Operations’ Physical Plant Engineering Services (PPES), data compiled by Jeff Tally, Manager, Grant and Contract Accounting & Fixed Asset Accounting.

PPES staff, student employees, and interns conduct facility surveys by physically inspecting and measuring the areas and compiling individual building floor plans. In

316 SIUC “Self-Study Report” submitted to the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, vol. I, 1999, p. 62, in the Office of the Associate Provost for Academic Affairs.

317 Ibid.

assessing use, PPES space assessment follows the room use standards set by the National Center for Education Statistics (NCES) in the *Postsecondary Education Facilities Inventory and Classification Manual*, and through informal discussions with the occupants and departmental representatives.

An internal assessment prompted by the OVCR/GD in 2006 determined that SIUC “has a significantly lower level of net assignable square feet (nasf) of space than comparable institutions” and that “SIUC has less research space than comparable institutions.”³¹⁸ This report, using data from the NSF’s semi-annual Survey of Scientific and Engineering Research Facilities,³¹⁹ concluded that SIUC has the second lowest percentage of nasf from among SIUC peer and aspirational peer institutions,³²⁰ and the second lowest level of nasf research space among the same group. It also concluded that “SIUC’s percentage of laboratory space (9.9%) is 25% lower than that of either research category (Carnegie Research/Doctorate Intensive and Carnegie Research/Doctorate Extensive), and comparable to that of a master’s level institution.”³²¹ According to NSF data from 2001, the 188 public doctoral-granting institutions averaged 580,000 nasf for research in science and engineering. SIUC, in comparison, has only 342,000 nasf; thus, “SIUC has 41% less nasf for research in science and engineering than the average of [public] doctorate-granting institutions.”³²²

Although a lack of research space is a significant impediment to SIUC’s growth as a research institution—and also impacts the educational mission—another issue concerns the quality of the existing space for research in science fields (including agricultural) and also in the studios for the arts. The core buildings on the Carbondale campus were built between 1955 and 1970. The major systems installed during this era have exceeded their useful lives and are in dire need of replacement. State-appropriated Capital Renewal funding was been “on hold” since 2004 (recently reinstated in 2009) and at the same time, the university has faced compulsory state budget reductions. The backlog for deferred maintenance is projected at \$450 million for FY10. The BOT approved the 2008 Facilities Maintenance Plan that outlines a ten-year effort to meet our immediate deferred maintenance needs, such as general campus roof systems, power plant repairs, HVAC renovations and replacements,

318 Phil Gatton, Cathy Hagler, John Koropchak, Pru Rice, Jeff Tally, and Scott Weber, “Academic Space Issues for SIUC: A Preliminary Assessment,” July 17, 2006, available in Office of Physical Plant Engineering Services, Department of Plant and Service Operations.

319 NSF Survey of Scientific and Engineering Research Facilities, 2001: www.nsf.gov/statistics/nsf02307

320 As part of the development of the *Southern at 150* plan, the campus identified a set of eight institutions regarded as peers and four as aspirational peers (see *Southern at 150*, p. 10).

321 Gatton et al., op. cit., note 30. These figures rely on comparisons from the Association of Physical Plant Administrators, “Facilities Performance Indicators, Facilities Core Data Survey 2003-04.”

322 Ibid.



electrical upgrades, and classroom and laboratory renovations.³²³ This plan identifies \$100 million of immediate deferred maintenance needs, of which an estimated \$75 million can be addressed with the Facilities Maintenance Fee revenue stream and a planned bond sale in FY12 for \$25 million. In late 2009 the state passed legislation renewing capital funding for campus projects, which will assist with some of the deferred maintenance as well as other construction.

Further indications of the inadequacy of research space at SIUC are found in the responses of various departments and colleges to the Faculty Hiring Initiative. This initiative, announced in FY04, was intended to add additional tenured and tenure-track faculty, with the expenditure of one million dollars a year for ten years to be committed to the initiative.³²⁴ Several departments and colleges could not accommodate additional hires because of the lack of laboratory space for new faculty.³²⁵ For example, the Department of Physics could not hire faculty because of a lack of laboratory space even though it had a newly approved Ph.D. in Applied Physics. The College of Agricultural Sciences sought only one new position because of space limitations and the Departments of Psychology and Anthropology in CoLA were reluctant to seek new hires who would require laboratory space. In addition, the College of Science spent “inordinate amounts of resources to create new research space from a storage area in the basement of [Neckers] building in order to locate two new hires in the Department of Chemistry and Biochemistry.”³²⁶

The 1999 NCA Report (p. 79) noted the deteriorated state of the physical facilities of the SIUC campus, a consequence of a lack of state funds for deferred maintenance, and identified this as a challenge that “impair[s] the ability of the university to carry out its mission.” The university is painfully aware of these problems, which are not only aesthetic but also represent health and structural concerns. SIUC’s Facilities Advisory Committee reviews and provides input on priorities for use of state funds, should they become available again. The committee, working with the director of PSO, identified two buildings housing research labs, Neckers and Life Science II, as having the greatest deferred maintenance problems on campus,³²⁷ and these top the priority list for renovation.

323 “Approval of the 2008 Facilities Maintenance Plan, Carbondale Campus, SIUC,” board matter approved by the BOT on April 10, 2008.

324 Koropchak, J., and P. M. Rice, “A Current Perspective on Research at SIUC” (June 27, 2006). Owing to budget constraints, this initiative was put on hold beginning in FY07. SIUC Faculty Senate Minutes, Remarks of Chancellor Dunn, 02/13/07.

325 Office of the Vice Chancellor of Research and Graduate Dean, Discussion Paper, Campus Research Space Evaluation and Recommendations (9/14/05), at 1-2.

326 Koropchak and Rice, op. cit. (in note 324).

327 Ibid. at 2.

An important step toward future resolution of campus research and other space issues was the development of a comprehensive Campus Land Use Plan. This plan was created in 2001 with the Campus Land Use Committee, composed of a large and widely representative group of administrators, faculty, staff, and students, with Civitas, Inc. as external consultants. The process involved considerable surveying and innovative polling throughout campus for constituency input. The final plan formed the basis for several other planning documents.

In March of 2006, the SIU Board of Trustees approved the creation of the 2006 SIUC Campus Master Plan³²⁸ which included the integration of the 2001 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. Also, the SIU president has articulated a set of specific objectives relating to improving physical facilities on campus, drawn from the goals of *Southern at 150*.³²⁹

The OVCR has worked with several deans, center directors, and others to develop plans for a new Advanced Energy and Interdisciplinary Research Laboratory. This building is intended as a state-of-the-art laboratory facility to house campus energy researchers and those in complementary areas such as materials and biotechnologies, as well as the policymakers from various program areas. Current energy activities on campus include federally funded research on biofuels, fuel cells, hydrogen generation and storage, solid-state refrigeration, and carbon sequestration and capture, along with programs having state-wide and national leadership in clean coal technology. Such a structure will provide energy researchers on the Carbondale campus with optimum facilities, stimulate the most effective collaborations, and provide a think-tank for development of the most innovative, interdisciplinary, and high impact solutions that will further accelerate our progress toward achievement of these national goals. Funding for this building was requested in the university’s RAMP plan, but it was not included for funding in the state’s capital bill.

In addition, recent discussions have focused on construction of a Carbondale Combined Laboratory Facility (CCLF) on the SIUC campus that will also house offices and labs of the Illinois Department of Public Health and the Division of Forensic Services of the Illinois State Police. Envisioned as 35,000 square feet of laboratory space, the CCLF will allow the university to attract additional faculty, attract new grant and contract resources, and increase collaborative training programs for students that will be important in workforce

328 http://www.pso.siu.edu/pdfs/200610_LandUseMstrPlanMk08Mod06.pdf

329 Objective 2, Goal 3, “Goals of the President, 2007-2008” at www.siu.edu/pres/goals.html.

development. This too has been unsuccessful in requests for state funding. Nonetheless, these kinds of planning initiatives represent a step in the right direction and contrast with the institutional complacency that existed at the time of the last self-study. But the lack of research space will continue to impede aspirations of significantly enhancing SIUC's research profile.

Three proposals have been submitted to NIH for remodeling the animal care facility in the Life Science II building, but none were successful. The university is seeking ways to upgrade laboratories in Parkinson, Engineering, and at the Illinois Coal Development Park to accommodate expanded gasification/liquefaction research. With respect to the latter, external funds have been obtained for a Coal-to-Liquids I-Laboratory and gasification-research facilities. The Coal Research Center is developing plans for these expanded research spaces in conjunction with PSO.

Research space and facilities at the Springfield campus of the School of Medicine are considerably better than at Carbondale. SOMS continuously updates and periodically expands research space through renovations of existing facilities and construction of new ones, and thus space has been greatly expanded and enhanced since 1999. With regard to equipment, the medical school is expanding core research facilities with high-cost, state-of-the-art research equipment. Given the school's relatively small faculty, core facilities are the most efficient means of assuring that all faculty members have access to these resources. The following information is from the SOMS response to the Criterion 4 Committee questionnaire:

Funds were provided in the FY00 state budget to construct the 109,300 gross square foot biomedical facility—the Springfield Combined Laboratory Facility (SCLF) addition—shared by SIU School of Medicine, the Illinois Department of Public Health (IDPH), and the Illinois State Police for their forensics laboratories. Construction began in January 2002 and occupancy was delayed by state funding issues, but the facility was finally opened in summer 2006. The SCLF addition provides the medical school with eleven new Biological Safety Level (BSL) -2 laboratories and one suite built to BSL-3 specifications. This facility enhances ongoing collaboration between the school's microbiologists and laboratory personnel in the IDPH.

Reallocations and renovations of existing space have expanded and improved areas used for research by SOMS faculty. An existing office building on the Springfield campus was reassigned and renovated to become a research facility initially used by cancer institute

faculty. This facility has eleven assigned laboratories and two support/shared areas, adding 8,110 net square feet (nsf) of dedicated research space. The new building for the SimmonsCooper Cancer Institute at SIU, begun in July 2005, was completed in 2008 and houses nearly 4000 nsf of assigned laboratories.

Additional reallocated space for research in Springfield includes 4,681 nsf in another building. The animal care facility is currently undergoing a \$1.5 million renovation, funded partly through a federal grant, and scheduled for completion in July 2009. Reallocated space for research in Carbondale's Life Science II and Lindegren buildings provided an additional 1,700 net square feet for medical research since 1999.

The Role of the Graduate School in Supporting Inquiry

The SIUC Graduate School administers programs in the Colleges of Agricultural Sciences, Applied Sciences and Arts, Business, Education and Human Services, Engineering, Liberal Arts, Mass Communication and Media Arts, and Science, plus the School of Law and School of Medicine. The OVCR/GD is responsible for graduate education and the associate dean and director of the Graduate School reports to the VCR/GD. The school has one other associate dean (who is director of the Coal Research Center), an associate director, and an assistant dean among a staff of seventeen persons, plus student workers and graduate assistants.

The primary concerns of the SIUC Graduate School are instruction and research at the graduate level.³³⁰ The Graduate School therefore plays an essential role in developing instructional and research programs, overseeing assistantships and managing fellowship funds, and procuring facilities necessary to encourage and support research by members of SIUC's scholarly community. It confers master's degrees in seventy programs and the doctoral degree in thirty, as well as offering eight certificate programs. Figure 4-11 graphs the number of degrees granted by fiscal year, FY00 through FY09.

330 See <http://gradschool.siu.edu/mission.htm>

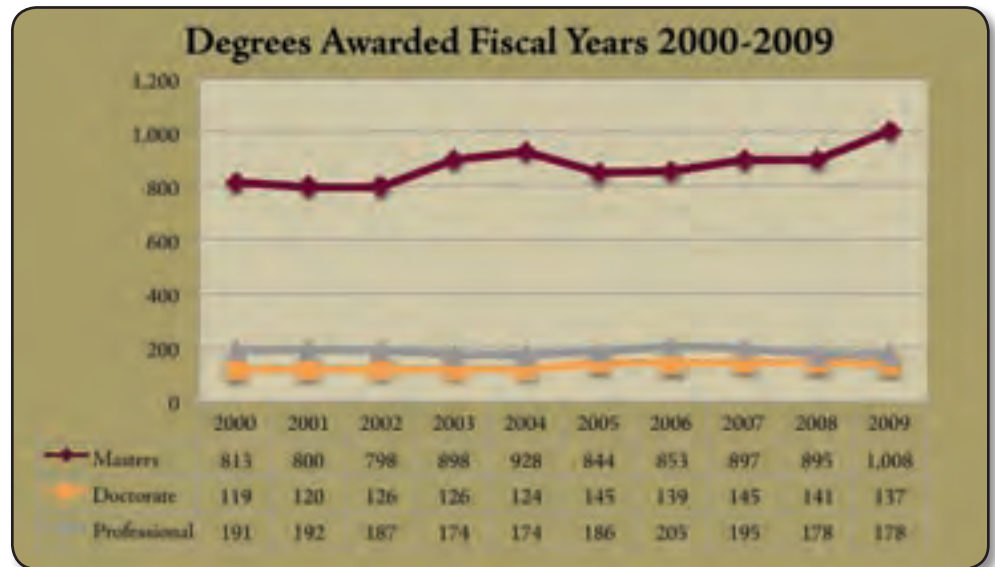


Figure 4-11. Graduate/professional degrees awarded, FY00 – FY09.³³¹

As part of the overall effort to increase graduate enrollments, the Graduate School undertook a “capacity analysis” to investigate the ability of existing programs to absorb greater numbers of graduate students. In 2006, departments were requested to complete a capacity analysis instrument developed at the University of Iowa to determine if programs were over- or under-capacity using registration data for Fall 2005. The capacity analysis instrument incorporates data on four dimensions: (1) program goals, including time-to-degree, completion rate, and diversity; (2) mentoring, placement, and mission; (3) resources, fellowships, and grants; and (4) department-specific creations of weighted averages of these factors. Although, as expected, results varied from department to department, and not all departments participated in the exercise, it appears that SIUC’s graduate programs have the capacity to grow by 600+ students (i.e., ~14 percent), although such growth is unreasonable without significant budgetary enhancement.³³²

Graduate Faculty and Graduate Council

Graduate students pursue advanced study and research under the leadership of a graduate faculty of 888 members. All tenure-track and tenured faculty in departments that deliver graduate programs are eligible for membership in the graduate faculty of SIUC. Tenure-track faculty normally hold regular graduate faculty membership which allows them to direct master’s theses and serve on doctoral committees; tenured faculty members have the authority to direct doctoral dissertations.

The graduate faculty elect twenty-two representatives to the Graduate Council, which is

³³¹ Southern Illinois University Carbondale Factbook 2008-2009, Table 24.

³³² Wilson, D.W., “Capacity Analysis,” report prepared for the OVCR/GD, July 5, 2007.

responsible for establishing the policies administered by the Graduate School. Each college has at least one representative, with the total number apportioned on the basis of the number of graduate faculty in each college and school. In addition, five graduate students elected by the Graduate and Professional Student Council serve on the Graduate Council with full voting privileges. The chancellor, provost, VCR/GD, associate vice chancellor for research, associate dean and director of the Graduate School, and the associate dean all hold ex officio status on the council. The Graduate Council annually elects a chair and vice chair who oversee monthly meetings of the council during the academic year. There are four standing committees: Program Review, Educational Policy, New Programs, and Research. More detailed information can be found in the Graduate School Operating Paper.³³³

Graduate Student Admissions, Enrollment, and Financial Aid

The Admissions Office participates actively in recruiting students, with Graduate School staff regularly attending regional, national, and international graduate student fairs; departmental representatives are also invited to attend these events. Staff are especially active in working with faculty to recruit high-quality international students and frequently attend graduate school fairs in Asia, Europe, Latin America, and the Middle East. The Graduate School also works closely with the Office of International Programs and Services to ensure that international graduate students have a productive experience at SIUC. The Graduate School soon will be implementing a new online graduate enrollment system called “Apply Yourself.”

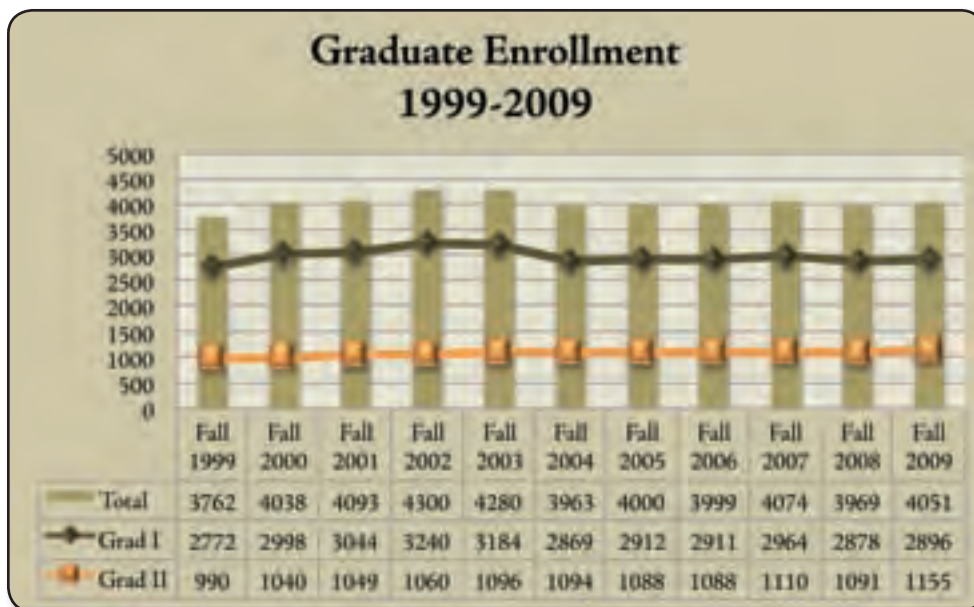


Figure 4-12. Graduate enrollment, fall 1999 – fall 2009.³³⁴

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

334 Source: Institutional Research and Studies.

Graduate enrollments are essentially holding steady, oscillating around a mean of 4000 students, with an approximate 10 percent increase in Grad II (doctoral) students. The apparent dip in enrollment of Grad I or master’s-level students (and hence overall enrollment) beginning in 2004 is a consequence of an administrative decision made outside the Graduate School, by which students were not allowed to register for the required 601 Continuing Enrollment course if they had any balance on their bursar’s account. This policy has subsequently been rescinded.

As did many other U.S. universities, SIUC experienced a slight dip in international student enrollment in the middle of the decade, with increased scrutiny of foreign visitors after September 11, 2001, but this is recovering, particularly at the Ph.D. level (Figure 4-13). International students currently account for approximately 29 percent of all graduate students.

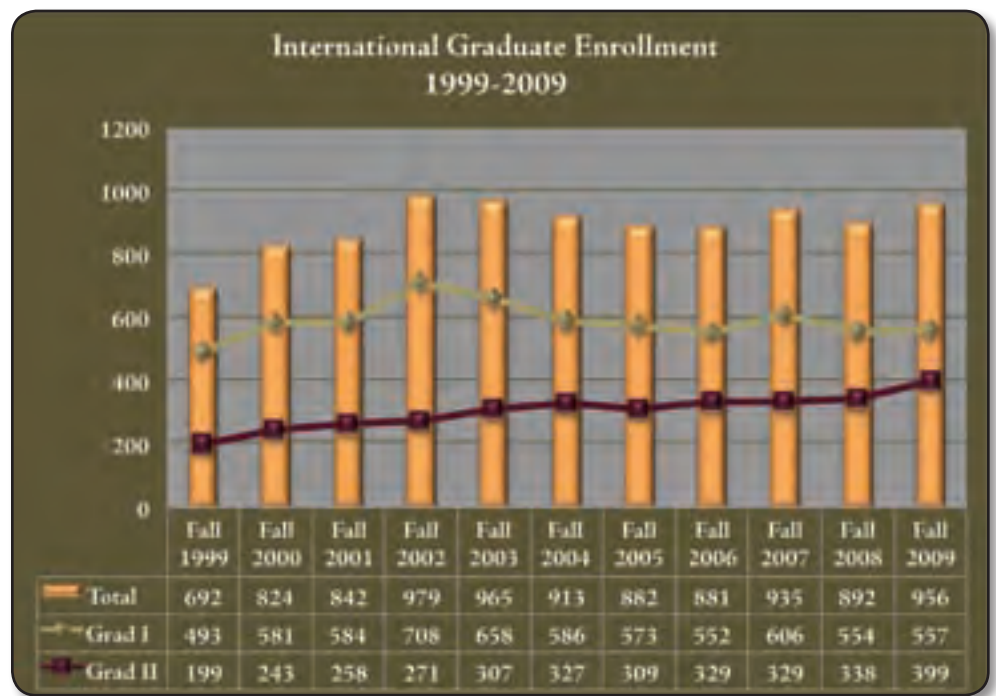


Figure 4-13. International graduate student enrollment, 1999-2009.³³⁵

The Underserved Fellowship Office, headed by an assistant dean, focuses on recruiting students from first-generation college families, students of color, and students from non-traditional backgrounds. The office also handles fellowship and assistantship programs for such students. The PROMPT (Proactive Recruitment of Multicultural Professionals for Tomorrow) program, for example, provides opportunities for individuals from non-traditional backgrounds to pursue advanced degrees. In 1996 SIUC was awarded the prestigious Council of Graduate Schools/Peterson’s Award for Innovation in the

Recruitment and Retention of Minority Graduate Students on the basis of PROMPT.

The Financial Aid Office processes graduate assistant contracts and manages several fellowship and tuition scholarship programs. The Master's and Doctoral Research Fellowship programs support approximately forty-five students for one year, the awardees selected in a university-wide competition among outstanding students nominated by the departments. The Morris Fellowship is intended to bring outstanding doctoral students to campus and is not open to students who have received a degree from SIUC. The Morris provides a five-year support package to each participating student with three years paid by the Graduate School and up to two additional years by the student's department. The Graduate School also awards fifty tuition scholarships per academic term, based strictly on undergraduate GPA, and the student cannot receive other forms of institutional support such as an assistantship. Graduate Dean's Fellowships and PROMPT Fellowships are two-year financial assistance packages providing a stipend and tuition scholarship.

The OVCR/GD and associate dean and director of the Graduate School sponsored four proposals between FY03 and FY08 for state funds to increase the number of graduate teaching assistantships and to recruit, retain, and reward high-quality graduate students. These were unsuccessful in the state's budget climate.

The Registration and Records Office, headed by an associate director, handles graduate registration matters, maintains appropriate graduate records, verifies graduation clearances, posts degrees, reviews thesis and dissertations for conformance to standards, and oversees electronic submission of theses and dissertations. Electronic thesis and dissertation submission began in 2005.

New Graduate Degree Programs

Requests for new graduate degree programs are initiated at the department or college level; and after review in the Office of the Provost and Vice Chancellor, they are transmitted to the OVCR/GD for review by the New Programs Committee of the Graduate Council before being voted upon by that body. As indicated in Table 4-2, fourteen new master's programs and five new doctoral programs have been approved since 1999.

Master's	Approved
M.A. in Geology	Fall 2002
M.P.H. in Community Health Education	Fall 2004
M.L.S. in Legal Studies	Fall 2005
M.S. in Professional & Media Management	Summer 2006
M.A.T.-Master of Arts in Teaching	Summer 2004
M.ARCH-Master in Architecture	Summer 2007
M.S.P.A.-Master of Science in Physician Assistant Studies	Summer 2007
M.S. in Biomedical Engineering	Summer 2008
Master of Engineering in Civil & Environmental Engineering	Spring 2010
M.S.M.S.Ed. in Math & Science Education	Spring 2009
P.S.M.-Professional Science Masters in Advanced Energy & Fuels Management	Spring 2010
M.S. in Medical Dosimetry	Spring 2009
M.S. in Medical Dosimetry-Track	Fall 2009
M.S. in Business Administration (online)	Fall 2009
Ph.D.	Approved
Environmental Research and Policy	Fall 2000
Applied Physics	Fall 2005
Electrical & Computer Engineering	Summer 2007
Computer Science	Fall 2007
Agricultural Sciences	Fall 2008

Table 4-2. New graduate degree programs since 1999.

SIUC has also developed a novel Professional Science Master's program in advanced energy and fuels management with industrial partners and the SIUE corn-to-ethanol research facility.

In addition, the university has just (fall 2009) been awarded a \$3 million Integrative Graduate Education and Research Training (IGERT) grant for watershed science and policy from NSF. This program will support graduate coursework and international travel to research sites for each of three cohorts of five supported fellows per year, plus other students. SIUC is one of about seventy universities nation-wide with IGERT programs.

Center for Graduate Teaching Excellence

The Center for Graduate Teaching Excellence (CGTE), established in 2002, supports faculty, teaching assistants, departments, curricular units, and various colleges in the improvement of instruction through the enhancement of existing, and development of new, teaching assistant instructional development programs through various activities:

- Individual consultation: meeting one-on-one with departmental chairpersons, directors of graduate studies, faculty, and teaching assistants to explore opportunities for the improvement of instruction.
- Campus workshops: developing, coordinating, offering, and evaluating various workshops on topics important to the training and orientation of teaching assistants.
- Coordination of campus resource units of expertise: bringing together faculty, staff, and teaching assistants to share expertise critical to the enhancement of instruction.
- Specialized funding for faculty/departmental improvement of instruction: encouraging and supporting innovative programs with the potential of meeting university goals such as increased undergraduate student learning and retention.

In 2007, the CGTE and OVCR/GD initiated a pilot program with the Department of Chemistry and Biochemistry to provide special training to graduate teaching assistants to work on retention issues in key gatekeeper courses. As discussed in Core Component 3.b, this program resulted in a 15 percent increase in the student success rate in CHEM 200, and the program has been expanded to include another chemistry course as well as a key course in mathematics.

The Roles of the Sponsored Research Offices: ORDA and ADRFA

The Carbondale and Springfield campuses have separate offices for handling sponsored research: on the Carbondale campus it is the Office of Research Development and Administration (ORDA)³³⁶ and on the Springfield campus of the School of Medicine (SOMS) it is the Associate Dean for Research and Faculty Affairs (ADRFA).³³⁷ Both offices have the responsibility of facilitating and promoting faculty, student, and staff research and sponsored project activities, while at the same time “protecting” the institution and its researchers by creating and upholding policies and procedures to assure ethical conduct of research and compliance with a host of federal, state, and institutional regulations, assurances, and certifications. ORDA and ADRFA are the central offices through which faculty and staff members on the respective campuses submit proposals for external funding and receive external grant and contract awards. Thus their primary duties are to foster the kinds of “inquiry, creativity, practice, and social responsibility” that constitute the core of Criterion 4.

³³⁶ See <http://www.orda.siuc.edu>.

³³⁷ <http://www.siumed.edu/adrfa/>.



Unlike the SIUC OVCR/GD, which did not exist at the time of the 1999 accreditation review, the SOMS has been previously reviewed with regard to its robust research program that complements its educational and patient care missions. Since the last NCA review, SOMS has initiated new programs for research and recruited a director of clinical research development in July 2007, whose role is to develop and implement a plan to increase patient-oriented research by clinical faculty. In FY08, SOMS faculty conducted 216 active research projects with external research funding of \$22.2 million; the estimate for FY09 is similar: 230 projects and \$23 million.

The OVCR/GD at SIUC has worked diligently to increase collaborations between the Carbondale and Springfield campuses through monthly visits to Springfield (begun in 2004); duplication of the Carbondale campus' Research Town Meeting (see below); and travel support for a speaker exchange. Instructional collaborations include a Biomedical Engineering initiative; a Molecular Biology, Microbiology, and Biochemistry (MBMB) program, which brings together basic science faculty from three departments (two in the medical school and the other from the SIUC College of Science); and M.D./J.D. dual degree programs for teaching and research, which is a combined program of the Schools of Law and Medicine. These efforts are part of an increasing priority placed on interdisciplinary research at SOMS (including geriatrics and healthy aging, neurosciences, hearing and hearing loss, and reproductive biology) and on translational research—all examples of interdisciplinary research among basic and clinical biomedical scientists to speed the application of new knowledge and developments to patient care.

At SIUC, given the ambitious goals for research expansion in the *Southern at 150* planning document, ORDA was externally reviewed to assess the scalability of its operations for the anticipated growth of grants activity. Huron Consulting Services LLC was engaged to carry out this study, and its August 2005 report concluded that ORDA's support structure was not ready to meet the future challenges. It proposed a lengthy set of recommendations that can be loosely grouped as: structural changes in ORDA (define roles and responsibilities; some title changes); business processes (simplify the grants budget process); technology (acquire grants management software); and people (develop educational programs for faculty). Significantly, the Huron Report echoed the earlier WAG and HASS reports (see above) in noting the need to "improve the level and consistency of local staffing for research administration support by having dedicated research administrators within each college/school."³³⁸ Some of these changes have been made, but those requiring significant financial investment, such as the purchase of grants management software and creation of associate

deanships, have not. The Research Committee of the Graduate Council was given the charge of monitoring ORDA's activities regarding the Huron Report recommendations.

Proposal and Grant Support Services

At SIUC, ORDA has a director and a staff of fourteen. Staff includes five "Research Project Specialists" whose responsibilities are to work with faculty, staff, and students submitting proposals and receiving awards and contracts. They are available for consultation in their ORDA offices as well as by telephone and electronic mail. These ORDA staff members help researchers identify appropriate funding sources for their projects, provide consultation for proposal development and budget preparation, and help them establish accounts after awards are received. They and other ORDA staff also handle IRB and IACUC compliances, undergraduate research, publication of various materials about university research, and technology transfer.

At SOMS, the ADRFA provides similar services, including training sessions on grant preparation. ADRFA also supports the Springfield Committee for Research Involving Human Subjects (SCRIHS), the Laboratory Animal Care and Use Committee, the Office of Technology Transfer, and the Division of Statistics and Research Consulting. A number of other departments and programs also retain personnel to assist faculty in grant preparation.

Given the current dominance of electronic communication and web-based information sharing, ORDA has devoted considerable effort to creating a website that is comprehensive and easy to navigate.³³⁹ The homepage provides quick links to major areas of concern for investigators, as well as regularly updated announcements of workshops, changes in sponsor requirements, deadline dates, and ORDA/OVCR/GD announcements to keep faculty and staff abreast of changes in the always fluid research environment. There are quick links to external funding sources; online fillable-forms and budget templates; data about DUNS numbers, F&A rates, student worker wages, etc.; compliance information; and so on. In addition, the *Sponsored Project Guide*, once printed and circulated as hard copy, is readily available online.³⁴⁰ Both the Springfield and Carbondale campuses maintain membership in the Community of Science³⁴¹ online database of worldwide funding opportunities, and all faculty members and students have the opportunity to join at no cost.

339 See www.orda.siuc.edu.

340 <http://www.orda.siuc.edu/guide/>.

341 www.cos.com.

Internal Programs Supporting Faculty Research

The Carbondale and Springfield campuses provide internal support for faculty research in several ways, including funding programs to promote successful competition for external funding, incentive programs encouraging research productivity, and central support programs and resources aiding applications for and performance of research. Internal support for research and creative activities is provided through programs administered centrally (some through the OVCR and ORDA), but also at the collegiate and departmental/center levels (below). These internal programs, based largely on F&A recovery and, for SOMS, total National Institutes of Health (NIH) funding, have been gradually increasing in parallel with the success of faculty in generating external funding.

At SIUC, ORDA manages three internal programs that support faculty research and creativity, as both annual competitive programs and case-by-case awards. Information, guidelines, and forms are available on the ORDA website.³⁴² The programs are Faculty Seed Grants, Interdisciplinary Research Seed Grants, and Travel Support.

The Faculty Seed Grant program has existed for several decades, but has been continuously modified to make the proposal and review process more rigorous and similar to that of federal agencies. Seed grants are competitive, peer-reviewed, one-year awards of up to \$25,000 that fund a variety of research, scholarly, and creative activities. Available to full-time, tenure-track faculty members on continuing appointment, they enable faculty to run a pilot study, analyze preliminary data, do background research on an issue, complete a key stage in a larger scientific, scholarly, or artistic project, or otherwise lay the groundwork for an externally funded project. The goal is to make faculty more competitive for external funding and initiate a program of research, scholarly, or creative activity in the arts that will build toward a positive tenure decision. Approximately twenty-five projects are funded annually through the Faculty Seed Grant Program.

Interdisciplinary Research Seed Grants are awarded through a competitive, peer-reviewed process established in 2006 to encourage interdisciplinary research on campus. Grants provide initial support of up to two years and \$30,000 per year for new, long-term programs of collaborative, interdisciplinary research with strong potential to attract external funding. Five priority areas are targeted: materials research, biotechnology, neuroscience/cognitive

"Your research keeps instruction fresh, helping you to teach our students not only what is in the textbooks of today, but also what will be in the textbooks of tomorrow"

Remarks of Chancellor Samuel Goldman,
Research Town Meeting & Fair,
April 14, 2009

science, energy/environment, and Delta Region studies.³⁴³ Four projects have been funded through this program.

The Travel Support program is based on the principle that dissemination of scholarly and artistic achievement provides professional development opportunities to faculty and students, brings distinction and visibility to SIUC and its programs, and is central to the university's research mission. During the budget challenges of the 1990s, central travel funds were distributed to the colleges, where they largely disappeared through consecutive rescissions. In FY01, the provost and vice chancellor and the vice chancellor for institutional advancement joined the OVCR/GD in providing a total of \$60,000, primarily from F&A returns, for ORDA to distribute to aid faculty traveling to meetings. This amount was subsequently increased and in FY08 the total was \$150,000 contributed by the OVCR/GD, provost and vice chancellor, and chancellor. Travel funds are awarded in conjunction with departmental and college contributions to support travel to present research findings, performances, or exhibit creative works, or act in other capacities in professional/scholarly gatherings; to pursue unusual one-time research opportunities or collaborations; and to visit program officers at funding agencies. Through this program, ORDA funds hundreds of faculty and student trips per year, more than 50 percent of the disbursed funds supporting faculty travel in arts and humanities disciplines (e.g., in CoLA and MCMA).

The School of Medicine, with a presence on both the Carbondale and Springfield campuses, has developed strong programs to support and encourage faculty research efforts, and these are administered by ADRFA. The Central Research Committee (CRC) program provides seed funding for the development of preliminary data and documentation of feasibility to strengthen faculty research applications to external funding agencies. The committee meets annually to review CRC proposals for scientific merit. SOM faculty on both the Springfield and Carbondale campuses are eligible to apply for CRC funding. Approximately six to eight awards of up to \$15,000 each are funded annually through this mechanism. Projects must be completed in one year.³⁴⁴ Typically, about 50 percent of the internal applications are considered meritorious and are funded internally from one of the two award programs discussed below.

The state of Illinois established the Excellence in Academic Medicine (EAM) program

343 The "Delta" refers to the broad alluvial plain of the lower Mississippi River, from just above the confluence of the Mississippi and Ohio rivers to the Gulf of Mexico. This floodplain and its surrounding uplands have a shared cultural and economic history. The Delta Regional Authority is a federal designation for the 240 counties and parishes in the seven states bordering the lower Mississippi plus portions of Alabama. The sixteen southernmost counties of Illinois, all in SIUC's "backyard," represent the northern portion of the Delta region. See <http://www.siuc.edu/~delta/>.

344 This information was provided in a response from school to the Criterion 4 Committee survey.

in 1996 to provide funding for medical research and post-tertiary clinical program development at the state's academic medical centers. With the state's support, a variety of programs are initiated by participating medical institutions. SOMS has leveraged its EAM support into greater external research funding by instituting an internal mechanism that allows faculty to gain preliminary data to strengthen planned research applications to the National Institutes of Health. Faculty members are invited annually to submit a grant application to request one year of EAM support. Approximately six awards of up to \$50,000 each are funded each year. As with the CRC internal funding program, proposals for EAM funding are also reviewed for scientific merit by the CRC.³⁴⁵

Both the CRC and EAM include a "Near-Miss Award" program. Faculty can apply for one of these awards if they have submitted an application for external funding, but were not funded. Near-Miss funding is used to collect crucial data necessary to increase the ranking of the application when resubmitted externally. Two awards are made annually in the CRC and EAM programs.

Several new competitive faculty support programs were developed and implemented in the SOM in FY08 to promote the ability of medical school faculty members to compete successfully for external research funding. These include the Faculty Achievement Award in Research, the Clinician-Scientist Program, and the Concept Development Award.

The Faculty Achievement Award in Research (FAAR) program provides financial awards (in either research support funding or salary increments) as an incentive to increase external research funding, thus generating additional F&A cost recovery and salary return dollars. Awards are based on generation of salary or F&A dollars by the principal investigator of an externally funded grant. The implementation and impact of this program are now being assessed; and depending on the outcome, a similar program may be developed at SIUC.

The Clinician-Scientist Program at SOMS provides partial support for salary and research costs of clinical faculty, thereby allowing them to devote a greater portion of their effort to developing research careers. This program provides \$80,000 per year, with eligibility for competitive renewal for up to three years. Activities include mentored research, with the eventual goal of obtaining K- or R-type funding from NIH.

The Concept Development Award provides funds for faculty and staff to develop intellectual property so that it becomes viable for patenting and licensure. These annual awards are intended to stimulate involvement with the technology transfer process, assist in

moving technologies into the market, and promote the economic welfare of the university and community.

Workshops

ORDA and ADRFA staff also provide workshops on particular areas of expertise or responsibility related to their other duties. For example, ORDA staff assist Carbondale researchers—faculty, staff, and students—with their research efforts through a number of workshops offered during the year. These include:

- New Faculty Orientation – an orientation to ORDA and its services, offered three times in early fall;
- Faculty Seed Grant Workshop – an overview of the proposal-writing and review process;
- Community of Science Workshop – how to use this research funding database;
- REACH Application Seminar – advice on writing applications to the REACH undergraduate research program;
- Research Compliances Workshop – an overview of research compliance committees and regulations;
- Proposal Writing for Graduate Students – advice on finding funding and writing dissertation proposals;
- NSF Graduate Fellowship Awards – advice on creating successful applications for these prestigious fellowships;
- CAREER Award Workshop – advice on preparing proposals for the NSF Faculty Early Career Development Program, featuring faculty who currently hold these prestigious awards;
- NEH Summer Stipend Program Workshops – advice on preparing proposals for these summer humanities projects; and
- Tech Transfer/Intellectual Property Workshops – several gatherings held throughout the year on various aspects of patenting, starting new businesses, and related matters, often conducted by visiting experts in IP law and co-sponsored by the Southern Illinois Research Park.

ADRFA conducts grant-writing workshops annually for researchers at SOMS. Although applicable and appropriate for all faculty, residents, post-doctoral fellows, and graduate students, the content of these workshops is focused on providing new or junior faculty members with basic information and coaching essential to obtaining external funding,



particularly as applied to NIH awards. At least four senior faculty members participate in the program through both large-group and small-group discussion formats. A related program is the monthly Grants Outreach Brown Bag Lunch (GOBBL), informal discussions led by either the ADRFA or other senior research faculty that focus on topics of interest to faculty, students, and others who want to improve their proposal-writing abilities.

In addition, the Academy for Scholarship in Education (ASE), Department of Medical Education, offers educational workshops for all interested faculty members regarding medical education scholarship, getting grants in this area, and publishing findings. The Academy hosts “Brainstorming Research and Development” meetings for faculty members with interests in medical education research and promotes the school’s work in educational development and research activities at the national and international levels by assisting the faculty in the dissemination of their teaching and educational research efforts. ASE offers monthly workshops on medical education topics such as writing better multiple-choice examinations, giving clinical feedback, and evaluating and improving professional behavior. These workshops are offered to all medical school faculty to enhance their skills as effective teachers.

Centralized Research Support Facilities

The Carbondale campus has a number of central facilities that provide technical and analytical support for research and teaching, five of which report through ORDA: Central Research Shop, IMAGE, Laboratory Animal Program, Mass Spectrometry Facility, and Nuclear Magnetic Resonance (NMR) Facility. Many of these facilities have been enhanced through successful equipment grants from the NSF.

The Central Research Shop helps researchers solve specialized technical problems of research apparatus and equipment. With facilities for woodworking, welding, machining, sheet-metal fabrication, electrical and electronics operations, as well as short-run manufacturing, the director of the shop can design, produce, test, modify, and repair custom equipment used to fulfill special research requirements as well as standard laboratory equipment. The director also consults with researchers about the availability, feasibility, methodology, quality control, and techniques of all types of equipment, materials, or problem-solving modes to expedite research.³⁴⁶

³⁴⁶ <http://shops.siuc.edu/centrsch/>.

IMAGE (Integrated Microscopy and Graphics Expertise) provides faculty, staff, and students with training, technical service, and research in scanning electron, transmission electron, atomic-force, and light microscopy. Advanced capabilities include X-ray analysis, image analysis, and viewing of specimens under near-atmospheric conditions. IMAGE also administers a computer graphics and photography facility that offers assistance with posters and photographs and illustrations for publication.³⁴⁷

The Mass Spectrometry Facility in the Department of Chemistry and Biochemistry operates several high-performance mass spectrometers to support basic research efforts throughout SIUC. It offers training for independent operation of instruments as well as sample analysis by facility personnel. The facility's services are also open to external academic institutions and industry.³⁴⁸

The Nuclear Magnetic Resonance (NMR) Spectrometry Facility is a centralized laboratory for research and teaching that houses three Varian spectrometer systems plus a network of Sun computers and PCs to enable supplemental data processing, molecular modeling, and remote instructional NMR computing to X-windows clients.³⁴⁹

The DNA Sequencing and Allele Analysis Facility (College of Agricultural Sciences) provides next-day DNA sequencing services and same-day user center support. Short courses to teach the sequencing techniques are held regularly. The facility provides fragment size analysis with fluorescent labeled probes for microsatellites and other genetic markers.³⁵⁰

The Genomics and Robotics Services Facility provides robotic services attuned to high-throughput marker assisted selection, BAC and cDNA library construction and arraying, physical map generation, micro-array analysis, GMO content testing, genotyping, and genetic identity testing.³⁵¹

The Elemental Analysis Services Facility (Department of Plant Biology) provides sample preparation and elemental analysis services for tissue, soil, and water samples via atomic absorption spectrometry, by flame or graphite furnace.³⁵²

Both the Carbondale and Springfield campuses operate central animal care facilities

347 <http://www.image.siu.edu/>.

348 <http://www.mass-spec.siu.edu/>.

349 <http://opie.nmr.siu.edu/>.

350 <http://www.siu.edu/~pbgc/Services/automated.htm>.

351 <http://www.siu.edu/~pbgc/Services/robotic.htm>.

352 <http://www.plantbiology.siu.edu/faculty/ebbs/eas.html>.



(vivaria) that house animals used in research and teaching activities. The Springfield facility contains approximately 30,000 gross square feet of space that includes a surgery suite, cage-wash facility, diagnostic laboratory, necropsy room, quarantine area, infectious disease containment suite, and rodent barrier. The facility in Carbondale³⁵³ is old and in need of renovation, but hundreds of thousands of dollars have been invested by the OVCR/GD and the Office of the Provost and Vice Chancellor in the last decade for improvements, most recently a new cage washer. Both facilities are accredited by the Association for the Assessment and Accreditation of Laboratory Animal Care (AAALAC) and are maintained by veterinarians with specialization in laboratory animal medicine (the Springfield veterinarian is a diplomate in the American College of Laboratory Animal Medicine), in order to ensure proper and humane care and management of animals and compliance with federal regulations and guidelines. All research and teaching activities involving vertebrate animals must be reviewed and approved in advance by the Institutional Animal Care and Use Committees (IACUCs). Vertebrate animal research at Carbondale is primarily carried out with mice and rats, occasionally some rabbits and guinea pigs; researchers also utilize various fish and some frogs, and agriculture researchers work with large mammals (horses and swine).

Other research facilities at SOMS³⁵⁴ include the Research Imaging Facility, which occupies approximately 1,500 square feet and offers support for transmission electron microscopy, confocal laser scanning microscope, laser capture microdissection, in vivo bioluminescence, and computerized image analysis. Support personnel are available to assist researchers, design protocols, provide training, and offer technical services on a fee-for-service basis and to oversee the daily operation of the facility.

The Flow Cytometry Facility occupies approximately 300 square feet and is a fully equipped high speed cell-sorting and cell-analyzing research laboratory. The lab, which also has a luminex analyzer, is staffed by a full-time experienced operator who assists researchers in the development of protocols, operates equipment, and manages daily operations.

SOMS maintains an irradiator with a 137-Cesium radioactive source (220 Curie activity) in the primary research facility at 801 North Rutledge Street. The Division of Statistics and Research Consulting assists faculty with study design and statistical analysis of research data.

353 <http://www.iacuc.siuc.edu/>.

354 <http://www.siumed.edu/adrfa/researchsupport.html>.

Technology Transfer

Inventions and other intellectual property created by SIUC faculty, staff, and students are handled in two technology transfer offices:³⁵⁵ the one on the Carbondale campus reports to the OVCR/GD through ORDA; and the office at SOMS, with a full-time director and researcher, is housed in ADRFA. Activities include invention evaluation, patent protection, invention marketing, and negotiation of licensing terms. Collaborating closely with the inventor, the tech transfer specialists assess the commercial feasibility of inventions, work with legal counsel to file patent applications as appropriate, and develop strategies to transfer the technology to industry for the benefit of the public. The offices also handle nondisclosure agreements, materials transfer agreements, and other activities involving intellectual property.

Technology transfer is a growing enterprise on both campuses, particularly in the areas of biotechnology, genomics, nanotechnology, and materials. In 2006 SIUC (including SOMS) ranked in the top ten in “Innovation Pipeline” rankings, that is, the number of patents issued per \$1 million of research expenditures.³⁵⁶ Over the past decade (FY99-FY08), 202 inventions have been disclosed, 53 licenses/options issued, 97 patent applications filed, and \$2,853,271 million in royalties received (see Table 4-3).

At SOMS, the tech transfer office processed seven intellectual property matters to completion in FY07, including patents and trademarks issued, copyrights filed and registered, and licenses/options executed. Five such matters were completed in FY08, and nine new patent applications were filed and eleven invention disclosures were processed in FY09.

³⁵⁵ <http://www.techtransfer.siuc.edu/>.

³⁵⁶ Association of University Technology Managers, “Mind to Market...” September 2006.

Fiscal Year	Number of Inventions Disclosed	Royalties Licenses/ Options	U.S. Patent Applications Filed	U.S. Patents Issued
08	35	\$776,102	10	3
07	21	\$524,584	5	4
06	20	\$354,045	4	2
05	19	\$466,300	5	4
04	15	\$224,535	3	6
03	17	\$157,726	6	5
02	20	\$132,804	4	6
01	18	\$108,630	4	4
00	18	\$60,300	6	4
99	19	\$48,245	6	0
98	14	\$250,624	4	0
97	14	\$235,047	5	0
96	8	\$9,592	2	0

Table 4-3. SIUC technology transfer activities, FY96-08. *Source:* <http://techtransfer.siu.edu/current.html#techstats>. Includes latest SOMS data.

Major recent successes include licensing of patents involving the treatment of various neurological disorders to the Cyberonics Corporation, and patents involving a bacterial gene-based transformant for crops to the Monsanto Corporation.

SIUC inventions have been the basis of seven start-up companies established in Carbondale since 2000:

- ✦ Genetics and Agriculture Biotechnology Inc. (2000) to use patented genetic markers to analyze soybean germplasm, develop high-speed genetic screening technologies, and provide genetic “libraries” to researchers;
- ✦ BioInsite LLC (2004) to provide microbial solutions for in-situ bioremediation of hazardous materials such as perchlorate and benzene;
- ✦ Midwest Energy Group Inc. (2007) to optimize and commercialize novel biodiesel production technology with pilot plant ground-breaking expected in 2009;
- ✦ Minerals Development Company, Inc. (2008) to commercialize mining-related technologies with the first product being introduced later this year, a novel engineered mine-roof support;
- ✦ Minestone Partners, LLC (2008) to commercialize a resin-based anchoring invention for mining applications;

- Atlas Cribs (2009) to produce a cost-effective engineered alternative for “cribs” traditional wood roof-supports in coal mines—which have been successfully installed in a number of area mines; and
- Enki Technology, Inc. (2009) to commercialize sol-gel glass coatings, with anti-soiling, hydrophobic, and enhanced light-absorption properties, for solar panels and other applications.

In addition, several non-local successes are based on SIUC researchers’ patent-protected inventions:

- A new molecular analytical instrument was introduced in 2007 by Quant Technologies of Minneapolis, Minnesota; to date the instrument has been well accepted and is selling at a high rate for a new product of its type.
- At the beginning of 2008, a pilot project began for the conversion of CO₂ to methanol, and is being scaled up by Biodyne, Inc. of Houston, Texas. That project is nearly complete.
- In August 2008, the university licensed its transgenic GDH technology to a major agriculture company. Field trials are being prepared to develop crops with higher drought resistance and nitrogen retention.
- Nanoaqeonics, Inc. was formed in fall of 2008 to commercialize proprietary sol-gel materials for fabric water repellency, anti-wrinkling, and other home-care applications. The company is located in San Jose, California with a portion of the company’s R&D and production activities planned for Carbondale.
- In July 2009 the university licensed its nanowire explosives detection technology to Icx Nomadics, Inc. of Stillwater, OK. The technology uses naturally occurring fluorescent characteristics to indicate the presence of extremely small quantities of molecules emitted by explosives.
- During the summer of 2009, the locally based Midwest Energy Group partnered with a Florida company to build a demonstration-scale biodiesel production facility. The process efficiently converts brown grease to diesel fuel. A 10-million gallon capacity production plant is being designed for the next phase.

SIUC has often been called the “economic engine of southern Illinois” by state economic development officials, and Jackson County (where SIUC is located) is actively interested in working with the university in the creation of new companies and job opportunities in the area. Much of this economic development activity has been housed in the Southern Illinois Research Park (SIRP), established by the SIU Board of Trustees in 2000 to facilitate

the establishment and expansion of regional businesses through SIUC technologies and expertise³⁵⁷ (see Criterion 5).

In 2006, the Jackson County Business Development Corporation contracted with TIP Strategies of Austin, Texas to carry out an “opportunity analysis” that focused on “leveraging SIUC—Jackson County’s strongest asset” (but also fostering over-reliance)—to create new economic opportunities in the area.³⁵⁸ In response to the recommendations of this and other consultants’ reports, the “Commercialization of University Technology Committee” (CUTC) was created. This committee, which includes entrepreneurial alumni, community leaders, venture capital representatives, and the SIUC OVCR/GD, tech transfer office, and SIRP, is working to transfer university research and knowledge into private sector jobs.

Publications

The scholarly and creative achievements of SIUC faculty, students, and staff are publicized in a variety of print media, as well as on OVCR/GD and ORDA websites. A particularly important venue for such publicity is *Perspectives: Research and Creative Activities at SIUC*, a biannual magazine published since 1990 that highlights the research, scholarship, and creative activity across the university community.³⁵⁹ Widely praised for its clear explanations of complex issues, *Perspectives* added color in 2000; in 2007 it won a silver Addy Award from our regional chapter of the American Advertising Federation, and in 2008 a Silver “Award of Distinction” in the 14th Annual Communicator Awards international competition with more than 8,000 entries. The magazine’s circulation extends beyond the campus to other VCRs in Illinois and other states, Illinois community colleges, selected funding agencies, legislators, donors, alumni, advisory boards, and local high schools.

Similarly, SOMS publishes *Aspects* magazine four times a year to highlight its research and other activities. Schedules of upcoming research workshops and presentations are distributed to all faculty and staff via weekly emails. Research updates are published monthly by the ADRFA office in the *Research Communiqué* and by ORDA in *Research Matters*, now published only online.

Graduate Highlights is an annual newsletter focusing on the achievements of graduate students and faculty, and since 2007 undergraduate accomplishments have been highlighted in the tabloid style *SIUC Undergraduate Research* publication. Since 2001 ORDA has

³⁵⁷ <http://www.sirpark.com/>.

³⁵⁸ “An Opportunity Analysis for Jackson Co., Illinois,” prepared for Jackson County Business Development Corporation by TIP Strategies, May 2006, pp. 3, 5.

³⁵⁹ <http://www.perspect.siuc.edu>.

published an annual *Research Profile* that summarizes award and expenditure statistics and briefly highlights outstanding faculty and student achievements. Finally, the office widely circulates a variety of up-to-date brochures and posters summarizing information about ORDA pre-award services, graduate funding opportunities, undergraduate research programs, and technology transfer services.

Libraries, Centers, and Consortia

Libraries

It is often said that the heart of a university is its library; and Morris Library, SIUC's main facility, serves that function. Morris Library provides resources for teaching and research in all disciplines on campus, as well as the physical home of the University Honors Program, and is the foundation for a life of learning among all members of the university community. The 50,000-square foot addition/renovation project on the north side of the existing structure holds a coffee shop, an auditorium, and extensive computer facilities. This addition, with its rotunda and tiered ornamental pool, was completed in 2008 and helps define outdoor space without disrupting the natural beauty of the area.

With more than 2.6 million volumes, 3.6 million microform units, and more than 36,000 current periodicals and serials, Morris Library was ranked 55 among U.S. public research university libraries by the Association of Research Libraries (ARL) in 2008. Morris Library is a member of the Consortium of Academic and Research Libraries in Illinois (CARLI), the Association of Research Libraries (ARL), and the Greater Western Library Alliance (GWLA).³⁶⁰ Library users have access to I-Share (the statewide automated interlibrary-loan system) and an array of databases and other electronic data files.

Morris Library's Special Collections Research Center, begun with a small collection of Walt Whitman first editions in 1956, is organized into several curatorial units: the Manuscripts unit curates American philosophy, theatre, American and British expatriate authors (especially between World Wars I and II), and southern Illinois history and culture; University Archives documents the growth and development of the university and provides records management services to administrative offices. Rare Books collects materials related to First Amendment freedoms, as well as expatriate and modernist literature, Irish literature and history, American philosophy, American and British expatriate authors, James Joyce, John Dewey, fine printing, and southern Illinois history and culture. In 2006, Political Papers was separated from Manuscripts to focus on the collections of

³⁶⁰ <http://www.lib.siu.edu/abt/about>.



twentieth and twenty-first century Illinois politicians, elected officials, political appointees, and political parties and groups.³⁶¹

Specialized law and medical libraries, although administratively autonomous units designed primarily to serve their schools' faculty and students, provide access to a wide range of law- and medical/health-related materials, in both print and electronic formats, as well as myriad services to the entire university community. The Law Library, housing a collection of more than 400,000 volumes and volume-equivalents, including nearly a million microform units as well as numerous law-related databases, offers a rich array of resources and research assistance to SIUC students, faculty, and staff needing access to legal information. Similarly, the Medical Library at SOMS holds a collection of nearly 170,000 volumes that supports the educational, patient care, research, and administrative information needs of SIUC faculty, staff, students, and residents.

Research Centers and Institutes

Another indication of SIUC's commitment to a life of learning is the number and variety of campus research centers and institutes and memberships in regional consortia, all of which play important roles in the scholarly and creative endeavors of the university community. Research centers play significant roles in bringing in new resources, one of the targets of *Southern at 150* to "enhance and develop existing and new centers of research, scholarship, and creative activity excellence."³⁶² Since 1999, four new centers have been created on the Carbondale campus: Middle Mississippi Wetland Research Field Station (2003), Center for Ecology (2005), Center for Integrated Research in Cognitive and Neural Sciences (2005), and Center for Delta Studies (2008). The SimmonsCooper Cancer Institute at SIU (2001) is a new center at SOMS. On the Carbondale campus, as a rule, discipline-specific centers are housed in individual colleges and inter-disciplinary centers in the OVCR. In addition, several national and international research organizations are headquartered on campus.³⁶³

The Center for Advanced Friction Studies (CAFS) in the College of Engineering focuses its teaching, research, and testing services on areas of fundamental interest to the friction industry in the United States, including automotive, aviation, and railroad braking systems. Research may be initiated by faculty, students, or industrial sponsors on factors influencing friction and wear (including thermal effects) on performance of braking materials, especially

³⁶¹ See <http://www.lib.siu.edu/departments/speccoll/srcintro>.

³⁶² *Southern at 150*, p. 31.

³⁶³ <http://www.vcresearch.siu.edu/centers.html>.

carbon fiber-reinforced-carbon matrix (carbon-carbon) composite brake materials. CAFS is governed by an industrial board composed of one industry representative from each company that supports the center. Technology transfer between the center and industry is facilitated by personnel exchange and remote interactive learning networks. Co-op programs utilizing industry-sponsored students are being developed at both the undergraduate and graduate levels.³⁶⁴

The Center for Alzheimer Disease and Related Disorders (CADRD) was established in 1987 at SOMS by the state of Illinois. CADRD provides clinical care to patients with Alzheimer's disease, Parkinson's disease, and/or other neurological disorders; educational programs for medical professionals and lay care givers; and research into these diseases.

The Center for Archaeological Investigations (CAI), created in the College of Liberal Arts in 1978, conducts regional archaeological research at SIUC, retaining close ties to the Department of Anthropology. CAI projects provide research opportunities and employment for both graduate and undergraduate students. The center's four major activities include sponsored research; curation, such as the care and use of archaeological collections for research, student training, and public education; an annual visiting scholar program supporting a postdoctoral fellow; and publications (e.g., reports on excavations and a book of the papers presented at the Visiting Scholar Conference).³⁶⁵

The Center for Delta Studies, reporting to the OVCR/GD, was established in 2008 to build linkages among SIU scholars and those at universities in the region—centering on the lower Mississippi River valley—encompassed by the federal Delta Regional Authority (see note 343). The center's mission is to promote collaborative networks and research that will contribute innovative solutions to the problems of poverty and associated human and environmental issues endemic to the Delta region. The center is part of SIUC's commitment to lead in research, scholarly, and creative activities that serve others in our region and the larger world.

The Center for Dewey Studies, affiliated with the Department of Philosophy, is the home of projects and resources that focus on the American philosopher and educator John Dewey. Established in 1961 as the "Dewey Project" to collect and edit Dewey's works, the center amassed a wealth of source materials. Through its publications with the SIU Press, the center has become the international focus for research on Dewey's life and work.

The Center for Ecology is an interdisciplinary center that includes faculty from the

³⁶⁴ <http://frictioncenter.engr.siu.edu/>.

³⁶⁵ <http://www.cai.siu.edu/>.

Departments of Anthropology, Geography, and Environmental Resources (CoLA), Plant Biology and Zoology (CoS), Forestry (CoAS), and Civil and Environmental Engineering (College of Engineering). Supported by and reporting to the OVCR/GD, the center has an active seminar program and will begin searching for a director in FY10. Much of the center's research is carried out in the southern Illinois region.

The Center for Integrated Research in Cognitive and Neural Sciences is a new interdisciplinary research center that reports to the OVCR/GD. The center involves faculty and students from the Department of Psychology (CoLA), the Rehabilitation Institute (COEHS), the Departments of Anatomy and Physiology in Carbondale (CoS), and Springfield (SOMS).

The Center for Innovation (C4I) in the College of Business was established in 2006 with the goal of bringing together faculty, students, and business organizations to foster innovation and interdisciplinarity. The center offers grants and scholarships to students and works with researchers, business development organizations, and the campus technology transfer office.³⁶⁶

The Coal Research Center (CRC) provides state and national leadership in energy research at universities and institutions, as exemplified by a \$2 million grant from the state of Illinois to develop enhanced coal-to-liquid fuels research capability. It also provides administrative and technical support to the Illinois Clean Coal Review Board, which manages a \$25 million trust; and participating in the Illinois Trade Missions on Energy to China (2006) and Europe (2008). CRC assists the state of Illinois in the promotion of new coal technologies, for example, in the effort to build the federal FutureGen project in Illinois and to organize a multi-institutional association to support university research as part of the project. CRC operates the Illinois Coal Development Park, a specialized coal and energy R&D facility which underwrites pilot-scale engineering research in advanced coal cleaning, mining, gasification, and carbon dioxide capture.³⁶⁷

Related to the above, SIUC is the administrative home of the Illinois Clean Coal Institute (ICCI), which was established in 1982 to coordinate a comprehensive coal research and development program that addresses environmental, safety, productivity, and marketing issues related to mining and using Illinois coal. ICCI is funded by the Illinois Department of Commerce and Economic Opportunity's Office of Coal Development. Through a competitive proposal process, ICCI distributes R&D funds to universities, industry, and

³⁶⁶ http://www.innovation.siu.edu/Strategy_statement.htm.

³⁶⁷ OVCR Selected Examples of Excellence (1/31/08; rev 5/12/08).

research institutions in Illinois and selected other states.³⁶⁸

The Global Media Research Center in the College of Mass Communication and Media Arts, fosters interdisciplinary communication among researchers, nationally and internationally, about global media operations, strategies, and trends. The center's mission is to foster a core group of faculty and students engaged in substantive research initiatives in global media; establish national and international partnerships for research and creative exchange; provide an active visiting scholars and artists program; serve as an impetus for the development of new courses addressing global media issues in the college; develop international exchange programs for faculty and students; and work with both the campus and the local community on fostering the discussion of global media topics.

For more than fifty years, the Cooperative Wildlife Research Laboratory, reporting to the OVCR/GD, has carried out basic and applied research emphasizing the welfare of people, wildlife resources, and their environments. Faculty hold tenure lines in the Department of Zoology.

The Fisheries and Illinois Aquaculture Center (FIAC) serves the university, region, and nation as a facility for research and teaching in the area of management and conservation of fisheries and aquatic resources. Reporting to the OVCR/GD, FIAC faculty are specialists in fish ecology, genetics, toxicology, and physiology in the Department of Zoology. Research facilities include more than ninety ponds, 900 square meters of wet lab space, a large research vessel, and toxicology and physiology laboratories.³⁶⁹

The Materials Technology Center (MTC), established in 1983 in the College of Engineering and now reporting to the OVCR/GD, undertakes interdisciplinary research in engineering and science in the areas of biomedical and "smart" materials, strategic materials fuel cells, sensors, civil infrastructures, and many other materials-related issues pertinent to the practical needs of society. The center provides internal research grants and sponsors conferences and seminars. MTC works with an Industrial Advisory Board and with federal and state agencies.³⁷⁰

The Center for Autism Spectrum Disorders in the College of Education and Human Services provides "teaching and interdisciplinary training of graduate students who will be the future professionals in their disciplines of behavior analysis, speech language pathology,

368 <http://www.icci.org>.

369 <http://fisheries.siuc.edu>.

370 See goals listed at <http://mtc.engr.siu.edu>.

and other related professions.”³⁷¹ The center is also a regional resource for serving children with autism, their families and service providers, with clinical services, consultation, and training manuals and DVDs.

The Middle Mississippi River Wetland Field Station (MMRWFS) is a 1,380-acre research area owned by the state of Illinois and managed by SIUC. Established in 2003 through agreements with the American Land Conservancy and the Illinois Department of Natural Resources, the station is located on the banks of the Mississippi River in Alexander County, Illinois. The purpose of the MMRWFS is to serve as a research, education, and demonstration area on large river floodplain and wetland ecology, management, and restoration. It is used by faculty and students in the Fisheries Center, the Wildlife Lab, the Center for Ecology, and the Department of Zoology. The MMRWFS is a member of the Organization of Biological Field Stations.³⁷²

The Meyers Institute for Interdisciplinary Research in Organic and Medicinal Chemistry carries out basic research in organic chemistry and biochemistry. The Institute provides graduate fellowships, stipends for postdoctoral and visiting researchers, and summer stipends for undergraduate researchers. The Meyers Institute sponsors an annual symposium at SIUC on a topic of current interest to researchers in the institute or related interdisciplinary areas.³⁷³

The Paul Simon Public Policy Institute was founded in 1997 by Paul Simon, a former two-term U.S. Senator from Illinois and one-time candidate for the Democratic party nomination for president of the United States. The Public Policy Institute at SIUC differentiates itself from similar organizations by working directly with elected officials and others to fashion and implement changes in public policy. Many such organizations are considered “think tanks,” which is not an apt descriptor for the Simon Institute. The center sponsors numerous conferences and lectures open to the public.³⁷⁴

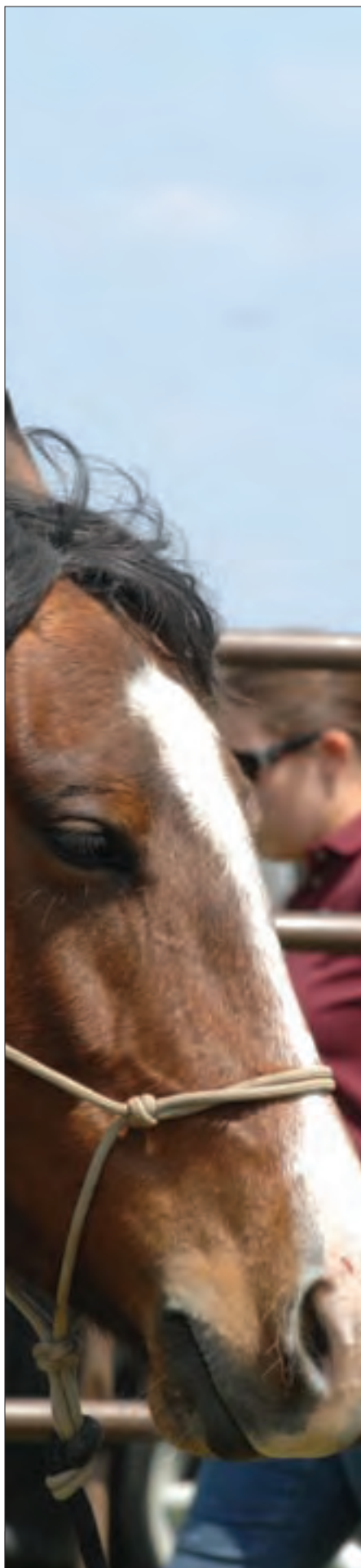
A cancer research center established in FY01 at SOMS became the SimmonsCooper Cancer Institute at SIU in FY06. Construction of its primary facility, a state-of-the-art \$21.5 million building with 63,000 square feet on three floors, was completed in 2008. It provides programs of research, patient care, education, and outreach to improve cancer care in central and southern Illinois. The institute’s researchers are engaged in basic and clinical oncology research in two major areas: cancer molecular genetics and early detection, and

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

372 <http://fisheries.siu.edu/wetland/>.

373 <http://www.chem.siu.edu/meyers-institute/Homepage.html>.

374 <http://paulsimoninstitute.org/>.



experimental therapeutics and prevention. Collectively, the institute's researchers have received external support in excess of \$10 million.³⁷⁵

The Department of Geography and Environmental Resources (College of Liberal Arts) is the administrative home of the Universities' Council on Water Resources (UCOWR), which consists of more than ninety member universities and organizations throughout the world. UCOWR's main objectives are to facilitate water-related education at all levels; promote meaningful research and technology transfer on contemporary and emerging water resources issues; compile and disseminate information on water problems and solutions; and inform the public about water issues with the objective of promoting informed decisions at all levels of society. The council holds an annual conference that provides a forum to explore key and timely topics of interest to water resources researchers and educators. UCOWR publishes the *Journal of Contemporary Water Research and Education*, presenting scholarly work and current water resources news.³⁷⁶

Memberships in Consortia

SIUC is a member of several regional, national, and international consortia and coalitions that offer learning, research, and development opportunities for faculty and students. Except for ORAU/ORISE and OTS, these memberships have begun in the last decade.

SIUC is a member of the Organization of Tropical Studies (OTS), a non-profit, international consortium of academic institutions based at Duke University, which focuses on tropical biology research and education: "OTS offers hands-on, research-oriented, field courses in tropical biology and related fields; awards an array of research fellowships to graduate students from the OTS consortium; and provides course scholarships for a growing number of U.S. and Latin Americans, including students from the OTS consortium and students underrepresented in the sciences."³⁷⁷

The St. Louis BioBelt is a coalition of universities and industries in the St. Louis region engaged in a regional technology economy and focused on plant- and life science-based R&D, including development and production of medicines, agricultural chemicals, organic chemical manufacturing, and medical equipment manufacturing.³⁷⁸

The Consortium for Plant Biotechnology Research supports biotechnology research that

³⁷⁵ According to the Director of the Institute on <http://www.siumed.edu/>.

³⁷⁶ <http://ucowr.siu.edu/>.

³⁷⁷ http://www.ots.ac.cr/index.php?option=com_content&task=view&id=356&Itemid=261.

³⁷⁸ <http://www.stlrcga.org/biobelt.xml>.

has practical applications; advances technological innovations based on new understandings and uses of plants and other organisms; provides multidisciplinary training and research opportunities for a new generation of scientists and engineers; and connects industry needs with university and industry suppliers.³⁷⁹

The Great Rivers Cooperative Ecosystem Studies Unit is one of a network of ecosystem research units focusing on high-quality science, usable knowledge for resource managers, responsive technical assistance, continuing education, and cost-effective research programs. The Great Rivers CESU, housed at the University of Missouri, Columbia, is a cooperative effort of seventeen institutions and seven federal agencies whose goal is to address these objectives in the upper and middle Mississippi valley. SIUC was invited to be one of the founding members of this initiative in 2002.

Oak Ridge Associated Universities (ORAU)³⁸⁰ is a consortium comprising ninety-nine research institutions in partnership with national laboratories, government agencies, and private industry. ORAU is managed through the Oak Ridge Institute for Science and Education (ORISE), established by the U.S. Department of Energy (DOE) in 1992 as a national leader in advancing science education and research programs and creating opportunities for collaboration through partnerships with other DOE facilities, other federal agencies, the academic community, and industry. The institute focuses on scientific initiatives to research health risks from occupational hazards, assess environmental cleanup, respond to radiation medical emergencies, support national security and emergency preparedness, and educate the next generation of scientists.³⁸¹ Membership in ORAU gives SIUC faculty and student researchers access to its facilities, funds, and other opportunities, including eligibility for the Ralph E. Powe Junior Faculty Enhancement Awards. ORAU also sponsors select students to travel to the Lindau Meeting of Nobel Laureates and students in Germany; two SIUC graduate students were recently selected for this honor and experience.³⁸²

Support for Faculty Scholarly and Creative Work

The previous section identified general evidence demonstrating SIUC's commitment to a life of learning among members of its community. This section focuses on the kinds of support, university- and college-based, for the research, scholarly, and creative activities of new and tenured faculty.

³⁷⁹ <http://www.cpbr.org/>.

³⁸⁰ <http://www.orau.org>.

³⁸¹ <http://orise.orau.gov>.

³⁸² Source: Office of the Vice Chancellor for Research.

Support for New Faculty

SIUC places a high priority on nurturing new faculty members, especially those who are not yet tenured. The provost and vice chancellor hosts an annual orientation for new faculty to introduce them to the university. Similarly, ORDA conducts annual orientations and workshops for new and continuing faculty on the Carbondale campus to ensure that they are familiar with its research services. Of equal if not greater importance are the programs conducted by individual colleges and departments specifically aimed at new faculty members to get them off to a good start in their teaching, research, and service activities.

For example, since 1995, the College of Applied Sciences and Arts (CASA) has had a mentoring program for new faculty that includes a detailed orientation, monitoring, and mentorship by senior tenured faculty and the associate dean. Grant-writing workshops are offered to promote funding for faculty research and creative activities. CASA's Research Committee funds pilot research and creative work proposals.

In the College of Education and Human Services, all newly hired tenure-track faculty are invited to participate in the college's new-faculty mentoring program. New faculty members are formally assigned a mentor during their first year based on stated preferences for assistance in teaching, research, and service. Also during their first year, new faculty members are invited to attend training workshops that cover orientation to the college, proposal writing, effective teaching, and academic writing/publishing. The college also hosts luncheons to promote collegiality among its new faculty.

The College of Engineering has sustained a faculty mentoring program for the last decade. Its objective is to provide assistance to junior faculty members as they adjust to the rigors of academia and to offer guidance as they prepare for the tenure and promotion process. The program helps foster excellence in teaching, research, and scholarship; service to the university community; and professional growth to new faculty members. Mentors are assigned during the first year of the junior faculty member's career at SIUC and are asked to schedule regular meetings with faculty and report progress at least annually to the associate dean.³⁸³

Mentoring of new faculty in the College of Science operates at the department level with chairs responsible for identifying and appointing one or more mentors to new faculty members. For example, a faculty member may have different mentors for teaching and research. New faculty retain mentors throughout their probationary period leading up to

383 Response from college to Criterion 4 Committee survey.

tenure and promotion. Mentors may have input to the annual review of all probationary faculty that occurs each spring semester.³⁸⁴

At the School of Medicine, a mandatory expanded development program for new faculty members, addressing both teaching and research, was implemented in 2008. The school's departments also encourage the development of research and grant procurement skills within their faculties. For example, the Department of Physiology developed an informal mentoring program in which senior faculty read and critique proposals and manuscripts written by more junior faculty; the Departments of Anatomy, Pediatrics, and Pharmacology have similar programs. The Department of Internal Medicine supports a monthly research conference in which the work of junior faculty may be reviewed and subjected to the critique and advice of others in the department. The Obstetrics and Gynecology department holds weekly research meetings for a similar purpose.

Senior faculty in several departments (for example, the Department of Psychiatry) meet with faculty on a one-on-one basis to further support their individual research activities and/or assist them in starting new projects. The Department of Family and Community Medicine, through its Research Management Unit, provides professional and clerical support to faculty for research and scholarship; services include technical, editorial, design and analytic aspects of research and scholarship. The Department of Medical Humanities has developed a "works-in-progress" research discussion group to help advance research in the department. Several departments provide administrative and financial support for faculty who are developing grant proposals; others work with the medical school's Statistics and Research Consulting unit to provide bio-statistical and other methods support.

Professional Development Leaves

As discussed in the *SIUC Employees Handbook*, the SIU Board of Trustees has approved numerous policies for faculty and others to take leaves, some paid, for personal, medical, and professional reasons. For example, SIUC faculty and staff are entitled to Family and Medical leave (in accordance with the federal Family and Medical Leave Act of 1993), and leave for disaster relief services, bereavement, jury duty, and military service.³⁸⁵

Other forms of centrally-provided support are designed to help faculty members achieve career and professional goals, particularly those related to research, scholarship, and creative activities. These include personal leaves (without pay) and leaves of absence and release time with pay, which include various kinds of brief professional development activities

³⁸⁴ Response from college to Criterion 4 Committee survey.

³⁸⁵ http://www.siuc.edu/~policies/employees_handbook/chapter_06.1.html.

such as attendance at professional meetings, internships, and continuing education.

Perhaps the most important of these for faculty scholarly development is the sabbatical leave. The SIUC policy for sabbatical leave with pay, approved in 1980 and revised in 1986, states that sabbatical leaves are “essential to provide opportunities for continued professional growth and development of the faculty and to insure that the academic vitality of the university is maintained.” Sabbaticals may be granted at six-year intervals to full-time, tenured faculty for periods of a semester, six months, or a full year, with varying conditions of compensation. Faculty applications for sabbatical leave must include a plan that incorporates research, additional study, course development, or preparation for work in a different field, and that will contribute to the university’s academic excellence.³⁸⁶

College and Departmental Support for Scholarly Activities

Considerable internal support for faculty research, including travel, comes from individual colleges and departments:

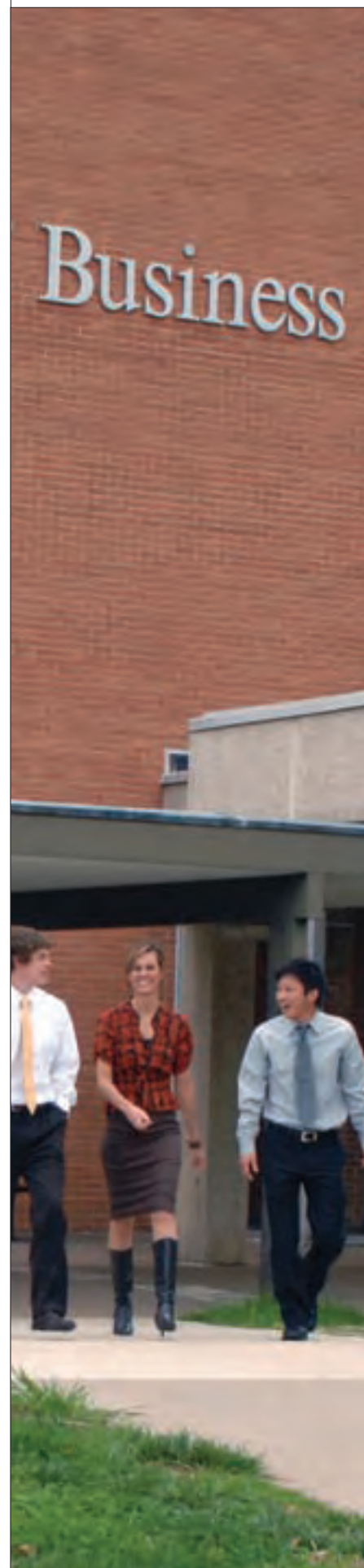
College of Agricultural Sciences: After summer teaching contracts have been allocated, the college awards any remaining salary dollars for summer research projects. The college has awarded 115 Summer Fellowships to date. The Department of Forestry has Internal C-FAR (Illinois Council on Food and Agricultural Research) grants, and gives support for faculty to attend grant-writing seminars and for graduate students to attend professional conferences.³⁸⁷

College of Business: Support is provided in several ways, including summer salary for new faculty members, travel support, and monetary compensation. A reduced teaching load is available to Rehn Scholars.

College of Mass Communication and Media Arts: The college supplies significant travel support for faculty and graduate students to present, screen, and exhibit their work at national and international conferences. This support has ranged from \$19,000 to \$33,000 over the past five fiscal years. The college routinely supplies small amounts of money (\$150 to \$750) to support things like indexing recent research book projects as well as money for start-up packages to support research in the form of equipment and contractual services. Through the Global Media Research Center, the college has also provided research support to faculty and post-docs as well as a speaker series and support staff. Over the past five fiscal years (FY05-09) this has amounted to \$50,000 per year, plus \$132,504 in post-doc

³⁸⁶ <http://www.siuc.edu/~policies/policies/leavefap.html>.

³⁸⁷ Response from department to Criterion 4 Committee survey.



salaries in FY06. The college also supports graduate research assistantships for students to assist faculty in various projects, totaling more than \$200,000 in each of the past five fiscal years. Total research support in all forms over the past five fiscal years has ranged from \$289,999 to \$432,000.³⁸⁸

In addition, the New Media Center, in the College of Mass Communication and Media Arts, represents a working partnership between the college and Information Technology embodied in the combination of an open access Computer Learning Center with dedicated classrooms/labs specifically designed to meet the needs of faculty, staff, and students engaged in producing digital media. Besides supporting the research, teaching, and service activities of the college, the center maintains an open access policy for other members of the university community in need of its unique tools and services. Two specialized classrooms/labs are equipped with enhanced computers, unique peripheral devices, and powerful software to facilitate work in various visual and audio media. The labs support work in digital imaging, web design, multimedia authoring, digital video and audio, MIDI applications, 3D modeling and animation, and large format inkjet printing. College staff use the labs to produce digital media to help disseminate research results, enhance and expand educational activities, and assist community groups in various projects.³⁸⁹

The **College of Science** (CoS) provides internal support for research through the operating budget of the college (~\$150,000 annually); scholarship funds from CoS foundation-administered funds (~\$40,000 annually); indirect cost returns to CoS from grants generated by CoS faculty (~\$100,000 annually); non-RAMP funding obtained from external sources (highly variable); RAMP funding obtained through the Illinois Board of Higher Education (amounts vary); and CoS-level grant applications to support research, equipment, or facilities (amounts vary; two pending applications total \$1,750,000). In addition, each department provides additional funds for research from departmental travel and indirect cost account funds.³⁹⁰

Recognition, Awards, and Rewards

The growth in productivity and success in the full range of “research” activities on campus—including publications, performances, exhibitions, and external funding among other measures—has led to the creation of new mechanisms to recognize and reward success. The breadth and nature of these achievements provide tangible evidence of the value which the faculty and students place on learning, research, scholarship, and creative activity of all types.

388 Source: Office of the Dean, College of Mass Communication and Media Arts.

389 <http://nmc.siu.edu/>.

390 Response from college to Criterion 4 Committee survey.

One way of recognizing and celebrating faculty and student research, scholarly, and creative accomplishments on the Carbondale campus is the annual “Research Day” and “Research Town Meeting” organized by the OVCR/GD. The first such meeting, held in spring 2003, was a forum featuring faculty and student posters and exhibits, a presentation by the VCR on the status of the newly resurrected campus research enterprise, and an opportunity to ask questions. Since this initial brief gathering, the concept has expanded to a half-day event, a “Research Town Meeting and Fair,” co-sponsored by faculty and student constituency groups across campus, with a wine-and-cheese reception and entertainment by students from the School of Music. The 2008 Meeting and Fair featured some 150 posters and 36 exhibits; in 2009 there were 162 posters, 15 videos, 73 tabletop exhibits/displays of various sorts. The event also incorporates visits, in person or via teleconference, with several external research program officers, allowing SIUC scholars the opportunity to learn more about the agencies’ funding priorities and ask questions. This popular gathering provides an opportunity for faculty, staff, students, and administrators from across the campus to learn about what their colleagues in other departments are doing, which can stimulate important and fruitful interdisciplinary collaborations.

Excellence through Commitment Awards

In 2003 former SIUC Chancellor Walter W. Wendler created the prestigious “Excellence through Commitment” (ETC) Awards program to recognize the accomplishments of the university’s faculty, civil service, administrative/professional, graduate student, and student employees in fulfilling the university’s educational, research, and service missions. The ETC awards echo the core values of *Southern at 150: Building Excellence through Commitment*: “We will recognize that Southern Illinois University Carbondale is a place that values people and the human spirit.”³⁹¹ Each year ten awards are given at the university level, including an Outstanding Scholar and an Outstanding Teacher, and each college also presents two awards, one for a College Outstanding Scholar and one for a College Outstanding Teacher. In addition, two awards, one for faculty and one for a graduate assistant, are given for excellence in instruction in the University Core Curriculum.³⁹² Other awards are also part of this program.

The Outstanding Scholar Award, the primary university-wide honor for research excellence, is open to faculty on the Carbondale and Springfield campuses. Established in 1985, the Outstanding Scholar Award selection process is coordinated through the OVCR/GD, which maintains a webpage giving the winner’s names, pictures, and brief descriptions

³⁹¹ *Southern at 150: Building Excellence through Commitment*, p. 15.

³⁹² <http://www.siuc.edu/ExcellenceAwards/index.html>.

of their research interests.³⁹³ As seen in Table 4-4, winners of the Outstanding Scholar Award span the sciences, humanities, and arts.

Table 4-4. Winners of the SIUC Outstanding Scholar Award.

Year	Name	Department
1985	Dale F. Ritter	Geology
1986	Jerome S. Handler	Anthropology
1987	Andrzej Bartke	Physiology
1988	Robert H. Mohlenbrock	Botany
1989	George J. Gumerman	Anthropology
1990	Dennis L. Molfese	Psychology
1991	Rodney G. Jones	English
1992	Mark L. Johnson	Philosophy
1993	Steven Scheiner	Chemistry and Biochemistry
1994	Robert S. Corruccini	Anthropology
1995	Richard L. Lanigan	Speech Communication
1996	F. Bary Malik	Physics
1997	Prudence M. Rice	Anthropology
1998	Rongjia Tao	Physics
1999	Eric P. Mandat	Music
2000	Scott J. Spector	Mathematics
2001	Michael T. Madigan	Microbiology
2002	Larry A. Hickman	Philosophy
2003	Donald M. Caspary	Pharmacology (SOMS)
2004	Charles Fanning	English
2005	Leonard P. Rybak	Surgery (SOMS)
2006	Salah E. A. Mohammed	Mathematics
2007	Izumi Shimada	Anthropology
2008	David J. Gibson	Plant Biology
2009	Carl L. Faingold	Pharmacology (SOMS)

Recent Faculty Scholarly and Creative Achievements

SIUC faculty are at work every day—in the lab and in the library, in the field and online, in the classroom and in the studio—to expand knowledge and contribute to society.³⁹⁴

The following is a sampling of their recent (2007-2009) achievements, all of which serve as evidence of the devotion to a life of learning and scholarly contribution that marks the SIUC faculty as a whole.³⁹⁵

CAREER Awards: The NSF awards prestigious five-year grants for activities that combine

³⁹³ <http://www.siuc.edu/ExcellenceAwards/Scholar/index.html>.

³⁹⁴ <http://www.vcresearch.siuc.edu/profile.html>.

³⁹⁵ Sources, unless otherwise indicated, <http://www.vcresearch.siuc.edu/highlights.html> and *Perspectives*.

"Your work enhances the reputation of the University, helps attract students to our campus and brings considerable funding from many valued partners"

Remarks of Chancellor Samuel Goldman,
Research Town Meeting & Fair,
April 14, 2009

teaching and research, and SIUC faculty have won thirteen of them since 1999. The Department of Chemistry and Biochemistry now boasts a total of seven CAREER award winners out of a total of fifteen faculty: the two most recent are Ling Zang (2007) to investigate nano-sized filters that can capture single molecules from explosives or poisons; and Punit Kohli (2008) to develop “nano-pen” arrays to control deposition and patterning of molecules on surfaces at the submicron level. Other awardees in the department are Gary Kinsel (1999), Daniel Dyer (2001), Shaowei Chen (2001), Yong Gao (2004), and Boyd Goodson (2004).

In addition, four faculty members in the Department of Physics have recently won CAREER awards: Mark Byrd (2006) to study quantum computing error correction and support for a national conference at SIUC;³⁹⁶ Shane Stadler (2006) to develop high-quality, half-metallic alloys; María de las Mercedes Calbi (2008) to study how molecules and atoms bind to carbon-nanotube bundles; and most recently, Mesfin Tsige (2009).

PECASE Award: Physics professor Maria de las Mercedes Calbi was also selected by NSF to be one of only twenty national Presidential Early Career Awardees in Science and Engineering (PECASE) in 2009.³⁹⁷

Rodney Jones (Department of English), the 1991 Outstanding Scholar, received the 2007 Kingsley-Tufts Prize for his latest collection of poetry; the award is the top international prize for a mid-career poet and carries a \$100,000 purse.³⁹⁸

Law Professor Marshall Kapp received the 2009 American College of Legal Medicine’s Gold Medal, the organization’s highest award for service, professionalism, dedication, and contributions.

Anthropology professor Izumi Shimada, an archaeologist specializing in the ancient civilizations of northern Peru, was awarded Peru’s Congressional Distinguished Service Medal in 2006 and was named SIUC’s Outstanding Scholar in 2007.³⁹⁹

Emeritus professor Jack Crelling, Department of Geology, received the 2007 Reinhardt Thiessen Medal from the International Committee for Coals and Organic Petrology. He is one of only a handful of Americans to receive this award, a top honor in the study of fossil fuels, during its fifty-year history. Crelling is an expert in coal characterization.⁴⁰⁰

396 See also <http://news.siu.edu/news/July06/070606tjc6138.jsp>.

397 <http://news.siu.edu/news/July09/070909tjc9058.html>.

398 See also <http://news.siu.edu/news/February07/020907sm7029.jsp>.

399 See also <http://news.siu.edu/news/November06/112906sm6176.jsp>.

400 See also <http://news.siu.edu/news/October07/102507tjc7105.jsp>.

Patricia Elmore (College of Education and Human Services) received the 2007 American Counseling Association's Extended Research Award for high-quality research that has contributed significantly to the field for at least ten years.⁴⁰¹ She is a Fellow of the American Counseling Association (2006) and of the American Educational Research Association (2009).

Y. Paul Chugh (Mining and Mineral Resources Engineering), head of the Combustion Byproducts Recycling Consortium-Midwestern Region, was selected as a Fulbright Senior Specialist and spent six weeks at the Indian School of Mines in Dhanbad.⁴⁰²

Patricia Ross McCubbin (Law School) was named a Fulbright Scholar to China in environmental law.⁴⁰³

Larry Hickman (Philosophy), director of the university's Center for Dewey Studies, was honored as the 2007-2010 National Scholar of Phi Kappa Phi—a prestigious national award given only once every three years by the national honor society. SIUC is now the only university in the U.S. to boast two winners of this award; physiologist Andrzej Bartke of SOMS received the honor in 2001-2004.⁴⁰⁴ Both are former Outstanding Scholars.

David Rush, head of SIUC's playwriting program, won first place in the 2007 Firestone Theatre New Play Contest for his submission *One Fine Day*.⁴⁰⁵

Dale Wittmer and Peter Filip (Department of Mechanical Engineering and Energy Processes) have recently patented composite materials that are 800 times more wear resistant than those currently used in practice, and are researching applications in mining.⁴⁰⁶

In 2007–08, ten SIUC faculty were named fellows in their respective fields. Peggy Stockdale and Kathie Chwalisz (Psychology) were named fellows of the American Psychological Association for contributions to the field that have had national impact. Lisabeth DiLalla (Community Medicine) was named a fellow of the Association for Psychological Science. Ramanarayanan "Vish" Viswanathan (Electrical Engineering) was named a fellow of the Institute of Electrical and Electronics Engineers; less than 0.1 percent of IEEE members are so honored. Shing-Chung "Max" Yen was named a fellow by the Society for Experimental

401 <http://spotlight.siu.edu/04182007/Elmorehonored.html>.

402 <http://news.siu.edu/news/August06/081006pr6091.jsp>.

403 <http://news.siu.edu/news/March06/040506pr6032.jsp>.

404 See also <http://news.siu.edu/news/May07/051707ah7024.jsp>; OVCR Selected Examples of Excellence (1/31/08; rev 5/12/08).

405 http://www.perspect.siu.edu/07_sp/kudos.html.

406 See also http://www.perspect.siu.edu/05_fall/diamond.html.

Mechanics. Physics professor emeritus F. Bary Malik was named a fellow of the American Physical Society. J. E. McPherson (Zoology) was named a fellow by the Entomological Society of America. Dean of the College of Science Jay C. Means was elected fellow by the Academy of Toxicological Sciences and also named a diplomate by the American Board of Toxicology. B.J. Spielman (Medical Humanities, SOMS) was named a fellow by the American Bar Association. Harald Lausen (Clinical Family and Community Medicine, SOMS) was named a fellow by the American Academy of Family Physicians.

Samuel Ma (Civil and Environmental Engineering) was one of fifteen researchers worldwide named a 2009 “Green Talent” by the German government for his research on environmental remediation in the context of bio- and nanotechnology.

Ajay Mahajan (Mechanical Engineering) won first prize in the medical category in the “Create the Future” Contest sponsored by NASA Tech Briefs, Hewlett-Packard, Solidworks, and Comsol. His invention, an ultra-sonic 3-D navigation system for image-guided brain surgery, topped a field of more than 1,000 entries.⁴⁰⁷

Honor Societies

Chapter 072 of the national honor society of Phi Kappa Phi was installed in Carbondale in 1956. The primary objective of the society is

*... the recognition and encouragement of superior scholarship in all academic disciplines. The Society is convinced that in recognizing and honoring those persons of good character who have excelled in scholarship, in whatever field, it will stimulate others to strive for excellence. Moreover, the Society serves the interests of the student capable of excellence by insisting that in order to acquire a chapter of Phi Kappa Phi, an institution provide the means and atmosphere conducive to academic excellence.*⁴⁰⁸

The SIUC chapter has both faculty and student members. It co-sponsors SIUC’s annual Research Day and an annual awards program that recognizes an Outstanding Scholar and an Outstanding Artist on campus.⁴⁰⁹ In 2009 it was designated a “Chapter of Excellence” by the national office for exceeding “basic national standards and [demonstrating] strong ongoing commitment to honor and excellence through chapter programs and activities.”⁴¹⁰

407 http://www.vcresearch.siuc.edu/2008_gradhighlights.html#journal.

408 <http://www.pkp.siuc.edu/index.html>.

409 For a list of awardees, see <http://pkp.siuc.edu/pkpsub/scholarartistawards.html>.

410 *Chronicle of Higher Education*, October 9, 2009, p. A27.

The SIUC chapter of Sigma Xi, an international honor society for science and engineering researchers, was established in 1957, first as a club and then as a formal chapter in 1966. The SIUC chapter sponsors a series of public lectures, co-sponsors the annual campus Research Day, and recognizes scholarship on campus through the annual (since 1962) Leo Kaplan Memorial Lecture and Award, named after a former president of the SIUC chapter.⁴¹¹

Programs and Activities that Encourage and Reward Student Scholarly and Creative Achievement and a Life of Learning

Graduate Student Awards and Recognition

Working closely with faculty, graduate students are a vital component of the SIUC research enterprise. They learn the latest methods in their fields and experience the excitement and value of scholarly discovery. Several awards for graduate students are coordinated by the OVCR/GD and Graduate School. These include the Outstanding Graduate Student Researcher Award (part of the ETC Award program), the Outstanding Dissertation Award, and the Outstanding Master's Thesis Award.

Graduate Highlights, an annual newsletter published by the Graduate School since 2000, focuses on achievements, honors, and awards of graduate students and graduate faculty. The following is a sample of graduate student achievements that have attracted regional, national, and international recognition and have appeared in that publication.⁴¹² Not listed here are the many peer-reviewed publications by graduate students in prominent regional and national journals.

- ✦ In three of the last eight years, an SIUC master's student has won one of the two Outstanding Thesis Awards, and another was runner-up, in the annual competition held by the Midwest Association of Graduate Schools, which has 150 members.
- ✦ Three SIUC graduate students have won highly competitive STAR awards from the U.S. Environmental Protection Agency.
- ✦ Bryan Stinchfield, a doctoral student in the College of Business, was one of only fifteen doctoral candidates world-wide chosen to attend the "Climate Change, Uncertainty and Strategic Management" seminar at the Swiss Federal Institute of Technology in Zurich, Switzerland, in January 2008.⁴¹³ He presented a co-

411 <http://sigmaxi.siuc.edu/>.

412 Ibid.

413 OVCR Selected Examples of Excellence (1/31/08; rev 5/12/08).

authored paper titled “Climate Change Strategies and Firm Performance.”

- ♦ MBA student Cassie Bishop was one of just twelve students nation-wide selected to receive a Golden Key Graduate Scholar award, which comes with a \$10,000 prize.⁴¹⁴
- ♦ Several graduate students, including Nicholas Whiting and Kathleen Chaffee (Chemistry), were invited by the NSF (through ORAU) to be among ~50 graduate researchers attending the annual Lindau Meeting of Nobel Laureates and Students in Germany.⁴¹⁵
- ♦ Four students in the Rehabilitation Institute are working with a new (2007) peer-reviewed publication, the *Rehabilitation Counselors and Educators Journal*. Two doctoral students, Quintin Boston and Gent Dotson, are assistant editors and two master’s students, Brian Ercoline and Warren Bowles, are editorial assistants.
- ♦ Evertt Beidler (Art & Design), whose work was part of an exhibition at the International Sculpture Center’s Grounds for Sculpture in New Jersey, won that organization’s Student Achievement Award in 2007. His work was also featured in the October issue of *Sculpture Magazine*.
- ♦ Miao Chang (Medical Microbiology) won the 2007 Elsevier New Investigator Award over 270 other new researchers at the 13th annual meeting of the International Federation of Placenta Associations in Ontario, Canada, for her oral presentation on pregnancy-related research.

Undergraduate Student Programs and Achievements

The University Honors Program (UHP) is a university-wide undergraduate program that engages SIUC’s best students to foster high academic achievements. It provides students a taste of the private college experience at a state-university price. The heart of the UHP is its small classes (enrollment is capped at fifteen students), unique in character and specially created for UHP students by outstanding UHP faculty to satisfy requirements of the University Core Curriculum as well as in the major. Freshman students are now eligible for entry into the University Honors Program.⁴¹⁶ The recent overhaul of Honors is discussed in Core Component 3.c.

The UHP Office of Major Scholarship Advising (OMSA) is the central coordinating office on campus that provides information, advice, and support for students who wish to apply for major nationally competitive scholarships. Through the OMSA, SIUC students have

414 Ibid.

415 Source: Office of the Vice Chancellor for Research.

416 <http://honors.siuc.edu/>.



won scholarships or honorable mention in the competitions for Morris K. Udall, Barry M. Goldwater, and Homeland Security Scholarships, NSF Graduate Research Fellowships, Phi Kappa Phi Graduate Fellowships, and the *USA Today* All-USA College Academic Team (see also Core Component 3.c).⁴¹⁷

The SIUC chapter of Phi Kappa Phi rewards academic excellence with a Sophomore Scholarship, a Junior Scholarship, and a Senior Fellowship for graduate study. Since 1996, four SIUC student nominees have moved on to win national awards, three of them fellowships and one an Award of Excellence. In addition, Sigma Xi's Grants-in-Aid of Research Program provides highly competitive awards supporting students who are working toward undergraduate or advanced degrees. Three SIU students have received this award in the last ten years: Kristin Bell (mentored by Lisabeth DiLalla), 2007; Luke Wiley (mentored by Laura Murphy), 2005; and Daniel Vaughn (mentored by Ken Anderson), 2004.

The innovative Undergraduate Assistantship program allows students to work on campus in fields of their academic interest (e.g., a student majoring in Accounting might work in the office of Accounting Services) to get an early taste of what their future working lives might be like, and to earn a monthly salary while doing so.⁴¹⁸ This program provides substantial financial support to more than one hundred students each year, a large percentage of whom engage in research, scholarly, and creative endeavors with faculty mentors.

The Department of Chemistry and Biochemistry has just completed a multi-year grant from the highly competitive NSF "Research Experiences for Undergraduates" (REU) program. This established a summer training center for undergraduate students from SIUC and other institutions to learn about the most up-to-date techniques in chemistry research.

In 2009 the Center for Innovation in the College of Business began a student "Innovation Competition" for "innovative ways to use technology to improve quality of life."⁴¹⁹ Prizes of up to \$1,000 are awarded.

Research-active undergraduates at SIUC formed a Registered Student Organization, SPEAR (Students Promoting Educational Advancement and Research) for students interested in research and having the goal of pursuing a master's or doctoral degree.⁴²⁰

417 <http://www.majorscholarships.siu.edu/>.

418 <http://www.siu.edu/~fao/jobs/index.htm>.

419 http://www.innovation.siu.edu/2009_Innovation_Competition.pdf.

420 <http://www.mcnaair.siu.edu/rso/index.html?submenuheader=5>.

SPEAR tries to build a strong support system to guide students through the transition between undergraduate and graduate studies. It offers activities to help undergraduates prepare for graduate school, including personal and professional development activities in all majors and disciplines.

The following are other examples of recent (2007-2009) scholarly and research-related achievements by SIUC undergraduate students.⁴²¹

- The SIUC Debate Team won first place in the 2008 National Parliamentary Tournament of Excellence.⁴²² This continues a long tradition of national first-or second-place finishes for the team.
- Architecture students Robert Clodi, Christopher Malone, and Benjamin Boyles traveled to New Orleans in 2007 to present their master planning proposals for a community market in one of the areas hardest hit by Hurricane Katrina.
- Andrew Dennhardt (Zoology) was one of sixty undergraduates chosen to present his research in the Posters on the Hill competition in Washington, D.C. His research deals with the spatial movements of juvenile peregrine falcons.
- Amanda Rabideau (Physiology) won a \$4,000 Summer Research Fellowship from the Endocrine Society for her work counting ovarian follicles in mice.
- Students from MCMA continue to succeed in the regional chapter of the National Academy of Television Arts and Sciences “Emmy” awards. In 2007 the student-produced half-hour alternative TV news magazine “alt.news 26:46” was nominated in eleven categories and won in five. Winners included entries by Andrew Kastler and Kyle Tekiela, Sean Brown, Adam Slutsky, and Jordan Gzesh. Kastler also won a Walter Cronkite Scholarship, one of only three students in the chapter to do so.
- Jamie Douglas (Agriculture) received \$1,000 from Alltech, a global corporation specializing in animal and human nutrition, for her paper on the ill effects of fescue poisoning on beef cattle reproduction. Hers was one of 700 entries from eighty universities world-wide.
- Joe Batir (Geology) is one of only eighty U.S. students to win a \$5,000 Morris K. Udall Foundation scholarship. Batir is interested in the increased use of noninvasive geophysical data collection and manipulation techniques in environmental remediation.
- Jared Burde (Physics and Electrical Engineering) won a \$5,000 national Phi Kappa Phi Graduate Fellowship. He is interested in developing applications

421 Most of these examples are taken from http://www.reach.siu.edu/undergrad_research_2008.pdf.

422 <http://news.siu.edu/news/March08/031708amh8057.jsp>.

for filtration and chemical detection using adsorption of molecules on carbon nanotubes.

- ✦ Krishna Pattisapu (Speech Communications) won second place in the undergraduate competition at the 2007 National Communication Conference for her research into how interracial relationships were represented in a film.
- ✦ Ryan Jansen's new yard-rake design, "The Rake N' Take," won first place and \$5,000 in the 2008 "Eye for Why" - Dyson Student Design Competition. The rake picks up the leaves, in addition to moving them. He has a patent pending on his invention and several options for marketing.
- ✦ Three students—Joe Batir (Geology), Lisa Furby (Mechanical Engineering), and Sean Goodin (Physiology and Philosophy)—were selected for the 2009 All-USA College Academic Team by *USA Today*. In their application essays, all three credited the importance of their undergraduate research experiences.
- ✦ A team of engineering students won the National Association for Industrial Technology robotics competition. This was only the second year SIUC fielded a team.
- ✦ The SIUC Wind Ensemble and Concert Choir toured China as part of a concert tour and cultural exchange.

At the School of Medicine in Springfield, medical students may augment their education by participating in research and other career development opportunities through the Mentored Professional Enrichment Experience (MPEE) program. MPEE is an optional eight-week elective offered between the first and second years of medical school through which students may pursue interests in research and career development that they would otherwise be unable to investigate. Students are given a list of SOMS faculty's research interests, and faculty members serve as mentors to the student researchers. Under the guidance of a faculty mentor, the student develops the initial question, designs a method to obtain an answer, establishes clear goals and objectives to achieve an outcome, and writes a brief proposal that is reviewed and ranked by SOMS faculty. Projects must last for eight weeks and follow a structured research approach to achieve specific objectives. At the conclusion of this work, students present their findings before an audience of faculty and peers.

MPEE project areas include "traditional" laboratory research, clinical research, or investigations in health-related areas such as rehabilitation, social work, health education, public health, or academic medicine. MPEE students receive up to \$3,000 to defray expenses during the summer session. Students present their work at a school-wide seminar



in September of their second year, and successful completion is worth three credit hours on their transcript. As a result of these activities, approximately 40–50 percent of the school’s medical students participate in research during their four years of medical school.

The SOMS’s graduate science programs balance classroom learning with in-depth research training. The medical school offers graduate science study (M.S. and Ph.D.) in the fields of pharmacology, physiology, and molecular biology, microbiology, and biochemistry, under the cooperative MBMB program with the SIUC College of Science. Each program consists of formal course work in the field of study, research, public presentations to the departments and at professional meetings, and publication of research. The programs seek to provide a thorough understanding of the field which may be used for a career of independent research and teaching for academic institutions, industrial laboratories, or government research and administrative agencies. Specific information detailing the research interests and objectives for each faculty member is provided to each student, and students must fulfill the requirements of both the SIUC Graduate School and the medical school department to receive the advanced degree.

Programs and Activities that Encourage Staff Scholarly and Creative Achievement and Learning

A 2006 report titled “Rewarding Excellence among Civil Service Employees” is available from the State Universities Civil Service System (SUCSS) website.⁴²³ Appendix C of that report lists benefits, rewards, and incentives for its Civil Service employees that serve to promote a life of learning for its staff. Many of these have been adopted by SIUC:

- ✦ The university provides access for all Civil Service employees to university network resources including software downloads, email accounts, and discounts on Dell and Apple computer purchases.
- ✦ The university offers education assistance in the form of three different tuition waver benefits: waiver of tuition and fees for employees; 50 percent waiver of tuition for children of seven-year employees to all state universities; and waiver of tuition for dependents of deceased employees.
- ✦ Employees are granted library privileges at Morris Library.
- ✦ The university provides a discount program for a wide range of items including travel, automobile rental, cell phones, theme parks, local and national retailers. This program is described on the university’s website.⁴²⁴

423 <http://www.sucss.state.il.us/>.

424 <http://www.siu.edu/~humres/html/discount.html>.

- The university's Dependent Care Assistance Plan enables employees to set aside up to \$5,000 tax free for dependent care.
- Employee Service Awards: Recognition, certificates and pins are given to each staff member upon completing years of service with the university beginning with ten years of service and continuing every five years.
- The Lindell Sturgis Award: The family of the late Lindell W. Sturgis, former member and chair of the SIU Board of Trustees, established an endowed fund in 1979 to support recognition of public service efforts by SIUC faculty and staff members.
- The University Women of Distinction Award recognizes SIUC women who have made significant contributions to the advancement of other women and whose achievements in teaching, research, and service have had an impact at the local, national, and international levels.
- An Educational Assistance Fund administered by the Educational Assistance Committee (established in 1982 by the Civil Service Employees Council of SIUC) provides financial assistance for dependents of Civil Service employees who attend SIUC.
- Flex-time scheduling assures that the university's goals are met in an orderly and efficient manner, while at the same time permitting employees and their supervisors to establish work schedules which recognize individual needs.
- Release time may be granted to employees for testing, interviewing, or participating in university-sponsored training and development.
- University employees and spouses may use the Student Recreation Center and participate in Intramural-Recreational Sports and other fitness programs.
- The University Club, whose membership is open to SIUC faculty, civil service personnel, and A/P staff, offers opportunities to join with one another for conversation, refreshments and a variety of cultural activities throughout the year. The club is described on the university's website.⁴²⁵

Programs and Activities that Encourage Learning among Members of the Public

SIUC does not limit support for learning to faculty, students, and staff. The university recognizes and accepts its responsibility to provide opportunities for learning and growth among the residents of Carbondale and other communities in the rural southern Illinois region. Thus, SIUC actively seeks to promote learning outside the classroom in ways that

are accessible not only to the university community but also to the public as a whole (see also the chapter on Criterion 5). These include a wide variety of public lectures conducted throughout the academic year, including events offered by the Paul Simon Public Policy Institute and a multitude of outstanding cultural events presented year-round by the School of Music and the Department of Theater. The following are just some of the ways in which SIUC seeks to encourage a life of learning among its public constituencies.

Public Lectures

The University Honors Program sponsors several lecture series whose purpose “is to give University Honors students and the community an opportunity to meet and talk with men and women of pre-eminent character and accomplishment.”⁴²⁶ A full list of speakers in each of these series is provided on the UHP’s website; recent speakers have included:

- University Honors Program Distinguished Lecture Series: Garrison Keillor, humorist, “Lake Wobegon Days” (10/3/05); and Sean Carroll, geneticist and author, “The Making of the Fittest” (2/12/08)
- Charles D. Tenney Distinguished Lecture Series: Story Musgrave, astronaut and physician, “A Space Story” (10/7/05); David Levy, astronomer, “Poetry of the Night Sky” (2/7/06); and Patricia Ryan Madson, emerita professor, Stanford University, and author, “Improv Wisdom: Don’t Prepare, Just Show Up” (4/8/08)
- Michael and Nancy Glassman University Honors Lecture Series: Judith Viorst, author, “Necessary Losses” (9/26/06); and Eugene Jarecki, documentary film maker, “Why We Fight” (9/18/07)

The Hiram H. Lesar Lecture Series, established in 1992 in the School of Law, honors the founding dean of the SIU law school. National and international speakers are invited to lecture during the spring term on matters of law and public policy. Lectures are open to the public.

The Paul Simon Public Policy Institute sponsors varied symposia and other events that are open to the public. Among the issues the institute has considered recently are “Future of the Media,” April 24–25, 2007; “Asian Americans and the Meaning of Americanism: Education and Workplace Diversity,” April 7, 2006; and “Judicial Independence,” February 17, 2006.⁴²⁷ The institute also brings renowned speakers to the SIUC campus to speak on a variety of issues impacting today’s society. Every event is free to the public and sign-

⁴²⁶ <http://www.honors.siuc.edu>.

⁴²⁷ For the complete list, see <http://www.paulsimoninstitute/events.symposiums.htm>.

language interpreted. A full list of speakers sponsored by the institute is available on its website,⁴²⁸ but even a short list of some recent guests illustrates the richness of the learning opportunities made available to SIUC and the surrounding community: David E. Sanger, Chief Washington correspondent, *New York Times* (4/16/08); Patrick J. Fitzgerald, U.S. Attorney for the Northern District of Illinois (3/27/08); Wole Soyinka, 1986 Nobel Prize laureate for literature (2/28/08); Morris Dees, founder, Southern Poverty Law Center (11/6/07); Maya Angelou, poet, author, civil rights leader (5/2/07); Rick Kittles, geneticist and cancer researcher (4/12/07); Christine Todd Whitman, former EPA Administrator and New Jersey governor (2/6/07); Martin Luther King III, Civil Rights Leader (8/26-27/06); and Clarence Page, nationally syndicated columnist (4/6/06).

Cultural Events and Activities

In addition to lectures, symposia, and the like, SIUC offers a large and continuous array of cultural events and activities—theater productions, musical performances, operas, dance recitals, variety shows, art exhibits, etc.—that are open to the public as well as the university community. In so doing, SIUC is the premier sponsor of cultural events in the southern Illinois region. Some of SIUC’s cultural contributions to the community are given below:

The Southern Lights Entertainment Series (formerly Celebrity Series) brings nationally prominent artists and productions to SIUC’s Shryock Auditorium. The 2008–09 series included performances by Lily Tomlin, B.B. King, Crystal Gayle, Hal Holbrook, Michael Flatley, the Vienna Boys Choir, and Garrison Keillor.⁴²⁹

SIUC’s Department of Theater has an annual production schedule in two venues. The main stage, McLeod Theater, offers four major productions during the academic year and outside professionals participate in the McLeod Summer Playhouse program.⁴³⁰ In addition, the Christian H. Moe Laboratory Theater is an intimate and flexible black box space where there is a showcase every Monday afternoon, in which students try out whatever they are interested in. Summer brings a three-play season of student-written full-lengths, and each spring sees a fully mounted bill of student-written (and directed and designed) short plays.

The School of Music presents a continuous program of concerts, educational offerings, scholarly and artistic exchanges, and outreach programs. Among the latter are the Southern Illinois Children’s Choir, Southern Illinois Symphony Orchestra, Southern Illinois Civic

428 <http://www.paulsimoninstitute/events.speakers.htm>.

429 <http://www.southernlightsentertainment.com/events.php>.

430 <http://www.mcleod.siuc.edu/>.

Orchestra, a six-week Southern Illinois Summer Music Festival, and Southern Illinois Chamber Music Society.

The University Museum collects, preserves, researches, displays, and educates using a diverse and engaging range of artifacts and objects and educational methods covering a wide range of interests in the arts, sciences, and humanities. As a teaching museum, it offers hands-on opportunities in progressive museum practices.⁴³¹ The museum's programs provide SIUC students, faculty, and staff, and the people of southern Illinois with a rich and varied educational experience.

Core Component 4.b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

A breadth of knowledge and skills and the exercise of intellectual inquiry are integral to SIUC's educational programs as demonstrated by the importance attached to its University Core Curriculum for undergraduate students; the various undergraduate research opportunities programs; the internships, externships, and other "hands-on" work that is aimed at ensuring students are prepared for careers related to their study discipline; and the numerous study-abroad programs and opportunities that are available to students. The following discussions examine each of these aspects of SIUC's educational programs.

University Core Curriculum

Every undergraduate who receives a degree from SIUC must have satisfied the University Core Curriculum's requirements. The SIUC Undergraduate Catalog (p. 54) describes the University Core Curriculum (UCC) as:

...a carefully structured and deliberately sequenced program of study required of all SIUC undergraduate students. The program's objectives are to develop students' abilities to communicate orally and in writing, to think mathematically, and to analyze and conceptualize effectively. The Core is grounded in the traditional arts and sciences, and fosters a life of inquiry, creativity, and civic participation. As a matter of principle, the program limits curricular choice in favor of greater conceptual coherence . . .

The UCC is administered by a faculty director, assisted by two university-wide committees, to oversee the implementation of curricular policy as set by the provost and the Faculty



431 <http://www.museum.siu.edu/>.

Senate. To provide quality control, all UCC courses are reviewed and student learning in them assessed at least once every five semesters. The Core is also subject to program review on a regular schedule established by the Illinois Board of Higher Education and the Higher Learning Commission of the North Central Association of Colleges and Schools.⁴³²

The UCC program at SIUC is designed to provide students a basis for continued learning throughout their lives. As described by the program director, “[c]ourses in the Core introduce [students] to the traditional riches of western civilization as well as to the contemporary perspectives of interdisciplinary and multicultural studies. Many students find that Core courses help them select a major, whereas others value the Core experience for the perspective it provides on the universe of human knowledge.”⁴³³ Every undergraduate student is required to take forty-one semester hours from a list of courses selected and periodically reviewed by a committee of faculty to ensure that the following six goals of the program are satisfied. A complete listing of UCC requirements is available on the program’s website.⁴³⁴

1. Improve communication and numerical literacy. Every undergraduate student must complete a total of twelve semester hours of courses focusing on the foundational skills of composition, numeric literacy, and oral communication. The six semester hours of composition must be completed with a grade of “C” or better. Introduction to Contemporary Mathematics (MATH 113) is designed to show how elementary mathematical principles “relate to a variety of applications in contemporary society.”⁴³⁵ Introduction to Oral Communication: Speech, Self, and Society (SPCM 101) integrates both theory and practice in the development of students’ oral communication skills with attention to various contexts in a culturally diverse world.
2. Expose students to the universe of human knowledge and provide perspective across disciplines in an academically challenging course of studies. Students must take twenty-three hours from disciplinary studies. These include three hours from fine arts, two hours from human health, six hours from humanities, three hours from a physical science, three hours from a life science, and six hours from social sciences. Students who are particularly skilled in one or more of these areas have the opportunity to satisfy these requirements through advanced courses.

432 <http://www.corecurriculum.siuc.edu>; also *SIUC Undergraduate Catalog, 2008-09*, p. 54; available at <http://registrar.siu.edu/eval/catalog.htm>. See also Core Component 3.a.

433 <http://corecurriculum.siuc.edu/welcome.html>.

434 <http://corecurriculum.siuc.edu/requirements.pdf>.

435 *SIUC Undergraduate Catalog 2009-2010*, p. 61.

3. Develop students' critical and analytical abilities. The Core Curriculum Executive Committee reviews every course in the UCC on a periodic basis. One criterion is whether the course requires students to develop and exercise their critical and analytical abilities rather than simply memorize information and demonstrate their recall on purely "objective" exams.
4. Encourage intellectual maturity through interaction with instructors and peers. The Executive Committee makes every effort to minimize class size in Core courses and to verify during the review process that class size limits are respected. For example, English composition courses are limited to twenty students. When student demand requires the use of large lecture formats, weekly discussion sections provide opportunities for students to interact with instructors and peers in a smaller class setting.
5. Enhance understanding and appreciation of diverse cultures and environments. In today's global environment, understanding human diversity in all its forms—historical, linguistic, biological, social, cultural, and political—is essential for workplace success, no matter what the student's occupation after graduation. In the Disciplinary Studies portion of the UCC, students are required to choose from courses in Fine Arts, Human Health, Humanities, Science, and Social Science. After having completed this portion of the Core, they proceed to the Integrative Studies portion of the curriculum where there is an emphasis on linking the principles learned in the Disciplinary Studies and encouraging students to make connections that cross the borders of disciplines.
6. Prepare students for ethical and responsible citizenship. Students are required to take six semester hours in Integrative Studies: three hours focusing on multicultural diversity in the United States and three hours focusing on interdisciplinary studies. Examples of the former include: History of African American Art; Crime, Justice, and Social Diversity; and The Anthropology of Latino Cultures. Examples of the latter include: Women, Blues, and Literature; Women in Science; Engineering and Technology; and Geography, People, and the Environment. Many of these courses address issues that encourage the development of students into ethical and responsible citizens. Examples include Crime, Justice, and Social Diversity; Philosophy and Diversity: Gender, Race, and Class; Social Perspectives on Environmental Issues; and Language, Gender, and Power.

SIUC's commitment to the UCC program is evidenced by the fact that each year one faculty member and one graduate student are named as that year's "Outstanding Instructor in the Core Curriculum" through the Excellence through Commitment Awards program. This recognition includes a monetary award of \$2,000 for faculty and \$1,000 for graduate students. University Core Curriculum teacher winners must demonstrate excellence in a specific area, such as innovative course design, thoughtful assessment strategies, effective communication skills, and the ability to bring the curriculum's goals to life. The first awards were made in 1998—twelve faculty members and eighteen graduate students have been subsequently honored—and they represent the university's commitment to effective instruction. Each year no fewer than a half dozen faculty and a dozen graduate assistants are nominated in an increasingly competitive process. In 2009, Anne Fletcher, Associate Professor of Theater, received the faculty award, and Abigail Gitlitz, a master's of fine arts candidate in the School of Art and Design, won the graduate student award.⁴³⁶

Undergraduate Research Activities

Individualized, inquiry-based learning opportunities for undergraduate students help them learn early in their education what a life and career based on their chosen major would be like. These opportunities help students get more engaged with learning; they allow students to get to know faculty better; they help students make decisions about careers and graduate school; they teach critical thinking and evaluative skills; they make students' résumés shine. An informal assessment suggested that students engaged in these research, scholarly, and creative activities under the guidance of faculty mentors, and often working closely with graduate students, graduate more quickly and with a higher GPA than other students.

In 1999, then-Chancellor JoAnne Argersinger began an undergraduate research opportunities program at SIUC, following recommendations of the 1999 "Boyer Report,"⁴³⁷ and there are now three such programs: REACH, McNair, and Research Rookies. These programs are managed in ORDA. A fundraising effort is in the planning stages, with the goal of establishing an endowment to enhance undergraduate research opportunities on campus.

REACH—"Research Enriched Academic CHallenge"—is a competitive program, funded by the Office of the Provost and Vice Chancellor and overseen by a faculty advisory board,

⁴³⁶ <http://spotlight.siu.edu/05022007/Graduatestudentshonored.html>.

⁴³⁷ Shirley Strum Kenny, ed., *Reinventing Undergraduate Education: A Blueprint for America's Research Universities*. The Boyer Commission on Educating Undergraduates, 1999. [http://naples.cc.sunysb.edu/Pres/boyer.nsf/webform/images/\\$File/boyer.txt](http://naples.cc.sunysb.edu/Pres/boyer.nsf/webform/images/$File/boyer.txt) 1999.

that provides twenty undergraduate students with one-year awards to engage in research, scholarly, or creative projects under the guidance of a faculty mentor. Awards include \$1,500 to cover expenses, plus a ten-hour “undergraduate assistantship” (see below) that pays them a weekly salary. Awardees are required to present a poster on their project at the Undergraduate Research Forum held each spring.⁴³⁸

SIUC is proud to host a Ronald E. McNair Postbaccalaureate Achievement Program, begun in 2004 with a four-year grant from the U.S. Department of Education (one of the TRIO programs of the Higher Education Act) and renewed in 2008. The goal of the McNair Program is to prepare students from groups traditionally underrepresented in graduate education and first-generation, low-income students for graduate school and careers as professors and researchers. The SIUC program supports up to twenty-six junior and senior McNair Scholars who attend a summer research institute and carry out individual research/creative projects during the following year under the guidance of a faculty mentor. During the year they also get assistance in preparing for the GRE examination necessary to get into graduate school and gain experience presenting the findings or their projects on campus and at academic conferences, including the Undergraduate Research Forum. The McNair Program has an advisory board composed of faculty and administrators.⁴³⁹

SIUC is one of seventeen Illinois postsecondary institutions hosting an Illinois Louis Stokes Alliance for Minority Participation (ILSAMP) program. This opportunity seeks to increase participation of undergraduates from underrepresented groups in science, technology, engineering, and mathematics (STEM) disciplines. It is funded by the National Science Foundation and stresses the importance of minority participation in STEM professions.⁴⁴⁰

A new program, initiated in fall 2008, is “Saluki Research Rookies,” designed to introduce academically high-achieving freshmen to the opportunities and challenges of inquiry-driven learning. This program is envisioned in part as a stepping stone to other research activities available to more advanced undergraduates. In 2008-2009, the first year of its operation, there were fifteen participants in the Saluki Research Rookies Program, and twenty-three in its second year, 2009-2010.⁴⁴¹

In 2003, then-Chancellor Walter V. Wendler inaugurated an innovative new program of

438 <http://reach.siuc.edu/>.

439 <http://mcnair.siuc.edu/>.

440 For details of this program, see <http://ilsamp.siuc.edu/>.

441 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); <http://srrp.siuc.edu/> for more information on the Saluki Research Rookies Program.



Undergraduate Assistantships managed in the Office of Financial Aid. Similar in some ways to graduate assistantships, but not covering tuition or fees, these allow undergraduate students to work up to twenty hours per week in a campus office related to their academic major, while earning a monthly salary. These were not envisioned by the program's administrators as research assistantships, but that was primarily how faculty perceived them: ~80-85 percent of the ~150-170 undergraduate assistants per year between FY03 and FY09 worked with faculty members on various kinds of research projects. Given the budget for Undergraduate Assistantships – more than \$800,000 a year – they represent a profound commitment to undergraduate research at SIUC.

The Undergraduate Research Forum, begun in 2002, is held in spring semester in conjunction with Research Day on campus. Undergraduate students who have conducted an original research, scholarly, or creative project under the guidance of a faculty mentor are invited (or required, if they are in the REACH and McNair Programs) to display a poster or exhibit at the forum's poster session. Faculty, students, staff, and the general public are invited to attend. Prizes are awarded for the top posters, which are also displayed at the Research Town Meeting and Fair. The accomplishments of SIUC's undergraduate scholars are noteworthy as they compete successfully on a regional and national level with students from more prestigious private institutions, as discussed earlier. Those successes prompted the creation, in 2006, of a tabloid-type news publication, *Undergraduate Research at SIUC*, to highlight the research and creative accomplishments of these students and their faculty mentors.⁴⁴²

Internships, Externships, and Other “Hands-On” Work

SIUC is committed to ensuring that its students are prepared to commence careers in their chosen disciplines upon completion of their degrees. One important way the university seeks to meet this commitment is by providing undergraduate students with numerous opportunities to participate in a wide variety of internships, externships, and other forms of “hands-on” work in their particular fields, including research through assistantships, REACH, McNair, and other programs. While some of these are university-wide opportunities, the bulk are provided by individual colleges and departments as required or optional components of their curricula. The following briefly describes a sampling of opportunities available to SIUC students.

University-Wide Opportunities

Vince Demuzio Governmental Internship Program: Students selected into the Governmental Internship Program work directly for an Illinois legislator in his/her district office or in the office of one of the code departments in a position that is related to his/her career/academic discipline. In addition, the student is enrolled in an internship course and receives credit toward the fulfillment of his/her course requirements. These positions are salaried and students selected into the program are able to earn up to \$880 per month. The program does not provide a tuition or fee waiver to the student. Legislative internships are coordinated through the Office of the President, while the internships in the code departments are coordinated through the Paul Simon Public Policy Institute at SIUC.⁴⁴³

SIUC Alumni Association Extern Program: Established in 1984 to provide students with the opportunity to observe and experience their chosen career fields, the Extern Program matches students with alumni and friends of SIUC during spring break in March. An externship enhances students' college education with a "real world" professional experience while networking with professionals. The sponsors, in turn, are given the opportunity to view the quality of SIUC students and benefit from their knowledge. Many sponsors see the program as an opportunity to interview potential employees, with an average of 40 percent of extern participants offered future, full-time employment or internship positions. The Extern Program attends to the administrative details and helps facilitate the connections for the students, but it is the responsibility of the students to clearly communicate their goals and interests to the sponsor.⁴⁴⁴

College and Department Opportunities

Many opportunities for internships, externships, student work, and the like are housed and operated within the colleges and individual departments. The following list illustrates the range of these programs and is by no means exhaustive.

College of Agricultural Sciences:

- The Department of Forestry actively supports and encourages summer employment of students and has a spring-break extern program.
- Courses in the Animal Science, Food, and Nutrition department stress "hands-on" or applied experiences in laboratories at the college's 2,000-acre farm with four livestock facilities, and in food-service in kitchen settings at Quigley Hall,

⁴⁴³ <http://www.siu.edu/pres/internship/policies.html>.

⁴⁴⁴ <http://siualumni.com/s/664/index.aspx?sid=664&gid=1&pgid=356>.

the residence halls, and the Old Main Dining Room. Internships are required for graduating in the Hospitality and Tourism Administration major and the Equine Science specialty, and they are strongly encouraged in the college's other majors and specialties.

- ♦ The Department of Plant, Soil, and Agricultural Systems provides externship and internship opportunities, and work-experience credit is offered in research laboratories, teaching and research greenhouses, and experimental farms.⁴⁴⁵

College of Applied Arts and Sciences: Varied “hands-on” work-experience opportunities provided by each program, including internships, externships, and clinical rotations, enroll more than 300 students annually. Some are required and others elective; some are paid; academic credit may range from one to twelve semester hours. Work experiences are located throughout the United States and abroad and include rural and urban settings and small and large organizations. Examples include:

- ♦ The Physical Therapy Assistant program concludes with two full-time, six-week clinical internships at facilities throughout Illinois, Indiana, Kentucky, Tennessee, and Missouri.
- ♦ The Automotive Technology department offers paid internship partnerships with General Motors, Ford, Chrysler, Toyota, Nissan, Robert Bosch, Sherwin-Williams, Cummins Engines, Jasper Engines, and Enterprise Rental.
- ♦ The Aviation Management and Flight department initiated the first flight operations internship agreement in 1987 with United Airlines. Since then, similar agreements have been signed with UPS, Delta Airlines, Northwest Airlines, American Airlines, Air Tran Airways, ATA Airlines, and Mesa Air Group. In 2007, AAR Corporation agreed to host an aviation management internship, becoming the university's first aviation internship geared toward students majoring in aviation management and aviation technology programs.⁴⁴⁶

College of Education and Human Services: The college has twelve nationally accredited academic and professional programs, including one for teacher education accredited by the National Council for Accreditation of Teacher Education. Students preparing to become teachers must successfully complete all field-experience requirements (student teaching) in their respective majors. Students studying for careers as athletic trainers, counselors, behavior therapists, health educators, human resource specialists, training and development specialists, social workers, speech pathologists, and recreation therapists

“We appreciate the relationships we have with aviation companies, facilities and associations throughout the country. Internships obviously provide great hands-on learning experiences for our students, and help them make important career connections.”

Remarks of Chancellor Samuel Goldman,
Chicago-area Aviation Alumni Gathering,
September 19, 2008

⁴⁴⁵ Response from college to Criterion 4 Committee survey.

⁴⁴⁶ Response from college to Criterion 4 Committee survey.

must satisfy the fieldwork requirements (practicum and internship) set by professional accreditation standards.⁴⁴⁷

- Recreation Program — All students majoring in recreation are required to complete two field experiences and an internship with a professional recreation agency, local or off-campus, during the summer months. Formal internships are semester-long, full-time experiences, often with a salary or stipend, under the supervision of trained recreation professionals. Students have completed internships with Disney World, Chicago Rehabilitation Institute, Veterans Administration hospitals, Illinois Children's Research Hospital, and the Land Between the Lakes Environmental Center, among others.⁴⁴⁸

College of Engineering: The college works closely with industry representatives to coordinate cooperative education and internship/externship opportunities for engineering and technology students. The college's database, with contact information for more than a thousand engineering- and technology-related firms, is also an invitation list for career fairs and for providing students with possible contacts and opportunities. The college also maintains a list of related opportunities for students on its website.⁴⁴⁹

School of Law: The School of Law conducts both judicial and public-interest externship programs. The former offers opportunities in the chambers of trial or appellate courts, on both the federal and state levels, for students who have completed their first or second year of law school. The latter gives students the chance to work in publicly-funded law offices that provide public "service"-type legal assistance such as state's attorney offices, public defender offices, legal service offices, worker's compensation arbitrator's offices, etc. Students may also work in non-profit organizations that have in-house counsel and federal, state, or local agencies that have attorneys on their staff.⁴⁵⁰

College of Liberal Arts: Several programs and departments in the College of Liberal Arts help students find internships, including History, Masters of Public Administration (Museum Administration), Masters of Fine Arts in Creative Writing, Speech Communication, School of Music, Center for Archaeological Investigations, and the Paralegal Studies Program.

447 Response from college to Criterion 4 Committee survey.

448 <http://web.COEHS.siu.edu/Public/her/index.php?content=recugrad&nav=navrec#Internship>.

449 <http://www.engr.siu.edu/coop/resources.html>. Response from college to Criterion 4 Committee survey.

450 <http://www.law.siu.edu/clinics.asp>.

- The Department of Foreign Language and Literatures requires internships of all Foreign Language and International Trade majors. Foreign language credit is offered for foreign internships. Countries that have hosted interns include: France, Canada, Japan, Russia, Germany, Austria, China, Taiwan, Hong Kong, and several Spanish-speaking countries.⁴⁵¹
- Each year the Counseling Center at SIUC offers full-time, twelve-month internships to five doctoral-level graduate students from Counseling Psychology and Clinical Psychology programs. These internship positions begin August 1, 2008, carry a minimum salary of \$23,664 per annum, and include all university benefits (i.e., vacation, holidays, sick leave, retirement plan, medical, dental, and life insurance).⁴⁵²

College of Mass Communication and Media Arts: The “Studies Programs,” summer internships sponsored by the Departments of Radio-Television, and of Cinema and Photography and by the School of Journalism, allow students to gain hands-on experience in Hollywood, Chicago, New York City, Nashville, and Washington, D.C.⁴⁵³ Students receive academic credit and in some cases are paid. In 2007, fifty-seven students participated in these internship programs, and there were ninety-one applicants for the 2008 programs. The college also participates actively in the university’s externship program. In addition, the college provides hundreds of opportunities for students to gain “hands-on” experience through WSIU Public Broadcasting, the *Daily Egyptian*, the Big Muddy Film Festival, River Region Evening Edition News, and student production groups like Digital Dawg records and alt.news 26:46, which has won numerous regional Emmy awards.⁴⁵⁴

SIU School of Medicine: Students complete clinical rotations and electives in patient care clinics. Family and Community Medicine and Psychiatry clerkships are performed in community “preceptor” sites that, collectively, promote the students’ development as physicians within realistic situations comparable to what they will encounter in practice. Residencies and fellowships, conducted in the clinical setting, continue training in “real-life” venues. Medical students may participate in research and other career development opportunities, such as:

- The Mentored Professional Enrichment Experience (MPEE), described earlier. During the second and third years, students may be involved in research if time permits and funding is available if the research is considered substantial. During the

⁴⁵¹ <http://www.siu.edu/~flit/internship.html>.

⁴⁵² <http://www.siu.edu/offices/counsel/intern.html>.

⁴⁵³ <http://mcma.siu.edu/inner.php?pageID=700>.

⁴⁵⁴ Response from college to Criterion 4 Committee survey.

fourth year, students may be involved in research electives with funding available at the discretion of the faculty and the ADRFA. Student research opportunities are listed on the Research Affairs website. Through these activities, approximately 40 – 50 percent of the school's medical students participate in research during their four years of medical school.

- The school's graduate science programs balance classroom learning with in-depth research training. The school offers graduate science study (M.S. and Ph.D.) in the fields of pharmacology, physiology, and molecular biology, microbiology, and biochemistry under the cooperative MBMB program with the SIUC College of Science. Each program consists of formal course work, research, public presentations to the departments and at professional meetings, and publication. The programs seek to provide a thorough understanding of the field which may be used for a career of independent research and teaching in academic institutions, industrial laboratories, or government research and administrative agencies. Choosing from a variety of specializations when picking a research advisor and a research topic, students compete for research assistantships and are mentored by departmental faculty through all stages of their study.⁴⁵⁵

College of Science: The college strongly encourages faculty to engage students in research work in their laboratories and field projects outside of formal courses. It is estimated that more than 250 undergraduate students are given such opportunities annually through externally and internally funded research grants, work-study funds, and/or faculty member-sponsored efforts.

- The Department of Geology has a longstanding program with the Illinois State Geological Survey that provides work experience for undergraduate and graduate students.
- All undergraduate students pursuing degrees in the Department of Chemistry and Biochemistry are encouraged to engage in research with faculty, and ACS-certified Bachelor of Science degrees require such work. Recent surveys indicate that more than 66 percent of the students have engaged in this type of experience.
- The Department of Chemistry and Biochemistry was awarded a National Science Foundation Research Experiences for Undergraduates (REU) grant, which brings ten undergraduate students to campus for a ten-week research and general science-training experience. The goal of the REU program is to encourage chemistry, physics, and engineering students to pursue graduate studies in the

interdisciplinary field of materials research. Working with a faculty mentor, students from diverse backgrounds pursue research heavily geared toward nano-science and nanotechnology as well as analytical and biological chemistry.⁴⁵⁶

International Study Abroad Programs and Opportunities

At SIUC, “breadth of knowledge” includes not only an opportunity to learn about other cultures within a Carbondale classroom, but also numerous opportunities to travel to foreign countries and experience cultural differences first hand. These university-level, international study opportunities, available as semester- or year-abroad programs, short-term travel/study, and educational exchanges, are managed by the Office of International Programs and Services (IPS). IPS is the key institutional office for promoting and coordinating international activities on the SIUC campus, including working with prospective and matriculated international students and international scholars, international development, and study abroad.⁴⁵⁷

Other opportunities include programs developed by SIUC in cooperation with overseas institutions such as Salzburg College, the University of Wales Swansea, and Universidad Veritas, or by affiliated study-abroad provider organizations such as CEA or AustraLearn. As an example of the former, SIUC offers overseas study in cooperation with Salzburg College in Austria which features extensive business offerings each spring semester.⁴⁵⁸ As an example of the latter, AustraLearn provides college/university students with study abroad opportunities in Australia, New Zealand, and the South Pacific. Students may participate in a semester or year abroad or earn an entire degree at one of more than thirty major universities.⁴⁵⁹

In conjunction with the International Student Exchange Program (ISEP), a network of 275 colleges and universities in thirty-nine countries, SIUC students have opportunities to study at sites in Asia, Africa, the Americas, Australia, and Europe for extended periods of time. ISEP students gain intercultural competence through integration into their host institution and host culture while exploring the international dimensions of their academic field. ISEP is a one-for-one exchange plan under which SIUC students pay their normal fees and tuition, including room and board, and apply the credit earned toward their degrees.⁴⁶⁰

⁴⁵⁶ Response from college to Criterion 4 Committee survey.

⁴⁵⁷ <http://www.ips.siu.edu/index.html>.

⁴⁵⁸ <http://www.ips.siu.edu/SA/salzburg.html>.

⁴⁵⁹ <http://www.australearn.org/>.

⁴⁶⁰ <http://www.ips.siu.edu/SA/ISEP.html>; <http://www.ips.siu.edu/SA/exchanges.html>.



SIUC also participates in the MAUI (Mid-America Universities International)-Utrecht Network Exchange that allows students from member universities, including SIUC, to study at another member institution for a semester or academic year while paying tuition to their home institution. Students from any SIUC academic unit may participate in this program, subject to departmental approval.⁴⁶¹

Finally, SIUC has bilateral exchanges with overseas schools in Australia, Austria, France, Germany, Japan, Sweden, and Switzerland. These programs are coordinated either by the sponsoring academic department or by IPS's Study Abroad Programs section. Most of these opportunities are restricted to juniors, seniors, or graduate students.⁴⁶²

Short-term study abroad options are offered during summer months and intersession periods. These include one in Ghana to introduce students to the cultural similarities of people in Ghana and those of the African Diaspora;⁴⁶³ summer programs in Egypt and Greece with an interdisciplinary group of faculty that explores a particular topic from a variety of perspectives;⁴⁶⁴ another focusing on international business in Europe; and a summer program that studies social services in urban and rural Ecuador. A complete list of these experiences is maintained on the IPS website.⁴⁶⁵

Core Component 4.c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Program Reviews

Internal Program Reviews

Internal program reviews are handled by the Office of the Provost and Vice Chancellor, with the assistance of the new Office of Assessment and Program Review, and are conducted in conjunction with all external reviews on the schedule mandated by the Illinois Board of Higher Education (IBHE) (see Core Component 2.a). The SIUC Faculty Senate, through its Undergraduate Education Policy Committee, and the SIUC Graduate Council, through its Program Review Committee, approve and/or provide internal faculty reviewers as appropriate for program reviews. The internal review team interacts with

461 <http://www.ips.siu.edu/SA/exchanges.html>; <http://www.umsl.edu/services/abroad/maui/index.html>.

462 <http://www.ips.siu.edu/SA/exchanges.html#>.

463 <http://www.ips.siu.edu/SA/Ghana.html>.

464 <http://www.ancientlegacies.org/egypt.html>; <http://www.ancientlegacies.org/greece.html>.

465 <http://www.ips.siu.edu/SA/shortterm.html>.

external reviewers during the process, especially during the campus visit, and submits a report to the provost's office.

The results of program reviews mandated by IBHE are reported to the SIU Board of Trustees. Review findings and recommendations are presented during public meetings of the Academic Matters Committee of the BOT. Representatives of the programs under review typically participate in this process.

Program review findings are used by chairs and directors in the development of new budget and program requests. Strategic planning reviews (such as those conducted by the vice chancellor for research and graduate dean) use program review reports as starting points for campus-wide examinations. The program review recommendations and follow-up actions are reported in unit self-studies.

During the period since the last accreditation site visit, internal program reviews have been conducted regularly. In 2010, more than twenty programs are scheduled for review.

External Reviews and Accreditations

Many of SIUC's programs or units are accredited by diverse accrediting bodies. Accreditation is a public assurance that a program meets, and will continue to meet, the highest national standards and expectations for education. The accreditation process begins with critical self-analysis and moves to consultation with knowledgeable persons from other institutions, all of which should lead to improvements in quality of content and delivery of programs. A full, searchable list of all the SIUC accreditations is available on the website of Institutional Research and Studies by college/unit, program/unit, or specific accrediting agency.⁴⁶⁶ A few examples are discussed here.

The SIU School of Medicine's academic programs are fully accredited and compliant with current requirements regarding professional skills and knowledge. The medical education programs are accredited by the appropriate national accrediting bodies: Liaison Committee for Medical Education for the undergraduate medical education (UME) program; Accreditation Council for Graduate Medical Education (ACGME) for clinical residencies and fellowships (Graduate Medical Education, GME); and the Accreditation Council for Continuing Medical Education for the continuing medical education (CME) program. SOM's UME and CME programs were reviewed by their accrediting bodies in 2007 and each received full, unconditional accreditation for the maximum number of

years. The GME programs were reviewed by the ACGME in 2008 and also received full, unconditional accreditation. All accrediting agencies are comprised of medical educators, physicians, and scientists from peer institutions.⁴⁶⁷

The U.S. Department of Education recognizes the Council and Accreditation Committee of the Section of Legal Education and Admissions to the Bar of the American Bar Association (ABA) as the national agency for the accreditation of programs leading to the first professional degree in law. Law schools are reviewed every seven years. The SIU School of Law was first accredited by the Council in 1974 and has been successfully reaccredited after each such visit since its initial accreditation. In November 2008 the school was visited by the ABA accreditation team, and its Accreditation Committee considered the team's report at its October 2009 meeting.⁴⁶⁸ The School of Law is also a member of the American Association of Law Schools, which has a representative on ABA accreditation teams and issues its own reports.

Other accreditations include (but are not limited to):

- Aviation Flight is accredited by the Aviation Accreditation Board International until 2014, and is certified until 2010 by the Federal Aviation Administration Flight Standards District Office (in Springfield).
- The Vivarium/Laboratory Animal Programs at both SIUC and SOMS are fully accredited by the Association for the Assessment and Accreditation of Laboratory Animal Care (AAALAC); the Carbondale facility was reviewed in November 2009.
- The University Museum is accredited by the American Association of Museums; its next review is 2009.
- The College of Education and Human Services has twelve nationally accredited academic and professional programs, including its teacher education program accredited by the National Council for Accreditation of Teacher Education.
- Programs in the College of Engineering are accredited by the Accreditation Board for Engineering and Technology and the National Association for Industrial Technology,
- The School of Music, which offers undergraduate degrees in eight specializations and graduate degrees in seven concentrations, has been accredited by the National Association of Schools of Music for more than forty consecutive years.⁴⁶⁹

⁴⁶⁷ Response from college to Criterion 4 Committee survey.

⁴⁶⁸ Source: Frank Houdek, Interim Dean of the School of Law.

⁴⁶⁹ <http://music.siuc.edu/>.



Assessments Used to Determine Outcomes Related to Professional Competencies

Among the most important assessments of professional competencies are the results of mandated examinations required for practicing medicine, law, and accountancy. The trends in the data for students in the SIU School of Medicine, for example, who pass the Senior Clinical Competency Examination the first time they take it is remarkably high; for the past five years, between 87 and 93 percent of the students succeeded; and in the same period, only one student was unable to pass the examination after a required month-long remediation course. These results are among the highest in the state. Similarly, students in the SIU School of Law have a higher pass rate than the state-wide average; in 2008, the latest year of available data, 94 percent of all recent graduates passed the state bar exam in order to practice law; the average for the state was 92 percent. In the equally competitive domain of the CPA examination, our graduates from the School of Accountancy also scored above the national average. These figures are significant achievements; they suggest that SIUC's professional programs are successful in preparing students for competence in the workplace.⁴⁷⁰

Advisory Boards

SIUC is committed to ensuring that the curricula, learning outcomes, and learning experiences of each of its programs are current with the professional skills and knowledge required in the field. Program reviews, both internal and external, and outcome assessment are employed to measure the level of success in achieving this end. Another approach used by SIUC colleges and departments for measuring the relevance of a program to requirements in the field is the use of advisory boards composed of current practitioners, who meet at least once a year. The following are examples of the use of this approach in various colleges and departments.

College of Business and Administration: The Dean's External Advisory Board advises the dean and considers curriculum modifications and additions, addresses accreditation requirements, performs program assessment, and meets with departmental faculty and students. The College of Business Minority Board meets semi-annually and advises the director of minority affairs on various aspects of the college's Business Minority Program and its goals. The following departmental boards meet semi-annually to advise the appropriate director or chairperson on various aspects of the department and its goals:

⁴⁷⁰ Source: Debra Klamen, School of Medicine; Frank Houdek, School of Law; and Allan Karnes, School of Accountancy, 12/2/2009. For more on assessment, see Chapter 3.

School of Accountancy Board of Advisors, Department of Finance External Advisory Board, Department of Management External Advisory Board, and Department of Marketing External Advisory Board.⁴⁷¹

College of Education and Human Services: The college has two advisory boards that advise and make recommendations to the dean on various matters. The Alumni Constituency Board has a representative selected from each of the eight departments in the college. The Dean's Advisory Council serves a similar function and also facilitates the college's development and fundraising efforts. In addition, several departments make use of advisory boards specific to their academic programs.⁴⁷²

College of Applied Sciences and Arts: All programs in the college benefit from advisory boards comprising licensed professionals, leaders in the field, and academics from peer institutions. Members review student work, consider curriculum modifications and additions, address accreditation requirements, perform program assessment, and meet with current students.⁴⁷³

College of Agricultural Sciences: The college has established an Agricultural Sciences Leadership Board to help guide and support its teaching, research, and outreach programs. The ninety-member board meets twice a year to provide an industry perspective on keeping programs current. It has been used to critique the college's curriculum, research programs, facilities, farms, and capital campaign. Working alongside the faculty, the board has provided great ideas and support.⁴⁷⁴

College of Engineering: The college, as well as each of its departments, maintains an advisory board. Each board is made up of industry representatives, often alumni of SIUC, who are interested in sharing feedback and offering advice regarding future directions in the college or department. These boards are an important part of the college's accreditation review by the Accreditation Board for Engineering and Technology and the National Association for Industrial Technology, which consider whether programs are consistent with industry needs. Industrial advisory boards also provide advice and oversight to two engineering research centers, the Center for Advanced Friction Studies (CAFS) in the College of Engineering and the Materials Technology Centers reporting to the OVCR/GD.

College of Liberal Arts: The College of Liberal Arts Council (CoLA Council) is one of the oldest and most extensive advisory bodies among the colleges. No one seems to recall

471 Response from college to Criterion 4 Committee survey.

472 Response from college to Criterion 4 Committee survey.

473 Response from college to Criterion 4 Committee survey.

474 http://www.coas.siu.edu/default2.asp?active_page_id=162; response to Criterion 4 Committee survey.

just when the CoLA Council was established, but it has been in operation for well over thirty years. CoLA Council is an elected body consisting of representatives from CoLA departments with the mission of facilitating communications between the dean of the college and the faculty and of advising the dean on policy matters. A fuller description of the purpose and function of CoLA Council can be found in the college operating paper.⁴⁷⁵

Core Component 4.d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

As articulated in its Student Conduct Code, SIUC “is dedicated not only to learning, research, and the advancement of knowledge, but also to the development of ethical and responsible persons.”⁴⁷⁶ This commitment to ensuring that SIUC’s faculty, students, and staff acquire, discover, and apply knowledge in a socially and professionally responsible way is demonstrated by the regulations, policies, and procedures it has developed to govern academic and research integrity. Many of these are applied university-wide, but some are specific to individual colleges, departments, and other campus units. The following discussion examines some of these efforts.

Regulations, Policies, and Procedures Governing Academic Integrity and Ethics

Students

The Student Conduct Code⁴⁷⁷ describes a student’s rights and responsibilities, defines acts of academic dishonesty (e.g., cheating and plagiarism) and social misconduct (e.g., theft and substance abuse), and states disciplinary actions and procedures relevant to the violation. The purpose of the Code is to establish and maintain an orderly environment conducive to learning, free expression, free inquiry, intellectual honesty, respect for others and participation in constructive change, and protection of relevant legal rights of students.⁴⁷⁸ The policies in the Student Conduct Code are reviewed every five years and are administered by Student Judicial Affairs.⁴⁷⁹ The current code was approved on May 1991, with amendments on October 3, 1997, May 22, 2001, and August 15, 2003, in accordance with provisions set forth by the SIU Board of Trustees. The Student Conduct Code

475 <http://cola.siu.edu/documents/CoLAOperatingPaperRevisedSeptember2006.pdf>.

476 SIUC Student Conduct Code, “Purpose” section, available at <http://policies.siu.edu/policies/conduct.html>.

477 Ibid.

478 <http://sja.siu.edu>.

479 Ibid.

“As you grow and learn, so do all of us with whom you share your knowledge and talents. You are students, but like Dr. McNair, you also are teachers and leaders.”

Remarks of Chancellor Samuel Goldman at McNair Summer Research Symposium. July 10, 2009

Revision Committee submitted its final report to Chancellor Goldman on May 8, 2008.⁴⁸⁰ As a result, revisions in the Student Conduct Code, based in part on the recommendations of this report, were implemented in Fall 2008.

In addition to the Student Conduct Code, which is applied to students on a university-wide basis, students also may be subject to conduct-related policies of individual colleges and departments. Some examples follow.

College of Liberal Arts: The college developed a set of “Procedures To Follow When Faculty Suspect Plagiarism” from the Report of the Ad Hoc Plagiarism Committee of the CoLA Council in spring 2006.⁴⁸¹

SIU School of Law: The SIU School of Law operates under a strict Honor Code, which is taken seriously by both students and faculty. The ethical standards set forth in the Honor Code are a precursor to the standards which must be met in the legal profession. The code has two parts. Article I covers the procedures to be followed when there is an allegation of misconduct: a hearing officer conducts a hearing and makes written findings of fact and conclusions as to which, if any, violations were committed. Article II identifies the misconduct covered by the code, as well as the sanctions that may be imposed for such misconduct. The article details four degrees of academic misconduct, several other acts constituting Honor Code violations, and acts of criminal misconduct and violations of the Illinois Code of Professional Responsibility for Lawyers.⁴⁸²

SIU School of Medicine: SIU School of Medicine’s medical students, graduate science students, clinical residents, and fellows are subject to all academic integrity-related policies established by Southern Illinois University, SIU Carbondale, and SIU School of Medicine. Learners are subject to the standards of conduct and related provisions published in the *Student Handbook*. These policies are reviewed frequently with the students, including during presentations at annual orientations for medical students and clinical residents, and can be found online.⁴⁸³ Possible violations are reported to the associate dean responsible for the particular program (i.e., the associate dean for student affairs for undergraduate medical students) and formal processes to review and resolve claims of violation are in place.⁴⁸⁴

480 See <http://studentsaffairs.siu.edu/pdfs/ConductCodeCommitteeReport.pdf>.

481 See <http://cola.siu.edu/PlagiarismProceduresToFollow.html>.

482 Response from School of Law to Criterion 4 Committee survey.

483 See http://www.siu.edu/oec/HANDBOOK/student_handbook/html/standards_of_conduct.html.

484 Response from SIU School of Medicine to Criterion 4 Committee survey.

Research-Related Ethics, Responsibilities, and Compliances

The research and scholarly enterprises of the nation's universities must be conducted according to the highest ethical standards, and it is widely agreed that this is a moral, social, and professional responsibility. The issue is how best to institutionalize this as a positive norm and value among all scholars and researchers, faculty, staff, and students, especially given that related training and compliance committee activities constitute a costly but unfunded mandate.

Both the SIUC Code of Ethics for faculty and the SIUC Student Conduct Code stress the importance of intellectual honesty.⁴⁸⁵ This extends to research integrity and adherence to ethical standards by researchers and their staff and students, as defined by ORDA in its resource webpage on the Responsible Conduct of Research.⁴⁸⁶ Depending on the scope of the policies and the degree to which they must conform to strict federal guidelines, formal policies affecting research conduct are considered by the Research Committee of the Graduate Council and other constituencies (Faculty Senate, Faculty Association), approved by the vice chancellor for research and legal counsel, and then by the SIUC chancellor and/or SIU president as appropriate (see *SIUC Sponsored Project Guide*).⁴⁸⁷

Increasingly frequent (or perhaps only increasingly publicized) breaches of research and scholarly ethical standards in the U.S. and world-wide have prompted intense public scrutiny of the ways in which research is carried out and vetted. This scrutiny has resulted in intensified federal oversight of research (e.g., establishment of the Office of Research Integrity, ORI, in the U.S. Department of Health and Human Services); ever more stringent rules relating to research involving human subjects, vertebrate animals, and hazardous substances; and more elaborate structures for ensuring compliance with these regulations. The new regulations have been accompanied by calls for formal training programs in ethics and the "responsible conduct of research" (RCR) to ensure that research activities are carried out everywhere with the highest degree of integrity, responsibility, and ethical principles.

Research universities, including SIUC and SOMS, have responded to these mandates by creating a variety of institutional oversight committees, policies, and training programs that fall under the general heading of "compliance" with federal, state, and institutional regulations. SIUC has had in existence or has newly established numerous committees

485 Faculty: <http://policies.siuc.edu/policies/ethics.html>; students: <http://policies.siuc.edu/policies/conduct.html>.

486 <http://www.orda.siuc.edu/general/rcr.html>.

487 <http://www.orda.siuc.edu/guide/chap10.html>.

since the last accreditation review, and created or updated policies designed to explain and rigorously enforce compliance with the nine core issues of responsible conduct of research (RCR). The compliance programs for research at SIUC and SOMS have been informed by, and developed in accordance with, the national standards for such activities.⁴⁸⁸ These committees include the following:

- Both campuses have Institutional Review Boards (IRBs) that review research protocols involving human subjects.⁴⁸⁹
- Both campuses have Institutional Animal Care and Use Committees (IACUCs) to review protocols and enforce ethical and humane guidelines for the use of live vertebrate animals in research.⁴⁹⁰
- A new Stem Cell Research Oversight (SCRO) Committee approves the use of human stem cells in research funded by the state of Illinois.⁴⁹¹
- The Institutional Biosafety Committee (IBC) reviews Memorandum of Understanding (MOU) applications for use of materials deemed biological hazards in research.⁴⁹²
- The Center for Environmental Health and Safety (CEHS) ensures university and laboratory compliance in the use of radioactive materials, occupational safety, and disposal of laboratory and hazardous waste in compliance with university and federal regulations.⁴⁹³

Compliance policies state that researchers must receive approval for research protocols that require the use of animals, human subjects, many types of hazardous materials, and stem cells in their projects regardless of sponsorship, in accordance with university and federal guidelines. Research non-compliance would first be addressed by the chair of the appropriate institutional committee (e.g., IRB, IACUC) to discuss the situation and the necessary steps to bring the project into compliance. If such advice is not followed, the issue may be referred to the Office of the Provost and Vice Chancellor for pursuit under the research misconduct policy.

All SIUC research-related policies have been, or are being, reviewed and updated as necessary during the last decade in order to assure compliance with the latest guidelines, directives, and regulations. Policies currently undergoing revision and review by Legal

488 See <http://www.orda.siuc.edu/compliances/> and <http://www.orda.siuc.edu/general/rcr.html>.

489 <http://www.orda.siuc.edu/human/index.html>; <http://www.siumed.edu/adrfa/scrihs1.html>.

490 <http://www.iacuc.siuc.edu/>.

491 <http://www.orda.siuc.edu/compliances/stemcells.html>.

492 <http://www.cehs.siu.edu/biological/ibc/>.

493 <http://www.cehs.siu.edu/facts/default.htm>.



Counsel and Risk Management include those related to research misconduct, conflict of interest/conflict of commitment, and export controls. SIUC has been fortunate in that we have had no incidents of research-related misconduct to report to ORI in the past decade.

Policies Related to Intellectual Property

The products of SIUC's faculty, staff, and student research, scholarly, and creative activities are the traditional academic and scholarly works that are created through independent faculty effort and intellectual property that result from university-based scholarship. In 2003, a new intellectual property agreement was negotiated with the Faculty Association as a side-letter to the contract also being negotiated at the time, and is accepted as "policy" for SIUC faculty. As in the previous policy on Intellectual Property, Copyrights, and Patents,⁴⁹⁴ "patentable inventions, products, processes, or discoveries developed with University support belong jointly to the University and the creator."⁴⁹⁵ Any inventions and copyrightable works are disclosed to the university Intellectual Property Committee, which is composed of faculty members who represent each college plus a Faculty Association representative. The associate vice chancellor for research, the senior technology transfer specialist, and a university legal counsel representative are ex-officio members. This committee makes recommendations to the vice chancellor for research and graduate dean on the disposition of the intellectual property.⁴⁹⁶ The technology transfer offices of SIUC and SOMS have recently and collaboratively developed a set of guidelines for the two campuses for taking equity in university-business start-ups, as well as a database for tracking intellectual-property activity on campus.

Entities Responsible for Enforcing Academic Integrity

Students' Academic Behavior

At SIUC, Student Judicial Affairs (SJA) is responsible for the administration of the Student Conduct Code. SJA conducts hearings when appropriate to determine if a student's behavior has violated the Student Conduct Code. Sanctions imposed by SJA for Code violations are intended to change student behavior and to make it more ethical and responsible.⁴⁹⁷

⁴⁹⁴ Available at <http://www.orda.siuc.edu/reports/IPprovisions.pdf>.

⁴⁹⁵ <http://www.orda.siuc.edu/guide/chap10.html#patents>.

⁴⁹⁶ <http://techtransfer.siuc.edu/resources/presenting.html>.

⁴⁹⁷ <http://sja.siuc.edu>.

The College of Applied Sciences and Arts maintains a Student Academic Grievance and Dishonesty Committee that follows established guidelines and procedures for reviewing grade disputes and cases of academic dishonesty. All course syllabi reference the university's Student Conduct Code. Oversight and enforcement are the responsibility of the instructor, and issues not resolved in the classroom are then taken to the director or chair.⁴⁹⁸

Research-related Compliances

The Office of the Provost and Vice Chancellor handles allegations of research-related academic misconduct, following the procedures for inquiry and subsequent investigation, if necessary, of the campus research misconduct policy. Note that the SIUC research misconduct policy available online⁴⁹⁹ has been completely revised in accordance with federal guidelines, but the new version has not yet passed through the highest levels of administrative review for posting, and its procedures need to be negotiated with the Faculty Association bargaining unit.

The extensive online Sponsored Project Guide maintained by ORDA⁵⁰⁰ reminds investigators that their projects supported by non-university funds are awards not to them as individuals but rather

*to the institution—specifically, the Board of Trustees of Southern Illinois University—on behalf of the principal investigator, the person who is primarily responsible for carrying out the requirements of the award. . . . In developing a proposal and administering a grant or contract, the principal investigator is representing the University and is responsible for upholding the high standards expected of SIUC projects.*⁵⁰¹

To help the researcher fulfill this responsibility, chapter 10 of the *Guide* covers “Research Policies and Compliances.”

ORDA's RCR webpage provides an educational tool on Responsible Conduct of Research for new or visiting researchers and an easily accessible resource for experienced researchers. It provides links to information aimed specifically at principal investigators (e.g., eligibility and responsibilities; code of ethics), as well as those covering conflict of interest and commitment, data management, and research policies and compliance.⁵⁰²

498 Response from college to Criterion 4 Committee survey.

499 <http://policies.siu.edu/policies/rmiscond.html>.

500 <http://www.orda.siu.edu/guide/index.html>.

501 *Sponsored Project Guide*, sec. 1.1, <http://www.orda.siu.edu/guide/chap1.html#over>.

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

The Institutional Review Board (IRB) or “Human Subjects Committee” has the responsibility for reviewing all non-medical research involving humans as subjects that is conducted by faculty, students, or other employees of SIUC. *Human Subjects Protection: A Guide for Researchers* was prepared to help researchers submit applications to the committee for its review. It discusses principles and policies related to the use of human subjects in research as well as common problems that researchers encounter in their interactions with the committee.⁵⁰³

In conjunction with increasing federal demands for greater oversight of research integrity, many universities are establishing central compliance offices. SIUC has elected to establish a Research Compliance Oversight Committee (RCOC) consisting of the faculty or administration heads of committees and offices charged with research-related compliances: IRB, IACUC, biosafety, hazardous materials, stem cells, misconduct, risk management, etc. Coordinated by the director of ORDA, the RCOC meets every semester, or more often as needed, to ensure coordination and information exchange among these many units responsible for research-related compliances and to seek solutions if problems are reported.

Similarly, since 2000, as the calls intensified for formal, university-wide education programs in ORI’s nine points of RCR, many universities developed their own programs, some of which can be accessed by other institutions and/or are on the web. SIUC, which has not had the resources to develop its own program, joined the CITI Program⁵⁰⁴ in fall 2009. CITI Program is an organization based at the University of Miami that provides online training and testing on all aspects of RCR compliances to universities, laboratories, and other research entities. The courses were developed in partnership with DHHS and are regularly updated.

At the start of every semester, ORDA contributes a discussion of RCR to the training of graduate student research assistants, as part of the Center for Graduate Teaching Excellence. This one-hour program is an overview of the nine points of RCR, focusing primarily on issues of plagiarism. ORDA also presents a workshop on research compliances which provides overviews of researchers’ obligations regarding human subjects, animal care, hazardous materials, and other compliance matters.

Other regularly scheduled workshops offer overviews of intellectual property/technology transfer, with information about safeguarding intellectual property and SIUC efforts in

503 <http://www.orda.siuc.edu/human/HSguide.html#Section%201>.

504 <http://www.citiprogram.org>.



the areas of patenting, licensing, and business start-ups.⁵⁰⁵ The University Intellectual Property Committee makes recommendations on the disposition of intellectual property developed by university personnel using significant university resources.⁵⁰⁶

A page on the web called *Managing Your Intellectual Property Web Page*, maintained by the technology transfer office of ORDA, provides SIUC faculty, staff, and students with an easily accessible single source for useful information, including external links, related to all aspects of intellectual property.⁵⁰⁷

Activities and Tools that Support Efforts to Ensure Academically Responsible Behavior

SIUC has recently adopted the use of the plagiarism detection and prevention system, Turnitin™, which not only assists in the development of student writing skills by teaching about plagiarism, but also helps promote academic integrity. The Turnitin service, available free-of-charge through the Instructional Support Services department of Morris Library,⁵⁰⁸ allows students, faculty, staff, and administrators to upload computer-generated documents and check for originality. It is required that research papers, theses, or dissertations submitted to the Graduate School be checked by software such as Turnitin, prior to submission, for evidence of plagiarism or other copyright violations.

Many colleges and departments offer courses, workshops, and online resources that incorporate or focus on one or more aspects of academic integrity. Following are a few examples.

College of Engineering: The college previously offered ENGR 400, Engineering Professionalism and Ethics, for some majors (as required by accreditation criteria). In 2007, all undergraduate students began receiving engineering ethics training, including coverage of academic integrity issues, through ENGR 101, Introduction to Engineering.⁵⁰⁹

College of Science: In spring 2008, the dean of the College of Science instituted a series of training materials which brought SIUC into compliance with current National Institutes of Health requirements for research ethics training. At the graduate level in Chemistry, all incoming graduate students are required to enroll in and complete CHEM 592, Introduction to Research Techniques. This course deals with all aspects of research,

505 See <http://www.orda.siuc.edu/workshops.html>.

506 <http://www.techtransfer.siuc.edu/resources/presenting.html>.

507 See: <http://www.techtransfer.siuc.edu/resources/managing.html>.

508 See <http://plone.lib.siu.edu:8181/Plonetest/departments/iss/turnitinpanel>.

509 Response from college to Criterion 4 Committee survey.

research integrity, proper citations, laboratory notebook keeping, etc.⁵¹⁰

College of Education and Human Services: Academic integrity is discussed on the syllabi of most courses taught in the college. Professional responsibilities, conduct, and ethics for teachers, counselors, social workers, and trainers are discussed throughout the respective curricula.⁵¹¹

Department of Animal Science, Food and Nutrition, College of Agricultural Sciences: Academic integrity is usually discussed in the first lecture of every course. Research conduct is also discussed with graduate students during each seminar. Professional ethics is an accreditation competency in both the Dietetics Program and Hospitality and Tourism Program and is covered in a number of courses.⁵¹²

SIU School of Law: In the first year of law school, students are introduced to various aspects of the legal profession in a multi-day orientation program preceding the beginning of classes. In particular, the program includes a presentation on professional expectations. First-year students also are required to attend professional development workshops that occur throughout the year. Taught by law school faculty and local experts, the workshops give students additional instruction on skills they need to enter the legal profession and succeed in law school. For instance, during the fall 2007 semester, the workshops included a presentation on professionalism for law students; a professional responsibility day (sponsored jointly with the SIU School of Medicine and including first-year medical students as well as law students) that explored ethical issues that arise in both professions; small group sessions in which students actively participated in the drafting of their class' professional oath; an induction ceremony officiated by Justice Lloyd Karmeier of the Illinois Supreme Court at which the class oath was administered to all students; and a panel discussion on professionalism. The workshop series was honored by the American Bar Association in August 2004 when it presented the law school with its E. Smythe Gambrell Professionalism Award "in recognition of outstanding achievement in the design and implementation of a model professionalism program."⁵¹³

In addition, all students in the School of Law must take the Legal Profession course as a requirement for graduation. This course covers the ethical responsibilities of lawyers, focusing on the Model Rules of Professional Conduct and situations in which an attorney is subject to discipline. Topics include attorney confidentiality, communication between

510 Response from college to Criterion 4 Committee survey.

511 Response from college to Criterion 4 Committee survey.

512 Response from college to Criterion 4 Committee survey.

513 See <http://news.siu.edu/news/July04/071204pr4084.jsp>.

attorney and client, conflicts of interest, attorney fees, ethics in advocacy, and attorney advertising and solicitation. The course also covers attorney-client privilege, malpractice, attorney liability to third parties, judicial ethics, and admission to and disqualification from the bar.⁵¹⁴

SIU School of Medicine: The SIU School of Medicine incorporates issues of academic integrity throughout its academic programs. Medical students are instructed on academic integrity and related policies during orientations at the start of each academic year as well as through course work, lectures, and group discussions in the Doctoring Curriculum.⁵¹⁵ A significant component of this training during the third and fourth years consists of electives in professional ethics offered by the Department of Medical Humanities. Graduate science students at the Springfield campus receive ethics training in the Research Methods (MBMB 504) course, which is required for all graduate students in the Departments of Pharmacology and Medical Microbiology, Immunology, and Cell Biology. Graduate science students in Physiology receive similar training (PHSL 501). Clinical residents and fellows learn policies regarding professional behavior during orientation to their programs as well as ongoing instruction through hospital-based ethics and continuing medical education programs.⁵¹⁶

In fall 2009 ADRFA began an evening certificate course on Responsible Conduct of Research designed to meet NIH/ORI requirements, particularly intended for research trainees.⁵¹⁷ This course has been approved by the Graduate School for graduate credit beginning in spring 2010.

Conclusion

Criterion 4 details the many ways SIUC fulfills its mission to value, stimulate, and nurture a “life of learning” in a global, technology-driven world through inquiry, creativity, and practice (collectively termed “research”) in a socially responsible way.

In 1999 the Carbondale campus began a long and critical conversation about its research enterprise, a conversation prompted in part by recognition of the previous decade’s slump in productivity and advocacy. This discussion engaged all campus constituencies and, not unpredictably, involved polarized disagreements about the roles of research “versus” teaching, about sciences “versus” humanities and the arts, and about funded “versus”

⁵¹⁴ Response from School of Law to Criterion 4 Committee survey.

⁵¹⁵ See: <http://www.siumed.edu/medhum/index.htm> and, especially, <http://www.siumed.edu/medhum/curriculum/>.

⁵¹⁶ Response from SIU School of Medicine to Criterion 4 Committee survey.

⁵¹⁷ Source: L. Toth, SIU School of Medicine.

unfunded activities. The commitment to rebuilding a culture of research on campus—to changing our way of doing things—was perceived as threatening in some quarters, a typical response to any change: the “someone moved my cheese” phenomenon. And the demonstrable need to create a high administrative position for research leadership was viewed with ambivalence in the campus climate of the time.

This ambivalence began to diminish (or at least quieten) after about 2002; and since the creation of the *Southern at 150: Building Excellence through Commitment* planning document to chart the way, there has been wide acceptance of the salient role of research writ large in the educational life of the institution. The perception lessened (or was less frequently expressed) that this was only about big-money science and that humanities scholarship and the creative arts were disrespected. At the same time, the value of external funding and returned F&A dollars—for faculty and students in all disciplines—began to be more widely appreciated. Table 4-5 presents a chronology of some important research achievements at SIUC.

Table 4-5. Timeline of research-related accomplishments.

2002
Creation of OVCR/GD
Establishment of Center for Graduate Teaching Excellence (OVCR/GD)
MA in Geology established (College of Science)
First Undergraduate Research Forum held
SIUC a founding member of the Upper and Middle Mississippi Cooperative Ecosystems Study Unit
2003
<i>Southern at 150: Building Excellence through Commitment</i> document published
Middle Mississippi Wetland Research Field Station established via MOU
First “Research Town Meeting” held
Creation of “Excellence through Commitment Awards” program
Undergraduate Assistantship program initiated
2004
Increases in Graduate Assistantships begin (see Fig. 4-2)
M.P.H. degree program established in Community Health Education (CASA)
One new company established from SIUC patent
Center for Health Law and Policy established
First two NSF CAREER grants awarded (Chemistry)
Ronald E. McNair Postbaccalaureate Achievement Program begun
2005
Center for Ecology established
Center for Integrated Research in Cognitive and Neural Sciences established
M.L.S. program in Legal Studies established (School of Law)

2005
Ph.D. program in Applied Physics approved (College of Science)
2006
Interdisciplinary Seed Grant program in ORDA/OVCR/GD established
M.S. program in Professional and Media Management established (MCMA)
M.A.T. – master of arts in teaching - program established (College of Education and Human Services)
<i>Undergraduate Research</i> tabloid started
Jackson County external “opportunity analysis” for economic development emphasizes importance of SIUC research
Center for Innovation created
2007
Ph.D. program in electrical and computer engineering established
Ph.D. program in computer science established
M. ARCH – master in architecture – program established (CASA)
M.S.P.A. – physician assistant studies – program established (CASA)
One new company established from SIUC patent
A new-faculty mentoring program initiated at SOMS
2008
Center for Delta Studies established
Saluki Research Rookies program established
Three new grant programs in SOMS begun (FAAR, Clinician-Scientist Program, Concept Development Award)
M.S. in Biomedical Engineering established (College of Engineering)
Three new companies established from SIUC patents
Re-opening of renovated Morris Library
New interdisciplinary Ph.D. program in the College of Agricultural Sciences started
2009 (to date)
NSF IGERT grant awarded for watershed studies
First Technology and Innovation Expo held, featuring SIUC research
First Student Innovation Contest held in Center for Innovation
Two new companies established from SIUC patents

It is notable that, particularly around 2005-2006 and thereafter as documented in all of these self-study chapters, a broad range of indicators of success in teaching and learning and research began to climb:

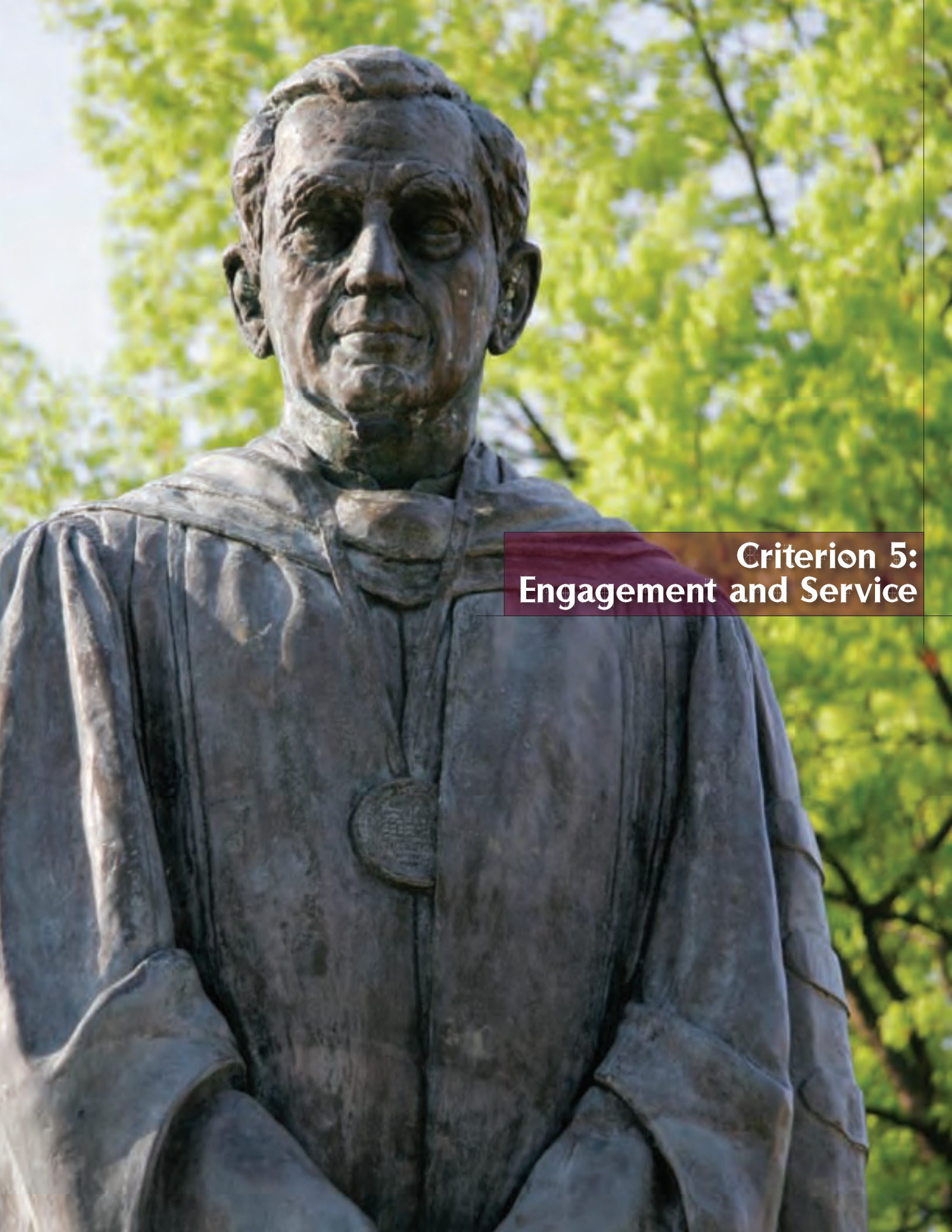
- More R&D dollars awarded and expended: Between 2001 and 2008, external funding brought into the university climbed from \$33 to \$70 million.
- More F&A returns: from \$3.5 million to nearly \$8 million, supporting new faculty hires, internal research programs, travel for faculty and students, Faculty Seed Grants in all disciplines, and many other similar endeavors.

- New graduate degree programs: 11 Master's and 4 Doctoral.
- New or significantly revised undergraduate programs: University Honors, McNair, Saluki First Year, Saluki Cares.
- New undergraduate research programs: REACH, Research Rookies, undergraduate assistantships. Students increasingly value research as a key element of their education: 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."
- New undergraduate academic successes: major national scholarships (Goldwater, Udall); major national presentations (Posters on the Hill), All-USA College Team.
- More doctoral degrees granted annually.
- New research centers created: Ecology, Neuroscience, Delta studies.
- Increased patent- and IP-related activity.
- New internal funding programs: travel, Interdisciplinary Seed Grants.
- New ways of recognizing and publicizing scholarship: Research Fair, Undergraduate Research Forum, Research Profile, Undergraduate Research tabloid, Graduate Highlights.
- New means of rewarding successes: Excellence through Commitment Awards (central and in colleges).
- New research-active faculty-hiring initiatives (many of whom have won teaching awards or training grants).
- New educational programming for ethical conduct in research.
- Construction of new facilities and renovation of old ones: Altgeld Hall, Morris Library, Simmons/Cooper Cancer Institute, Saluki Way.
- Increasing success in highly competitive federal programs for teaching and research: 13 NSF CAREER awards, IGERT.

In 2003, Dr. Shirley M. Malcom, winner of the National Academy of Sciences' Public Welfare Award, challenged her colleagues to "imagine something different."⁵¹⁸ This is what SIUC has done in the last decade. Through the ambitious goals of *Southern at 150*, we have imagined and planned and challenged ourselves to transform our university into "something different" —a major research institution—compared to what it was ten years ago. We accomplished this despite a steady diet of dwindling resources and unstable leadership.

518 2003 address to the National Academy of Sciences upon receiving the 2002 Public Welfare Award. <http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=12112002>. Dr. Malcom is head of the Directorate for Education and Human Resources Programs of the American Association for the Advancement of Science (AAAS).

The first decade of the twenty-first century represents a renaissance, in many respects, of the SIUC envisioned by former President Delyte Morris half a century ago. All over campus, faculty, students, and civil service and A/P staff have been shrugging off the negativism and defeatist attitudes of the 1990s. Instead, the SIUC community has been refreshed, invigorated, and empowered by the introduction, implementation, and high expectations of the concept of “excellence”: that excellence should be a campus-wide goal and that it will be recognized and rewarded. The data presented in this chapter—indeed, throughout the self-study—trace the process of this transformation.



**Criterion 5:
Engagement and Service**

Criterion 5: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Southern Illinois University Carbondale's commitment to outreach and service dates from its founding as Southern Illinois Normal University in 1869; enrolling its first class in 1874. From humble beginnings with a dozen academic departments and an inaugural class of 143, SIUC has grown into an institution that ranks among Illinois' most comprehensive universities. The opening and closing paragraphs of the university's mission statement underscore the commitment to service:

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

and

Even as the university constantly strives to perpetuate high quality in both instruction and research, it continues a long tradition of service to its community and region. Its unusual strengths in the creative and performing arts provide wide-ranging educational, entertainment, and cultural opportunities for its students, faculty, staff, and the public at large. Its programs of public service and its involvement in the civic and social development of the region are manifestations of a general commitment to enhance the quality of life through the exercise of academic skills and application of problem-solving techniques. SIUC seeks to help solve social, economic, educational, scientific, and technological problems, and thereby to improve the well-being of those whose lives come into contact with it.⁵¹⁹

Delyte Morris's 1949 inaugural address set the erstwhile Normal University on the path that would lead to its becoming a major research university. At the same time he eloquently set forth the service role that the university would play in the region when he said, "I believe it possible to build here an institution which will serve the needs of the people, providing at



⁵¹⁹ <http://www.siuc.edu/~policies/policies/misscarb.html>.

once a seat of learning and research, and an agency for community service.”⁵²⁰

Identification of the university’s off-campus constituencies is not centralized. SIUC uses an entrepreneurial model to encourage units, and even individuals, to identify constituencies and to develop ways to serve them. Some of these efforts are obvious and of very long standing. For example, the College of Education and Human Services has operated a variety of in-service teacher training programs since SIUC was SINU. Many of SIUC’s programs that serve a wide variety of constituencies have been in operation for decades. These programs are well-established, with a strong sense of identity and a long tradition of service. Because of the decentralized and widely varied nature of SIUC’s commitment to a wide range of communities, this chapter has been structured by specific claims and evidence to support the Core components. In all cases, the evidence is based on responses from various campus offices and units to a template that was based upon the HLC’s *Handbook of Accreditation*, Chapter 3.1-6, Criterion Five. This has allowed each of the units to present their activities and their goals authentically. Their responses have been only lightly edited so that the voice of each program or unit might be preserved.

Office of Economic and Regional Development (OERD)

Southern Illinois University Carbondale is the dominant economic engine of the southern Illinois region. As the region’s largest employer⁵²¹ and its only public four-year academic institution, SIUC is extremely committed to a mission of service and outreach. The Office of Economic and Regional Development (OERD) was established in 1986 to coordinate SIUC’s commitment to economic development by providing leadership in policy and program development, access to expertise and resources of SIUC, and delivery of research and service programs to the region and the state.

The organization of OERD represents specialized and technical approaches to rural economic development. The OERD mission is to serve as a catalyst for economic, community and regional development in southern Illinois, and to work with investors, entrepreneurs, owners, and employees of new and expanding businesses and industries, along with community leaders, economic development specialists, health care providers, educators, developers, bankers, government officials, and others interested in improving the economic climate and quality of life in the region and state.

520 Betty Mitchell, *Delyte Morris of SIU* (Carbondale: Southern Illinois University Press, 1988), p. 16. See also above, Criterion One.

521 One crude measure of the university’s economic importance to the state and region is simply to note that, in Fall 2007, there were 7,002 SIUC employees living in 82 of Illinois’ 102 counties with a total payroll of \$276,520,630.

OERD offers a comprehensive program of services, including the Southern Illinois Entrepreneurship Center, the Illinois Small Business Development Center at SIUC, the Illinois Manufacturing Extension Center, Community Development and Outreach, the Center for Rural Health and Social Service Development, the Small Business Incubator Program, and the Southern Illinois Research Park.

During 2007 alone, OERD's entrepreneurship and business development activities:

- ♦ Assisted 44 businesses start and expand in southern Illinois.
- ♦ Secured more than \$9.6 million in financing for business starts and expansions.
- ♦ Awarded 12 Challenge Awards totaling \$58,500 to local businesses with high-growth potential.
- ♦ Provided consulting to 390 clients.
- ♦ Sponsored 47 training events that drew 779 participants.
- ♦ Held the fifth annual youth entrepreneurship program, Camp CEO. For a week each summer, students entering grades 9-12 from across Illinois and beyond participate in team-building exercises, learn marketing techniques, practice business etiquette, and participate in hands-on business activities. Campers tour local businesses and compete in a marketing challenge.

OERD established the Small Business Incubator Program in 1991 to accelerate the start-up and expansion of small businesses in the region. To date, 51 businesses have "graduated" from the incubator, including six in fiscal 2007-08.

There are four small business incubators in southern Illinois. In addition to the facility at SIUC, there are incubators in Mounds, Centralia, and West Frankfort. Prior to 2007, there was no interaction or sharing of resources among the incubators.

A recent initiative (begun in 2006) demonstrating the university's commitment to the region is Connect SI. Connect SI is a 20-county regional economic and community development effort that utilizes an enhanced and widely available broadband internet infrastructure as the basis for growth. This initiative captures the areas of health care, economic and community development, telecommunications, business and industry, youth, government, and education.

Connect SI is based on the reality that Southern Illinois must develop and implement an economic and community development strategy that recognizes the value of competing in the global economy. The 21st-century economy requires universal connectivity, a technically skilled workforce, and the ability to tap into new markets that frequently

have no borders or boundaries. The university initiated this comprehensive plan and has numerous stakeholders engaged throughout the region. In 2007, the university contracted with Management-Training-Consulting Corp. of nearby Marion to assume primary management of the project. An executive committee composed of representatives of the private sector, network providers, educators, and health care was formed to provide additional leadership.

The Small Business Development Center (SBDC) serves the following types of clients: pre-venture/startup business, established business, technology/high-growth potential business, women business owners, incubator tenants, minority business owners, microenterprise business owners (owner-operated or fewer than five employees), and childcare business owners. The following chart, taken from a university-required program review, depicts the most recent five-year analysis of the center’s activities.

Table 5-1. SIUC Small Business Development Center Performance.⁵²²

SIUC SBDC Comparison to State Averages on Key Milestones 1999 - 2004					
	State Total	State Avg./ Center	SIUC Average	SIUC Difference	% of Difference
Counseling:					
# of Cases	11,150	279	357	+78	+28%
# of Continuous Cases	4,707	118	165	+47	+40%
Total Counseling Hrs.	59,959	1,499	2,444	+945	+63%
Economic Impact:					
# of Jobs Retained	3,146	79	77	-2	-2%
# Jobs Created	2,304	58	61	+3	+6%
# of Business Starts	292	7	13	+6	+78%
# of Business Expansions	175	4	6	+2	+37%
# of Business Acquisitions	29	1	2.5	+2	+245%
# of Loans Secured	415	10	24	+14	+131%
Value of Loans Secured	\$73,596,201	\$1,839,905	\$4,107,527	+\$2,267,622	+123%
Value of Equity Financing	\$26,008,820	\$650,221	\$2,463,872	+\$1,813,652	+279%

522 Source: Department of Commerce & Economic Opportunity (DCOE). State-wide statistics available are for CY 1999-2004, SIUC/SBDC statistics are for CY 1999-2002 (1/2 year 2002) and FY 2003–2004. For purposes of this analysis, it was assumed that the average number of SBDCs was 40.

Division of Continuing Education (DCE)

DCEs mission is to provide academic and non-academic support services for the SIUC campus and to extend the educational, cultural, and physical resources of the university beyond the traditional campus.

The Division of Continuing Education (DCE) achieves this mission by:

1. Creating forums for the exchange of ideas to address the changing needs of a diverse population.
2. Providing appropriate quality alternative learning formats for life-long learning.
3. Establishing and maintaining standards for quality programming.
4. Serving as the linkage between the academic departments and public needs.
5. Developing opportunities to increase student recruitment and retention through credit and non-credit activities.
6. Assisting campus units in developing revenue sources for departmental use.
7. Providing centralized conference and program services to prevent duplication of staffing and expenditure of increasingly scarce resources.

DCE efficiently administers credit and non-credit programs that are self-supporting. These programs generate revenue for the university in general as well as for individual colleges and academic departments. A full-range of resources is provided for non-credit clients including registration and accounting service. Complete student services are available for students off-campus as well as distance learning students. These services include registration, proctored testing, library services, advisement, tutoring for writing intensive courses, and technical support. Centralization of these services helps to avoid duplication of services.

The Division of Continuing Education plans and implements programs that provide academic credit and credit-free continuing education and training activities. The division oversees the Touch of Nature Environmental Center, located seven miles south of the main university campus, which offers a variety of outreach activities for diverse populations.

Credit Programs

Academic departments offer courses and programs for academic credit through the Division of Continuing Education. The Office of Distance Education administers distance-learning courses. In fiscal year 2008, 157 distance-learning courses with a total enrollment of 3,279 were delivered. This includes print and web-based Individualized Learning Program (ILP)

and online semester-based courses. Distance learning enrollment continues to increase as seen in the following chart:

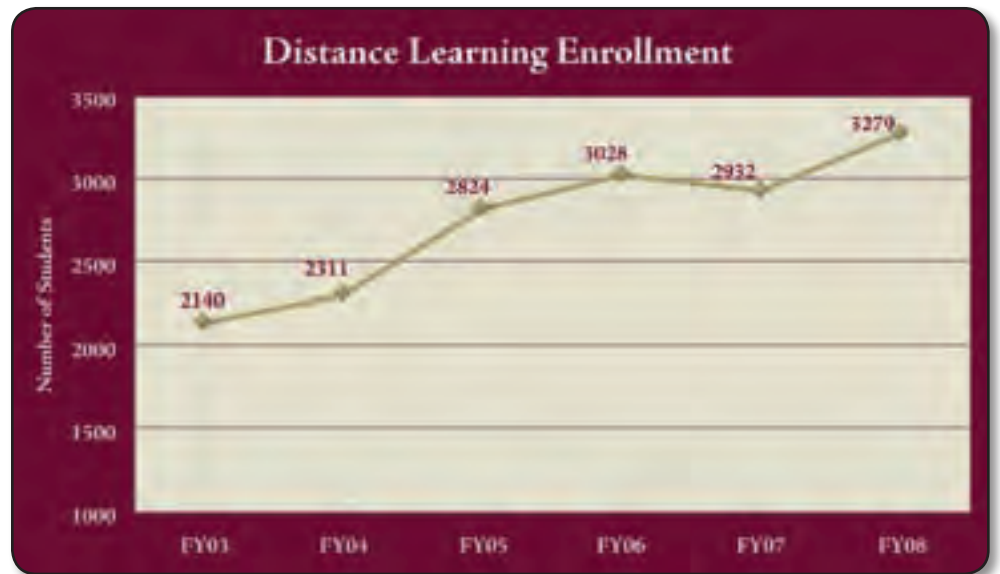


Figure 5-1. Distance Learning Enrollment.⁵²³

Through the Division of Continuing Education, the Colleges of Applied Sciences and Arts, Education and Human Services, and Engineering offer courses and programs at 28 off-campus sites throughout the United States. In fiscal year 2008, SIUC forged partnerships with the Illinois Laborers Training and Apprenticeship Program as well as a number of community colleges throughout the state.

As evident from Table 5-2, the university's distance learning outreach is comparable to selected peer institutions and Illinois public universities. SIUC has many fewer on-line degree programs, but the number of its on-line courses is consistent with those offered by the other schools. Where the university stands out is its off-site locations where hybrid-distance courses – in part on-line, in part face-to-face – can make student learning much more effective than an ordinary distance education course. Here is where SIUC's partnerships and participation in common-market settings off-campus play a decisive role.

Table-5-2. Distance Learning Summary Information.⁵²⁴

Distance Learning Summary Information for Selected SIUC Peer Institutions & Illinois Public Universities								
	Southern Illinois University Carbondale	Kansas State University	Iowa State University	Ohio University	University of Illinois Urbana Champaign	University of Illinois Chicago	Illinois State University	Northern Illinois University
Online Degree Programs (Total)	5	49	27	40	34	28	2	4
Associate	0	0	0	4	0	0	0	0
Bachelor	1	10	1	4	0	0	2	2
Master	4	22	17	4	18	5	0	0
Ph.D.	0	1	2	0	0	0	0	0
Certificate	0	16	7	28	16	23	0	2
Number of Online Courses	115	433	201	200	163	182	77	112
Off Site Locations	58	21	7	13	0	2	7	17
Evening Degree Programs on Campus	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Off-Campus Academic Programs

SIUC has a long and distinguished tradition of involvement in off-campus academic programming serving students state-wide, regionally, and nationally. SIUC's academic programs allow for completion of both baccalaureate and masters degrees through curricula identical to those offered on campus. There is no differentiation between on-campus and off-campus degrees. Course offerings are approved through respective departments and colleges, and course descriptions are contained in the university's general catalog, a catalog supplement referred to as the Military Programs Supplement, and specific brochures developed by the programs.

Faculty who teach in off-campus programs meet the same qualifications as on-campus faculty. Hiring of staff and faculty are identical to on-campus requirements. Evaluation of

⁵²⁴ John Davis, "Distance Learning Summary Information for Selected SIUC Peer Institutions and Illinois Public Universities" (2009) in the Office of the SIU President.

both courses and instructors is an ongoing endeavor involving on-site personnel, mentors, and campus personnel.

Saluki Athletics

Saluki Athletics is often described as the “front porch” of the university in that the athletics program is very visible to the public, and either successes or failures receive prompt media and public attention.

The vision for Intercollegiate Athletics submitted for the *Southern at 150* document during the strategic planning process stated:

As SIUC strives for excellence in teaching, research, and service/outreach at the 150-year mark, so should it strive for excellence in its athletic programs, which serve as an important link connecting the University with students, staff, alumni and the surrounding region. A successful intercollegiate athletics program can be an important factor in generating the type of atmosphere where school pride is a defining characteristic of our campus.⁵²⁵

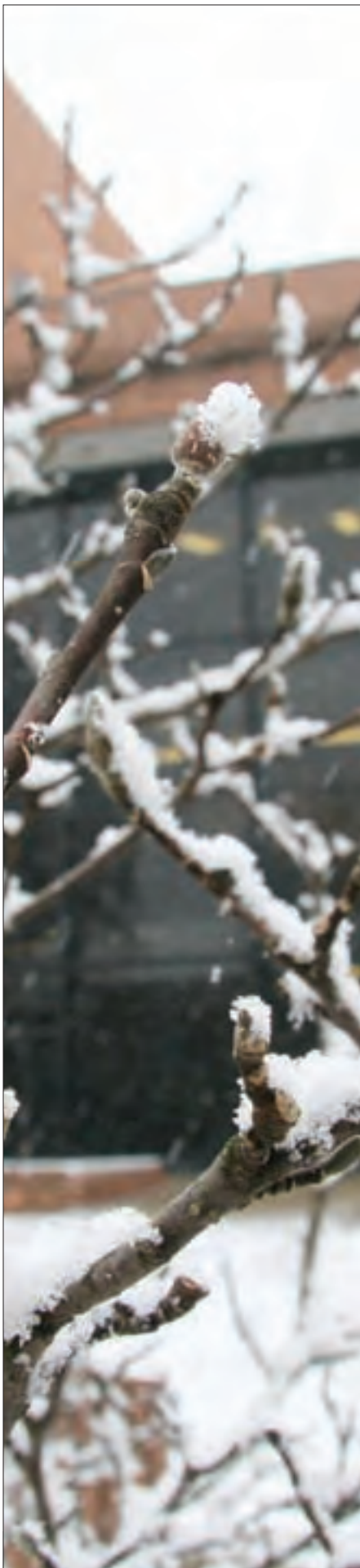
School of Music

The School of Music seeks to enrich the lives of all members of the university and the region by means of a continuing program of concerts, educational offerings, scholarly/ artistic exchanges, and outreach programs as a central aspect to its mission. Successful outreach is evidenced through the more than 100 public performances given yearly by the unit. Several specific programs are worth pointing out as outstanding examples of outreach and the impact that the School of Music personnel have on the university, the local and the regional community.

Disability Support Services (DSS)

Video Remote Interpreter Services and Interpreter Management Services

DSS has identified and serves constituencies via two unique programs designed to provide sign language interpreters to college students who are deaf in our local southern Illinois region and throughout the United States. There is a nation-wide shortage of qualified sign language interpreters. DSS is fortunate to have a staff of highly qualified interpreters who represent more than 50 years of combined professional experience. Recognizing this as an advantage, DSS began looking for opportunities to share this resource with the community



and other institutions. They were not hard to find.

In 2006, DSS began providing interpreters to other colleges and universities via the use of video conferencing technology. Collaborating with Morris Library Video Conferencing, DSS staff interpreters are broadcast into classrooms to provide interpreting services for deaf students and professors at institutions in rural areas of New York, Michigan, Missouri and Arizona. In each case, the deaf student and professor would have gone without an interpreter as there are not enough interpreters to handle the demand at these institutions. SIUC is the only higher education institution in the country providing video remote interpreting services.

Also in 2006, DSS entered into a contractual agreement with John A. Logan College (JALC) to schedule and manage interpreters for their campus. JALC lacked a qualified individual to serve deaf students after the loss of a longstanding state grant. DSS approached JALC to offer our expertise to serve their deaf students. SIUC interpreters interpret for JALC students, and John A. Logan reimburses for the cost of that service and pays a fee for its management. The arrangement is now written into their five-year plan.

Center for English as a Second Language (CESL)

Established in 1964, CESL has a long history of serving international students and scholars at SIUC as well as collaborating with other units across campus on special contracts, grants, and programs which help promote the international agenda at SIUC. Several statements from CESL's Mission Statement demonstrate the unit's dedication and service to the broader university, its alumni, and an outreach agenda.

- *Provide effective teacher training and mentoring of Linguistics department graduate students.*

CESL, housed within the Department of Linguistics, hires and trains graduate students pursuing master's degrees in TESOL and/or Applied Linguistics. CESL faculty provide guidance to our graduate student "teachers," serve as mentors to these teachers, observing and providing specific suggestions for improvement as they become professionals in the field. These select TAs benefit from the opportunity to apply theory and methodologies learned in their Linguistics courses directly into their teaching in CESL classes.

Linguistics professors often require observations of CESL classes for their

"We are proud of our participation in the international community, which dates back more than 60 years to a time when SIUC enrolled its first international student."

Chancellor Samuel Goldman,
keynote address to The Second Forum for
International Education Leaders, 2009,
November 14 - 15, Beijing, China.

Linguistics courses, giving MA students the opportunity to observe full-time CESL teachers employing sound theory in delivering excellent classes and managing their students. Linguistics students sometimes serve as conversation partners and tutors to CESL students.

- ✦ *Provide advanced language training, culture, and pedagogy for international graduate assistants.*

CESL collaborates with the Graduate School in providing testing and training for international graduate teaching assistantships at SIUC. CESL provides an all-day special orientation session for these students at the beginning of the academic year each fall. CESL also sets up a full-day of pre-semester testing sessions so these students can be tested to determine their level of English language proficiency. Those who do not pass the proficiency test are required to take CESL's ITA course, which helps students improve their English language fluency and pronunciation, learn more about teaching strategies common in an American classroom, and understand how culture affects the classroom.

- ✦ *Promote international awareness within the SIUC community.*

CESL works with entities across campus and in the region to promote awareness of how international students enrich our campus and community. We have written grant proposals in collaboration with other units, most recently with the College of Education and Human Services, to bring international teachers to our campus for special training. We work with SROs and other groups to recruit American students to serve as conversation partners for our CESL students. This opportunity is designed not only to help our CESL students but also to help the volunteers learn more about other cultures and languages. We are often asked by SIUC faculty to provide insight into international students struggling in their classes. A recent example is a request from the Law School to meet with their faculty to discuss cultural differences between international students and American students and how they might better meet the needs of their international law students.

- ✦ *Advance SIUC's reputation as an international and multicultural community.*

SIUC enjoys a solid reputation for welcoming international students to our friendly campus and community. CESL teachers and staff are committed to

providing a nurturing environment for students to learn English and other cultures.

Recruiting is an integral part of CESL's mission. CESL is self-supporting and must expend resources to advertise, recruit, and promote its programs within the larger context of the university. Promotional materials include information about the quality of SIUC degree programs, contact information for international admissions, and links to additional information regarding applying to SIUC.

- ♦ *Develop and maintain relationships abroad in order to promote our SIUC programs internationally.*

CESL has developed relationships with international offices in universities abroad and often hosts groups of students for short-term study on our campus. While these groups are on our campus, CESL invites advisors from international admissions and the Graduate School to meet with these students to talk about opportunities to study on our campus. CESL faculty are often invited to give training programs abroad, giving them the opportunity to promote SIUC programs while there.

- ♦ *Establish and maintain linkages with universities abroad to facilitate faculty and student exchanges and customized programs.*

CESL has signed MOUs with universities abroad that include student and faculty exchanges. Hosting these groups introduces students to SIUC and the numerous degree options we have. Some students who participate in short-term study at CESL return to campus for graduate degrees. Many recommend SIUC to family and friends interested in studying in the United States.

- ♦ *Develop and nurture our international alumni network.*

CESL is in the process of establishing an alumni network. We recently established a database which will help us keep better contact with former students. Though some students choose to attend CESL and SIUC because of our advertisements and recruiting efforts, the majority still come to SIUC because an alumnus had a good experience at SIUC and has recommended that friends and family attend our university.

"Our University has a proud history of embracing, celebrating and promoting diversity. It has been, and will continue to be a core value."

Remarks of Chancellor Samuel Goldman,
NAACP Freedom Fund Banquet,
October 18, 2009.

Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Claim 5a.1: SIUC's outreach programs are shaped by the mission statement. The university's mix of old, recently established, and developing, programs each reflect various aspects of the broad and complex mission of the institution. These range from service to the economic development of the region, off-campus educational programs that span the continent and beyond, medical and legal services, and cultural enrichment in southern Illinois.

Office of Economic and Regional Development

Virtually all activities within the OERD are considered outreach programs on behalf of the university. As such, the university's mission for effective social and economic initiatives in community, regional and state-wide contexts are executed via this office. For example, the Illinois Small Business Development Center at SIUC (SBDC) celebrates its 25th year on campus in 2009. Since 1984 the SBDC has assisted more than 300 clients annually in either starting or maintaining a business within the 17 southern counties of Illinois. Those clients may include people interested in starting a business, start-up businesses, or businesses already in existence. Initially the four area community colleges (John A Logan, Rend Lake, Shawnee, and Southeastern) were sub-centers of the SIUC SBDC program. They have now expanded and have their own SBDCs and technical assistance centers.

A recently established program within OERD is the Southern Illinois Entrepreneurship Center. Organized in 2004, the mission of this center is to encourage the entrepreneurial spirit to stimulate economic growth in southern Illinois. Services range from providing advanced financial assistance to making investor introductions with their clients. Additionally, the Entrepreneurship Center serves as a referral hub to all other state-sponsored resource centers funded through the Illinois Department of Commerce and Economic Opportunity.

As part of the Southern Illinois Entrepreneurship Center initiative, two programs are emerging. Operation Bootstrap is an intensive 10-week training program for would-be entrepreneurs. Funded primarily by the United States Delta Regional Authority, Operation Bootstrap initially targeted low-to-moderate income participants in the Illinois Delta. The first two classes in 2009 attracted 80 students. The third class will roll out in Fall 2009.

A second emerging activity within the Entrepreneurship Center is Studio E. Studio E is a club, created for entrepreneurs by entrepreneurs. Studio E members are high-growth CEOs, angel investors, and entrepreneurs with the desire, capacity, and potential to ignite the entrepreneurial spirit and grow the economy of the region. The studio space, located within the Dunn-Richmond Economic Development Center on campus, is the connecting point for members to network, close a deal, brainstorm, or simply relax. Space includes private meeting rooms, a lounge area, a walking treadmill, and small cafeteria.

College of Education and Human Services (COEHS)

In furtherance of the COEHS's mission to outreach to schools and community agencies, the college has become the university's largest producer of off-campus academic credits by delivering programs at 15 military sites across the country as well as to multiple area community colleges and local school districts. Below is a small sample of some of the college's off-campus initiatives on-line or in the state of Illinois:

- Master's degree program in Rehabilitation Counseling in collaboration with El Valor in Chicago .
- Master's degree program in Behavior Analysis and Therapy in Rockford, Illinois.
- Certification training program in Behavior Analysis and Therapy for school personnel in Springfield and Harrisburg.
- Certification program in Behavior Analysis and Therapy offered entirely on-line.
- Master's degree program in Rehabilitation Administration offered entirely on-line.
- Bachelor's degree program in Elementary Education offered at the university Center of Lake County, with eight cohorts having graduated and four cohorts in process.
- Reading Specialist master's degree program offered in Libertyville School District 70, from summer 2006-summer 2008.
- Two Teaching Leadership master's degree programs offered in Whiteside School District 115, the first cohort completed in summer 2007 and the second taking place from summer 2006-summer 2008.
- Bachelor's degree program in Elementary Education offered at Rend Lake College Marketplace in Mount Vernon since spring 2007.
- Two Early Childhood Education courses taught at Shawnee Community College in Ullin during the fall 2007 semester, with additional courses planned for the future.



- Initial Athletic Training classes are being offered at Rend Lake College in Mount Vernon, in anticipation of students entering the program at SIUC.
- Workforce Education and Development courses offered on weekends at Rend Lake College Marketplace in Mount Vernon.
- Education, Training and Development specialization in the Department of Workforce Education and Department offered to the training and apprenticeship staff of the Illinois Laborer's and Contractors Joint Apprenticeship Program in Mount Sterling.
- Master's degree programs in Workforce Education and Development delivered at Southwestern Illinois College and the University Center at Lake County.
- Middle School course offered at Southeastern Illinois College in Harrisburg.

SIU School of Law

Several programs of the SIU School of Law continue the tradition of public service to the community and region.

- Two clinical programs serve the legal needs of southern Illinois residents while providing students the opportunity to earn skills-based academic credit:

The Legal Services to Older Persons Clinic through which law students, working under the supervision of experienced lawyers, provide legal assistance to persons who could not otherwise secure representation. The primary client population served by the Legal Clinic is everyone 60 years of age or older who resides in the thirteen southernmost counties of Illinois. In addition to substantial university funding, the School of Law receives continuing grants from the Egyptian Area Agency on Aging and the Lawyers Trust Fund of Illinois to support this project.

The Domestic Violence Clinic through which law students, working under the supervision of experienced lawyers, provide representation to victims of domestic violence in three local counties, who seek orders of protection.

- Two pro bono programs also serve southern Illinois residents while providing students the opportunity to practice skills and learn about the rewards of volunteerism:

The Veterans' Legal Assistance Program (VLAP) provides pro bono legal services to honorably discharged Illinois veterans appealing disability claims with

the US Department of Veterans Affairs. VLAP partners with regional veterans service organizations and local Department of Veterans Affairs offices to assist in the relief of caseload backlog.

Immigration Detention Project. Several times a year, volunteer law students, under the supervision of a faculty member, go to the Tri-County Justice & Detention Center in Ullin to meet with the immigration detainees being held there by Immigration and Customs Enforcement (part of the U.S. Department of Homeland Security.) Students receive some basic training in immigration detention issues prior to the trip. During the visits, a project leader makes a “Know Your Rights” presentation to the immigration detainees; and written “Know Your Rights” packets, which provide basic legal information in several different languages, are distributed. The law students then conduct individual intake interviews with any interested detainees to assess whether the detainees’ legal needs are being met. This project is coordinated with the National Immigration Justice Center, based in Chicago, which provides follow-up legal services for many of the detainees.

- ♦ The Center for Health Law & Policy at the SIU School of Law was developed in the early 1980s to advance education and research regarding critical issues in health law and public policy and medical ethics. After dedicating more than twenty years to teaching, research, and service activities addressing healthcare regulation, patient safety and medical liability, bioethics, public health, mental health, and food and drug law, the SIU School of Law formally established the Center for Health Law and Policy in 2004. The Center for Health Law and Policy is dedicated to:
 - ♦ Helping students prepare for careers in health law and policy to serve the public interest.
 - ♦ Expanding and enhancing educational, research, and program activities within Illinois and nationally.
 - ♦ Continuing collaborative efforts in education, research, and program development with the SIU School of Medicine and the Paul Simon Public Policy Institute.
 - ♦ Establishing public and private sector partnerships that address the state’s needs and strengthen the university’s leadership role in the region.

Division of Continuing Education

DCE has many long established outreach programs that include: the Fertilizer and Pesticide Conference (over 35 years), Illinois Council for Teachers of Mathematics (ICTM) (over 25 years), Science in the South (12-13 years); Southern Illinois Learning in Retirement (SILIR) (over 10 years); and Community Listeners Permit (over 20 years). Some of the newer programs being offered are: the Illinois workNet partnership, Law School Certification Training, and community programs (Dreamweaver, Joomala, Grant Writing, Community Listener, etc.).

The Office of Distance Education makes education affordable for all members of the community and region by offering departmental courses for academic credit. All courses offered carry full SIUC residential credit. By offering these courses and programs, SIUC provides a valuable asset to the community, region, state and beyond by meeting the education needs of off-campus and non-traditional as well as traditional populations that may require alternative learning methods.

Off-Campus Academic Programs

SIUC instituted Bachelor of Science degree programs for armed services personnel at military bases in 1973 and later at non-military sites. From inception, these programs have been designed around the beliefs that:

- ✦ The university provides programs of high quality in the off-campus setting which meet the needs of diverse populations.
- ✦ Unique delivery systems are both appropriate and achievable.
- ✦ Programs offered provide opportunities to enrich faculty experiences through exposure to new teaching strategies and student populations.
- ✦ Programs enrich the lives of students and faculty alike as well as contribute directly to the betterment of our armed forces and to the nation as a whole.

Students are required to complete 120-121 semester hours for a baccalaureate degree. The programs are offered in a unique weekend format, normally every other weekend. University rules and procedures are followed the same as on-campus. Some students will come to campus to finish their degree requirements and then return to their military station. The rules pertaining to admission standing, work experience credit, graduation requirements, and related matters are the same off-campus as on-campus. These programs

are offered at a total of thirty bases, located in sixteen states.⁵²⁶

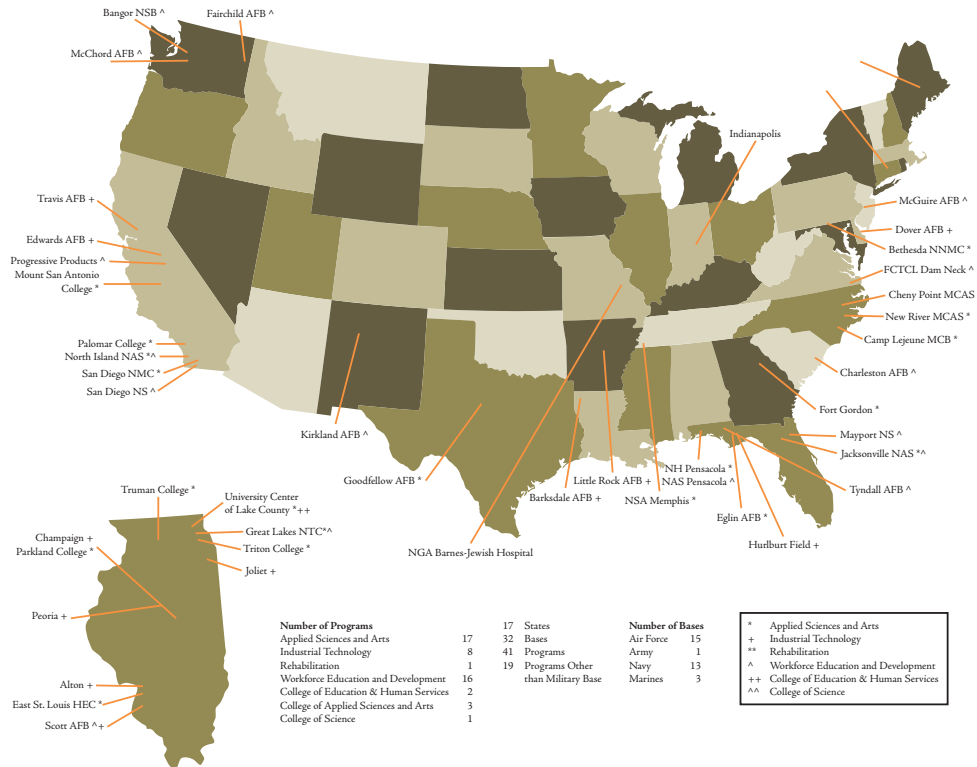


Figure 5-2. Off-Campus Degree Program Locations.⁵²⁷

Programs with Industry

All three collegiate units offering military programs also offer the same degree programs to industries. In addition, the College of Applied Sciences and Arts offers two on-line distance learning degrees, a Master of Science degree in Medical Dosimetry, and a baccalaureate in Information Systems Technologies; the College of Business offers two on-line distance learning degrees, a Master’s in Business Administration and a Master’s in Accountancy. These programs are administered locally, with no money appropriated by the state of Illinois. They are cost recovery programs and administered in much the same way as the military programs. They are as follows:

College of Engineering

Illinois:

Alton

Champaign

Industrial Technology

Industrial Technology

“It gives us great pleasure to recognize the efforts that Southern Illinois University Carbondale puts into assuring that the service members who attend this fine school are connected in every way possible.”

Glenn Berlin, associate publisher, *Military Advanced Education* magazine, quoted in news release about SIUC being named a top military-friendly university.

⁵²⁶ A list of B.S. degree programs offered at military bases as of May 4, 2009 is available in the Resource Center in the packet labeled “Military Programs.” A document titled “Military Programs Supplement” 2009-2010 to the SIUC catalog is also included in this packet.

⁵²⁷ Source: Office of Military Programs

Joliet	Industrial Technology
Peoria	Industrial Technology

College of Applied Sciences and Arts

California:

Mount San Antonio College	Aviation Management
Palomar College	Aviation Management

Illinois:

East St. Louis Higher Education Center	Fire Service Management
Triton College	Fire Service Management
Truman College	Automotive Technology
University Center of Lake County	Fire Service Management

Missouri:

Barnes-Jewish Hospital	M.S., Medical Dosimetry
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College of Education and Human Services

California:

Progressive Products	Workforce Education & Development
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Illinois:

University Center of Lake County	Elementary Education
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Maine:

University of Southern Maine	M.S., Education in Health Education
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Theater

In keeping with the university mission statement, the Department of Theater endeavors, through its production program, to "...provide wide-ranging educational, entertainment and cultural opportunities for its students, faculty, staff, and the public at large." The department lists in its mission statement three primary objectives, the third being "service as a cultural benefit to the university community and the community at large." Each calendar year the department produces 16 to 20 theatrical productions, all of which are open to the general public.



Center for English as a Second Language

CESL's primary mission is to provide high-quality English language instruction to its students. CESL also provides extensive services, including advising students regarding visa issues, tutoring at-risk students, counseling students with cultural adjustment issues, providing conversation partners, helping students with the application process for SIUC, and working with units across campus to assist our students with their needs. We have developed surveys and feedback forms to help evaluate the services we provide.

As mentioned above, our CESL mission statement guides our collaborations with other entities, both on and off-campus. CESL seeks to establish clear expectations of the nature of service the entity expects from CESL. For example, when CESL began working with the Graduate School to provide expanded services, a number of meetings were held with key staff from both sides in order to clearly define the services needed. Feedback from the Graduate School and from graduate departments about the pre-semester orientation and testing sessions and about the ITA course has been very positive.

CESL hosts a number of sponsored students on scholarship for English language training and degree programs. In the past year, students sponsored by the Saudi Arabian Educational Mission, the Kuwaiti Embassy, the Libyan government, and Fulbright have all studied at CESL. Many of these students remain at SIUC for degree study.

A number of universities abroad send students to CESL for short-term study. Checking student expectation at the beginning of the program and giving ample opportunity for evaluation throughout the program of study help CESL modify its special programs, as needed. CESL provides each university with a summary of activities and events, transcripts for students, a copy of the overall evaluation, and other related documents to the program of study. Further feedback opportunities occur when visitors from these campuses visit SIUC or when CESL personnel visit these campuses.

SIU School of Medicine

The mission of the SIU School of Medicine is "to assist the people of central and southern Illinois in meeting their health care needs through education, patient care, research, and service to the community".⁵²⁸ This mission focuses the medical school on the health-related needs of the region's citizens. Undergraduate medical education programs are designed to prepare physicians for practice in the region; clinical residencies and fellowships train

⁵²⁸ <http://www.siumed.edu/>.

specialists in the medical and surgical specialties most in need in central and southern Illinois; and continuing medical education provides ongoing professional development to the region's practicing physicians and other health care professionals. Patient care services and clinical outreach site programs provided by the medical school offer primary and specialty physician services to meet needs not otherwise met in the area. These complement health care provided by affiliated hospitals and community physicians. Research programs such as that in cancer research focus on diseases and health conditions prominent in the region, improving both the quality of patient care provided in the medical school's clinics and through its regional affiliates/networks and the quality of the training for new and practicing physicians. Clinical research also brings clinical trials of new drug and medical device therapies to patients in the region. The school's research activities enhance economic development in the region, through programs such as its technology transfer initiatives and work with the Mid-Illinois Medical District. The medical school's community service programs are designed to directly enhance the health of the region's citizens through programs such as health screenings and health fairs, and to lead and participate in community initiatives such as adopt-a-school partnerships with the local district school system. These activities directly serve the region's citizens as they provide essential learning experiences for medical students, residents/fellows, and practicing physicians; satisfy demand for patient care services; offer research and development opportunities for the school's faculty; and extend community service experiences for learners, faculty, and staff.

Claim 5a.2: Programs are regularly evaluated and reviewed to determine that they provide services that constituencies want, need, and use. The methods and approaches to evaluation vary with the nature and purpose of the programs.

Office of Economic and Regional Development

Most of the programs within OERD are funded by federal or state grants. As such, they have specific performance metrics and other indicators gauging successful delivery of services. Typically annual program reviews are performed by the funding agencies. Additionally, economic impact and satisfaction of service delivery are verified each year. For the Illinois Manufacturing Extension Center as well as the Illinois Small Business Development Center, independent client satisfaction surveys are done by the funding agency with the clients to monitor delivery and quality of service. Within the past two years, an external assessment of the Small Business Incubator and related programs was performed under the direction of the SIU President's office. As a result of the assessment, a strategic plan was developed and approved. The assessment also provided an opportunity

for a change in reporting lines. OERD now reports to the SIU President's office.

College of Education and Human Services

The Office of Teacher Education organized the Teacher Education Advisory Council (comprised of teachers, principals and superintendents) to provide input on how to attract and retain undergraduate and graduate students. This is in addition to the long-time Professional Development School Partnership with four local school districts that provides the COEHS with similar information.

The Office of Teacher Education also reinstated the Teacher Education Roundtable, in part, to solicit feedback from partnering schools' cooperating teachers and administrators concerning our programs, for the purposes of better meeting the needs of our students and the local schools.

Division of Continuing Education

Conferences, workshops and camps are monitored by participant evaluations on a regular basis. The results are used to improve content and program development. The results also identify needs that are not being met. This is essential to keep professional development opportunities in place for professionals in all walks of life.

Memberships in state, regional and national professional organizations also help to keep staff educated and current on cutting-edge issues.

Courses and programs offered through the Office of Distance Education are monitored by student evaluations and end-of-course evaluations. These evaluations are reviewed on a regular basis by the Office of Distance Education, the instructor, and when appropriate, the academic department.

Off-Campus Academic Programs

Program Evaluation

Off-campus academic programs are evaluated by a number of different processes and procedures administered by both university and external agencies. These are:

- ✦ *Program Director Visits.* Visits are made to the sites by the program director, either as an administrative visit or teaching assignment.

- ♦ *Visits by SIUC Officials.* This usually occurs while attending commencements or other reasons to communicate with military officials. Talking with students, SIUC personnel and base officials is a good way to obtain first-hand knowledge of the program.
- ♦ *Military Education Evaluations.* The military requires education officials to evaluate the programs being provided on military installations to ensure tuition assistance money is being effectively used. The evaluations are conducted by the base education officer or other evaluation teams directed by higher headquarters. These evaluations are conducted with the assistance of SIUC personnel. They serve a good purpose, generally, by ensuring that SIUC and the military jointly agree on what each expects in delivering the programs.
- ♦ *Veterans Administration (VA) Compliance Visits.* The VA frequently visits the SIUC programs primarily to check the records of students using the VA. They want to verify that students are taking courses the VA is paying for.
- ♦ *State Approving Agency.* The State Approving Agency visits frequently to ensure that SIUC is complying with state standards for out-of-state schools.

Student Evaluation of Faculty

At the end of each course, students are given an evaluation form to complete. The instructor leaves the room, and a previously assigned student gives out the evaluations, collects them, and mails them directly to the program director on-campus. The program director reviews, annotates as appropriate and returns the evaluations to the instructor.

Program's Professional Accreditation

Any time the on-campus program has an accreditation from its professional association, the team chair may select off-campus sites to visit as well as reviewing how the program is managed on-campus. If a team visits a program site, the visit is made a part of the accreditation report.

Theater

The Department of Theater lists the following as goals in season planning and selection:

- ♦ Provide students an opportunity to experience and explore a particular theatrical or dramatic style. Over a period of four consecutive years, the plays should represent a variety of different styles and culture.

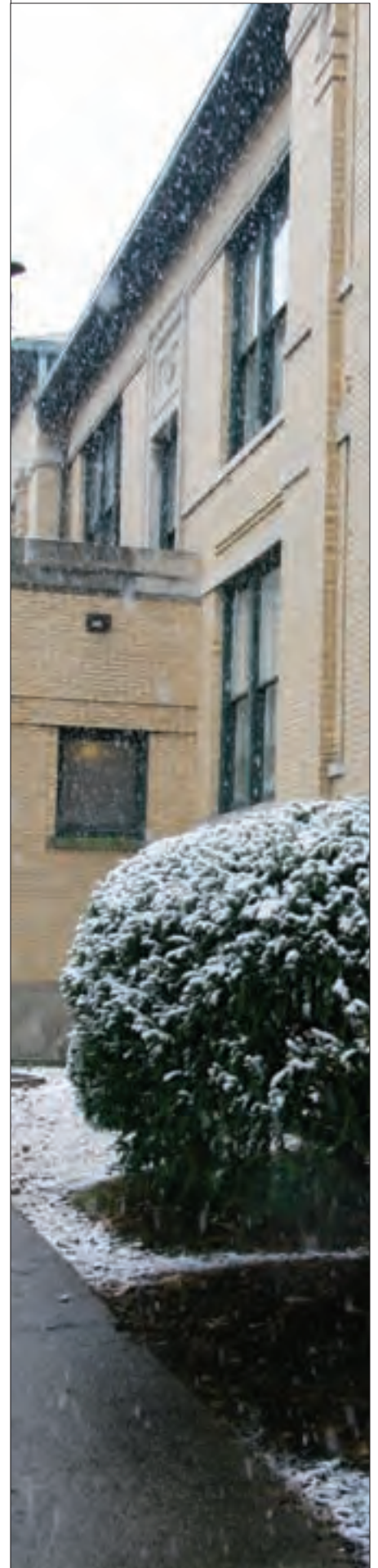
- Provide a stylistic and/or educational contrast to the other productions chosen for the same season, creating a balanced and cohesive season.
- Provide a performance opportunity that allows students to explore how theater simultaneously reflects and shapes the world-view of its original period as well as the society in which it is performed.
- Provide training opportunities that showcase current students' strengths while improving their weaknesses.
- Provide an opportunity for artistic and intellectual growth for a diverse population of students, faculty, guest artists, and audience.
- Provide artistic and intellectual opportunities that are on par with current discipline and industry standards.
- Provide students, faculty, and guest artists the opportunity to work with canonical and new works of theater that embody the hallmarks of enduring theater (theater which delights, instructs, and challenges its audience)
- Provide quality productions for a diverse audience.
- Be produced within the budgetary, production and personnel parameters of the department.

The department keeps records of attendance that are used to determine trends in audience interest in productions and to aid in the selection of future productions. Each year departmental productions are reviewed by external reviewers. These reviews aid the department in assessing quality. Periodically audience surveys are distributed to elicit input for season selection and monitor audience satisfaction with their theatrical experience.

SIU School of Medicine

The school's mission frames and informs its outreach programs. The mission's directive to assist the region's citizens in meeting their health care needs is a main justification for developing and providing particular patient care services in the school's clinics as well as locating regional clinics in central and southern Illinois communities.

The medical school has 224 practicing physicians providing patient care services to 117,000 patients in 506,000 inpatient and outpatient clinical visits/encounters per year (FY2009 data). The school also provides regional patient care/education clinics at 108 regional sites in 50 Illinois communities. These programs augment local patient care resources, providing high-quality, specialty-based medical care to the region's citizens. The school's Rural Health Initiative provides community grants and funding for



partnerships between the medical school and local communities to support development of health care in communities, provide or enhance particular health services offered in the community (such as community health), and increase access in the community to specialized services, preventative services, and health education. The school's Telehealth Program extends patient care services, professional education and collaboration through telecommunications and information technology. The Telehealth program staff work closely with community leaders in identifying and addressing community needs through these technologies. Continuing medical education programs provide training opportunities to the region's practicing physicians and other health professionals. In FY2008, more than 4,800 community physicians and other health care providers received training in 86 CME programs offered by the School of Medicine.

Claim 5a.3: SIUC prizes its reputation for diversity and strives to provide programs that serve a variety of otherwise underserved constituencies. The university has long had a reputation for racial and ethnic diversity as well as for providing services over a broad range of economic and cultural life.

Office of Economic and Regional Development

A broad range of clients exist within OERD. Operation Bootstrap has emphasized low-to-moderate income people for its formal entrepreneurial training program. On the other end of the spectrum, Studio E has attracted entrepreneurs with their net worth well in excess of one million dollars. The SBDC has also delivered its business start-up seminars in Spanish. In the past five years, OERD has delivered business start-up classes several times per year to students in the SIUC Center for English as a Second Language (CESL). Students from those classes come from across the world. Typically students from at least four different countries are represented in the individual classes.

OERD has strived to become part of the global economy. This is reflected in the most recent strategic plan adopted in 2008. One goal within the plan is to build capacity to provide international business services. Staff has been trained in international trade, and several have achieved the designation as Certified Global Business Professionals.

Paul Simon Public Policy Institute

SIUC is home to the Paul Simon Public Policy Institute, founded in 1997 by the former two-term United States senator from Illinois. As noted on its website,⁵²⁹ the institute differentiates itself from similar organizations by working directly with elected officials and

others to propose and implement changes in public policy. The institute sponsors a wide range of symposiums and programs that address a myriad of social, cultural and political issues. These free programs are open to the campus community and community at large. Here is a sampling of speakers brought to the campus by the institute in recent years:

2008:

- ✦ Ray LaHood, U.S. congressman, Illinois, U.S. Secretary of Transportation
- ✦ David Sanger, chief Washington correspondent, *New York Times*.
- ✦ Wole Soyinka, 1986 Nobel Prize laureate for literature.

2007:


- ✦ Morris Dees, founder, Southern Poverty Law Center.
- ✦ Anne Burke, Illinois Supreme Court Justice.
- ✦ Catherine Bertini, former executive director, United Nation's World Food Programme.
- ✦ Christopher Gardner, CEO, Christopher Gardner International Holdings.
- ✦ Maya Angelou, poet, author, civil rights leader.

2006:

- ✦ Andrew Card, Jr., veteran of three White House administrations.
- ✦ Martin Luther King III, civil rights leader.
- ✦ Tom Daschle, former U.S. senator
- ✦ Rodney Paige, former U.S. Secretary of Education

The institute also hosts a wide array of programs. Among the topics presented since the institute opened: a state budget on the brink, employing college graduates with disabilities, judicial independence, eliminating Illinois' educational achievement gap, HIV/AIDS in Africa, the role of the U.S. military as peacekeepers, and mental health and prisons.

Each year, the institute invites community college professors and high school teachers, guidance counselors and principals to select a few top students from each school to participate in Youth Government Day. The goal is to inspire young people to explore careers in government and public service. Youth Government Day has brought nearly 1,500 young people from around the state into direct contact with federal and state legislators, state constitutional officers, lobbyists, judges, journalists, and others involved in government, public policy and the political process.



Among its other activities, the institute each year hosts the Paul Simon Leadership Conference, which brings high school students from the Metro East area of Illinois (across the Mississippi River from St. Louis) to the SIUC campus. In its sixth year, the conference focuses on enhancing leadership qualities of young African-American men through reinforcing positive qualities, building skills, and increasing career awareness education. Approximately 40 students participate in the conference.

College of Education and Human Services

The COEHS offers the Saluki Kids' Academy, which is a community-based P-12 initiative that involves a number of regional partners in the enrichment of low-income children in grades 4-6. The goal of the Saluki Kids' Academy is to promote career development and parental empowerment for low-income children and to encourage learning as an integral part of their lives. The Saluki Kids' Academy mission is to enable these children to realize their greatest potential through a community-based program of academic and recreational activities. Health and nutrition is a major focus of the program.

The School of Social Work has developed a collaborative relationship with the Hispanic community in the Carbondale/Cobden area, which has included a community education event and focus groups as part of an immigration study conducted in partnership with the School of Law, Department of Curriculum and Instruction, League of Women Voters, and Hispanic Health Advisory Committee. In addition, social work students serve as volunteers for the Hispanic Health Advisory Committee.

Disability Support Services

Deaf students are members of a linguistic minority, using American Sign Language as their first language and are also considered members of the disabled community. Students whom we've served via video remote have been in very rural areas. One student was a Native American and was enrolled in a course being offered in an attendance center on a reservation. This semester (fall 2009) we are helping a deaf student who recently emigrated from Russia to learn English and American Sign Language in her ESL class via video remote.

Division of Continuing Education

DCE offers programs that appeal to all ages. Some examples include: Southern Illinois Learning in Retirement, Speaking and Listening as a Second Language, Community

Listeners, investment workshops, computer training, and academic and youth camps. In FY 09, the DCE community programs had 524 enrollments; 2,452 individuals attended conferences and 4,359 campers attended academic and sports camps. Learning in Retirement membership has increased to over 300 retirees.

The Office of Distance Education was established in 2000 to provide distance education courses and programs to a culturally diverse student population world-wide. Students from across the nation and the world take courses in print and web-based formats. Enrollment in on-line and independent study continues to grow. In FY09 on-line semester-based courses (1,159), Individualized Learning Program and 2-way interactive video had total enrollments of 3,515. These programs serve diverse students in the military, professionals seeking certification in Behavior Analysis and Therapy, geographically isolated, disabled, fully employed individuals seeking to complete a degree as well as assisting traditional students with their time to degree completion.

Non-Credit Programs

Conference services are available to assist regional, national and international organizations, associations and individuals. Outreach activities include conferences, workshops, institutes, short courses, teleconferences, and job-related learning programs. DCE staff coordinates youth athletic and academic camps for various departments on-campus such as Athletics.

Three hundred ninety non-credit conference and professional programs served 18,248 clients in fiscal year 2007. Programs are administered for academic departments and for organizations outside the university. For example, DCE administers a program for Workforce Education and Development. The department has formed a partnership with Pfizer Corporation in New London, Conn., to deliver a Human Performance Certificate program. This is a non-credit certificate.

The Learning in Retirement program offers field trips and events that are both educational and recreational. In 2007, 1,089 retired individuals participated in activities on campus, in the region, and across state lines, including tours to St. Genevieve, Mo.

Outside organizations also contract with SIUC to bring their constituents to Carbondale for the use of campus facilities. In 2007 and 2008, for example, during a three-week summer session, Christ in Youth brought more than 5,000 youth participants from all over the nation to the SIUC campus.

Touch of Nature

This environmental center serves SIUC, the region, and the nation as an outdoor laboratory for experiential learning, a field site for research and a provider of therapeutic recreation, environmental education, leisure education, outdoor adventure, personal and interpersonal development experiences, and conferences services and facilities. In 2007 alone, more than 5,000 individuals participated in activities at Touch of Nature.

Touch of Nature Environmental Center has a long history of providing services to individuals with disabilities. Camp Little Giant at Touch of Nature provides disabled individuals with summer camping experience. Weekend camps are conducted for families who have a family member with multiple sclerosis.

Off-Campus Academic Programs

Demographics

The average age of the off-campus students is 34. Approximately 99 percent of the students receive some type of financial aid. The amount of financial aid varies. Most industrial students receive total tuition reimbursement, with a few getting less and paying the difference themselves. Most companies require a grade of "C" to receive reimbursement. A letter from SIUC, or transcript, is normally required to verify grades before the company reimburses the student. The military normally pays 100 percent of the tuition. The VA pays most of the tuition for active duty personnel. Veterans receive payment based on number of dependents. In all cases, the students are advised they have final responsibility for tuition payments.

In the Military Programs, approximately 55 percent of the students are military, with 45 percent civilians. In the industrial programs 100 percent are civilians with a few receiving veterans' benefits. Most of the military students are pursuing a bachelor's degree in preparation, or are planning to apply for, commissioned officer status. In both enlisted and officer status, education plays an important role in promotions.

Strengths

The high quality of the off-campus students remains a significant strength. They are highly motivated, eager to learn, and willing to make necessary sacrifices to complete the weekend delivery program format. The grade point average of off-campus students is normally

higher than comparable on-campus students. This is a result of their experience in the technical field associated with their degree and the high desire to excel.

The program serves “place-bound” employees who would not otherwise have an opportunity to earn a degree on-campus. The programs provide some financial advantages for SIUC. Funds remaining after program expenses have been met may be used to enhance off-campus programs. Approximately 29 percent of the income from off campus programs goes into the university income fund.

The quality of the faculty and staff assigned to the programs at the base locations is generally excellent and contributes to the success of the programs. Evaluation forms are used to assess their strengths and weaknesses.

Theater

Much of our department programming serves a breadth of constituencies in terms of age, ethnicity, and interest. We offer group rates for tickets as well as senior citizen ticket prices. For each academic season at least one play is selected specifically for its inclusion of diverse characters and or themes. Each year we offer matinee performances from our academic season for local schools when productions are age-appropriate. The teachers receive study guides containing background material, lesson plans, pre-and post-production discussion questions for the shows prepared by our student and faculty dramaturges. Recent examples include *A Midsummer Night’s Dream*, *Raisin in the Sun*, and *The Crucible*.

School of Music

The Community Music School, formerly known as the Community Music Program, offers musical instruction to pre-school through adult. Students who study instrumental or vocal music meet weekly with a private instructor to develop musical knowledge and performance skills. Weekly group instruction is offered on violin. Newborns to children six years of age and their parents are introduced to musical ideas through the internationally acclaimed Kindermusik© program. A certified teacher leads the class combinations of music and movement that have been proven to have a significant, positive impact on children’s learning, including language and literacy skills (e.g., vocabulary, comprehension, listening, expression); social and emotional development; mathematics and pattern-recognition skills; and even ability to plan, guide, and self-regulate behavior.

The School of Music provides undergraduate and faculty support for the John Thomas

School String Program in Carbondale. The program was begun in 2004 with a 3-year Chamber Music Association Residency Partnership grant and the Naumburg Winning Cavani String Quartet. Every 2nd and 3rd grader at John Thomas School is taught violin or cello during the school day. In 2008, 4th and 5th graders at Lewis School were offered the same instruction. The program was cited by then-Lieutenant Governor Pat Quinn as the model program for the Illinois 2006 Violin Initiative. In 2009, the program was further expanded to reach 2nd and 3rd grade students in Cairo following the identification of a need for musical instruction in the impoverished southern seven counties of Illinois. The Carbondale program is supported in part by Illinois School District 95. The Cairo program is being made possible by donations of instruments from Beardens Violin Shop in St. Louis and private individuals. State-wide agencies have also been approached for support.

The School of Music presents *Klassics for Kids* and *Music for Young Listeners* programs, which bring age-appropriate music appreciation programs to the community for free. *Klassics for Kids*, designed for toddlers and pre-schoolers, started in 2004.

The annual Southern Illinois Music Festival includes free concerts as well as free children's programs all over southern Illinois during a three-week period each summer. Music festival began in 2004 and has expanded from orchestral and chamber music to include ballet, opera, and jazz. Concerts take place in multiple venues in Illinois south of I64. Major artists are brought in to perform. Most recently, the internationally acclaimed string trio, *The Eroica*, joined the Festival Orchestra for concerts in Carbondale and Marion. Christine Brewer, international opera singer, has also performed during the event.

SIU School of Medicine

The School of Medicine provides outreach programs that celebrate the ethnic and cultural diversity of the community. The school's Office of Diversity, Multicultural, and Minority Affairs offers numerous educational programs to students, faculty, and staff of the medical school as well as to the general public. Recent examples include workshops on diversity, frequent ethnic celebration programs during the year, hosting of the "Open Doors: Contemporary African-American Academic Surgeons" traveling exhibition in the school's main instructional building in Springfield, and the planning and administration of "Diversity Week", a program focusing on all facets of diversity which is open to the community. The office supports local community minority organizations interested in diversity by advertising in their periodicals and annually attending their fund raising

events; and utilizes a long-established Minority Community Advisory Committee to provide feedback and suggestions regarding various programs and initiatives. Student-led programs in recent years have included mentoring of minority K12 students in Springfield by the members of the school's Student National Medical Association (SNMA) chapter as well as support to the medical school's neighborhood partner school, Enos School, located in an economically disadvantaged area of Springfield. The SNMA chapter also planned and delivered the school's Black History Month programs. Increasing numbers of minority students matriculating to SIU's undergraduate medical program and the continuing presence of students in the successful MEDPREP program on the school's Carbondale campus complement the school's programming regarding diversity.

Consistent with its mission, the medical school's programs and services are designed to improve access to health care throughout central and southern Illinois. The school's clinical outreach sites exist in 50 communities and 108 sites beyond Springfield, many established in rural and medically underserved areas of the state. Rural Health Initiative projects work directly with communities in the region to improve access to health care and support services in those locations; notable examples include support for primary care and specialty care clinics, medical transportation, and training programs in rural areas. Multi-specialty patient care in SIU clinics serve patients from many counties in central Illinois and those proximate to the school's family medicine residency sites in Carbondale, Decatur, Springfield, and Quincy, Illinois. Clinical residency and fellowship programs are located in affiliated teaching hospitals in these same locations. SIU physicians serve large numbers of Medicare and Medicaid patients, providing critical access to medical services for elderly and economically disadvantaged citizens throughout the region. Taken together, the school's clinical and outreach services directly extend into many down-state Illinois communities and serve populations that have traditionally found it difficult to obtain such care. Through referral and consulting relationships with community physicians, the benefits of the school's medical programs expand still farther. The medical school's clinical services and outreach programs are critical elements of the region's health care system.

Claim 5a.4: SIUC's entrepreneurial approach to providing services ensures that the full creative resources of the university's personnel—from the highest levels of the administration to individual faculty and staff—are available to identify and respond to community needs.

Office of Economic and Regional Development

Connect SI is an example of an outreach program established by SIU as a result of increased



demand for high-speed internet throughout the region. Connect SI is a 20-county regional economic and community development initiative that utilizes an enhanced and widely available broadband internet infrastructure as the basis for growth. In addition to separating this 20-county region by geographic boundaries, there are several communities of interest (COI) established by industry. Community needs are identified within the COIs by their constituents.

OERD continues to provide management assistance to current and prospective business owners. In FY 2009, OERD assisted in packaging of \$9.6 million in financing for start-up and existing businesses. Packaging of loans and equity investment deals is a service appreciated by the regional banking and angel investment community. In many cases OERD serves as an educational tool, helping those clients determine the type of financing, if any, is appropriate for their business model.

Center for Rural Health and Social Service Development

This center, part of the Office of Economic and Regional Development, conducts research, needs assessments, demonstration projects, program evaluations, and training; tests new models of health care delivery; and develops policy recommendations to improve the health of the region's rural communities.

Among its current projects is serving as the lead agency in partnership with the Illinois Delta Network, a statewide coalition of 10 health and social service agencies. The network is part of a six-year federal initiative to improve access to primary health care in 205 counties and parishes in the eight-state Mississippi Delta Region. Sixteen counties in southern Illinois are included in the Delta Network.

Another initiative is the establishment of pilot projects for rural medical transportation in the state's 34 southernmost counties. The three-year, \$790,000 program is funded by the Illinois Department of Transportation, and the university's School of Medicine and Paul Simon Public Policy Institute are partners in developing and implementing this initiative.

As part of this initiative, a bus route was established in July 2008 that links the university with a number of communities to the east of Carbondale, including Harrisburg, Marion, Herrin, and Carterville. The Rides Mass Transit District, which serves 14 southern Illinois counties, operates the bus service, which runs seven days a week and enhances residents' access to health care, employment, other modes of transportation, and education.

The Live Free-Tobacco Free Initiative is administered through the SIUC Center for Rural Health and Social Service Development (CRHSSD). CRHSSD is a part of OERD. This campus-wide collaboration began in spring 2001, and is funded by the Illinois Department of Public Health and the Tobacco Free Communities. The initiative focuses on replication of the Live Free model at other higher education institutions in Illinois. Live Free-Tobacco Free Initiative is a policy-focused, evidence-based model with strong community involvement. It encourages institutions to set their goals for campus and community tobacco programming based upon a thorough policy analysis of their institution and community, with programmatic efforts supporting policy change to align with the new Smoke-Free Illinois Law.

College of Education and Human Services

The College of Education and Human Services has for a very long time pursued a policy of community service based upon identified community needs. A number of these are highlighted below:

ManTraCon: The Workforce Education and Development (WED) department helped develop ManTraCon to address the region's unemployment needs. Specifically, ManTraCon provides free job search assistance as well as retrains dislocated workers in southern Illinois to acquire new skill-sets for future employment. WED faculty conducted a stress management workshop for unemployed workers at Maytag in Herrin, and recently completed a needs assessment for the displaced workers at the Technicolor-Universal Media Services in Pinckneyville.

Saluki Kids' Academy: The Saluki Kids' Academy was developed specifically in response to the needs of the lower socioeconomic students in grades 4-6 in the greater southern Illinois region. The idea for the academy as well as its programming content was driven by the academic, social and life-skills needs of the children of the area.

Illinois workNet: WED helps to run Illinois workNet, which is a free, on-line resource that provides career, training, education, and work support information for Illinois residents and businesses. This unique internet resource is funded by the Illinois Department of Commerce and Economic Opportunity and has become a centerpiece of the economic recovery efforts in the state. There are more than 500 Illinois workNet sites in 26 Local Workforce Investment areas. More than 800 workforce professionals have completed the certified Illinois workNet Advisor on-line course. Approximately 500,000 individuals and businesses visit the site each quarter, getting real-time access to resources that they could not so easily get elsewhere.



Conferences/Workshops: Faculty members throughout the COEHS organize local and regional conferences to meet the needs of area educators. Examples include: Science in the South Conference in the winter (Curriculum and Instruction, in collaboration with the College of Science, and partnership public schools); Southern Illinois Math Conference in the winter (Curriculum and Instruction); School Administrators' Legal Roundtable in the fall and Southern Illinois Educational Leadership Conference in the spring (Educational Administration and Higher Education); Southern Illinois Physical Education and Health Conference in the spring (Kinesiology); Russell Symposium (Health Education) and Allen Symposium (Recreation), both in the spring; and Annual Field Fair (Social Work) in the spring.

Strong Survivors: In response to the needs of cancer survivors, the Department of Kinesiology created the Strong Survivors Program. The program provides an opportunity for cancer survivors to exercise regularly under the supervision of a cancer exercise specialist. Participants are given an individualized exercise regimen to follow which focuses on general improvement in fitness. The eventual goal is for each participant to have the training to be able to create a safe, effective exercise program of their own that they can continue to follow consistently and to improve cancer survivors' quality of life.

Center for Autism Spectrum Disorders: Located on the SIUC campus, the center serves as the regional focal point for children with autism spectrum disorders, their families, schools, and other community service helpers.

Southern Region Early Childhood Program: This program celebrated its 20th year, serving 1,250 at-risk families with birth to seven-year-old children in Jackson, Perry, Randolph, and Franklin counties. Recent developments include: collaboration with Memorial Hospital in Carbondale in hosting year-round Baby Talks on Thursday nights for parents and children, from birth to age three; collaboration with the National Fatherhood Institute in a program (Men Actively Leading by Example) in Murphysboro that focuses on fathers' involvement with their young children; collaboration with Murphysboro and Benton High Schools in parent education for teen parents and the piloting of the Healthy 4 Moms Program; collaboration with Jackson County Housing Authority in the development of a Family Center where weekly child development and family activities occur; partnership with SIUC Head Start and Giant City School District 130 in serving young children and their families in Preschool for All prekindergarten classrooms; and partnership with Benton City United School District 47 in establishing an Early Learning Center at the elementary school.

Disability Support Services

The Video Remote Interpreter Services and Interpreter Management Services programs were established in direct response to an identified community need for qualified interpreters. Identifying this need was simple; indeed, it could not really be avoided. DSS Services Coordinator, Lisa Caringer, frequently receives phone calls from other institutions, both inside and outside of Illinois, about technical questions relating to serving deaf students. These calls are often simply inquiries about what to do when there is no qualified interpreter available. This problem is also well publicized within professional organizations in which DSS personnel maintain membership. DSS personnel attended a conference at the National Technical Institute for the Deaf in 2004 and were shown how video conferencing could be used to assist deaf students. SIUC was able to respond quickly to this need.

The local need was identified through relationships with other local professionals. DSS was aware that John A. Logan College had lost a grant that had supported its interpreter services and lacked local funding to retain its personnel to serve deaf students. SIUC's DSS offered assistance and it was accepted.

Division of Continuing Education

The Division of Continuing Education is the office of record for the SIUC Campus for issuing Continuing Education Units (CEUS) and Continuing Professional Development Units (CPDU's) to teachers and professionals when they participate in programs such as Schools of Law and Social Work workshops and law school CEU programs.

The online baccalaureate completion degree in Information Systems and Applied Technologies and the University Studies program in the College of Liberal Arts serve the needs of the community by offering alternative methods for degree completion.

Career Preparation Program

In September 2008, SIUC partnered with the city of Carbondale to open a Career Preparation Program office in a city-owned community facility, the Eurma C. Hayes Center. The new office is an expansion of the university's existing Career Preparation Program, which strives to enhance academic skills in core areas such as reading, math and writing, as well as personal skills and social services to prepare younger students for post-secondary education. The expanded effort also serves as a community-learning laboratory for various SIUC programs and students.

SIUC's Office of the Associate Chancellor for Diversity launched the Career Preparation Program many years ago, working with middle and high school students throughout the region via a monthly seminar and intensive two- or three-week summer academic program. With the community-based office, the activity features after-school academic assistance. The program's primary focus is underrepresented students in grades six through eight, with a secondary focus of providing services and activities for high school students.

Head Start

SIUC is one of the few universities in the country that operates a Head Start program, which is federally funded for income-eligible families with preschool children ages three to five. SIUC's program serves children who live in the university's home county of Jackson as well as Williamson County immediately to the east. There are four Head Start locations and three co-locations.⁵³⁰

Theater

The McLeod Summer Playhouse had been discontinued in 2001 as a result of funding reductions. Its return in 2005 was due in large part to public interest. A public petition for the return of the playhouse had over 3,000 signatures. The formation of the Friends of McLeod Summer Playhouse has been instrumental in the successful return, and that group has grown to over 400 giving units that regularly contribute financially to the company.

School of Music

The School of Music hosts several workshops tailored to address specific topics as indicated by area music directors. During their time on-campus, faculty members from the instrumental area meet with students and their directors to exchange artistic and scholarly ideas. Workshops take place with vocal, concert band and jazz band personnel at various points throughout the school year. One specific annual workshop is offered by the School of Music in preparation for the Illinois Music Educators Association auditions. Top area high school music students are selected by their high school music directors to attend. Instrumental and vocal students work with faculty members individually and in groups on the musical selections chosen for the state-wide convention. A concert is given at the end of the day. Students are also given the opportunity to audition for admittance into the SIUC music program while on campus.

Faculty members in the School of Music regularly travel to high schools and community

colleges to work with students individually and as groups. Additionally, faculty members are often invited to act as conductors at major state-wide and regional musical events.

SIU School of Medicine

The medical school's outreach programs are developed in response to community needs. Patient demand and reimbursement for medical services inform planning for new and expanded services, including decisions regarding the types, frequencies, and locations of patient care services provided by the medical school. Regional outreach clinics and rural health projects are planned and delivered in cooperation with health care and civic leaders in the community. All community grants issued by the Rural Health Initiative are required to begin with the community identifying its own needs and then working with the medical school for assistance. Community needs are paramount in deciding what regional clinics and projects to support. Clinical residencies and fellowships are determined by the medical school and its affiliated teaching hospitals, and are directly linked to the community's needs for those specialties. Continuing medical education programs are developed in response to "practice gaps," specific learning issues which community needs and data on practice outcomes suggest would be improved with specific educational programs. Guidelines for community service projects require consideration of community needs assessments. In all cases, the medical school balances community needs for its programs with those of other priorities, particularly the learning opportunities and experiences required for students and residents/fellows.

Dental Hygiene Program

The Dental Hygiene Program is part of the School of Allied Health, a division of the College of Applied Sciences and Arts.

The Dental Hygiene Clinic offers a variety of preventive services to SIUC students, faculty, and community residents, including dental exams, cleaning, x-rays and fluoride treatments. Services are provided by trained dental hygiene students who are supervised by clinical dental hygiene professors and dentists. Each patient also is examined by a supervisor to assure quality care. The following is an approximate number of patients seen in the past three years:

- 2006: 2,024 patients (two semesters)
- 2007: 1,855 patients (two semesters)
- 2008: 993 patients (one semester)

- Total for five semesters: 4,872 patients

Community members also can receive dental care through the Community Dental Center on campus, one of the few places in southern Illinois where Medicaid recipients can receive dental care. Child patients receive care in the dental center. From June 15, 2005 through December 31, 2007, approximately 1,200 individuals were served with comprehensive examinations, radiographs, and dental hygiene procedures.

For the past six years, the Dental Hygiene Program, in conjunction with the Southern Illinois Dental Society and Southern Illinois Dental Hygiene Society, has offered free dental care to area children during the annual “Give Kids a Smile Day.” Children, ages two to 18, can receive exams, x-rays, cleanings, fluoride treatments, sealants, and if needed, fillings and simple extractions. The program specifically targets children without dental insurance who might not otherwise get treatment. In 2008, the Dental Hygiene Program won first place in the individual/small group division of the Illinois State Dental Society’s 15th annual National Children’s Dental Health Month Award.

Claim 5a.5: The administration of SIUC’s many outreach programs, as noted early in this chapter is not centralized. Nonetheless, the units that oversee and put the university’s outreach efforts into action are—though they are varied in their organization and approaches—effective precisely because each can be tailored to the needs of the constituency and the university.

Office of Economic and Regional Development

Administration of most outreach programs is accomplished through efficient and effective grant management at the state and federal level. The Illinois Department of Commerce and Economic Opportunity (DCEO) coordinates the Illinois Entrepreneur Network (IEN). IEN providers within OERD include the Illinois Small Business Development Center at SIUC, Southern Illinois Entrepreneurship Center, and the Illinois Manufacturing Extension Center. Service delivery to start-up and existing businesses is monitored through the IEN. Program reviews are provided by the state and federal government on an annual basis. The SIUC Office of Research Development and Administration provides grant management assistance as well. Annual client verification data on economic impact and satisfaction of service delivery are collected as an evaluation component.

Division of Continuing Education

To ensure that outreach programs are efficiently and effectively administered and put into action by responsible campus units, DCE offers full conference services available to all campus units. This centralized service ensures that campus policies and procedures are followed by all who choose to use this service. Programs are administered by seasoned professionals who handle all details while the faculty or staff member concentrate on the material to be delivered.

Participants profit from the knowledge they gain from experts in many given fields of interest. The university profits as various populations from the community and region are exposed to the campus. The university also enjoys the monetary gain realized by income generated for numerous campus units and services. DCE provides a full-range of services for academic departments that offer courses and programs at off-campus locations. DCE has Memoranda of Agreement with over 30 outside agencies to bring SIUC courses to students in Illinois, California, Kansas, Missouri, and Louisiana. These programs are totally self-supporting, contributing 29 percent of their revenue to the general revenue fund. They provide a revenue stream that ensures the sustainability of the programs over time.

Off-Campus Academic Programs

The Colleges of Applied Sciences and Arts, Education and Human Services, and Engineering offer off-campus academic programs. The current offerings are located at 30 military installations and 13 civilian sites. The deans of the academic units which conduct military programs are responsible for the management of their individual programs. Programmatic responsibility for off-campus programs of each college is the concern of individuals appointed by each dean. The provost and vice chancellor has assigned the administration for Military Programs to the associate provost for academic affairs. The associate provost has delegated to the director of Military Programs responsibility for external agency matters and for coordinating matters which are common to the academic units which conduct military programs. The director of Military Programs is the principal point of contact for and represents the university in matters pertaining to military base program administrative matters as conducted with and by the program directors of the academic units. The director of Military Programs and the director of the Division of Continuing Education assist the associate provost in the respective military and civilian off-campus responsibilities.



Three groups are actively involved in the establishment and implementation of policies and procedures for military and non-military off-campus programs.

- The deans group consists of the associate provost, the deans of the Colleges of Applied Sciences and Arts, Education and Human Services, and Engineering, and the director of Military Programs. This group concerns itself primarily with policy and is chaired by the associate provost for academic affairs.
- The program directors group consists of the directors of off-campus degree programs of the colleges, and the director of Military Programs. This group is concerned primarily with the day-to-day operation of the programs and is chaired by the director of Military Programs.
- A standing committee has been created to recommend academic policies and procedures for military programs and selected off-campus degree programs. The associate provost is the chairperson of this committee; the deans of the academic units which deliver programs at military bases and selected off-campus sites, the directors of these programs, the director of Military Programs, and the director of admissions are members of this committee. The committee's recommendations are reviewed by the provost and vice chancellor for final decision before procedures are implemented.

The policies and procedures for Military Programs provide the operational planning process that ensures off-campus degree program operates according to SIUC policies and procedures.

Disability Support Services

The Video Remote Interpreter Services and Interpreter Management Services makes efficient use of our human resources, providing opportunity for our interpreters. The funds we realize from these two services pay 25 percent of the civil service senior interpreter's salary, staff interpreter licensure, and interpreting staff to maintain credentials through professional continuing education. The off-campus constituents receive qualified sign language interpreting services that were once unavailable to them.

Theater

The McLeod Summer Playhouse is jointly administered by faculty from the Department of Theater and the School of Music. Since the playhouse's return in 2005, each season has been produced with revenue exceeding expenditures to ensure the long-term success of

the company. Through this program the university ensures a significant public outreach, and recruitment of theater students is enhanced. The community receives high quality professional theatrical entertainment at an affordable price without having to travel to a major metropolitan area.

SIU School of Medicine

The medical school's departments and central administrative units administer the school's outreach programs. Clinical departments develop and implement new clinical services and outreach programs, working with the practice plan's central administration and other clinical departments as warranted by the particular project. Departments also engage the community directly in pursuing opportunities for regional clinics and community service projects.

The dean and provost provides overall direction and oversight to medical school programs, and takes an active role in working with the community at the highest level to develop and support collaborative programs. For example, the current dean and provost, Dr. Kevin Dorsey, was instrumental in establishing the Children's Hospital partnership with St. John's Hospital in Springfield. Other administrative offices provide leadership and support to specific outreach efforts. The medical school's Office of External and Health Affairs works with regional health care providers and community groups in identifying needs and opportunities for outreach programs, planning new programs, and obtaining financial support for them. This office administers the Rural Health Initiative and Telehealth Program, and has developed major community initiatives such as the SimmonsCooper Cancer Institute and the Mid-Illinois Medical District.

Core Component 5b: The organization has the capacity to engage with its identified constituencies and communities.

Sometimes the value and capacity of an organization can be revealed in crisis. On Friday, May 8, 2009 a series of violent storms swept across southern Illinois from the Mississippi River to the Wabash causing widespread damage. During the night of May 7-8 hailstorms struck Carbondale and surrounding communities with golf ball sized hailstones. These large chunks of ice fell for upwards of 20 minutes in a sustained battering that damaged roofs across the region. But this otherwise notable storm was dwarfed and forgotten in what followed. Late in the morning, as students of the College of Liberal Arts and their families and faculty gathered in the arena for the spring commencement exercises, strong winds and rain swept over the city and storm warning sirens sounded. Since the arena is a

designated storm shelter, the commencement ceremony continued and participants were even asked to wait out the remainder of the storm after the event ended. Just after noon, officials dismissed everyone with the warning that they should continue to seek shelter because a second wave of storms—actually the trailing arm of a comma-shaped storm system—would strike in less than an hour.

About 1:00 p.m., the second wave struck Carbondale with sustained winds up to 80 miles per hour and with one report of a gust of 106 miles per hour. Thousands of trees, typically the largest ones, were felled, bringing down power lines, crushing automobiles and buildings. Fortunately, and surprisingly, there were few injuries and only one death. Large areas of southern Illinois, including the SIUC campus, were to be without power for a week or more. By 2:00 p.m. the campus Emergency Operations Center was activated. Responders began to survey the damage and to plan a response.

There was widespread speculation about an “inland hurricane” based on the radar images that showed an almost circular storm formation. Later analysis by meteorologists would determine that this was an extremely curved bow-shaped squall line typical of the kind of storm known as a “Derecho” (Spanish for “straight” in reference to the strong straight-line winds that are produced). Storms of this kind can produce very strong, straight winds, but also frequently contain within them tornadoes and violent downbursts. The storm that hit southern Illinois on May 8 was a very strong and destructive exemplar of the type.

In many ways it was fortunate that the storm occurred on commencement weekend. Finals had ended and many students had already departed for their homes. Others, mostly graduating seniors, were packed and ready to depart. Nevertheless, several hundred young men and women were still living in student housing, planning to attend classes during the intersession scheduled to begin the following week. By 8:00 p.m. emergency generators had been set up at the Brush Towers dormitories and Food Service was planning to feed students, parents, faculty and staff. Many seniors, graduating from colleges whose ceremonies were yet to be held, waited to see what would happen. Arrangements were made to move the remaining graduation ceremonies from the Arena to an outdoors location in McAndrew Stadium. Plant and Services Operations personnel worked through the night to build a stage and seating.

Meanwhile, the extent of the calamity was becoming clear. Jackson County declared a disaster. Streets and roads were blocked by fallen trees and made dangerous by downed power lines. Services in the area were sharply constrained. Grocery stores had no power

“Whether it was clearing debris off of buildings, streets and sidewalks; serving thousands of free meals over four days; housing hundreds of utility workers in the residence halls; or facilitating makeshift commencement ceremonies at McAndrew Stadium, our campus community wrote one of the most inspiring and unforgettable chapters in the history of this University.”

Chancellor Samuel Goldman,
State of the University address,
September 14, 2009.

for lights, freezers, or checkout equipment. Service stations could not pump fuel. Most radio and television stations in the immediate area, including WSIU-FM and WSIU-TV, were off the air because of power failures. The River Radio group, based in Carterville about nine miles to the east of Carbondale, was able to stay on the air and broadcast storm-related news and announcements exclusively for several days. Ameren organized to bring in thousands of workers, primarily arborists and linemen, to deal with the extensive damage to the power grid, as did other power suppliers around the region.

Early in the afternoon of the following day (May 9), Ameren representatives contacted the university to ask for shelter for 500 workers, mostly arborists, who were coming to the area from as far away as Florida. The number seeking shelter was later revised upward to 600. Housing reacted quickly to provide sheets and towels for these unexpected guests. Arborists working in the Carterville area, in neighboring Williamson County, would also be housed on campus. About the same time, a request was received from the Jackson County Emergency Management Agency for the university to provide a regional site for debris disposal.

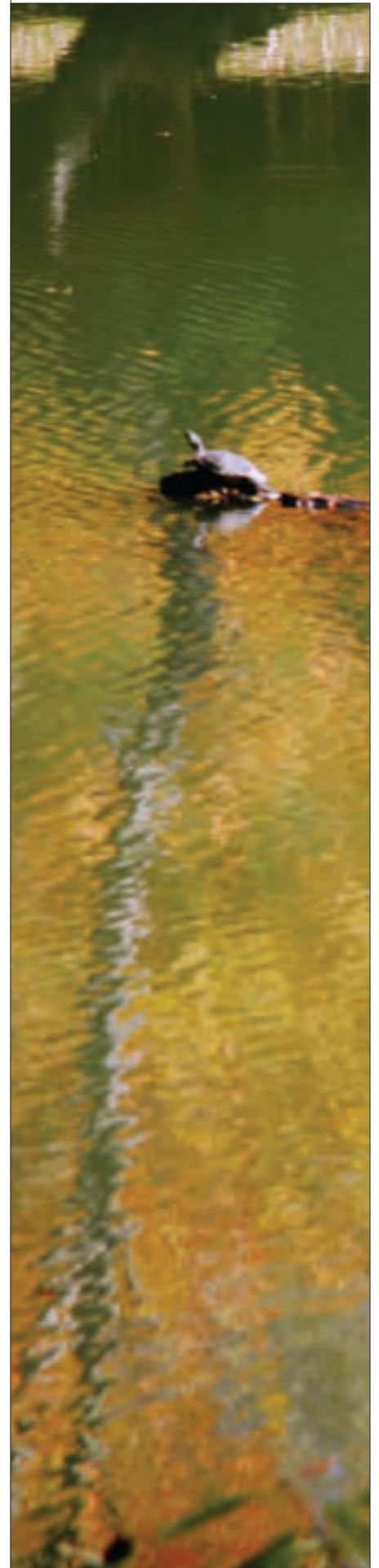
By May 10, large generators had been brought from Cleveland to provide power for Brush Towers and the Trueblood dining hall. Food service would be provided, beginning the following day for faculty, staff, students, and emergency workers. On Monday, May 11, more than 1,800 ate their lunch without charge at Trueblood Hall. On May 12, even though power had not been restored to all parts of Carbondale or the region, the emergency was declared to be over and the EOC was deactivated.

Extreme situations of this kind, fortunately, do not occur often. However, in this event Southern Illinois University Carbondale rose to the occasion. The university not only managed its own emergency affairs efficiently and with aplomb, but provided valuable assistance and resources to the Carbondale and the surrounding region. The resources of the university were marshaled quickly and effectively to support recovery efforts on the campus, in the city, and throughout Jackson and Williamson County.

Claim 5b.1: On a more ordinary, day-to-day level SIUC's organizational structures and procedures provide effective, even if more mundane, examples of its abilities to understand and provide valued services to the university's various stakeholder communities.

SIU Alumni Association

The SIU Alumni Association plays an integral role in maintaining the university's relationship with a key group of stakeholders, its alumni.



Chartered in 1896, the association's active membership numbers 18,000, including more than 1,000 current SIUC students. At the national level, chapters or off-campus programs exist in Miami, Tampa, Jacksonville, Charleston, Atlanta, Memphis, Camp Lejeune, Washington, D.C., St. Louis, Indianapolis, Chicago, Dallas, Detroit, Austin, Houston, San Antonio, Denver, Phoenix, Sacramento, San Jose, San Francisco, Los Angeles, San Diego and Seattle.

The Illinois alumni chapters include: Southeastern Illinois, Union County, Jackson County, Williamson County, Randolph County, Perry County, Jefferson County, Prairie Capital, Central Illinois, Peoria/Tri-County, City of Chicago, DuPage/Will County, Suburban Cook County, and Lake County. One identifiable weakness in the Alumni Association's organization is its failure to systematically keep in touch with SIUC's very large body of international alumni, many of whom have formed independent SIU Alumni Clubs in their home countries.

The Alumni Association sponsors an award-winning extern program, which matches students to alumni and corporate sponsors during the week of spring break. As many as 200 students are matched with sponsors; more than 2,000 students have been placed since 1984. In the trial year of 1984, one SIUC college participated in the extern program. By 1998, nine colleges were participating.

WSIU Broadcasting Service

SIUC operates PBS-affiliate WSIU-TV and NPR-affiliate WSIU-FM radio, both of which are recognized regionally and nationally for their quality of programming and outstanding community outreach. The Broadcasting Service's Southern Illinois Radio Information Services annually serves approximately 1,000 visually impaired individuals. WSIU Public Broadcasting is highly regarded for its service endeavors. For example, in 2006, the National Center for Outreach, funded by the Corporation for Public Broadcasting, gave its Community Partnership Award to WSIU and the Quad Counties Coalition, a group of health and service organizations serving four counties in this region. The award recognized WSIU's efforts to air programs that address issues important to the local audience, and its willingness to partner with community organizations to make a positive difference in the lives of residents.

Office of Economic and Regional Development

The three basic components of OERD include entrepreneurship and business development, technology and enterprise development, and community development and outreach. The

directors of those three areas report to the SIU senior vice president for financial and administrative affairs through the SIUC Office of the Chancellor. Through this reporting mechanism the highest priority is given for economic development by senior administration. Direct access to communities in the region is facilitated through this process.

College of Education and Human Services

The COEHS has an effective communication system in place using a variety of media to ensure that its various off-campus constituencies receive the latest information from the college. For instance, the college uses the latest electronic medium to reach out to alumni, current/prospective students, and faculty/staff through the COEHS website, a COEHS Facebook page, as well as the dean's monthly newsletter (located on the website and distributed via email for each of the last 17 months). A promotional DVD is currently under development to help tell the COEHS story to prospective students. Also, the COEHS recently updated all its print materials, including a new college brochure with the most recent university branding as well as 15,000 copies of the first edition of a new alumni magazine entitled *Journeys*. Lastly, the COEHS sends a faculty research article every quarter to over 150 local school superintendents to help inform current educational practice as well promote the college.

Division of Continuing Education

The DCE generates revenue through the various self-supporting programs that are offered. This allows personnel to develop necessary marketing materials to communicate the existence of services that are available to off-campus communities. Other communication tools used include newspaper, individual program brochures, television, and various on-line options.

Saluki Athletics

SIUC is an important economic engine for the southern Illinois region, and hosting home athletic events contributes to the vitality of the local economy. Evidence that local leaders recognize and support this economic connection can be seen in the unprecedented August 2007 action of the City of Carbondale enacting a sales tax increase and pledging a portion of the proceeds (\$20 million over 20 years) to support the Saluki Way project for construction of a new football stadium and retrofitting the SIUC Arena. Each year we host cultural and social events in the arena and the football stadium including hosting speakers, concerts and community events like Relay for Life to fight cancer, craft fairs, and

events such as the Kappa Karnival. We also offer venues for local high school events such as the Carbondale holiday basketball tournament, baseball, softball and volleyball games that bring thousands of people to campus each year.

Athletic and social events that bring visitors and alumni back to campus open doors and make connections for further interaction and partnerships. The most traditional events such as Family Weekend and Homecoming during football season bring thousands of families and alumni to campus and to create or renew connections with academic units, residence halls, and the university as a whole. Alumni come back in droves for homecoming to reconnect with friends, colleagues from their academic departments and to cheer on the Salukis. When Saluki athletic competition takes place off campus in a city that has a large SIUC alumni base, Athletics partners with the SIUC Alumni Association hold group functions intended to reconnect alumni with the institution.

SIU School of Medicine

The School of Medicine utilizes numerous means of communication with off-campus communities. The Office of Public Affairs is the public information and media contact for the School of Medicine. The office provides information to the media regarding programs at the medical school such as the latest health care treatment or medical research, details about upcoming events, or information regarding upcoming community programs. Also, the medical school maintains a robust, easily accessible internet website which provides extensive information regarding the medical school's programs. These resources support communication with the community.

The medical school also makes extensive use of advisory groups and committees to inform its programming, including those developed by and for the SimmonsCooper Cancer Institute, the Center for Alzheimer Disease and Related Disorders, minority affairs programs, and rural and telehealth programs. An alumni committee provides advice regarding student issues. Clinical departments and physician faculty of the medical school maintain contact with practicing physicians in the community and with organized groups such as the state and county medical societies. Well-established committees composed of affiliated hospital representatives and medical school physicians exist to support the clinical residency/fellowship programs. Individual faculty and staff members serve on community boards and interact extensively in the communities. Such professional and organizational contacts provide effective communication channels.

Claim 5b.2: SIUC's "entrepreneurial," decentralized approach to connecting with its constituencies is ultimately efficient and responsive because each program is tasked with a specific spectrum of needs and reaches out to a defined group of stakeholders.

Office of Economic and Regional Development

By virtue of its autonomous operational structure, OERD must be entrepreneurial to sustain its existence. On an annual basis, between 70 and 85 percent of its budget comes from grants and contracts external to the university. The individual units within OERD seek funding that will fill their particular missions. Past grants deemed successful by constituencies and input from advisory boards are utilized in making future decisions. Available funds from the public and private sector are representative of what is needed from those groups. For example, the SBDC has received funding for 25 consecutive years. This is due in part to satisfied delivery of services.

Disability Support Services

The DSS organizational structure allows employees with a specific expertise the freedom to assist other institutions with technical questions and maintain contact with community constituents. This program grew out of SIUC's entrepreneurial, decentralized approach and is very efficient. We provide these services with no extra expense to the university. Equipment for the Video Remote Interpreting project was purchased with Innovation Award money and contingency funds at the end of a fiscal year.

Student Volunteer Activities

Service-learning is a key component of SIUC's efforts to graduate students with a commitment to making a positive difference in society. This commitment in turn provides significant benefits to the southern Illinois region. Between August 2007 and July 2008, more than 5,500 students contributed 34,023 hours of service through Saluki Volunteer Corps, a campus civic engagement program. Some gave of their time individually while others worked through Registered Student Organizations. The RSOs and students living in residence halls raised an impressive \$42,000 on behalf of local, national and international organizations and charitable causes. More than 60 non-profit organizations benefitted from the efforts of SIUC student volunteers.

In addition, Land of Lincoln AmeriCorps members from SIUC make a positive difference in the lives of the children they work with. In September 2007, 45 percent of the children in the classes with AmeriCorps tutors had a C or higher average. When the academic year

ended in May 2008, 70 percent had a C or better grade average. In addition, the children's absentee rate and the disciplinary referrals both dropped significantly with AmeriCorps members tutoring and mentoring. AmeriCorps members each completed more than 70 hours of training, conferences and professional development. They assisted more than 500 children in the Carbondale Elementary, Du Quoin, Murphysboro, Unity Point and Elverado school districts, providing nearly 11,000 hours tutoring and mentoring. The following charts demonstrate the work of Saluki Volunteer Corps and Land of Lincoln AmeriCorps.⁵³¹

Saluki Volunteer Corps

Table 5-3. Saluki Volunteer Corps Participation.

Academic Year	Total Hours of Service	Number of Students
2004-05	42,941	5216
2005-06	31,877	4931
2006-07	38,607	5314
2007-08	39,235	5571
2008-09	39,812	6002

Land of Lincoln AmeriCorps

Table 5-4. Land of Lincoln AmeriCorps Participation.

Academic Year	Total hours of service	Number of Members
2004-05	7500	9
2005-06	8500	11
2006-07	9600	12
2007-08	11,200	14
2008-09	10,000	13

Center for English as a Second Language

SIUC's relatively decentralized structure allows units flexibility and creativity in engaging with constituencies and communities. CESL is housed within the Department of Linguistics in the College of Liberal Arts. However, as a cost-recovery unit, CESL receives no state funds and is self-supporting. Therefore, the unit has greater control over personnel and budget matters than other, more conventional units on campus. This control allows CESL to hire fewer teachers when enrollment drops or hire more teachers when enrollment increases. It is CESL policy to maintain a reserve operating fund equal to one year's operating costs so that it is not whipsawed by unforeseen events, such as the bird flu

531 Mythili Rundblad, "Student Development: Volunteerism and Service Learning" (2009) in the Office of Student Development.

"For institutions of higher learning, I believe one of our higher callings is to develop and enhance an awareness that dissolves pre-conceived notions and stereotypes, furthers global cooperation and spans generations."

Chancellor Samuel Goldman, keynote address to The Second Forum for International Education Leaders, 2009, delivered November 14 - 15 in Beijing, China.

pandemic of a few years past, or the 9/11 attacks that saw an almost instantaneous drop in the international student population that CESL serves.

For physical resources, CESL has used six dedicated classrooms in Faner Hall since the building was constructed. Several years ago, our revenues allowed us to upgrade all six rooms to include Smart Sympodiums. These upgrades have helped improve delivery of our courses and help us better market our program.

SIU School of Medicine

The medical school benefits from SIUC's "entrepreneurial and decentralized" approach to community outreach as it allows the school to focus on health-related programs developed in coordination with and in response to the central and southern Illinois community. An example of the benefits of this flexibility is the school's clinical practice plan. The school organized its clinical practice plan to provide teaching and learning opportunities for medical students and clinical residents/fellows as well as to respond to patient care market conditions in the region. This has allowed the medical school's clinical practice to grow and develop over time to offer the full range of primary and specialty care services to patients and rich learning experiences for trainees.

Rural health programs and clinical outreach activities are other examples. These programs are based on partnerships with community groups to identify and satisfy health care needs in the particular locations. Many programs are initiated at the department level through direct interaction with community health care leaders and providers. Program funding is often obtained through external grants and contracts via competitive application processes. To be successful, these programs must address community needs in creative, flexible ways.

Another good example of entrepreneurial activity deals with the medical school's intellectual property and technology transfer activities. The school's Office of Technology Transfer (OTT) works with medical school faculty and staff, community groups, possible partner organizations, and funding agencies in developing new intellectual property suitable for commercialization. In FY2009, OTT began work with area colleges and universities to develop a collaborative environment for innovative technologies. Also, OTT processed seven intellectual property matters to completion in the most recent fiscal year. These include patents and trademarks issued, copyrights filed and registered, and licenses/options executed. Five such matters were completed in FY2008. In addition, nine new patent applications were filed and eleven invention disclosures were processed in FY2009.

This positive pipeline should boost the numbers of completed matters during future fiscal years.

Claim 5b.3: SIUC's educational programs connect students with off-campus communities. The Saluki Volunteer Corps and the Land of Lincoln AmeriCorps are but two of a wide variety of ways that students become involved with a range of communities and needs.

Office of Economic and Regional Development

While OERD is a non-academic unit on campus, there are a number of activities connecting students with off-campus communities. Numerous graduate assistants and student workers are employed every year to support units within OERD. In many cases they work directly with off-campus activities. OERD receives Demuzio interns through the SIUC Paul Simon Public Policy Institute to support their efforts as well. AmeriCorps*VISTA volunteers have been utilized in the community development arm of OERD.

OERD staff members are frequent guest speakers in both undergraduate and graduate classes throughout the university. Staff members have made presentations to classes in the College of Business, the College of Education and Human Services, the School of Social Work, the Department of Workforce Education and Development, and the College of Applied Science and Arts. Also, faculty regularly bring classes to the Dunn-Richmond Economic Development Center to expose their students to the various missions of OERD.

Establishment of SalukiCEO Corps as a registered student organization is an example of merging the academic arm with the off-campus communities. The objective of the Collegiate Entrepreneurs' Organization (CEO) is "to inform, support and inspire college students to be entrepreneurial and seek opportunity through enterprise creation." SalukiCEO Corps completes this objective through strategic alliances with the Center for Innovation in the College of Business, Small Business Development Center, and the Southern Illinois Entrepreneurship Center. Their organization hosts a variety of entrepreneurs as speakers, as well as participates in a real-world, student-run business. Outstanding students affiliated with this RSO will be given the opportunity to apply for class credit, undergraduate assistantships, and even graduate assistantships. This organization is open to all majors.

Division of Continuing Education

Educational programs that connect students with off-campus communities include:

- DCE administers off-campus internships for the College of Mass Communication and Media Arts in Hollywood Studies, Chicago Studies, Nashville Studies, New York Studies, and Washington D.C. Studies
- Other programs that bring teachers to campus are Illinois Council on Teacher of Mathematics (ICTM) and Science in the South. Closing the Gap is a partnership with John A. Logan College for students to attend.

Theater

While our students' experience is foremost in casting plays during the academic year, we do have an open casting policy for the local community. This is especially useful when dealing with age specific and minority casting. For example, the Stage Manager in *Our Town* was played by a local actor as was the lead in *All My Sons*.

Occasionally, the Theater department purposely focuses a production towards community involvement as was the case with *A Christmas Story* where local children played the child's roles in the production. A "Santa Expert" essay writing contest was held with area elementary schools with the entries serving as a display in the theater lobby. Winners of the Santa Expert contest were interviewed for a presentation on the local PBS station. The department also worked in conjunction with the Poshard Foundation in providing free tickets and a holiday party and presents for underserved members of the southern Illinois community.

University Center of Lake County

In 1996, SIUC became a charter member of this consortium of public and private universities that meets the postsecondary needs of the population. The center is located north of Chicago. The consortium provides bachelor completion, graduate and advanced professional development. More than 80 degrees and program options have been offered at the center. In 2006-07, enrollment totaled 5,316 registrations in 766 courses. Of the eight public and 10 private institutions providing courses and degree programs, SIUC has become the anchor university, offering six baccalaureate programs: elementary education, workforce education and development, health care management, fire service management, electronics systems technologies, and industrial technology. The university offers 21 percent of all classes available at the center and has 46 percent of the enrollment.

Course Offerings at the University Center of Lake County



Figure 5-3. SIUC's Share of Course Offerings at Lake County.

Enrollments at the University Center of Lake County



Figure 5-4. SIUC's Share of Enrollments at Lake County.

Saluki Athletics

The Athletics department reaches out to the surrounding communities each year through a series of "Hometown Days" which spotlight local towns. We celebrate the diversity of our region through game promotions including "Faith Day" involving local church groups and "Military Appreciation Day" designed to honor soldiers and their families from the region. Each year, "Band Day" brings hundreds of high school students and their parents to

campus as high school bands perform in conjunction with a home football game. During basketball season, local elementary schools come for “Field Trip Day,” and we always have a large turnout for “Girl Scout Day” and “Boy Scout Day.” We also partner with the community for special events designed to raise awareness and funds for causes like the annual “Pink Out” for breast cancer held in conjunction with a women’s basketball game and our “Strike Out for Cancer” event in softball.

During football season, “Saluki Row” is a great opportunity for local businesses as well as campus units such as the Alumni Association and the School of Law to join in tailgating activities. In a festive, tented area between the Troutt-Wittmann Academic and Training Center and McAndrew Football Stadium, hundreds of fans come out prior to the game to join in the game-day activities. We also offer many group sales promotions where businesses can bring employees or sponsor groups of underprivileged children with tickets and concessions for the game.

Local children are introduced to the university and to Saluki Athletics in a variety of ways, including a club called the “Junior Salukis” for children 8th grade and under. Children receive admission to home athletic events, a t-shirt, a quarterly newsletter, attendance at a special meet-and-greet with Saluki student-athletes among other things. Local children are given an opportunity to receive instruction in a variety of sports through our summer camp program which is operated in conjunction with the university’s Continuing Education Division. During the summer of 2009, Saluki Athletics offered 15 camps with more than 650 registrants. Coaches also offer clinics to local coaches and children to teach coaching and sport skills. In the last year, clinics were offered in tennis, volleyball, softball, football, and men’s basketball, including a women’s football clinic which raised money to purchase football game tickets for local needy children. Our coaches and staff speak to numerous local community groups and schools to acquaint people with Saluki Athletics and the university. Requests are received for appearance of our mascots or cheerleaders at community events at least a couple of times each month. During FY09, Athletics received 120 requests to donate items including memorabilia and event tickets for campus and local fundraising efforts with an estimated value of more than \$6,500.

Our student-athletes and coaches are also involved in community service efforts that reach out into the community. There are numerous department-wide community service activities including the State Farm “Just Read Program” that takes our student-athletes once a month out into local elementary schools to read with school children and talk about the importance of staying in school. Our student-athletes have initiated a “Saluki Kids Night Out” to give parents a break and raise money for the Boys and Girls Club of

Carbondale. Last year, nearly 100 student-athletes volunteered for the event, which took place in the arena; and more than \$600 was raised for the Boys and Girls Club. Student-athletes from every team participate in “Santa’s Shoe Box” fundraiser whereby donations are collected to fill shoe boxes full of items such as toys, crayons, card games, etc. for more than 150 local Head Start children. In addition, each team chooses a local charity to work with during the academic year. Examples include the football team raising money for Good Samaritan House by a fundraiser called “Souper Bowl for Hunger” at a local grocery store on the Saturday before the Super Bowl. Swimming and diving and the baseball teams work to support the Carbondale Women’s Center, which is a shelter for battered women and children. Track and field student-athletes and coaches participate in the local “Day of Service” where individuals clean, pick up trash, and plant flowers on campus and in town. Several of our teams participate in local elementary school activities including the Penguin Festival and Sports Festival at Parrish School. Our student-athletes also organize and sponsor a “Halloween Bash” to provide a safe alternative for local children to trick or treat.

Being responsive to the local community and alumni is one of the critical purposes of the Saluki Athletics internet website which provides links to the university and includes a monthly feature entitled “Ask the AD” where individuals can submit questions on topics of interest which are then answered by the director of athletics and posted. This website receives an average of 500,000 “hits” per month and is another great way to connect people with the university. Saluki Athletics has even further entered the modern age with its own Facebook page with more than 6,000 Facebook friends.

SIU School of Medicine

The medical school utilizes a variety of ways in connecting students with off-campus communities. Medical students attend clinical clerkship rotations in the school’s medical clinics and affiliated hospitals coming into direct contact with patients from the community. In their family medicine clerkships, third-year medical students are assigned to community physicians (preceptors) for six-week rotations, training with their preceptor in the physician’s clinics and local hospitals. Students attend patient visits and interact with patients in them. Medical students in their psychiatry clerkship attend rotations in regional mental health centers, working closely with preceptor faculty in these locations. Medical students in other clinical clerkships, as well as clinical residents and fellows in their training, see patients in the affiliated hospitals and other clinical locations in the community.



Community service projects also bring students and residents into contact with community organizations and members of the community. A recent example of this is the “Cover the Uninsured” patient clinic organized by the medical students and faculty in March 2009. This clinic provided health care screenings, patient education, and primary care procedures for homeless and uninsured patients in Springfield. The clinic was directed by faculty in the school’s Department of Family and Community Medicine, and utilized volunteer medical students and faculty from several medical departments. Costs were covered by a grant from the Association of American Medical Colleges.

Claim 5b.4: SIUC’s resources—physical, financial, and human—have often been strained in recent years, most notably as the fiscal difficulties of the state of Illinois have brought a precipitous decline in state support for the university—as has been shown elsewhere in this self-study. Nonetheless, the university has, through determined and creative efforts, managed to continue to support effective programs of community engagement and service.

Office of Economic and Regional Development

Most of operational funding for OERD is provided by external grants and contracts. For every \$1 received by OERD from the university, another \$4.50 through grants and contracts are brought in to provide effective and efficient delivery of services.

Division of Continuing Education

Numerous SIUC resources are used on a regular basis to offer programming. Resources utilized include Printing and Duplicating, Campus Mail, Recreation Center, Student Center, Food Service, Plant and Service Operations, Instructional Support Services, Travel Service, *Daily Egyptian*, and Information Technology.

Off-Campus Academic Programs

Support Services

Each program is responsible for providing support for its programs. Each has instructional support strategy plans. The on-campus academic unit ensures that adequate support is being provided to each off-campus site, to include library, administration, computers, recruiting/retention, academic and financial aid advisement, accounts receivable, and related matters.

Library Services

Each off-campus location, military or non-military, presents a unique situation regarding library and research resources. Each college must determine the needs at each site, and take whatever action is required to ensure adequate library resources are available. Most sites have agreements with local libraries to permit SIUC students to use their facilities. Additionally, Morris Library on SIUC's main campus may be accessed via the internet. Articles may be downloaded or faxed to students by Morris Library staff or materials sent to the students via the inter-library loan agreements.

Administration

Each program has an adequate staff on-campus to support off-campus operations. Each academic unit determines the staff required based primarily on the number of students. They provide the day-to-day advice to program/base coordinators on matters such as personnel, payroll, student payment problems, vacation/sick time, travel regulations, and any other area where assistance is needed. The on-campus operations serve as the contact point between campus and base personnel. If the base coordinator, or faculty, need assistance or advice on any matter, they call the appropriate on-campus person. For example, if they need help with appointment papers, they call the administrative person; accounts receivable, they discuss with the accountant; advisement matters, add-drops; articulation and related matters, they would talk with the chief academic advisor. Each site has an advisor assigned to do initial registrations, applications for admission, and financial matters such as accounts receivables. The faculty assigned spend approximately 10-20 percent of their time with administrative responsibilities, the remainder is teaching 12 credit hours per semester.

Theater

The McLeod Theater is an inviting facility that comfortably seats 520 patrons. The Christian H. Moe Theater seats approximately 100. Theater faculty and their students have lent the community their expertise in numerous ways, for example:

- ♦ Offered Pre-Symphony lecture on Musical Theater
- ♦ Sung with the Southern Illinois Symphony
- ♦ Performed in *The Nutcracker Suite* for the Southern Illinois Symphony
- ♦ Consulted on stage equipment for Salem High School, Brehm Preparatory School, and The Stage Company, our local community theater

- ♦ Assisted Marion and Mount Vernon High Schools in building scenery for their productions.
- ♦ Provided a dramaturgy book for *Anything Goes* for Du Quoin High School
- ♦ Offered mask making workshops for the Carbondale Science Center & area schools
- ♦ Provided makeup skills and actors for annual Mock Disaster Drills
- ♦ Provided use of McLeod Theater as well as production consultation to the local community theater group, The Stage Company, who had lost their theater venue for an original performance of *The Thirteen Clocks*

SIU School of Medicine

In its recent 2007 accreditation review, the Liaison Committee on Medical Education determined that the medical school possessed adequate levels of financial, human, and physical resources, and appropriately utilized them in support of the school's academic and service missions. LCME found that the medical school meets all accreditation standards and requirements regarding resources.

Financial resources come from a variety of sources: state appropriations, tuition, grants and contracts, clinical practice, and other sources. Though state appropriations are not expected to increase significantly in the near term, the school is requesting and will likely receive additional funding to support periodic salary increases for faculty and staff, targeted new or expanded initiatives, and some base increases. The school's clinical practice plan exists to support the mission of SIU School of Medicine and its clinical revenues provide financial resources to the medical school. Clinical revenues as a share of overall operating funds are expected to continue a pattern of growth, based on increasing numbers of physician faculty in the plan. New community initiatives with the school's affiliated hospitals – such as that related to developing the Children's Hospital with St. John's Hospital in Springfield – will attract funding for new programs and services. Grants and contracts are expected to generate more resources, due in large part to the medical school's ongoing investment in its research faculty and infrastructure, and the maturation of the SimmonsCooper Cancer Institute at SIU. The medical school's active development program and involvement in the SIU Foundation's capital campaign are expected to increase fundraising for capital programs, operations, and endowments.

The medical school is appropriately staffed for its size and mission. As of September 2009, the school employs 1,564 full-time employees including 344 full-time faculty – 215

physicians, 98 Ph.D. and other doctoral faculty, and 31 other faculty. (Volunteer faculty number 848.) Staff includes 265 full-time professional/administrative staff and 955 civil service employees. Another 120 part-time employees (31 faculty, 33 professional/administrative staff, and 56 civil service employees) round out the school's staffing. (The medical school was designated as a separate hiring unit under the state of Illinois University Civil Service System in December 1969.) Including both full-time and part-time employees, the medical school employs 1,684 individuals and is the seventh largest employer in Springfield.

The medical school's physical resources are in good condition with new building and renovations occurring as funding permits. A master space plan was recently prepared to address the medical school's future educational, research, clinical, and outreach space needs in Carbondale and Springfield. In Carbondale, the plan focuses on renovating existing facilities to improve the educational program and research productivity through infrastructure improvements, renovations, and relocation. The Springfield campus' planning incorporates the consideration of the newly formed medical district, addressing the medical school's presence in the medical district and including consideration of additional properties to be acquired, facilities to be constructed and renovations that will be required in existing facilities to support the educational, research, clinical, and community service programs.

Claim 5b.5: The university's planning processes, discussed in detail elsewhere in this document, include provisions to ensure that the university will continue to provide effective programs and services that its constituencies and communities have come to expect and to rely upon.

Office of Regional and Economic Development

Program reviews, evaluation of successful projects, and input from advisory boards provide efficient planning processes for OERD. The Rural Medical Transportation Network Project (RMTNP) is located in OERD's Center for Rural Health and Social Service Development. This project is funded by a grant from the Illinois Department of Transportation, and is currently in the third year of funding. Operating within the southern 34 counties of Illinois, the RMTN's mission is to facilitate access to transportation for persons in need of medical and health care services.

Division of Continuing Education

The DCE Conferences and Professional Programs office offers an efficient process that is



used by campus faculty and staff to offer activities that address the needs of the region's youth, retired and current professionals. Some of those events involve the School Law, Law School CEU Workshops, SILR, and the Professional Development Programs. DCE is the office of record for SIUC CEUs and CPDUs.

DCE works closely with on-campus departments and the University Core Curriculum to ensure that courses offered through the Office of Distance Education are the same quality as courses offered on-campus.

SIU School of Medicine

The School of Medicine's planning process reflects a commitment to long-term institutional priorities and proactive leadership in pursuing them. In early fiscal year 2001, the school's Executive Committee held planning meetings and a two-day planning retreat. Based on 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 FY2004 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 dean and provost and reported yearly to the SIUC chancellor. Both the medical school's strategic plan and annual goals are available to faculty and staff on the school's intranet.

The medical school updated its institutional strategic plan during academic year 2006/2007. 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. Suggestions from them 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.

The medical school's planning processes complement those of the state of Illinois and

Southern Illinois University. State of Illinois priorities for higher education are outlined in the “Illinois Public Agenda” of the Illinois Board of Higher Education (IBHE). The Illinois Public Agenda outlines long-term goals for higher education and are used by state officials to guide academic development and state budget allocations for public universities. Annually, the medical school provides numerous planning-related reports to the state of Illinois and submits program priority, operating, and capital funding requests through IBHE’s Resource Allocation and Management Program (RAMP) process, all within the context of the Illinois Public Agenda. University priorities include those outlined in the SIU system’s 2020 Vision plan and SIU Carbondale’s *Southern at 150* strategies, and are themselves designed to support the Illinois Public Agenda. The university plans were prepared after extensive study and with the input of interested parties both within the university and its larger community. These plans provide important context to the medical school’s planning process and are used internally at the university to guide decision-making and program development.

In 2009, the medical school established its Community Service Committee. This committee exists to assist the planning and implementation of community service programs. In this, the committee considers community needs assessments, solicits suggestions from the community, and develops partnerships with civic and community health organizations to advance community initiatives.

Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

There are some constituencies that depend upon SIUC for service by virtue of long connection with the university, geographic propinquity, or need for services that the university can provide. In connection with this Core Component we must consider such constituencies as the elementary and secondary school systems that send students to SIUC and who hire teachers and administrators whose degrees are from this university. There are also the largely rural communities of southern Illinois that benefit from the many services that SIUC has provided for generations. SIUC even has—perhaps surprisingly, given its distance from any large urban area—a strong urban connection with Chicago as evidenced by the large proportion of its student body that travel down I-57 or on Amtrak to Carbondale. It also has a very strong presence at the University Center of Lake County as demonstrated elsewhere in the self-study. We must also consider the many transfer students, primarily from Illinois’ community colleges who look to SIUC for a capstone

experience that will complete their higher education. It is also necessary to consider SIUC's long-standing commitment to international education. We have reached a point where it is not uncommon for international students to be the second, or even third, generation of their family to pursue education at SIUC. The US military has also long been a community served in many different locations by SIUC.

Claim 5c.1: SIUC has, since its origins as an exclusively teacher-training institution in the late 19th century, has taken as an essential part of its mission to maintain mutually supportive relationships with the region's K-12 systems. With the advent of the Illinois Community System in the 1960s, cooperative interactions have evolved with those institutions in the southern Illinois region. These efforts extend to international institutions and universities with whom we have memoranda of understanding and other relationships.

College of Education and Human Services

The College of Education and Human Services has always maintained strong links to other educational institutions and groups at all levels, lending support in many ways to southern Illinois' educational network.

Illinois Office of Educational Services: For nearly 40 years the Workforce Education and Development department has administered the Illinois Office of Educational Services on Lincoln Land Community College campus through a grant from the Illinois State Board of Education. The office provides training and services to keep up with the rapid changes in the training environment for those who deliver career and technical education.

SIUC Cancer Rehabilitation Laboratory: The SIUC-CRL is an exercise testing/training facility that is designed to be an extension of the Strong Survivors class that is sponsored by Southern Illinois Healthcare and meets at John A. Logan College. It provides supervised exercise testing/training for cancer survivors and caregivers who cannot attend during the times that the Strong Survivors class at Logan meets, who would prefer one-on-one attention, or who need a more private setting.

Grow Your Own Teacher Program: The Special Education program partners with FOCUS of Southern Illinois and Shawnee Community College (SCC) to prepare special educators for the southernmost region of Illinois. Through funding from the Illinois State Board of Education, this "Grow Your Own Teacher Program" works with individuals who are interested in special education as a career, providing advisement and forgivable loan support to enroll in appropriate coursework at SCC and SIUC.

School of Social Work: The school offered a certified education program in the Middle East (Lebanon) from 2004 until this year (2009) in collaboration with the United Nations Relief and Works Agency. School of Social Work faculty are currently considering whether to submit a proposal for continuation of this program.

International Programs and Services (IPS)

For more than 60 years, SIUC has maintained a distinguished record in international education. IPS coordinates these initiatives by providing comprehensive programs and services for international students and scholars from pre-arrival correspondence through post-graduate concerns. The office is designated by the U.S. Department of Homeland Security as having the official responsibility for the interpretation of and adherence to laws and regulations as they apply to non-immigrant students and faculty. The office is also charged with the administration of the U.S. Department of State Exchange Visitor Program as well as serving as a liaison with foreign governments and sponsoring agencies. The division provides university-wide leadership in the administration of international Memoranda of Understanding and assistance with international visitors and protocol. The office also coordinates the overseas educational experiences for American students, including study abroad programs.

Outreach to the southern Illinois region has been a primary mission of the office since its inception. Of particular note are the numerous programs which promote cross-cultural exchange to the broader community. Many of the rural areas do not have easy access to the diversity of culture available to the university population. INGEAR (International Network for Global Educational Activities in Rural Schools), the International Dialogue on Faith, and the Translators Program all address this concern. INGEAR, developed in 1986, was designed to promote cultural awareness as well as global thinking in rural community schools and has proven to be one of the most requested programs ever created by International Programs and Services. In fiscal year 2009, 45 SIUC international students gave 18 presentations, reaching 1,750 young students and 36 teachers. 7 additional school presentations on the educational system in Japan were conducted during the annual visit of the Tanai City educators. The audience for these presentations included 442 elementary and middle school children and 46 teachers.

An International Dialogue on Faith: A Woman's Perspective was designed to promote an understanding of world faiths, to encourage discussion of women's roles as they are defined by their various beliefs, and to serve the regions through educational outreach.

Funded in 1998 by a grant from the National Association of Foreign Student Affairs, this panel discussion has been working to promote cultural understanding for over a decade. Recent presentations have included:

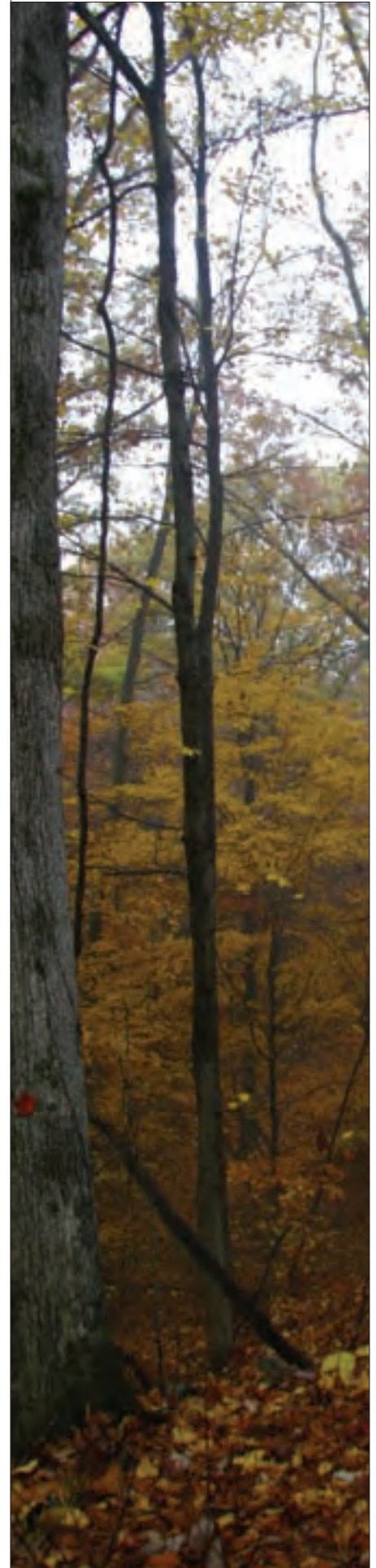
<i>Event</i>	<i>Audience</i>
Harrisburg Presbyterian Church (6 intl. student panelists)	20 community members
Paducah Women's Educational Sorority (5 intl. student panelists)	50 community members
Sister City Mayoral Conference	118 mayors from Illinois

The Translators Program is a free service that was established two years ago to address the growing need for translators to area hospitals, health departments, and community groups. Thanks to the student volunteers working in this program, translators have been available to explain hospital procedures and, translate death certificates, birth and other medical records for facilities across southern Illinois.

Additional community outreach programs of note include the **Domestic Violence Project** that directly impacted 54 migrant farm workers through 20 workshops on awareness and response to domestic violence within the international community. The project created a Spanish/English video and brochures in nine languages which were distributed to community healthcare delivery agencies and throughout campus. IPS also partners with area middle and high schools to promote the understanding of Muslim women. Funded by a grant from the Community Action Grants Program of the American Association of University Women's Educational Foundation, Leadership in the Muslim World is an educational enrichment program for high school teachers and students, highlighting the accomplishments of ten professional leaders in the contemporary Muslim world, while countering current stereotypes of Muslim females. A website created for the project contains the lesson plans for a 5-day curriculum for high school students in Carbondale, Herrin and West Frankfort, impacting 600 students and 300 teachers.

Office of Economic and Regional Development

OERD collaborates with a diverse range of educational institutions formally and informally. As part of its entrepreneurship efforts, a summer program titled Camp CEO has been established. This camp teaches would-be entrepreneurs aged 13-17 the basic aspects of starting and maintaining a business. The program has been so successful that the *Wall Street Journal* featured an article in its November 13, 2006 publication. With K-12, OERD has provided staff for guest lecturers related to starting a business, and also assisted with student business plan contests. Staff also provides lectures for local community college business classes.



The Illinois Entrepreneurship Network incorporates the SIUC SBDC and Entrepreneurship Center with the Small Business Development Centers at Rend Lake College, Shawnee Community College, and Southeastern Community College into one network. Additionally, the Procurement Technical Assistance Center at John A. Logan College is part of this network as well. OERD also has established an informal relationship with a Small Business Incubator in Mexico City, Mexico.

There have been several formal relationships established. SIU has a memorandum of agreement with the University of Illinois. This agreement has facilitated collaboration between OERD and the University of Illinois Extension offices related to community and economic development. SIU also has a memorandum of agreement with Southern Illinois Research Park. Southern Illinois Research Park is a university-related organization whose mission is to create a high-tech and research hub for southern Illinois.

Disability Support Services

DSS has reached an agreement with John A. Logan College that is highly collaborative. We've combined our resources to ensure that deaf students at this local community college have the same access to qualified interpreters as the university students have. This recognizes the need that community college students have is as great as those of SIUC's own students. There is also a degree of self-interest in providing these services, recognizing that some of these students may become students at SIUC or, indeed, may already be students of the university who may be taking a class at the community college.

Theater

In addition to the school matinee performances mentioned earlier, a staple of our academic outreach is Drama Daze, an annual day-long event bringing 350 secondary school students and their teachers from schools within a seventy-five mile radius for a series of theater based workshops and performances of our original one-act plays. The teachers also receive a lunch-time discussion in which SIUC faculty discuss with them theater education concerns.

School of Music

The School of Music is constantly in touch with area schools through the student teacher program. Our music students not only observe and student-teach, but also assist with marching band camps, music contest and musicals both at the high schools and area


community colleges. Through this close association, music directors throughout the state and, more recently, in surrounding states as well, are given the opportunity to keep faculty members apprised of the current educational conditions and chronic problems that may occur. Regular evaluations are done by each area within the School of Music to ascertain the efficacy of our programs in relation to the employment of the students as well as the atmosphere among musical directors. Program changes are proposed with the sole purpose of preparing well rounded, highly educated, exceedingly skilled and motivated graduates. Additionally, courses are now being offered late in the school day to allow working music educators to continue their own growth. Due to very limited resources, minimal graduate level courses are offered during the summer. We are exploring the possibility of a Master of Music in Music Education that may be completed by attending evenings and two weeks during the summer to address a very real need expressed by area musicians.

SIU School of Medicine

The School of Medicine has a longstanding relationship with District 186, Springfield's public school district. The medical school has an adopt-a-school partnership with a neighborhood middle school (Enos School) in Springfield and is currently partnering with District 186 in planning and implementation of the P4 Initiative. P4 is a pilot pipeline program to encourage local high school students interested in becoming physicians through a partnership between SIU School of Medicine and the Springfield District 186. Called the "Physician Pipeline Preparatory Program" or "P4", the initiative begins in fall 2009 and will introduce fifteen students with strong academic standing to the field of medicine.

The medical school collaborates with other universities regarding health professions and education programs. The school provides assistance to the SIU Edwardsville nursing and pharmacy programs on the Springfield campus. This includes full use of the Medical Library in Springfield, access to meeting and study areas, local advice regarding housing and other living needs of students in Springfield, and use of instructional facilities such as the Calhoun building computer laboratory. Also, the school collaborates with the University of Illinois – Urbana Champaign in offering an on-line masters degree in medical education. The degree is granted through UIUC.

The school's educational reach goes beyond the state and the country. The University of Geneva (Switzerland) has co-sponsored with SIU's medical school an international conference on Alzheimer's disease since 1990. This biannual conference, "Advances in Therapies for Alzheimer's Disease," draws more than 1,100 registrants from nearly 50



countries and encompasses more than 125 scientific sessions. Beginning in 2004, the school developed an exchange program with Aichi Medical University in Nagoya, Japan. Through this program, approximately ten Aichi students come to the school yearly to experience problem-based learning and participate in clinical electives. Medical students from SIU (one or two per year) also travel to Japan for clinical elective experiences. In 2008, SIU School of Medicine began an exchange program with Prathima Institute of Medical Sciences (PIMS) in Karimnagar, India. This new program allows up to four medical students from India to experience clinical electives at SIU and senior SIU students to rotate at PIMS. In addition to these opportunities, the school has had students involved in medical missions on six continents, averaging seven to eight each year. A travel scholarship for international study by SIU medical students was established in 1990 by an emeritus faculty member. Finally, many SIU departments have international contacts and collaborations, involvement with international scientific meetings and symposia, and leadership positions in international professional societies. This wide range of activities provides opportunities for students to become involved with the international community.

SIU School of Law

The SIU School of Law is involved in cooperative ventures with other institutions both here and abroad. These partnerships benefit students of both partner institutions. The School of Law has established a partnership with the law school at the University of Missouri – Kansas City in order to offer a Summer Study Abroad Program in Ireland.

The SIU School of Law helped develop a relationship with the Law University of Lithuania which led to a Memorandum of Understanding between that university and SIUC. The university-to-university relationship that was established is designed to strengthen the bonds between the two academic communities and, in the process, contribute to greater understanding and communication between two cultures.

Claim 5c.2: The policies governing transfer students and the way those policies are realized in practice both recognize that learners in the 21st century are more mobile than in the past and provide a supportive environment for that mobility.

Office of Records and Registration

Our policies governing transfer students are very accommodating with clearly defined requirements for admission. Transfer work is accepted from institutions accredited by one of the regional accrediting associations. Students, who have completed a two-year degree

from non-accredited institutions, but one that holds an industry accreditation recognized by the National Commission on Accrediting or the U.S. Department of Education, are admissible. Military and former military personnel, who hold an honorable or general discharge, are given preference in the admission process. Occupational education credit can be granted at the program level from those academic units authorized to do so. An associate degree from all Illinois public two-year institutions is accepted, placing the student at a junior level and completing the University Core Curriculum. Transfer students can be admitted directly to the program of choice so long as the specific criteria for the program are met. DANTES subject examinations, Advanced Placement (AP), and College Level Examination Program (CLEP) credit is also accepted. Students, who meet minimum requirements in all five CLEP general exams, are exempt from the University Core Curriculum. All CLEP credit, except English, transcribed from another institution is accepted. All students are allowed to demonstrate mastery of a course through proficiency examinations arranged through the appropriate departmental office.

The needs of the contemporary students, including the military, are recognized through a very flexible policy that accepts internet, extension, off-campus, and correspondence credit when taken from a regionally accredited institution. Students, who have military experience, are given the opportunity to receive credit towards their baccalaureate degree with work experience and occupational education credit available through the evaluation of AARTS, SMART, and CCAF transcripts by SIUC's Academic Support Services. Southern delivers bachelor degree programs at twenty-six different locations nationwide and works with every branch of the military to provide educational opportunities to active duty personnel as well as former military personnel. For those students, who are completing a bachelor's degree by other than traditional on-campus attendance, residency requirements are met with the successful completion of the program requirements. Options also exist for completing dual degree and second bachelor's degrees as well as the possibility of completing a baccalaureate degree in three years are well defined in our published policies.

Articulation agreements are pursued and maintained with all two- and four-year Illinois public institutions for the University Core Curriculum and career-oriented programs. We recognize and articulate with the state of Illinois' IAI General Education Core Curriculum as an equivalent of our University Core Curriculum requirements. Advanced Core courses required for the major as well as those offered through the University Honors Program can also be substituted for Core requirements, An approved list is published under the University Core Curriculum section of the Undergraduate Catalog (Chapter 3).

International Programs and Services

Undergraduate and graduate admissions officers have kept abreast of the sweeping changes in the European educational system through conference attendance and web-based training. The National Association of Foreign Student Affairs, the professional association for international educators, has offered special sessions on the topic of transcript evaluation and articulation agreements under the Bologna Accord. SIUC staff have attended these seminars.

Office of Economic and Regional Development

Thanks to the Office of Economic and Development, the bandwidth expansion project on campus is one way of responding to changing expectations of service delivery. The community development and outreach arm of OERD, through Connect SI, is coordinating this effort with other campus leaders to ensure that students much further from campus have access to programs

Claim 5c.3: Community leaders around the region recognize and support SIUC's many contributions to the cultural, economic, and educational health of the area. Surrounding communities make use of the resources that the university can provide in a variety of ways.

City of Carbondale

One of the largest scale examples of support for the university on the part of local leaders is the decision of the city of Carbondale for the Saluki Way project. In July 2007, Mayor Brad Cole and Carbondale city Manager Jeff Dougherty proposed a one-half percent increase in the city's sales tax that would contribute as much as \$20 million over twenty years to the Saluki Way project. This could provide as much as 25 percent of the estimated \$80 million cost of the project. The proposal was passed in the next meeting of the City Council. Private donors have also contributed generously to the project, showing broad support for the university's contributions to the region. For example, Gregg and Nancy Cook, contributed \$1 million to the Saluki Way project and the Southern Illinois Orthopedics group pledged \$500,000 and Old National Bank pledged \$200,000. Many other private donors have stepped forward to support this important university project.

Office of Economic and Regional Development

The city of Du Quoin has recognized the importance of SIUC's contribution toward

business development activities. This year Du Quoin received a Community Development Assistance grant and has utilized the Southern Illinois Entrepreneurship Center in fulfilling these grant activities. The Community Development Assistance Program (CDAP) is a grant program funded through the U.S. Department of Housing and Urban Development that assists Illinois communities in financing economic development projects, public facilities, and housing rehabilitation. The program is targeted to assist low-to-moderate income persons by creating job opportunities and improving the quality of their living environment.

Establishment of the Southern Illinois Research Park by Southern Illinois University has been recognized by community leaders as a positive activity for this region. With its mission of creating a high-tech and research hub for southern Illinois, expansion of the knowledge-based economy of the twenty-first century is a goal. By virtue of their bylaws, eight of the board members are classified as community directors. Those community directors include a local bank president, an economic development manager for a large utility company, president of a health-care corporation, regional property developer, city manager, CEO of a national company, and former CEO of a rehabilitation services company.

The Connect SI initiative has engaged community leaders from within the southern 20 counties in Illinois. Leaders from the public and private sector in virtually every industry have participated with Connect SI.

Theater

McLeod Summer Playhouse co-produces with Carbondale Community Arts an “All-Southern” Illinois Regional High School Musical Theater project as a part of its season each year. This program, originally sponsored solely by Carbondale Community Arts, became a logical intersection between the university and community when the playhouse was reinstated in 2005 and both parties have benefited greatly from the collaboration.

In 2008, the Carbondale Chamber of Commerce and Carbondale Community Arts presented McLeod Summer Playhouse with their “Business in the Arts” award.

SIU School of Medicine

Community leaders and organizations recognize and support the medical school’s programs. The medical school has close relationships with its affiliated teaching hospitals in central and southern Illinois: Memorial Medical Center/Springfield, St. John’s Hospital/

Springfield, Memorial Hospital/Carbondale, Memorial Hospital/Decatur, and Blessing Hospital/Quincy. Seventeen clinical residency programs are financially and operationally supported by the affiliated hospitals, with responsibility for educational activities vested in the medical school. Consistent with their not-for-profit missions, the affiliated hospitals also provide financial support to the medical school in academic development agreements. The school offers professional physician services to the hospitals under contract. These relationships are significant to both the medical school and the teaching hospitals.

Claim 5c.4: SIUC's programs build connections between communities as well as between individual communities and the university.

Office of Economic and Regional Development

The National Children's Study project is building connections with communities in southern Illinois and the university. The National Children's Study (NCS) is one of the most important contributions to human health history. The NCS will give society a better understanding of positive and negative influences on human health and development by studying the effects of genetics, physical environments, lifestyles, and social environments. 100,000 children and families across the nation will participate in the study from preconception or the first trimester through 21 years of age. The NCS Johnson, Union, and Williamson counties (JUWC) site in southern Illinois will offer 1,000 children and their families an opportunity to participate in this historic study. The study is projected to include 105 locations across the United States. The JUWC site is one of the projected 26 rural sites in the nation. The SIUC Center for Rural Health and Social Service Development (CRHSSD) within OERD collaborates with Saint Louis University (principal investigator), Battelle Memorial Institute, SIU School of Medicine, SIU Edwardsville, Washington University in St. Louis, Coalitions Work, and many community stakeholders to plan, implement, and evaluate the work of the JUWC NCS site.

CRHSSD has also re-established the Research Associates program. This program links service and research missions across southern Illinois through the center. The Research Associates program also leverages the enormous spectrum of intellectual talent of university faculty to greater regional benefit and diversifies the offerings of the center.

OERD was instrumental in establishing the Southern Illinois Incubator Network. This network includes small business incubators in Carbondale, Centralia, Mounds City, and West Frankfort. Staff and economic development professionals meet on a regular basis to

discuss their individual incubators and local economic development activities. A listserv developed in partnership with Connect SI creates an efficient communications platform from which to support this network.

College of Education and Human Services

A COEHS alumnus and current technical service manager with Hino Trucks, a Toyota Group company, coordinated the donation of a Class 7 series diesel fuel injection cab and chassis to the SIUC automotive technology program to help students learn the advanced technology associated with this career and technical education field.

SIU School of Medicine

The medical school's presence in the region is well established. The school's practice plan is the largest multi-specialty physician group in central and southern Illinois south of Springfield. The number of patients served and visits/encounters has increased annually to 117,000 patients and 506,000 inpatient/outpatient visits/encounters in FY2009. Regional clinical outreach and educational clinics offered by the medical school number 108 sites in 50 communities. The medical school has graduated 2,268 physicians with 1,684 currently in practice, 43 percent of whom practice in Illinois; and has trained 1,898 clinical residents/fellows, most still practicing in the region. Medical students come from all over the state, particularly from small towns and rural locations. Over eight-hundred volunteer faculty, including about 120 preceptor faculty, from around the state train and mentor students, further expanding the reach of the medical school's programs. Over 4,800 practicing physicians, other health practitioners, and other professionals receive continuing education through the school's Continuing Medical Education program. Consistent with its tradition as a community-based medical school, SIU School of Medicine maintains strong connections with the community.

Claim 5c.5: The partnerships that we engage in (e.g., the Southern Illinois Collegiate Common Market, various MoAs with international universities, etc.) are based on shared educational, economic, and social goals.

International Programs and Services

Proposals for the creation of International Memoranda of Understanding are reviewed by the International Advisory Board (IAB), a 20-member committee comprised of representatives from each college, International Programs and Services, the Graduate



School, and the Center for English as a Second Language. The IAB reviews each proposal, adding suggestion to strengthen the project, particularly in the area of cross-disciplinary collaboration. After the review from the IAB is concluded, the document is sent to SIU Legal Counsel for approval, and signatures are obtained to formalize the agreement. Memoranda are valid for five years to assure that the appropriate review is conducted in the future, a review that is necessary to validate the continued existence of the linkage agreement.

Office of Economic and Regional Development

In many cases, partnerships are created with OERD and other stakeholders by virtue of securing grants and contracts to provide needed services. Shared educational, economic, and social goals are a strong part of this partnership. For example, the Illinois Department of Commerce and Economic Opportunity (DCEO) provides significant investment to OERD for a number of programs. As indicated in its mission statement, DCEO is the “lead state agency responsible for improving Illinois’ competitiveness in the global economy. Guided by an innovative regional approach, DCEO administers a wide range of economic and workforce development programs, services and initiatives designed to create and retain high quality jobs and build strong communities. DCEO leads the Illinois economic development process in partnership with businesses, local governments, workers and families.”

Division of Continuing Education

On behalf of the university and academic departments, DCE has entered into Memoranda of Agreement with community colleges throughout Illinois to deliver courses and programs at their campus locations. The university has established “Service Centers” at community colleges. Through these MOA’s and service centers, SIUC is extending to the community college constituents an opportunity to obtain a four-year degree through baccalaureate completion programs. Partnerships with school districts and private corporations allow professionals to pursue graduate education in fields such as Masters degrees in Reading Recovery and Behavior Analysis and Therapy.

Disability Support Services (DSS)

The John A. Logan College partnership, mentioned above, is based a shared goal to provide qualified interpreters to students at both institutions. SIUC’s ability to offer these services is enhanced by this cooperation. DSS is able to maintain a more comprehensive staff as a

result of this partnership as it supplements the work our interpreters do, allowing them the opportunity for staff positions at SIUC.

SIU School of Medicine

The School of Medicine's relationships with its affiliated hospitals demonstrate partnerships based on shared goals and missions. The medical school has formal affiliation agreements and annual contracts in place with its teaching hospitals: Memorial Medical Center/Springfield, St. John's Hospital/Springfield, Memorial Medical Center/Springfield, St. John's Hospital/Springfield, Memorial Hospital/Carbondale, Memorial Hospital/Decatur, and Blessing Hospital/Quincy. The affiliation agreements provide guidance regarding support for medical education and annual contracts specify terms of these relationships. Further, the medical school and the affiliated hospitals interact in numerous venues, including the Joint Trustee Committee and Graduate Medical Education Committee, as well as at departmental and administrative levels. The relationships have been in place for decades and are constructive and durable. The medical school and its affiliated hospitals share goals for medical education and improvement of patient health in the region. The missions of the organizations share commitments to academic medicine.

Claim 5c.6: SIUC's partnerships and contractual arrangements are ethical and support the university's integrity.

Office of Economic and Regional Development

Many of OERD partnerships are established through a signed grant or contract. Those contractual arrangements are reviewed and approved by SIU General Counsel.

College of Education and Human Services

The COEHS has partnerships with the various community colleges in the region to deliver off-campus coursework and degree programs. The COEHS has formal agreements with Rend Lake College Marketplace, Southwestern Illinois College, Shawnee Community College, and Kaskaskia College to deliver degree programs in either Special Education, Early Childhood Education, or Elementary Education. These programs were developed cooperatively based on the shared goals of meeting the educational and training needs of future educators.

Off-Campus Academic Programs

Academic and Financial Aid

The program/base coordinators, with some help from the faculty, provide initial and on-going academic advisement. If problems arise, they contact their respective on-campus office for help. Advisement continues after the students have completed their local SIUC requirements. Students are continually advised on the University Core Curriculum requirements and what local institution can provide the specific courses. The program/base coordinator also provides the necessary financial aid advisement such as VA benefits, Illinois Veterans Grants, Military Tuition Assistance, and federal programs such as Pell Grants. Admission requirements are the same for on-and off-campus students.

Each academic program has an advisement function on campus. Those in Workforce Education and Development, College of Applied Services and Arts, and Industrial Technology have a staff of appropriately classified people, i.e., academic advisors, accountants, office systems specialists, and related classifications, who are available to assist SIUC base personnel with problems that may arise. For example, if the base coordinators are not sure if a particular course will transfer to SIUC, or if a student is eligible for a Pell grant, they can call their on-campus contact for advice. With this service available at a central location for each of the off-campus programs, it saves the time and effort that base personnel would spend trying to get the appropriate person in the university's Admissions office or Financial Aid office. The Admissions office has an articulation sheet articulating all University Core Curriculum courses at SIUC with every academic institution in the areas where we have a program. These sheets are kept updated and provided to on-campus as well as off-campus academic advisors at all locations. Base personnel keep in close touch with the local institutions to discuss the SIUC requirements and how the institution may assist in providing courses to the SIUC students.

Accounts Receivable

While the program/base coordinator at each base is responsible for collecting tuition, and assists in preparing financial aid forms, on-campus staff monitor accounts. Each college participating has an accountant in charge of this activity. The on-campus function for each academic unit works closely with the university Bursar's office to resolve any problems with accounts receivables. The same is true with the on-campus functions and financial aid problems.

The off-campus programs are closely monitored by several agencies. The major responsibility for program quality and administration lies with the appropriate on-campus program office. Each program director is held accountable to the college dean to manage the program effectively and stay financially sound. Income to operate the program comes from student tuition. Enrollments play a big role. For each dollar of tuition collected, \$0.71425 goes to the program to cover costs, such as salaries, equipment and other expenses. This is referred to as Program Delivery Costs (PDC). Out of the 71.425 percent, four percent goes to the Office of Military Programs (OMP) to cover costs of the OMP operation. While 71.425 percent goes to PDC, the remaining 28.575 percent goes to the university income fund. The financial status is evaluated by how well income and expenses correlate at the end of each fiscal year. The quality of the program is evaluated by time to degree, employment possibilities, grades assessed, quality of work by students, feedback from students and employers, and retention. The system, periodically updated, has served the program well for 36 years.

SIU School of Medicine

The medical school actively advocates and enforces standards for ethics and integrity in its partnerships and contractual arrangements. Affiliation agreements and contracts include state-required provisions regarding conflict of interest and other safeguards typical of such agreements. As an agency of the state of Illinois, the school follows state law and administrative practices outlining proper conduct of agencies (e.g., State Procurement Act) and of individuals regarding ethics/integrity (for example, the State Ethics Act). University policies for ethics and professional integrity also apply to the medical school. The school has additional requirements for ethical behavior including its own conflict of interest/commitment and industry relations guidelines and procedures. Additional guidelines apply where necessary, including those dealing with special considerations addressing human subject research and continuing medical education. Compliance reviews with these provisions come in many forms including external audits, internal reviews, and employee oversight and discipline.

Core Component 5d: Internal and external constituencies value the services the organization provides.

This component asks the university to justify itself from a point of view outside the university itself. On the most basic level, do our constituencies actually make use of the services we provide? Units were asked, do members of the off-campus community attend



the Summer Playhouse productions? Do rural residents of Illinois make regular use of the Rural Health Clinics? Do even the summer camps for secondary school students in sports, cheerleading, science, etc. provide services so that—if the state budget situation threatens programs with cutbacks or elimination—members of the wider community might rally to support them?

Claim 5d.1: SIUC's procedures for evaluating the services it provides involve the communities served as varied as the programs that are offered.

Office of Economic and Regional Development

A number of advisory boards and groups have been formed within OERD. Composition of those groups includes stakeholders in the southern Illinois region. Advisory boards at OERD include the CRHSSD Advisory Board, the Small Business Incubator Tenancy Review Committee, and the Illinois Entrepreneurship Network Advisory Board. Those entities provide input on program delivery and also provide an evaluation component. Additionally, satisfaction surveys from individual clients are compiled.

Division of Continuing Education

Evaluations are completed by participants and provide input for evaluation purposes. Input from parents is also considered.

Disability Support Services

The evaluation process in DSS asks for direct feedback from those we serve via a survey. DSS invites students and instructors at John A. Logan College to complete evaluations of the interpreting services they've received at the end of each semester.

Theater

The McLeod Summer Playhouse utilizes a Board of Directors, who represents the donor group, Friends of McLeod Summer Playhouse, to aid in season selection and to monitor the effectiveness of the program with the general public. This group meets four times annually.

SIU School of Medicine

Various methods are used to evaluate the need for and continuance of medical school services provided to the community. Patient care services are considered in terms of

community need and patient demand for the services. Patient utilization, demographic and patient satisfaction data are routinely assessed; suggestions and requests from community providers, hospitals, and other patient care organizations are also considered. Community programs, including clinical outreach, are required to consider community needs surveys and other information from communities themselves regarding their need for such programs. Formal guidelines for community service programs were adopted by the medical school in 2009.

Claim 5d.2: Communities and individuals served by SIUC's outreach programs are generally well satisfied with their experiences.

Office of Economic and Regional Development

Clients in OERD are provided surveys to assess their satisfaction with delivery of services. Grant management activities also provide an assessment component through program reviews on a recurring basis. The Illinois Manufacturing Extension Center (IMEC) within OERD utilizes independent audit firms to perform satisfaction surveys with completed projects.

Disability Support Services

As mentioned above, DSS regularly surveys users of its services. All surveys returned to us to date have been very positive. The video services are constantly monitored for quality, and regular contact is maintained with staff at the receiving institutions.

Theater

Recent audience surveys indicate that satisfaction with the theatrical experience and that ticket prices are appropriate and affordable.

Center for English as a Second Language

CESL is an integral part of preparing international students for study at SIUC. With an in-house, highly-ranked and CEA accredited ESL program, SIUC can offer conditional admission to undergraduate students, thus attracting students who will spend some time studying English with guaranteed admission when they complete their study at CESL. CESL's highest levels are sufficiently challenging that students who pass English for Academic Purposes 2 (Level 6) and score 500 on TOEFL are recommended to begin academic work.

Many graduate departments also offer conditional admission to SIUC on a case-by-case basis. CESL offers a 7th level of study, Graduate Student English, for students who need additional work before beginning graduate programs. Conditional admission is a great recruiting tool for SIUC.

The CESL director and CESL international student advisor attend regular meetings with the administrative staff of our International Programs and Services office and with key personnel from the Graduate School. These meetings give us the opportunity to review and make changes to policies and procedures, as needed, and provide a forum for sharing of information, solving problems, and improving how we serve the international students on the SIUC campus.

SIU School of Medicine

One way of demonstrating satisfaction with the school's programs is to consider financial support from the community; a good measure of that regards funding for endowed chairs. Two endowed chairs were established in FY2009, including one in the SIU Foundation and another in the foundation of a Springfield affiliated teaching hospital. These are the Stark Endowed Chair in Alzheimer Research and the Sumner Endowed Chair in Vascular and Endovascular Surgery. Two other chairs, the Zook Endowed Chair in Plastic Surgery and the Illinois Health Improvement Association Endowed Chair in Cancer Research, were established in FY2008. The Zook and Sumner chairs were established in the foundations of the school's Springfield-area affiliated teaching hospitals, Memorial Medical Center/Springfield and St. John's Hospital/Springfield, respectively. The school has been particularly successful in obtaining contributions to establish endowed chairs. This reflects community support for the medical school and its work.

Development activities continue to be important to the medical school and this too reflects community support for the medical school. The SIU School of Medicine is part of Southern Illinois University Carbondale's capital campaign and recently received a \$10.2 million pledge for the SIU Cancer Institute, now renamed the SimmonsCooper Cancer Institute at SIU. Philanthropic initiatives are expected to continue growing and become an increasing source of revenue for medical school programs.

Satisfaction is also evident in the continued use of the medical school's clinical and educational services by the community. As noted elsewhere in this document, the number of patients served and visits/encounters provided by the school's clinical practice continue to increase annually. Continuing Medical Education participants fluctuate annually, but



rarely go below 4,000 participants in a given year. Clinical outreach and educational sites around the region are long standing, vital programs. Such performance suggests community satisfaction with the medical school.

Claim 5d.3: SIUC's economic and workforce development programs, including the Dunn-Richmond Center, Military Programs, Fire Sciences Program, and a variety of others, are valued participants in the civic and business life of the southern Illinois community. The leadership and technical expertise that the university can provide is often sought by regional civic and business leaders.

Office of Economic and Regional Development

Southern Illinois is the leader in the state for grape growing and wine making. OERD has assisted this emerging industry on a number of fronts. OERD provided technical information for re-establishment of the industry in 1997, conducted a first-ever benchmarking study of wineries in 1998, and created a business plan workbook for grape growers and wine-makers several years later. More recently OERD was approached by Shawnee Hills Wine Trail, the most recognized wine trail in Illinois. OERD assisted in strategic planning, reorganization and facilitation for this group.

Many entrepreneurs are experts in the field but have no basic understanding how to start and maintain a successful business. OERD provides a number of training venues for these would-be entrepreneurs. Many of these activities are held throughout southern Illinois. Regional bankers appreciate this type of technical assistance as it educates entrepreneurs on the importance of business planning and financial projections.

Division of Continuing Education

Many of DCE's programs have been offered over several decades. Students who participate in summer camps often enroll at SIUC as a result of a positive experience (Architecture Camp, Christ In Youth, Young Writers) in our programs. This acts as a recruitment mechanism for the university.

SIU School of Medicine

The medical school is an integral part of the Springfield community's economic and workforce development efforts. The school is a founding member of the Mid-Illinois Medical District, established by the state of Illinois for the "orderly creation, maintenance, development, and expansion of health care facilities and medical research/high technology

parks.” The medical school is represented with membership on the district’s commission and actively supports its economic development activities. During FY2009, the medical school participated with the medical district in the Springfield Chamber of Commerce’s Q5 Medical Initiative, a strategic planning process to improve medical workforce development in the Springfield area. School staff also worked with the medical district to develop capital and program plans, such as those for a proposed patient safety/simulation center. SIU School of Medicine is the seventh largest employer in the Springfield area and is viewed as a critical component of the area’s health/ medical industry, the largest employer after state government in the city.

Claim 5d.4: SIUC events and programs that are open to the public are many and varied. They are used and supported by large numbers of the southern Illinois residents.

Office of Economic and Regional Development

On average, the Dunn-Richmond Economic Development Center will have 8,500 people participate in events in this facility. OERD manages this facility. Many of these events are coordinated by SIUC and available to the public. The SBDC provides monthly seminars on starting a business, obtaining financing, and writing business plans. The SBDC seminars are open to the public, and there is no charge. Seminars related to patents, commercialization of intellectual property, and licensing of technologies. In the fall of 2009 a Technology and Innovation Expo was held at the Dunn-Richmond Economic Development Center. This was the first time the public had an opportunity to view technologies developed on campus available for commercialization.

Division of Continuing Education

Courses offered in grant writing, ballroom dance, learning in retirement, basics in investing and retirement planning, and LSAT preparation continue to attract a large number of participants.

Theater

More than 7,000 people attend academic year performances and more then 6,000 attend McLeod Summer Playhouse each year.

School of Music

School of Music facilities are regularly used by area music groups for recitals and festivals. Altgeld 114 and 112 offer large spaces in which special events such as the Music Olympics take place. During the Arts in Education festival, these two rooms, plus the Opera/Music Theater rehearsal room and the Old Baptist Foundation recital hall, are also used. Similarly, the recital hall in the Old Baptist Foundation is used by the Illinois Federation of Music Clubs for auditions each year.

Significant numbers of regional K-12 students participate in a variety of activities through the School of Music. The District VI Choral Workshop has grown from about 150 (2005) to 330 this year (2009). Each year has seen an increase in participation. Heartland Honor Choir had about 100 participants last year, which was the first year for the choir. Heartland Honor Bands last held in February 2009 brought 158 band students to the SIUC campus. That number has been fairly constant over the past 5 years. District VI band, orchestra and choirs have consistently had 850+ students involved. That number has also been fairly constant over the past five years.

SIU School of Medicine

Data suggest that the medical school's service and outreach programs are utilized by the public. Clinical practice data cited earlier (117,000 patients and 506,000 inpatient/outpatient visits/ encounters per year) demonstrate significant use of the school's clinical services by the region's citizens. The number and distribution around central and southern Illinois of the school's clinical and educational outreach sites (108 sites in 50 communities) demonstrate the school's outreach to citizens in down-state Illinois. Counts of participants at continuing education programs (over 4,800 in FY2008) demonstrate participation in these programs by practicing community physicians and other health professionals.

The medical school also provides community education programs for the general public. Various examples exist. For example, the school's Department of Medical Humanities annually presents the Pearson Lecture. This lecture is given by a nationally renowned speaker on a topic of general interest to the community. The 2009 lecture was given by Jason Emerson, author of "The Madness of Mary Lincoln." Over 150 people from the community attended the event. Other examples include the Camp COCO summer program for children with cancer; "SIU Men's Night Out" programs on men's health topics; SimmonsCooper Cancer Institute programs on various cancer-related topics; and

educational programs in area schools, including the successful ThinkFirst injury prevention program. The medical school is planning its fortieth anniversary community program to correspond with the fortieth anniversary of the medical school in 2009. This program will celebrate the medical school's place in the community and feature events in the general community.

Claim 5d.5: SIUC has many facilities that are available for public use, either by design, or when they are not being used for more exclusively university purposes. These facilities are frequently used by the wider community.

Office of Economic and Regional Development

In addition to technical assistance for start-up businesses, existing businesses, and communities, OERD provides a venue for the public. Within the Dunn-Richmond Economic Development Center, there are four conference rooms, a computer lab, and an atrium available for public usage. Funding for a social entrepreneurship initiative has facilitated the conversion of a conference room dedicated to mobile computer training. This facility serves as a polling place for local, state and national elections. The SIUC Learning in Retirement group uses this facility as its home base and has monthly meetings here. On an annual basis conference room and lab usage attracts approximately 8,500 people.

Division of Continuing Education

Division of Continuing Education programs use campus facilities for numerous programs for off-campus clientele. Participants in summer campus utilize the Student Recreation Center, Student Center, Housing, the Arena, and Shryock Auditorium. Summer camps help to avoid underutilization of facilities during periods of low attendance by on-campus students.

SIU School of Medicine

SIU School of Medicine's facilities on the Springfield medical campus frequented by the public include the SIU Clinics, Medical Library, Pearson Museum, and selected meeting rooms in the main educational building (801 N. Rutledge). These areas are all open to the general public. SIU Clinics are open for designated periods during normal business days. The Medical Library is open seven days a week, including evening and weekend hours, during the normal school year; the library is open for somewhat reduced hours during the summer term. Pearson Museum is open on appointment during normal business hours.

Numerous community groups utilize the medical school's meeting facilities. Examples include use by the local chapters of the Medical Explorers, American Medical Women's Association, and Toastmasters International; community service organizations such as the Parents' Place; boards of community organizations such as the Mini O'Beirne Crisis Nursery and Leadership Springfield; and support groups for various afflictions such as myasthenia gravis and depression/bipolar disease. Meeting rooms are open on business days and then at other times by prior arrangement.

Claim 5d.6: SIUC offers a wide variety of programs that lead to degrees that open the way to licensed professional careers. The university continues to provide support programs that meet the continuing education needs for licensed professionals in the communities we serve.

Office of Economic and Regional Development

A variety of conferences and seminars are coordinated by OERD. For example, several times per year, an intellectual property based seminar is coordinated through the OERD technology and enterprise arm. Those seminars are available, typically at no charge, to the public. Depending on the topic, continuing legal education (CLE) credits are available to area attorneys if they attend the seminar.

College of Education and Human Services

The COEHS offers numerous programs to allow area educators and professionals to maintain their licensure and/or certifications. For instance, Workforce Education and Development continues to be the sole provider of professional development for certified nursing assistants in Illinois. The training is now being offered on-line throughout the state. Educational Administration and Higher Education faculty conduct the SIU School Law Conference every fall and the Southern Illinois Educational Leadership Conference every spring that provide area school administrators credits toward administrative recertification. In sum, the COEHS has offered numerous workshops and seminars to area schools to help educators meet their professional development requirements from the Illinois State Board of Education.

Division of Continuing Education

The Division of Continuing Education offers programs that meet continuing education needs for licensed professionals: Dental Hygiene, Fertilizer and Pesticide Conference, law school programs for school administrators, law school CEU workshops, ICTM, Science



in the South, Illinois workNet, and LSAT review courses. DCE also serves as a provider for CPDUs and CEUS.

SIU School of Law

The SIU School of Law is an accredited provider of continuing legal education for attorneys in Illinois and offers a variety of high-quality programs each year that serve attorneys in the southern region of Illinois.

SIU School of Medicine

The SIU School of Medicine's Continuing Medical Education (CME) program develops, coordinates, and conducts educational courses and conferences designed for practicing physicians and other health care professionals. CME's conferences, symposia, and other sessions help physicians and other health professionals to maintain and enhance their medical skills and knowledge. This charge directly supports the medical school's mission by improving the quality of health care providers in central and southern Illinois. In fiscal year 2008, the CME program conducted 86 programs serving over 4,800 participants.

SIU School of Medicine's Office of Continuing Medical Education provides AMA PRA (American Medical Association Physician's Recognition Award) Category 1™ educational courses, in a program accredited by the Accreditation Council for Continuing Medical Education. In Illinois, current state law requires licensed physicians to complete a minimum of 150 credit hours of CME instruction every three years, at least 40 percent of which must be completed in Category 1 credit™ courses. Other states have similar requirements. These requirements provide a ready demand for the school's CME courses. In addition, CME programs provide other learning opportunities including grand rounds, community education programs, and similar events. Interest in health care issues continues to generate demand for these types of sessions. CME courses are developed in response to specific learning needs identified in and for the community, and this makes them relevant to health professionals in central and southern Illinois.

The school's CME program is authorized by the Illinois Department of Financial and Professional Regulation to award credit to social workers, nursing home administrators, and athletic trainers. The program seeks credit for other learners on a course-by-course basis, including those for nurses, respiratory therapists, and other health care technicians and professionals. These additional certifications make the school's CME activities attractive to train medical teams. The demand is significant. In November 2007, the Accreditation

Council for Continuing Medical Education granted full accreditation (with no negative findings) for a four-year period to the School's CME program. (Six years is the maximum period for reaccreditation.)

Summary and Conclusion

The university's commitment to service and outreach is clearly evident from the manifold activities documented and analyzed here to support the claims under each Core component of Criterion 5. This commitment has, in fact, been a longstanding tradition, well before SIU President Delyte Morris articulated a much more ambitious university agenda in 1949 to encourage economic development in the poorest part of the state. For the past 60 years, at least, SIUC has engaged its community and regional partners in more than the creation of jobs on campus; it has been the source of an educated workforce and of business creation in the region. And it has provided the cultural capital, that is, the institutional infrastructure, necessary for the enrichment of southern Illinois; its museum exhibitions, its theatrical productions, its symphonic concerts, even its intercollegiate athletic programs have contributed to the quality of life far from the confines of Carbondale. More to the point for the purposes of this self-study, the university knows its constituents and serves their interests in a manner consistent with its mission.

The chief strength of this concerted effort on the part of the university is its grass-roots entrepreneurial spirit. Faculty, staff, and students are in regular contact with off-campus needs – the Carbondale Women's Center where they volunteer, the Cairo historical preservation project where they provide expertise, the Rend Lake Educational Common Market where they teach, the local elementary schools where they share their languages, the dental clinics where they care for indigent patients, just to name a few. These activities are an expression of the institution's enormous energy generated by its community of interest in serving others, most often at their behest, because the needs are so clearly evident to everyone who lives here. The profusion of this commitment is remarkable and sustained.

With the profusion, however, comes diffusion. The decentralization of service and outreach is not just a strength, it is also a challenge. The resources needed to carry out these laudable activities are largely external; extra-mural grants and contracts drive many of the university's efforts in the community without much coordination or leadership, other than the exhortation and recognition provided by grateful public officials and local agencies. The unfocused Service Learning in the university's curricula, for example, is difficult to inventory; it is an individual rather than an institutional pedagogy. A few programs, such as

in Workforce Education and Development and in Health Education and Recreation, have adopted this mode of teaching because it serves students at least as much as it does our constituents. The university would be wise to establish an office of service and outreach to coordinate and focus its work in this area. The cost would be minimal, but its consequences for the region would be more than salutary.



Federal Compliance

Federal Compliance

Southern Illinois University Carbondale takes seriously its various federal (and state) mandates to ensure the highest quality education at reasonable cost to its students. As a public institution, SIUC must work within a wide range of requirements imposed by the Illinois Board of Higher Education, but also by the U.S. Department of Education. The Higher Education Opportunity Act of 2008 in particular brings additional scrutiny to eight areas to account for the wise stewardship of public aid to those students enrolled in the university supported by federal sources. For this reason, this section of “Southern at 140” attends to the specific requirement of federal compliance in accordance with the understandings established by the Higher Learning Commission of the North Central Association of Colleges and Schools with the U.S. Department of Education in 2009. Documentation of the university’s appropriate policies and practices is provided below as a matter of public record.

One supplemental component of this chapter on compliance concerns distance education. Southern Illinois University Carbondale is formally seeking to offer distance learning degree programs, without prior HLC program-by-program approval, as an integral part of the university’s commitment to serving state, national, and international needs. SIUC is well versed in offering programs at a distance; it has done so for more than 30 years in its Division of Continuing Education and its Office of Military Programs at military bases throughout the United States. Although much of SIUC’s distance education has been brick-and-mortar programs delivered by faculty on-site, the time has arrived to expand the university’s efforts to meet the educational needs of its clientele, both military and civilian, by delivering more programs anytime, anywhere, tailored to address students’ time and location constraints. A formal letter requesting this approval, to be duly noted on SIUC’s institutional profile, is included with the additional materials accompanying this self-study.

1. Credits, Program Length, and Tuition

Since fall 1974, SIUC has transcribed all academic credit in semester-hours for each and every course counted towards a degree or certificate. These student credit-hours are consistent with standard practice at all colleges and universities on the semester system based on the number of contact hours per week for a 15-week term. Transfer credits earned by SIUC students before fall 1974, when the university counted credit-hours by



quarters, are converted at a ratio of 3:2. Transfer credits from other institutions using the quarter system are treated in the same way.

The number of credit hours required for all degrees awarded at SIUC are typical of comparable programs offered at other universities and colleges, and no SIUC degree takes significantly longer time to complete. These requirements are posted in the annual editions of the Undergraduate, Graduate School, SIU School of Law, and SIU School of Medicine catalogs (available in the Resource Center) for all appropriate degree programs.

All costs for tuition and fees are similarly published in the relevant catalogs. Policies concerning differential tuition, however, have been the subject of recent Illinois legislation. The university is required to comply with Public Act 93-0228, widely known as the "Truth in Tuition Act." This legislation stipulates that the tuition charged a first-time undergraduate public university student who is an Illinois resident must remain at the same level for four continuous academic years following initial enrollment, beginning in fall 2003. The result is evident in the different tuition rates that each succeeding class of entering undergraduate students pays.

As for non-resident tuition, the university has a policy that allows an alternate tuition rate for special populations, especially in states bordering southern Illinois. Beginning in fall 2009, new entering undergraduate and graduate students from Missouri, Kentucky, Indiana, Tennessee, and Arkansas are assessed an alternate tuition rate equal to one time the in-state rate. The program was designed to provide students from these states access to the university to increase enrollment and to offset the migration of Illinois students. Otherwise, the non-resident tuition is 2.5 times the in-state rate. This tuition holds for residents of all other states and countries, unless they are subject to policies 4A.4.e. of the SIU Board of Trustees. BOT Policy 4A.4.e. authorizes the chancellor to enter into contracts with agencies, institutions or organizations, or to establish instructional programs for specified groups for instructional delivery at off-campus locations not owned or leased by the university, (i.e., off-campus cost recovery programs offered at military bases) at a tuition rate that is less than the current out-of-state tuition. The chancellor must ensure that charges are sufficient to meet the instructional costs of delivering the program.

Program-specific tuition, especially for the Graduate School, the professional schools of Law and Medicine, and the M.S. Physician Assistant program, is widely accepted in higher education as justified by their higher expense ratios. In April 2008, however, the university adopted a policy that allows for differential tuition for certain other academic programs,

such as those in the College of Business (CoB). Beginning in fall 2008, the CoB started charging a 15 percent tuition surcharge for all entering declared undergraduate majors and a program fee for students with a declared CoB minor. The rationale for the tuition surcharge is to assist the CoB in maintaining the quality of its programs and to improve student services through increased scholarships and enhanced advising, career preparation and placement, retention services, curricular innovation, professional development, instructional technology, and other student-related services.

To date no other undergraduate programs have been allowed to adopt differential tuition, even though the SIU Board of Trustees Policies 4A.3.c. permit the chancellor to authorize course-specific fees which are necessary to the pursuit or completion of an instructional program. Course-specific fees are implemented to cover expenses such as consumable items, required field trips, laboratory and studio expenses, guest speakers, and equipment use, particularly in those degree programs, such as aviation flight and physicians assistance, where these expenses exceed the norm.⁵³²

2. Student Complaints

Student complaints are systematically and promptly handled through the administrative structure of the university. All concerns students have about academic matters, including advisement, instruction, course work, degree programs, graduation requirements, transcripts and records, begin in the appropriate academic unit. Students may address their complaints directly to staff, instructors, chairs and directors, deans, and, ultimately, the provost and vice chancellor, the university's chief academic officer. Student complaints about other matters, such as admission, housing, student services, judicial affairs, financial aid, and the like, may be filed through the appropriate office, using a standard "Student Assistance Form" for this purpose found in the Office of the Assistant Vice Chancellor for Enrollment Management, which reports to the provost and vice chancellor.⁵³³

All students have access to two university officials to resolve their complaints wherever they may originate: the university ombudsman and the associate provost for academic affairs. Reporting directly to the chancellor each month, the ombudsman – "an independent, neutral, and informal resource for problem or conflict resolution" – addresses student complaints of all sorts and provides information on general trends of student concerns

532 Further information about the university's policies concerning tuition, fees, and charges, including tuition and fee waivers policies and procedures, from the Office of the SIU Board of Trustees, available in the Resource Center.

533 See Student Assistance Form and the Procedures Chart from the Office of Assistant Vice Chancellor for Enrollment Management, available in the Resource Center.

that may not come to the attention of another university official.⁵³⁴ During the first three quarters of calendar year 2009, the university ombudsman has helped 120 students with their problems, as a matter of university policy.

Similarly, the associate provost for academic affairs has the responsibility to address all complaints that are not adequately adjudicated elsewhere and therefore is the last administrative official to review problems, the majority of which are matters of referral to the appropriate officials on campus. The associate provost for academic affairs maintains files of all such activity in the office (for 2005, there are 7; 2006, 114; 2007, 123; 2008, 106; and 2009, 59). The associate provost for academic affairs reports regularly to the provost and vice chancellor the results of his or her investigations of those cases that require the provost's attention. The university is currently creating a spreadsheet to provide better accountability of all complaints that come to the associate provost for academic affairs.

3. Transfer Policies

Transfer policies for all prospective and current SIUC students are posted in the undergraduate, graduate, and professional school catalogs. Additional information is provided undergraduate students on the university's webpages dedicated to this purpose, including a link to the Illinois Board of Higher Education's iTransfer homepage for all transfer credits from public institutions in the state.⁵³⁵ Students are provided additional advice to more specific concerns through their academic advisers. As noted above on student complaints, final adjudication of individual cases is the purview of the provost and vice chancellor's office. In every instance, the criteria used in making transfer decisions are clearly explained publicly to ensure that SIUC remains the most "transfer-friendly" four-year public institution in the state of Illinois; the instructional faculty members, who offer the relevant courses, determine the transferability of credit to satisfy the relevant requirements for graduation and the major.

4. Verification of Student Identity

As a matter of university policy, all students must be properly enrolled to take a course, whether it is offered on- or off-campus. Student identification is checked at registration. In the Division of Continuing Education (DCE), which is overseen by the Office of the Associate Provost for Academic Affairs, all Individualized Learning Program (ILP)

⁵³⁴ See <http://ombudsman.siu.edu> for more information about the Office of the University Ombudsman.

⁵³⁵ For transfer student information, see <http://registrar.siu.edu/eval/transfer.htm>. For specific transfer credit information, including course work done at out-of-state institutions, see <http://registrar.siu.edu/eval/articpg.htm>. And for more information about Illinois state policies and procedures for transfer credits among state institutions, see <http://www.itransfer.org>.

students, who are engaged in either print-based or web-based versions of a course, sign two forms when they register. One form is maintained in the student's file. On-line semester-based students sign a form at registration, as well. Password verification is required each time a student logs into Blackboard, the university's primary courseware platform.

In the DCE's on- and off-campus testing centers, a testing administrator checks identification upon the students' arrival to take an examination. The students sign in, and their signature is compared with the ones on the forms signed at registration or on a proctor agreement form. All proctors are checked and approved by a staff member in the DCE. The proctor must be unrelated to any currently enrolled students, and s/he must hold an accountable position such as librarian, certified teacher, educational officer, instructor, and the like. Proctors administering on-line tests are provided a password, which the student does not have, for access to the examination on Blackboard.⁵³⁶

Because the U.S. Department of Education's on-going interest in student verification, the DCE is developing a more rigorous mechanism in conjunction with the offices of Instructional Support Services and Information Technology.

5. Title IV Program and Related Responsibilities

a. General Program Responsibilities

The university sustains an audit every year from the U.S. Department of Education to ensure its compliance with Title IV regulations. In the past ten years, SIUC has received a total of five findings (two in 2007 and three in 2008). The most recent findings concern inadequate controls over loan reporting, untimely return of Title IV funds, and failure to follow requirements for Perkins loans under repayment and default. In 2007, the findings noted the university's failure to follow requirements for Perkins loans under repayment and default, and inaccurate Pell reporting. In each case, the university accepted the finding and has taken active steps to address it, including the requirements for Perkins loans in 2007 and 2008.⁵³⁷

b. Financial Responsibility Requirements

As required by the Illinois Board of Higher Education, the Southern Illinois University system is audited by firms contracted by the state Auditor General's office. In 2009, Crowe Horwath provided the latest report of the university's finances, for which there were no

⁵³⁶ Email communication from the Director, Division of Continuing Education, to Self-Study Coordinator, 12/2/2009, in the Resource Center.

⁵³⁷ Documentation of these findings from the Office of Financial Aid, is available in the Resource Center.

findings to report. There have, in fact, been no findings in the past ten years.⁵³⁸

c. Student Loan Default Rates

For the past six years, the university has records of the U.S. Department of Education's notification of its students' default rates. In FY 2007, the last year we have official notice, the cohort rate was 4.6; for the previous eight years, it has ranged from a high of 5.7 in 2000 to a low of 3.7 in 2003. In comparison with other Illinois public four-year universities, SIUC's students have defaulted less frequently than students at three other state institutions, according to data compiled by the SIU President's office for FY 1998-2002.⁵³⁹

d. Campus Crime Information and Related Disclosure of Consumer Information

The university's Annual Campus Safety and Security Report, as mandated by the Clery Act, is provided by the Department of Public Safety (DPS) on its webpage.⁵⁴⁰ For more than the past three years of data, above and beyond the requirements of the Clery Act, the DPS will respond to specific requests.

e. Satisfactory Academic Progress and Attendance Policies

Academic status policies for undergraduate, graduate, and professional students are clearly stated in the appropriate student catalogs. Undergraduate students, for example, are required to maintain a 2.0 grade point average in order to remain in good standing, even though some degree programs require a higher g.p.a. for graduation. There is no university-wide attendance policy, other than a resolution passed by the SIUC Faculty Senate in 1999 requiring all instructional faculty to state in their course syllabi what attendance they require of their students. The attendance policies of all University Core Curriculum courses, in particular, are monitored on a regular basis to ensure that the instructors of entry-level classes provide this information. Otherwise, the chairs and directors of all academic units are responsible for enforcing this policy. Similarly, since 1997, the university's instructional faculty have been reporting the last date of attendance for all WF grades at the end of the semester (a failing grade for students who did not officially withdraw from the class, ceased attending and failed to complete requirements for the course).

538 Copies of the Financial Reports from the state Auditor General's office for the past three years, maintained in the Office of the Vice Chancellor for Administration and Finance, are available in the Resource Center.

539 Documentation of these findings is in the Resource Center.

540 See http://www.dps.siu.edu/Documents/2008SafetyReport_FINAL.pdf.

f. Contractual Relationships

No SIUC academic programs, either on- or off-campus, leading to a degree or a certificate is contracted out. The instructional faculty is hired and supervised by the appropriate department.

6. Institutional Disclosures and Advertising and Recruitment Materials

In compliance with 34 CFR Part 602.27 (g), SIUC has long had a policy requiring everyone responsible for publishing materials for general distribution to provide addresses and telephone numbers for all associations and agencies accrediting academic programs at SIUC. This includes the Higher Learning Commission of the National Central Association of Colleges and Schools. The policy reads, in part: “The accrediting agency ensures that, if an institution or program elects to make a public disclosure of its accreditation or pre-accreditation status granted by the agency, the institution or program discloses that status accurately, including the specific academic or instructional programs covered by that status and the name, address, and telephone number of the accrediting agency.” A full list of SIUC programs and units, together with their accrediting agencies, is available on the webpage for the Office of Institutional Research and Studies.⁵⁴¹

7. Relationship with Other Accrediting Agencies and with State Regulatory Boards

At SIUC there is no specialized accreditation with a single agency the status of which covers one-third or more of either the institution’s offerings or its students. The College of Education and Human Services, accredited by NCATE, enrolls approximately one-seventh of the SIUC student body. The university is also not accredited by another institutional accrediting body. These relationships are a matter of public record in the Annual Institutional Data Update, available in the Resource Center.

8. Public Notification of an Evaluation Visit and Third Party Comment

The university’s self-study marketing plan calls for the posting of two advertisements – one in the local newspaper *The Southern Illinoisan*, the other in the campus student newspaper *The Daily Egyptian*, both in January 2010 – to invite public comment on the institution’s self-study and accreditation status, as required of comprehensive evaluations

⁵⁴¹ See <http://www.irs.siu.edu/webRoot?Accredit.asp>.

by the Higher Learning Commission. Press releases and related stories of the HLC's site team visit in the university's alumni magazine and the campus's web-based newsletter are also inviting Third Party Comment. The results of these complaints are available from the Higher Learning Commission.⁵⁴²

⁵⁴² Documentation of the notices announcing the Higher Learning Commission's site team visit in March 2010 and others requesting Third Party Comment is available in the Resource Center.