

**Assurance Argument**  
**Southern Illinois University Edwardsville**

Review date: Not Set

# 1 - Mission

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

## 1.A - Core Component 1.A

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The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

## Argument

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### 1.A.1.

The mission of the Southern Illinois University Edwardsville (SIUE) was developed through a comprehensive and inclusive [strategic planning process](#).<sup>138</sup> In 2013, faculty, staff, students, administrators, alumni, and Foundation Board members worked together to review and revise SIUE's statements on values, vision, mission, diversity and its long term goals. Additionally, the group worked to articulate key performance indicators, 5 year targets, and short term goals. These [revised statements](#) were shared with the larger community through open hearings.<sup>1</sup> The mission statement was proposed by SIUE in May 2013. The SIU Board of Trustees [approved the revised mission statement for SIUE](#) at its September 12, 2013 meeting<sup>2</sup>. The mission statement follows:

“Southern Illinois University Edwardsville is a student-centered educational community dedicated to communicating, expanding and integrating knowledge. In a spirit of collaboration enriched by diverse ideas, our comprehensive and unique array of undergraduate and graduate programs develops professionals, scholars and leaders who shape a changing world.”

The process for developing the mission statement reflects the pervasive shared governance culture on campus and reflects the strong academic programs that allow SIUE to contribute to the economy of the region and create opportunities for students and outside entities alike<sup>3</sup>. Realizing this mission [creates significant economic impact for the region](#), including generating more than \$8 for each \$1 invested in SIUE.

The Chancellor of SIUE communicates updates related to the mission at every [Board of Trustees](#)

meeting<sup>130</sup> and during an [Annual State of the University Address](#)<sup>4</sup>. [Annual Reports completed by deans](#) for each academic unit are aligned to the mission of SIUE<sup>5</sup>. Importantly, under Chancellor Randy Pembroke's leadership, SIUE's commitment to "shaping a changing world" has become a more prominent feature in University publications, advertisements and leaders' public talks.

### 1.A.2.

The mission statement reflects inclusive recognition of SIUE's diverse array of programs and students. SIUE [offers degrees](#)<sup>111</sup> in 46 undergraduate programs and 66 graduate and professional practice programs. In addition, students may enroll in 64 [undergraduate minors](#)<sup>109</sup> and complete requirements for teacher certification. For the 2017-2018 academic year, SIUE graduates earned [degrees from a diverse set of academic units](#) including The College of Arts and Sciences (30%) and the Schools of Education Health and Human Behavior (20%), Business (18%), Nursing (17%), Engineering (11%), Dental Medicine (2%), and Pharmacy (2%).<sup>66</sup> SIUE was recently reclassified by the Carnegie Classification of Institutions of Higher Education as a [Doctoral Professional University](#); previously SIUE was a Master's Large.<sup>108</sup>

The University creates high impact learning experiences that prepare critical thinkers and professionals for emerging careers or to pursue graduate or professional degrees. SIUE also offers outstanding graduate education opportunities at the Masters level, and doctoral degrees in Nursing Practice, Dental Medicine, Pharmacy and an EdD in Educational Leadership. SIUE participates in cooperative PhD programs with Southern Illinois University Carbondale (SIUC) in which SIUE professors support doctoral education, but degrees are conferred by SIUC.

In addition to a unique array of programs, SIUE recruits and retains a diverse student body. SIUE enrolls a representative sample of the college bound population in the region and in the state of Illinois. Most SIUE students are white (72%) and from Illinois (82%), although 15% are from other states and 3% are international. A record 1,526 students (11%) of the student body for fall 2018, [came from Missouri](#).<sup>67</sup> Overall, SIUE students come from 101 Illinois Counties, 45 states and 61 foreign countries.

African American students account for 13% of the student population and Hispanic students number 571 or 4%. A growing number of students, 435 (3%) of the population, self-identify as 2 or more races. SIUE grants over 2,600 bachelor degrees each year and more than 44% of those graduates enter the university as transfer students. The University manages 73 active 2+2 articulation agreements with 13 community colleges. An additional 104 transfer articulation agreements are in process with 27 different community colleges.

Post-traditional students are recruited through multiple means. SIUE's Office of Education Outreach has unique formal [corporate partnerships](#)<sup>69</sup> designed to meet the needs of working adults employed by SSM Health, BJC Healthcare, Hospital Sister Health Systems, Baptist Health, Clay County Hospital and Gateway Regional Medical Center. Veterans, active military and military reservists are served through post-traditional recruitment efforts. Recent expansion of the [Veteran Services Center](#)<sup>18</sup> and the planned adoption of a significantly reduced tuition rate will support baccalaureate degree completion and advanced degree attainment for this population. Scott Air Force Base, located 25 miles from campus, serves more than 5,500 active duty military. SIUE is growing the number of students enrolled exclusively in distance education. For fall 2018, 7% of the student body attended via [videoconference or as fully online students](#).<sup>43</sup>

SIUE continues to refine services to meet students along a continuum that serves high achieving individuals receiving Meridian and Provost Scholarships and/or participating in SIUE's revitalized Honors Program to first generation Pell recipient students with varied levels of preparedness. SIUE is positioned to meet the needs of high achieving and high potential students, recognizing that different students need different kinds of support. The average ACT score of incoming freshman has hovered at [approximately 23 for 7years](#).<sup>110</sup> The [SIUE Honors Program](#)<sup>72</sup> creates, for a diverse body of high-achieving and motivated students, an inclusive community of inquiry, reflection, self-development, and experimentation. Given the population of Pell-eligible, first-generation, and under-represented minority students, SIUE has bolstered student support within Academic and Student Affairs.

Students admitted to the university but wishing to acquire additional skills in preparation for their first semester and beyond may attend the [Summer Success Program](#)<sup>73</sup> which offers a, residential, college credit, preparation program for early student support at no cost. [Eight Student Success Sessions](#)<sup>74</sup> a semester, open to all students, cover a wide range of topics from dealing with stress, anxiety and depression to physical health and nutrition. An intrusive [5th Week Assessment](#)<sup>75</sup> structure is in place which uses the [Starfish](#)<sup>125</sup> Retention platform as the basis for faculty interaction with the retention unit to identify at risk students early in a given semester. The selective Student Opportunities of Academic Results ([SOAR](#)<sup>76</sup>) program provides a variety of services to underrepresented college student populations to assist with their retention and graduation from SIUE. The [Academic Advancement Center](#)<sup>77</sup> houses testing services, learning support services and a general academic advising unit. In Fall 2019, SIUE will launch a pilot orientation program for students who identify as an under-represented race or ethnicity. Based on approval of Faculty Senate and with planning support from the Office of the Provost, the University will launch a new First-semester Transitions course. The University will continue to work to improve retention and timely completion.

The Office of the Vice Chancellor for Student Affairs serves as the primary advocate for students and student concerns, provides services and activities which enhance students' learning experiences, administers the [Student Code of Conduct](#)<sup>126</sup>, adjudicates complaints filed under this Code, and assists students in the resolution of problems involving multiple University offices. Through comprehensive co-curricular opportunities and access to services that enhance learning and achievement, Student Affairs is dedicated to supporting and challenging students to achieve their full potential.

Led by the Office of Retention and Student Success, SIUE has moved the first to second year retention rate from 70.7% in 2013 to 75.3% in 2019.

This improvement can be attributed to

- Direct outreach from advisors to problem-solve and encourage registration;
- Changes to scheduling to improve access, predictability, and degree progression;
- Changes to academic warning and probation policies to provide scaffolding and support;
- Increase in staffing in the (SOAR) Center;
- Reduction in development courses and emphasis on adaptive and co-requisite models;
- Course redesigns in High D-F-W courses and a focus on improving advising while encouraging adjustments in pedagogy;
- Greater collaboration with Student Affairs and increased opportunities for engagement;
- Workshops and internal grant-funding to support retention and student success efforts;

- Development of new programs, such as Integrative Studies, to facilitate completion options;
- Increased institutional scholarship dollars, particularly new need-based aid programming and emergency funding.

Throughout the University, it is clear SIUE faculty, staff and students are shaping a changing world, whether in Study Abroad and service trips, local clinical experiences, student-teaching and public service activities.

The Office of International Affairs coordinates [study abroad programs, led by SIUE faculty](#)<sup>78</sup> to 19 different locations for 15 different SIUE academic units. They also offer hundreds of [direct exchange opportunities](#)<sup>79</sup> across the globe. Chancellor Pembroke annually leads a diverse group of more than 30 students, faculty, and staff from the Schools of Nursing, Pharmacy, and Education, Health and Human Behavior to [Costa Rica](#)<sup>80</sup> to provide valuable health services to citizens of Costa Rica while expanding cultural awareness and understanding of health disparities. The most recent trip resulted in a memorandum of understanding (MOU) signed with the University of Costa Rica that will provide opportunities for future exchanges involving students, faculty and research.

In addition to the Cost Rica experience, the SIUE School of Pharmacy students participate in global initiatives with various partners in [Guatemala](#)<sup>81</sup>, [India](#)<sup>82</sup> and [Jamaica](#)<sup>83</sup> to deliver services to patients. Their partner in Jamaica is the SIU School of Dental Medicine (SDM). The SDM has developed an [International Advanced Placement Program](#)<sup>84</sup> designed to enable qualified dentists who have graduated from an international dental school to pursue a Doctorate of Dental Medicine (DMD) degree. The program provides these students the opportunity to work alongside domestic candidates.

The Schools of Engineering and Education, Health, and Human Behavior also have formal program agreements with international universities such as [Istanbul Technical University](#)<sup>85</sup>, [Changshu Institute of Technology](#)<sup>86</sup>, and [Northwest Normal University](#)<sup>87</sup> which foster student and faculty exchanges.

Students find real world applications for classroom learning through co-op and internship experiences. The SIUE Career Development Center offers students opportunities to use acquired skills to shape a changing world with [more than 200 individual employers](#)<sup>88</sup> each year. Additional co-op and internship opportunities are available directly through [School of Business](#)<sup>129</sup> and in several programs under the [College of Arts and Sciences](#)<sup>71</sup>.

The SIUE [Kimmel Student Involvement Center](#)<sup>89</sup> facilitates co-curricular and community engagement experiences. SIUE faculty, staff, and students work together and broaden their own educational background, while providing valuable service to the community. They gain understanding of how they can have [an impact on society](#)<sup>90</sup>. Students have additional opportunities to impact on the world around them through [Campus Kitchen](#)<sup>91</sup>, [CougarCupboard](#)<sup>92</sup>, [Alternative Spring Breaks](#)<sup>93</sup>, [The Alliance of Students Against Poverty](#)<sup>94</sup> and additional rotating service opportunities throughout the year.

### 1.A.3.

SIUE's planning and budgeting are embedded in the University's shared governance processes with critical roles for the [University Quality Council](#) (UQC)<sup>95</sup> and [University Planning and Budgeting](#)

[Council](#) (UPBC)<sup>96</sup>. With oversight of the University's Strategic Plan and advisory capacity to the Chancellor regarding the University's budget, these groups provide input to guide SIUE toward its long-term goals and achievement of its mission.

Academic Affairs (including the Schools of Dental Medicine and Pharmacy) receives 70% percent of the state budget (includes state allocation and tuition revenue), while Student Affairs receives 1% and 17% goes to the facilities and administration. The Vice Chancellor for Advancement, who oversees the Foundation and Alumni Affairs, receives 1% from the State account.

SIUE continues to be in good financial health because of careful and thoughtful stewardship and integrative planning and budgeting. In a time of difficult budget challenges in the State of Illinois, SIUE continues to keep a student-centered and academically-focused budget and planning approach. Through careful planning and responsible financial management, SIUE has continued to invest in academic priorities. SIUE has added [programs](#)<sup>131</sup> such as:

- Bachelors in Environmental Science
- Bachelors in International Studies
- Bachelors in Nutrition
- Masters in Criminal Justice Policy (online)
- MFA in Creative Writing (replacing the MA in English with a specialization in Creative Writing)
- Masters in Public Health
- Masters in Nutrition

SIUE has monitored its program portfolio closely, making significant revisions to enhance offerings. While these revisions do not always add programs, they do re-imagine offerings. For example, in the School of Business, several degree programs were eliminated and restructured as specializations in the Business Administration degree. These changes reflected market considerations, advice from AACSB and represented an effective allocation of resources to ensure quality and excellence.

Recently, SIUE has changed the process for proposing new programs. The Provost and Chancellor work closely with academic units, particularly faculty and deans, to outline true costs of programs and to anticipate central investments that will need to occur with growth. Changes consider programmatic needs, instructional requirements, and supporting departments such as admissions, advising, IT and registrar.

Additionally, SIUE has invested in degree completion options that have resulted in growing the online RN to BS degree significantly and introducing options online through Integrative Studies. At the graduate level, SIUE has invested in an online MBA and Criminal Justice Policy program to meet the needs of post-traditional students.

In support of these responsive, mission-aligned activities, SIUE has incentivized faculty work, invested in marketing and back-end support, and supported participation in National Council for State Authorization Reciprocity Agreements (NC-SARA). As part of SIUE's participation in NC-SARA, the Office of Educational Outreach has added a position to support compliance. Maintaining the ability to invest in academic programs and redesigning curricula has been critical to SIUE's success.

SIUE has ensured that high-impact practices supporting inclusive excellence are available and remain an institutional priority. SIUE has continued to invest in the [Undergraduate Research and](#)

[Creative Activities Program \(URCA\)](#)<sup>97</sup>, implemented course redesign projects including a new effort based on [Dr. David Laude's model in STEM](#)<sup>98</sup>, and new innovations within programs and general education.

Our outstanding facilities have expanded, supported and enriched the learning environment. Recent projects include:

- Opening of the Science West Building;
- Renovation of the Science East Building;
- Expansion and renovation of Art and Design;
- Significant renovations in the Founders Hall and Alumni Hall as part of the 21<sup>st</sup> Century Plan;
- Launch of the Edwardsville-based Clinic for the School of Dental Medicine;
- Opening of the new Nutrition lab;
- Construction of a new Center for Faculty Development and Innovation in the Lovejoy Library;
- Completion of the Fowler Student Design Center for Engineering; and
- Renovations of the Student Success Center to expand critical resources and meet students' needs.

As a result of significant levels of uncertainty during a 2-year state budget impasse, SIUE had one year of HLC reporting in which the institution was “in the zone” for financial indicators. In FY2016, a stopgap appropriation provided SIUE only 29% of the prior year's budget. The CFI calculation was due to the 71% drop in state appropriation as well as uncertainty with regard to continuing amounts and timing of regular state appropriations. Through prudent planning and efficient operations, SIUE has created reserves to provide security during unanticipated financial situations. In addition, SIUE's state appropriation budgets have stabilized and SIUE continues to advance the mission while diligently scanning for conditions which may change the overall budget picture for the institution (see 5.A.1).

A commitment to responsible stewardship, sustainability and utilization of distinctive space characterize SIUE. For example, SIUE has designated a portion of campus as a 380 acre [Nature Preserve](#)<sup>107</sup> that can be used to support student learning and faculty research. Additionally, the SIUE campus is home to a 20 acre [Archaeological Field School](#) dig site<sup>137</sup>. SIUE continues to invest directly in students to keep higher education affordable by [increasing the scholarship budget](#)<sup>70</sup> from \$3,935,300 to \$14,503,463 from 2013 to present.

Like many institutions, SIUE depends on tuition revenue to meet its mission aligned obligations and reviews existing rates annually. While [the tuition rate will remain flat for FY19, student fees will increase marginally](#)<sup>127</sup>. SIUE's student fee units undergo a thorough fee review process which involves the preparation of extensive, detailed, multi-year financial forecasts by the fee units and their committees and includes a financial review and input by a large number of constituents and departments, including Financial Affairs, Student Affairs, Student Government, the Chancellor's Council, and the UPBC. These forecasts for the mandatory student fee units, including requests for fee increases or new fees, are also reviewed and approved by the SIU Board of Trustees.

\*\*\* The text below has been merged from Core Component 1.B \*\*\*

### **1.B.1.**

SIUE's Mission Statement is widely disseminated and easily accessible, both explicitly and as the

foundation of numerous institutional documents and processes. Furthermore, the intention of “shaping a changing world” provides a unifying message for the Chancellor, Provost, and other University leaders in public meetings, discussions, and correspondence.

The Mission Statement is clearly stated and easily accessible on the [University’s website](#)<sup>7</sup> and the [Chancellor’s website](#)<sup>8</sup>. It is also included in the [SIUE Strategic Plan](#)<sup>9</sup>, [Undergraduate Catalog](#)<sup>10</sup>, [Graduate Catalog](#)<sup>11</sup>, [Fact Book](#)<sup>12</sup>, all of which are available online.

The above websites and publications also include the University’s Vision and Values, which describe what SIUE strives to become and its guiding principles. The Vision and Values drive activities at major events such as the SIUE Experience and outreach programs for new students, in which students engage in public service projects and assignments that help guide their understanding of our institutional values.

### **1.B.2.**

The [strategic plan](#)<sup>128</sup> is the primary driver for all activities at SIUE. Aligned with the mission, six strategic goals include comprehensive objectives and include clear, measurable key performance indicators and targets. Consistent metrics allow the campus to monitor successes and identify areas for improvement. Unit action plans can then be modified to ensure SIUE’s progress and goal attainment. The UQC monitors achievement of these targets and has provided feedback to units regarding their anticipated plans related to the University’s Strategic Plan. Furthermore, the UQC and UPBC have held two joint retreats since 2013 to enhance awareness and utilization of the University’s Strategic Plan, long-term goals, and Key Performance Indicators. These discussions have focused on how to better integrate planning and budgeting. In the current strategic planning process, the Chancellor has asked each work group to address “big” questions, embedded within each goal. These questions emanate from early planning discussions or reflect recurring concerns that have arisen from [New REALITY Project](#)<sup>99</sup>, the [University Congress](#)<sup>100</sup>, and other shared governance and planning discussions. Progress on these questions will allow working groups to consider mission driven matters in their continuous improvement activities and planning.

The existence of a well-articulated, widely distributed mission and strategic plan, allow other academic and service units to develop related strategic initiatives for their areas. Examples include the academic School/College plans (e.g., [School of Pharmacy strategic Plan](#))<sup>63</sup>, departmental plans (e.g. [Speech-Language Pathology program strategic plan](#)<sup>65</sup>), the [Information Technology Services Plan](#)<sup>112</sup>, [Diversity and Inclusion strategic plan](#)<sup>64</sup> and other plans that fit into SIUE’s continuous improvement cycle.

### **1.B.3.**

SIUE’s mission posits that the institution is student-centered. While undergraduate education remains central to our mission, the mission was intended to highlight the value of graduate and professional education. Additionally, the mission provides a framework under which SIUE can expand its focus to deliver educational opportunities for degree completion and other necessary knowledge and skills to our community and corporate partners. With a declining population of traditional undergraduates and a population of [more than 400,000 adults with some college and no baccalaureate degree in the St. Louis metropolitan statistical area](#)<sup>133</sup>, SIUE has sought to develop professionals by meeting the needs for degree completion, advanced training, and through the



development of stackable credentials. Moreover, SIUE's mission suggests a commitment to communicating and expanding knowledge as is evidenced by the [Teacher-Scholar model](#)<sup>113</sup> espoused by the University and embedded in the promotion and tenure policies of the University.

SIUE also focuses on a collaborative approach that keeps "shaping a changing world" central. Whether through engaging external advisory boards or public service on groups such as the [Southwestern Illinois Leadership Council](#)<sup>114</sup> or the [St. Louis Regional Chamber](#)<sup>115</sup>, SIUE works to develop responsive and flexible programming, research, and creative activities that allow our communities to thrive.

The [Successful Communities Collaborative](#)<sup>101</sup> is the latest iteration of this tradition and commitment. While not exclusively their domain, the Office of Educational Outreach takes a leadership role in assessing opportunities for public and corporate engagement, understanding the marketplace, and bridging to our academic programs. The addition of staffing dedicated to community outreach and developing partnerships has helped [strengthen this aspect of SIUE's operations](#)<sup>116</sup>. SIUE's corporate partnerships, vast array of internship opportunities, clinical opportunities and teaching practice and growing study abroad programs are testament to this evolution.

SIUE's strategic plan calls for increases in retention and graduation rates, improvements in high-impact practices, and responsive academic programming. To meet these goals, SIUE takes on a holistic and cross-divisional approach to help support student engagement and academic success. Furthermore, through innovative platforms such as the Integrative Studies degrees (Bachelors, Masters, and Post-Baccalaureate Certificate), students and faculty can build interdisciplinary options tailored to students' interests and to meet emerging market demands and employer needs.

## Sources

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- 2018-19 IPEDS\_Fall\_Enrollment\_Data
- 2018-2025 Diversity and Inclusion Strategic Plan
- Academic Advancement Center
- Alliance of Students Against Poverty
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- BOT\_0418agenda-website-links
- BoTminutes\_09.13.13\_MissionApproval
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- Business Internship Courses
- Campus Kitchen
- Career Development Center
- Career Development Center (page number 19)
- CAS Internships
- CIT - Dual Diploma Program
- Corporate Partnership
- Cougar Cupboard

- Dean Annual Report Template
- Fact Book
- Fact Book (page number 9)
- Fact Book (page number 15)
- Fact Book (page number 40)
- Fact Book (page number 57)
- Fact Book (page number 58)
- Fact Book (page number 69)
- Fact Book (page number 70)
- Fieldwork Examples
- FY12-FY19 Financial Data Incl. Overview Definitions - March 2019
- Gateway to Degrees
- Graduate Catalog
- Honors Program
- IL Business Journal
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- International Advanced Placement Program
- ITS FY17 Goals Brochure
- ITU - Dual Diploma Program
- Kimmel - Agencies Directory Info
- Kimmel Student Involvement Center
- Leadership Council Southwestern Illinois
- Mission Vision Values and Long Term Goals
- Nature Preserve map
- New Strategic Plan
- New Strategic Plan (page number 9)
- NWNNU - Visiting Scholars
- Retention and Student Success
- Retention and Student Success (page number 2)
- SIUE - 2018 Chancellors Address - Randy Pembrook
- SIUE Carnegie Classifications
- SIUE Chancellor
- SIUE Economic Impact Reaches 514 Million
- SIUE Mission Trip to Costa Rica
- SIUE Successful Communities Collaborative
- SIUE Veterans Services
- SOP-Strategic-Plan-2013-2018
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- St Louis Regional Chamber
- Starfish
- Strategic Plan
- Student Academic Success Sessions
- Student Conduct Code
- Student Opportunities for Academic Results
- Study Abroad - Explore the World!
- Study Abroad Options
- Study Abroad Pharmacy
- Study Abroad Pharmacy (page number 2)
- Study Abroad Pharmacy (page number 3)

- Summary of the Strategic Plan Update Committees Work
- Summer Success Program
- Teacher-Scholar Philosophy
- The New REALITY Project
- Undergraduate Catalog
- Undergraduate Catalog (page number 6)
- University Congress
- University Planning and Budget Council
- University Quality Council
- URCA

## 1.B - Core Component 1.B

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The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

### Argument

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#### 1.D.1.

The mission of SIUE clearly reflects a commitment to the public good. Consistent with the mission, the university includes departments and centers that work to improve the region and beyond. Examples of SIUE's commitment to improving the quality of life of the region are numerous and vary in scope and depth.

1. [East St. Louis Center](#)<sup>28</sup> inspires individuals and families, and helps them lead successful and healthy lives by: providing care for young children, preparing teens for college, helping young adults build skills that lead to success in college and better jobs, and offering high-quality, affordable health care. Located 20 miles south of the SIUE campus, the Center connects the community with the research, faculty, students and credibility that a nationally recognized university brings.

SIUE East St. Louis Center programs prepare more than 2,000 youth in grades Pre-K-12 each year for successful futures. Offered through the center are:

- [SIUE Head Start/Early Head Start](#)<sup>29</sup>
- [Project Success](#)<sup>30</sup>
- [TRIO Upward Bound](#)<sup>31</sup>
- [Center for the Performing Arts](#)<sup>32</sup>
- [SIUE East St. Louis Charter High School](#)<sup>33</sup>
- [Partnerships and Collaborations](#)<sup>34</sup>
- [School Readiness](#)<sup>35</sup>
- [Metro East Accelerated Training and Career Hub \(MATCH\)](#)<sup>36</sup>

2. The [SIUE Successful Communities Collaborative](#)<sup>37</sup> (SSCC) serves as a model for university-community partnerships. The SSCC is a cross-disciplinary program that supports one-year partnerships between the SIUE faculty and students with local communities to advance resilience and sustainability; projects are based on community-identified environmental, social, and economic issues and needs.

3. The [SIUE STEM \(Science, Technology, Engineering, and Mathematics\) Center](#)<sup>38</sup> is dedicated to building a community of researchers and educators who together innovate ways to engage students and the public in STEM. The Center provides expertise in STEM education program design and implementation, research, and evaluation. Projects are funded by government agencies and corporations such as the National Science Foundation, NASA, Illinois State Board of Education, The Boeing Company, and USTRANSCOM. [Examples of projects and research conducted by the Center](#) that reach a wide variety of community entities can be found at <http://www.siustemcenter.org/latest-news><sup>39</sup>.

4. The [National Corn-to-Ethanol Research Center](#)<sup>40</sup> (NCERC) at SIUE supports a diverse clientele, including industry clients, academia, government, technology providers, trade associations, and domestic and foreign ethanol producers. NCERC also offers third-party validation and commercial testing of products, technologies, concepts and ideas. As a public/private partnership, the Center offers maximum flexibility and diversity for private clients while simultaneously advancing public sector research. From petri dish to intermediate and pilot scale, the NCERC is fully equipped with the technology and expertise needed to meet any research or technology validation needs.

5. The [Environmental Resources Training Center](#) (ERTC)<sup>102</sup> was designated by IEPA to train Illinois licensed plumbers and Illinois certified water operators to become certified Cross-Connection Control Device Inspectors. The ERTC equips students with the job skills and resources for both entry-level personnel and those already employed seeking additional education to upgrade job skills, obtain advanced certification levels, and prepare for more responsible positions thereby creating a competent workforce.

6. The [SIUE Small Business Development Center](#)<sup>45</sup> (SBDC) provides services to the community supported by the U.S. Small Business Administration (SBA), Illinois Department of Commerce and Economic Opportunity, and SIUE School of Business. SIUE operates two Small Business Development Centers and the International Trade Center. Both provide resources and information to Southwestern Illinois entrepreneurs, business owners, small business service providers, and the university community. By assisting entrepreneurs and companies in defining their path to success, the SBDC network positively impacts the Metro East Illinois region by strengthening the business community, creating and retaining new jobs, and encouraging new investment.

7. The [SIUE Office of Educational Outreach](#)<sup>46</sup> enriches the economic, cultural, personal and professional lives of a diverse society, eliminating barriers to expand the educational resources of SIUE. The Office promotes learning by providing accessible educational opportunities through the agile development of relevant, collaborative programs and partnerships. Non-credit personal and professional development, continuing and executive education, summer camp sponsorship, corporate partnerships, contract training, and exam preparation are some examples of broad range of programs offered by Educational Outreach.

8. The health sciences schools and programs at SIUE (Dental Medicine, Pharmacy, Allied Health and Nursing) have several clinics and collaborative endeavors that help improve the quality of life of the community. Some examples include the [SIU Dental Clinics](#)<sup>47</sup>, the [SIUE WE CARE Clinic](#)<sup>48</sup> (a partnership between the Nursing, Pharmacy and Social Work Programs), and the [Speech, Language, and Hearing Center](#)<sup>49</sup>.

## **1.D.2.**

Historically, Academic Affairs has received a greater share of the state allocation and University budget (e.g. tuition revenue). Although SIUE has become increasingly reliant on tuition revenue, SIUE remains among the most affordable public higher education options in Illinois.

Furthermore, [SIUE will not increase tuition for undergraduate students](#) in 2019-2020<sup>127</sup>.

Additionally, since 2013 SIUE's [institutional aid has increased](#)<sup>70</sup> from \$3,935,300 to \$14,503,463 with new need-based aid and support from [AIM High](#)<sup>41</sup>. These efforts are intended to help make higher education at SIUE more affordable and accessible to prospective students.

The [foundation](#)<sup>50</sup> is in good standing as a 501C3. The SIUE Foundation has positive financial returns which provide substantial support to the university (scholarships, programs, capital projects) at a set 4.25% on each endowment.

In order to preserve the focus on our academic core during the budget realignment, many university research centers and public-service departments (e.g., Educational Outreach, WSIE) became wholly or largely self-funded or operate on a cost recovery basis to serve the public good.

### 1.D.3.

As an institution dedicated to communicating, expanding and integrating knowledge, SIUE extends the expertise and creative energies of its diverse faculty, staff and students to external entities in mutually beneficial relationships that fulfill needs of both the university and its communities of interest.

High quality learning occurs both within and beyond the classroom and application of knowledge at SIUE promotes the common good. Aligned with the mission is the opportunity to allow service learning opportunities, internships, and project-based learning. In FY 2018, SIUE provided over [250,000 service hours](#)<sup>136</sup>, [639 placements in internships and co-op opportunities](#)<sup>134</sup> and [over 2,800 clinical, practicum and student teaching placements](#)<sup>136</sup>. SIUE's [Senior Assignment](#)<sup>51</sup> (SRA) is the hallmark of a baccalaureate education and promotes both outstanding scholarship and public service as students demonstrate connection between their major area of study and the full breadth of general education skills and competencies.

As referenced earlier, work with the [East St. Louis Center](#)<sup>52</sup> and [SSCC](#)<sup>53</sup> provide examples and represent a shared commitment to creating and expanding knowledge and serving the public good.

Two further examples include a [business partner page](#)<sup>54</sup> dedicated to helping outside entities explore partnership and additional opportunities to share in the dissemination and construction of knowledge and the [SIUE Attention and Behavior Clinic](#)<sup>55</sup> committed to providing psychological services supported by research and considered best practice in the field. It is just one example of many clinical supports offered to the region. Other examples include:

1. [WE CARE Clinic](#) <sup>103</sup>
2. [Give Kids a Smile Day](#) and the [School of Dental Medicine Clinic](#) <sup>104</sup>
3. [Weight Management Clinic](#) <sup>105</sup>
4. [Pharmacy's Drug Take Back Program](#) <sup>106</sup>

A number of faculty and staff hold positions on external advisory boards as demonstrated in the following examples:

[Congressional Agriculture Advisory Board](#) <sup>56</sup>

[American Educational Research Association](#) <sup>57</sup>

[Illinois Prescription Monitoring Program Advisory Committee](#) <sup>58</sup>

[National Association of Diversity Officers in Higher Education](#) <sup>59</sup>

Many of the academic units have one or more advisory boards comprised of students, alumni, industry leaders and others with vested interests in the work of the units. Advisory boards are convened regularly and board members serve to work on accreditation processes, provide curricular input, serve as donors, and identify future workforce trends. Examples of these boards include the [Engineering Advisory Board](#)<sup>60</sup>, [Business Advisory Board](#)<sup>61</sup>, and [Dental Medicine Advisory Board](#)<sup>62</sup>.

The Chancellor serves on the St. Louis Regional Chambers Higher Education Working Group, and the Southwestern Illinois Leadership Council. Other members of the Chancellor's Council, deans, faculty and staff leaders serve the community, region, and their disciplines in a variety of capacities. SIUE is a well-recognized leader in the State and beyond for its contributions.

## Sources

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- Aim High Grant
- Attention and Behavior Clinic
- BoTminutes\_2.12.19
- Caroline R. Pryor Bio
- Chris Herndon Bio
- Corporate Partnership
- Drug Take Back
- East St Louis Center
- East St. Louis Center - Center for Performing Arts
- East St. Louis Center - Charter School
- East St. Louis Center - Community
- East St. Louis Center - Head Start
- East St. Louis Center - Project Success
- East St. Louis Center - School Readiness
- East St. Louis Center - TRIO Upward Bound
- Educational Outreach
- Environmental Resources Training Center (ERTC)
- FY12-FY19 Financial Data Incl. Overview Definitions - March 2019
- Give Kids A Smile Day
- Memo 1D3 Community Service and Clinical Placements
- Metro East Accelerated Training and Career Hub (MATCH)
- National Corn-to-Ethanol Research Center (NCERC)
- National Diversity Officers Board of Directors
- NCERC News
- School of Business - Advisory Boards
- School of Engineering - Advisory Board
- SDM Clinics

- SIU School of Dental Medicine - Advisory Board
- SIUE Career Development Center 5 year Co-op Data from Annual Reports
- SIUE Foundation
- SIUE Successful Communities Collaborative
- SIUE We Care Clinic
- SIUE Weight Management Program
- SLHC-brochure
- Small Business Development Center
- STEM Center
- STEM Center News
- The Senior Assignment



## 1.C - Core Component 1.C

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The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

### Argument

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#### 1.C.1.

The mission statement emphasizes the broad role of graduates who can contribute to shaping a changing world. The importance of diversity is also emphasized in an educational community with diverse ideas. Led by a cross-divisional [Diversity Council](#)<sup>23</sup>, SIUE is addressing diversity, equity, and inclusion in structural, cultural, interpersonal, and systemic ways.

Diversity is a common theme among the university's six strategic goals and there is a [7-year diversity and inclusion strategic plan](#)<sup>13</sup> that aligns with the mission and goals.

The university structure designates a number of resource offices or centers with the mission of providing support for diverse groups across campus.

1. The [Office of Institutional Diversity and Inclusion](#)<sup>14</sup> facilitates a campus climate where we embrace, appreciate, support and celebrate the diversity among the faculty, staff and students.
2. The [Center for Student Diversity and Inclusion \(CSDI\)](#)<sup>15</sup> offers a welcoming space, along with support and advocacy for underrepresented students. It underscores the University's commitment to students' well-being and success.
3. The [Office for Accessible Campus Community & Equitable Student Support \(ACCESS\)](#)<sup>16</sup> is dedicated to achieving and promoting campus accessibility to ensure that students of all abilities receive appropriate accommodations and equal opportunity to be successful .
4. The Office of the Provost realigned its leadership team to include an [Assistant Provost for Academic Equity and Inclusive Excellence](#)<sup>98</sup> (currently Interim Assistant Provost) This person works with Academic Affairs and serves as a liaison to Student Affairs to develop programming and support structures that will help improve equity-minded efforts throughout the University
5. The [Student Opportunities for Academic Results \(SOAR\) Center](#)<sup>17</sup> provides a variety of support services to underrepresented college students to assist with their retention and graduation. SOAR is committed to helping students develop the necessary characteristics and abilities to succeed at the university level and provides support to help students overcome social, academic, and cultural barriers to higher education.
6. The [Office of Veteran Services](#)<sup>18</sup> is committed to assisting active duty service members,

veterans, family members and survivors by providing comprehensive services and a safe and supportive environment for a smooth transition into the University and continued support through their educational progression.

7. The [Office of Equal Opportunity, Access & Title IX Coordination](#)<sup>19</sup> is committed to the principle of affirmative action and equal opportunity for all students, faculty and staff. The Office reports directly to the chancellor and is responsible for promoting and fostering an inclusive campus environment by ensuring campus-wide compliance with the various federal, state, and local fair employment laws and regulations.
8. The [Office of International Affairs](#)<sup>20</sup> is responsible for supporting international students and scholars on F1 and J1 visas.
9. [Safe Zone](#)'s<sup>22</sup> mission at SIUE is to develop a campus community of allies and provide support to lesbian, gay, bisexual, transgender, queer, questioning, intersex, and ally/asexual (LGBTQIA+) students, faculty, and staff with the ultimate goal of developing SIUE as a safe and welcoming place for LGBTQIA+ people.

In addition to these offices and centers, the university administration engages in communication with faculty, staff and students through the [University Diversity Council](#)<sup>23</sup>, [Black Faculty and Staff Association](#) (BFSA<sup>24</sup>), [Women Studies](#)<sup>25</sup>, and [International Studies](#)<sup>26</sup>. The university supports many opportunities for students, faculty, staff, administrators, alumni, as well as community members to engage in dialogue around activities and events that encourage relationship building and celebration of our similarities and differences. In particular, SIUE offers annual Diversity Summits and members of the campus community have the opportunity to engage in weekly Inclusive Conversations, organized by The CSDI. The Administration regularly monitors data from [NSSE](#)<sup>6</sup>, [HERI](#)<sup>21</sup>, and our own [campus climate survey](#)<sup>118</sup> to support a diverse and equitable climate.

The [SIUE Statement on Diversity](#)<sup>44</sup> reflects the University's commitment to recognizing and valuing the contributions of the breadth of humankind. This statement is considered an expansion of the SIUE value of Inclusion:

“All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice, and the development of full human potential, we must build on this diversity and inclusion.

- Southern Illinois University Edwardsville nurtures an open, respectful, and welcoming climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.
- Southern Illinois University Edwardsville is committed to education that explores the historic significance of diversity in order to understand the present and to better enable our community to engage the future.
- Integral to this commitment, Southern Illinois University Edwardsville strives for a student body and a workforce that is both diverse and inclusive.”

A final example of the necessity to continually reflect upon and improve campus climate is the [SIUE Sustained Dialogue Program](#)<sup>27</sup>, which seeks to transform relationships for the better through meaningful dialogue by creating a space for students to convey and exchange not just their opinions about contentious matters, but also the stories and life experiences behind others' perspectives. This program launched as a joint effort between Academic and Student Affairs to offer curricular and co-curricular options for engagement, dialogue and action.

### 1.C.2.

SIUE has developed many processes and activities that reflect the emphasis on diversity and inclusion on its campus. The Office of Institutional Diversity and Inclusion and Enrollment Management have provided leadership in the areas of recruiting a diverse group of students to the university, through open community dialogues, improving the Meridian Scholars Application processes, developing additional internal scholarships, and creating or partnering with other campus units to develop a number of programs aimed at expanding and enhancing the culture of diversity and inclusion at the university.

Many academic programs, recognizing the need for diversity within disciplines provide additional support structures to encourage equity among traditionally underrepresented students within majors. Examples such as the [Student Nurse Achievement Program](#)<sup>119</sup>, [Society of Women Engineers](#)<sup>120</sup>, and [National Society of Black Engineers](#)<sup>121</sup> demonstrate SIUE's commitment to enhance student diversity across disciplines.

The [Office of Institutional Diversity and Inclusion](#)<sup>14</sup> and the [University Diversity Council](#)<sup>23</sup> partner to support a number of campus-wide diversity and inclusion programs [such as Diversity Day, the annual Diversity and Inclusion Spring Summit, MLK Luncheon, Phenomenal Women's Luncheon, and Hispanic Heritage Month](#)<sup>122</sup>. The annual MLK Luncheon provides an avenue to be inclusive of the entire regional community, including k-12 students who participate in essay and art contests and come to campus as a part of the program or as guests for a luncheon. The annual Diversity and Inclusion Summit is well attended by students, faculty, staff, alumni, and community, and is an opportunity to ensure that as a campus we continue to give voice and stay abreast of current diversity issues.

Each academic school and college has developed a Diversity Committee and the chair of those committees generally sits on the University Diversity Council. This provides an opportunity for the Schools to discuss what issues their perspective schools are facing.

The Office of the Provost recently reorganized positions to ensure that diversity, equity, and inclusion remain central to our academic mission. As such, the Assistant Provost for Academic Equity and Inclusive Excellence (currently, Interim Assistant Provost) provides critical leadership on academic initiatives that support and sustain a diverse and equitable academic environment, within an inclusive excellence framework. Programs include a Fall 2019 launch of an [African American Male initiative](#) that engages Academic and Student Affairs<sup>98</sup>. It supports students in a cohort-based mentoring program with high-impact practices throughout the curriculum. This initiative will serve as a scalable model for other historically underrepresented student groups. Additionally SIUE is working to redesign STEM and Health Science Gateway courses to address equity gaps. Through our Excellence in Undergraduate Education grant program and a special initiative jump-started by a visit from Dr. David Laude (University of Texas), Faculty and campus leaders will redesign courses for student success and create new early alert systems to support student learning and persistence. Additionally, the Office of the Provost has led an effort to assess high impact practices throughout the curriculum to identify equity gaps and ensure that all students have access and opportunity to our most powerful learning experiences that will help propel them to graduation.

In addition to these efforts, Academic Advising, SOAR, the CSDI and many academic programs are working to serve underrepresented students and to support diverse learning opportunities. SIUE offers a variety of degrees to serve our goals, International Studies and minors in Women's Studies,

Black Studies, and Native American Studies to name a few. Creating these learning opportunities is important for all of our student populations, but we recognize that there is particular opportunity to better serve under-represented students.

In Fall 2018, the Fall 2017 cohort of first-time full-time freshmen were [retained at the highest rate since 2004, at 75%](#)<sup>123</sup>. Importantly, SIUE's work in the [area of diversity and equity and retention](#)<sup>42</sup> is paying off. Under-represented students broadly were retained at nearly 5% higher. Hispanic and Latin(x) students retained at an increase of 10.6% and African-American students saw an increase of almost 8%. Students with an ACT under 21 also retained at more than 8% higher. SIUE has not reached parity across groups, but the progress is reinforcing and suggests momentum in the right direction.

Additionally, thoughtful planning is demonstrated in the [Diversity and Inclusion strategic plan](#)<sup>124</sup>. Four broad goals and 14 objectives guide the plan to provide Inclusive excellence leading the way to achieve the following:

- Enhancing student recruitment, retention and graduation among underrepresented groups
- Increasing and retaining faculty, staff and administrators from underrepresented groups
- Building a community that fosters learning, scholarship and creative activities that reflect understanding of global diversity and a commitment to inclusion and social justice
- Developing and maintaining a campus climate that values diversity and inclusion as a core value.

## Sources

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- 2018-2025 Diversity and Inclusion Strategic Plan
- ACCESS - Home
- Black Faculty Staff Association Constitution
- Center for Student Diversity and Inclusion
- Climate Survey
- Equal Opportunity Access and Title IX Coordination
- Fact Book
- Fact Book (page number 58)
- First Year Retention
- HERI 2017
- Inclusive Excellence
- Institutional Diversity and Inclusion
- Institutional Diversity and Inclusion (page number 10)
- Institutional Diversity and Inclusion (page number 12)
- International Students and Scholars (ISS)
- International Studies
- NSSE 2017
- Safe Zone
- SIUE National Society of Black Engineers
- SIUE School of Nursing - Diversity
- SIUE Society of Women Engineers
- SIUE Veterans Services
- Statement on Diversity

- Student Opportunities for Academic Results
- Sustained Dialogue
- University Diversity Council
- Womens Studies

## 1.S - Criterion 1 - Summary

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

### Summary

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SIUE's mission was created through a collaborative process. Emerging and existing activities and initiatives are assessed for their ability to advance the stated mission and, ultimately, to shape a changing world. The mission provides context and a well-crafted intentional comprehensive purpose for the institution, while six goal statements provide more detailed and measurable activities. At SIUE, the mission is a living document that guides the work of many and supports a climate of collaboration and shared purpose. While the mission provides direction, it also establishes flexibility to meet the needs of the changing society. As demographics shift, technology advances and new discoveries are made, SIUE's mission provides the necessary elasticity to create innovative programs, support new and diverse students and provide services that demonstrate commitment to driving change and supporting the welfare of our regional and global citizens.

### Sources

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*There are no sources.*

## 2 - Integrity: Ethical and Responsible Conduct

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The institution acts with integrity; its conduct is ethical and responsible.

### 2.A - Core Component 2.A

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The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

### Argument

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#### 2.A.

SIUE's commitment to operate with integrity and adhere to ethical standards of practice is articulated in [its values](#) which have been established by the faculty and staff of the University:

Citizenship; Excellence; Inclusion; Integrity; Wisdom

SIUE's policies and procedure operationalize the commitment to its values by setting standards and providing guidance to its governance bodies, administration, faculty, staff and students.<sup>1</sup>

As a public institution, SIUE adheres to [The State Officials and Employees Ethics Act\(5 ILCS 430/\)](#), which sets forth guidance and articulates numerous prohibitions for State employees and also articulates other actions required of State employees to assure adherence to ethical standards and accountability to the citizens of Illinois.<sup>2</sup>

SIUE's policies and procedures ensure all employees receive ethics training annually, as required by the act, to ensure their knowledge of the state's ethical standards and requirements are current.

SIUE operates under the regulatory authority of the Illinois Board of Higher Education (IBHE), whose statutory authority includes: "approving proposals by public university governing boards for new units of instruction, research or public service and reviewing existing instruction, research and public service programs to determine their continued educational and economic justification."

As part of a university system, SIUE operates under the decision-making authority of the [SIU Board of Trustees](#) (BOT). The BOT is committed to supporting and sustaining a university of character that values quality undergraduate education in the highest traditions of the liberal arts; excels in its graduate and professional education; remains responsive to regional needs and priorities, including health care and health education; demonstrates its leadership in the enhancement of K-12 education; ensures a technologically competitive environment for students, faculty and staff; maintains a strong and unequivocal commitment to the achievement of diversity; invests our resources in creative ways reflective of institutional strengths and priorities; and nurtures within the University community those ethical standards which reflect the highest aspirations of our society. To meet these responsibilities the BOT maintains four standing committees: Academic Matters Committee, Architecture and Design Committee, Finance Committee and Audit Committee.

The [University Ethics Office](#) resides at the SIU System level. The Office works with each campus' appointed ethics officer and appointed ethics training administrator. Its responsibilities include: developing and implementing ethics training, reviewing statements of economic interest disclosure forms, referring ethical complaints to the appropriate authorities, providing guidance to senior officers and employees in the interpretation of the Ethics Act, approving gift ban exceptions for business travel and educational gifts, and serving as the University liaison to the State of Illinois Office of Inspector General and the Executive Ethics Commission.<sup>3</sup>

The [Office of Internal Audit, Compliance and Ethics](#) is an SIU System office. Internal Audit provides reasonable assurance that University operations are run effectively and efficiently by providing an independent, impartial and objective review of administrative functions and ensuring compliance with University policies and procedures, as well as applicable statutory requirements. In addition, the Office may evaluate the implementation of operational and control improvements. The overall mission of the Office is to add value to University operations and assist the University in achieving its goals and objectives.<sup>4</sup>

As outlined below, through various policies and procedures, the institution maintains integrity and adherence to its values on a number of matters.

The mission of the [Purchasing Department](#) is to procure the goods and services needed by SIUE in an efficient and cost-effective manner within the rules of the Illinois State Procurement Code and SIU Board of Trustees policies. This will include the development and supervision of procurement processes, such as purchase orders, contracts, direct vouchering and procurement cards. Purchasing also directs the functions of Expediting, Central Receiving and Surplus Property in the tracking and documenting of receipts of merchandise and disposal of surplus equipment.<sup>5</sup>

SIUE's [Faculty Handbook](#) is available to all faculty online and is maintained as a living document that is continuously evolving and being updated through shared governance. The Faculty Handbook covers: academic and teaching policies, students' policies with regard to academic conduct, faculty personnel policies, University policies and guidelines concerning research, and University employees'



policies.<sup>6</sup>

The Faculty Handbook also includes the [Faculty Grievance Policy](#), which covers non-represented faculty. The policy, as authorized by the SIU Board of Trustees, provides a means for faculty to resolve disputes between members of the SIUE community quickly and fairly. Its existence gives assurance that the University will act responsibly toward each member of the faculty. Although the Faculty Grievance Policy's immediate end is the service of justice, it is also conducive to higher morale and more efficient performance. For faculty represented by the relatively newly formed Faculty Association (IEA/NEA), the current contract (under discussion) provides a grievance process through which disputes and disagreements are adjudicated.

The [SIUE Civil Service Employee Procedures Manual](#)<sup>7</sup> is a collection of various policies, procedures and information pertinent to employees of the University at large. The manual is available online, accessible to everyone and is updated as policies and procedures change. The [Employee Excellence Program](#)<sup>8</sup>, which was developed by a team of staff members, including civil service and administrative/professional staff, promotes personal growth and accomplishment for each employee. It enhances communication between supervisor and employee; clarifies job responsibilities; provides performance feedback by reinforcing positive performance and supplying assistance where improvement is needed; encourages employee growth in current or future positions; provides an opportunity for coaching, counseling and mentoring; and provides a basis for making human resource decisions.

The [Student Conduct Code](#) (Policy 3C1)<sup>9</sup>, [Student Academic Code](#) (Policy 3C2)<sup>10</sup> and [Student Grievance Code](#) (Policy 3C3)<sup>11</sup> collectively assure that the University provides and maintains a humane, safe and supportive environment to aid students in their pursuit of knowledge. These codes are available online and accessible to all.

The Office of Academic Innovation and Effectiveness oversees [Academic Program Review](#)<sup>12</sup>. Program review is a systematic way to assess the quality of academic programs and determine ways to improve the quality of education, scholarship and service. The purpose of program review is twofold: first, to assure that the faculty and administration provide high-quality professional, graduate and undergraduate programs for students; second, to identify opportunities for improvement in each program. Every eight years, each undergraduate, graduate and professional program is evaluated on program performance, continuous program improvement, the identification of problems and solutions, and evidence of student-learning outcomes.

SIUE believes that a positive climate for the exchange of information among scholars is an important factor in the maintenance of professional standards of competence and responsibility. The encouragement of intellectual honesty at all levels within the academic community is the foundation

that fosters such a climate. The policy on Academic Integrity in [Scholarship and Research](#) (Policy 1Q5)<sup>13</sup> articulates and prescribes procedures for impartial investigation and fair mediation of allegations of misconduct. SIUE is aware that many professional associations have ethical codes or guidelines for the conduct of research, and personnel are expected to comply with these standards. Violations of these standards are a matter for peer review and subject to censure and may, in some instances, also become grounds for University disciplinary action.

SIUE recognizes all societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice and the development of full human potential, we must build on this diversity and inclusion. The [SIUE Statement on Diversity](#)<sup>14</sup> reflects its commitment to valuing the contributions of the breadth of humankind. To that end, the University nurtures an open, respectful and welcoming climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment. Integral to this commitment, SIUE strives for a student body and a workforce that are both diverse and inclusive.

SIUE is committed to the principle of affirmative action and equal opportunity for all students, faculty and staff. The University prohibits discrimination on the basis of age, color, disability status, gender, marital status, national origin, race, religion, sex, sexual orientation or veteran status regarding the administration of educational programs, admission of students, employment actions, athletics or other sponsored activities. The University complies in letter and spirit with appropriate federal and state legislation. The [Office of Equal Opportunity, Access & Title IX Coordination](#) (EOA)<sup>46</sup>, reporting directly to the Chancellor, is dedicated to the enhancement of a quality working and learning environment for our employees, students and others by ensuring the University meets its moral and legal obligations as an affirmative action and equal opportunity employer. Through educational programs and compliance activities, the Office encourages a campus environment that supports all members of the University community.

## Sources

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- Employee Excellence Program
- Equal Opportunity Access and Title IX Coordination
- Faculty Grievance Policy
- Faculty Handbook
- Institutional Diversity and Inclusion
- Institutional Diversity and Inclusion (page number 10)
- Mission Vision Values and Long Term Goals
- Office of Internal Audit Compliance and Ethics
- Office of Internal Audit Compliance and Ethics (page number 2)
- Policies for Civil Service Employees
- Policy on Academic Integrity in Scholarship and Research
- Program Review Summary
- Purchasing Department
- SIU Board of Trustees - About

- State Officials and Employees Ethics Act
- Student Academic Code
- Student Conduct Code
- Student Grievance Code

## 2.B - Core Component 2.B

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The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

### Argument

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#### 2.B.

SIUE meets its requirement for clear and full disclosure to multiple audiences across a range of media.

The SIUE website is the primary information portal for external and internal audiences. The [mobile-friendly, accessible homepage](#)<sup>15</sup> includes several quick access links. Users can search the SIUE website via the SIUE Web Google search or select one of several options including: People/eID Search, People Search by Office and A-Z Index. A print directory is also available for download for those who prefer a tangible document.

#### Accreditation

SIUE is accredited by the Higher Learning Commission, and it's programs and schools by more than 30 additional accrediting agencies. A [complete list of accreditation relationships](#) is available on the Accreditation website<sup>16</sup>. [Pass rates and other data](#) are also made available to the public for those programs with accreditation requirements for disclosure of such data (e.g. the PharmD program).<sup>79</sup>

#### Costs to Students

Tuition and fees are available on SIUE's [Paying for College](#)<sup>17</sup> website. The site provides tuition and fee information for domestic undergraduate and graduate students, professional, as well as international students. Costs are also available for specialized degree programs, including business, engineering, pharmacy, dental medicine, and the accelerated online RN to BS nursing degree. A tuition and fees estimator allows prospective students to estimate their total cost of attendance.

SIUE's [Consumer Disclosures and Complaints](#) website<sup>18</sup> meets the University's regulatory compliance obligation and provides transparency and much-needed information to its audiences, including students, parents, alumni, members of the media and the public. The newly redesigned site is accessible from the SIUE homepage and includes general institutional information as well as information on athletics, financial aid, health and safety, accreditation, etc.

## Control

The [SIU Board of Trustees'](#) (BOT) website<sup>19</sup> is accessible from the SIUE website via the A-Z Index. The site identifies board members, their affiliations and credentials; posts board meeting schedules and minutes; and links to the board charter, as well as its bylaws, policies, statutes and annual reports. Pursuant to its statutes and bylaws, the BOT delegates authority to individual campus leadership.

On campus, University leaders rely on the talent, insight and counsel of the Staff Senate, Faculty Senate, Graduate Council, Student Government, Black Faculty and Staff Association, and the University Planning and Budget Council. These constituency groups, which are officially recognized by the BOT, provide invaluable support to campus leaders and share in the collective and transparent governance of the University. Members of these groups receive State of Illinois Open Meetings Act training and abide by the requirements of the Act. As stated in the Strategic Plan, the University has a strong commitment to shared governance.

The University's Mission, Vision, Values, Statement on Diversity and Strategic Plan are available on [the Chancellor's website](#)<sup>20</sup>.

## Programs

SIUE's [undergraduate catalog](#)<sup>21</sup> and [graduate catalog](#)<sup>47</sup> are available online. Both publications outline general University policies, including admission and academic policies and requirements; provide financial and scholarship information; detail the specific requirements for all degree and certificate programs; and identify faculty, including rank and credentials, by academic department. The catalogs are updated and published annually. [Older versions are archived](#)<sup>54</sup> and accessible online.

The [Degrees and Programs](#)<sup>22</sup> website provides consistent information for all undergraduate, graduate and doctoral programs through the use of Academic Program Profiles. Available online and in print, each profile provides the following standard information:

- Program overview
- Sample curriculum
- Admission requirements
- Graduation requirements
- Faculty listing

Academic departments have the option to also include information about hands-on learning and global experiences. Academic profiles were standardized to ensure accuracy and institutional control. The process is not initiated until the Office of the Provost informs the necessary offices for approval, such as the SIU System, the Illinois Board of Higher Education, and other relevant offices.

The consistency of information in the Academic Program Profiles allows prospective students to easily compare programs of study, illustrated by the [Applied Communications Studies](#)<sup>23</sup> and [Civil Engineering](#)<sup>48</sup> programs. A PDF of each profile is available for download and each program page includes a “Contact Us” form, which is sent to the Office of Admissions for follow up. The information provided on each profile is consistent with content in the undergraduate and graduate catalogs.

SIUE University Marketing and Communications maintains the strategic direction and development of all University-wide [social media accounts](#)<sup>24</sup>: Facebook, Twitter, Instagram, YouTube and LinkedIn. The social media team shares what is happening on campus, but more importantly, they listen and analyze what is important to our students, faculty, staff, parents, alumni and friends. University-level social media platforms are monitored in order to appropriately respond to questions, concerns and kudos.

In 2016, the [SIUE Social Media \(SM\) Committee](#)<sup>75</sup> was formed. This committee consists of 20 individuals from across campus who are actively involved in the social commentary of our university. The SM committee meets bi-monthly to identify and discuss initiatives important to all members of the SIUE social media community. Additionally, SIUE University Marketing and Communications provides training on SM topics and trends, guiding committee members to success on all platforms. The goal of the SM Committee is to work collaboratively in the social and digital space to improve student experiences and to steward SIUE’s brand.

Several annual publications are produced by SIUE University Marketing and Communications:

Annual Publication	Audience
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<a href="#">Chancellor's Report</a> <sup>53</sup>	Academic peers, state and federal legislators, regional opinion leaders
<a href="#">eConnection magazine</a> * <sup>25</sup>	All alumni
<a href="#">Research and Creative Activities magazine</a> <sup>51</sup>	Academic peers, grant-funding agencies, state and federal legislators, donors, prospective graduate students and members of the SIUE community
<a href="#">Foundation Annual Report</a> <sup>52</sup>	Donors and friends of the University
Dean's Reports ( <a href="#">College of Arts and Sciences</a> <sup>57</sup> and the <a href="#">Schools of Pharmacy</a> <sup>60</sup> , Nursing; <a href="#">Engineering</a> <sup>59</sup> ; <a href="#">Business</a> <sup>58</sup> ; and Education, Health and Human Behavior)	Academic peers, alumni, donors

\*The Office of Alumni Affairs sends regular emails to alumni announcing upcoming alumni events and University updates.

Faculty and student listservs allow the internal University community to share information.

\*\*\* The text below has been merged from Core Component 3.E \*\*\*

### 3.E.1.

The University offers [over 300 clubs, organizations, and activities](#)<sup>128</sup> that are available for students to join. These organizations offer a broad range of co-curricular activities and purposes for students, including professional, academic, and honor organizations; cultural organizations and arts and issues programming; and religious and spiritual activities. These organizations are intended to provide complimentary learning for students that can enhance students' opportunities toward success in their profession, academics, and/or career. The academic units support students with educational clubs, activities, competitive sports clubs and athletic teams.

The "Student Life" section of the [SIUE Viewbook](#)<sup>120</sup> lists a variety of programs and activities that SIUE offers. A sampling of the co-curricular program provided include the following:

- [SIUE Traditions](#) <sup>202</sup> – including Cougar Welcome program for students each fall, painting the rock located in the center of campus and annual events such as Family Weekend, Homecoming

and Springfest. SIUE also offers a wide variety of cultural heritage month programming throughout the year to celebrate the rich diversity on campus.

- Cultural and Recreational Activities – students can participate in [a variety of intramural and club sports or enjoy the indoor pool or rock climbing walls](#)<sup>150</sup>. They can participate in several theater and dance productions, as well as attend the [Arts & Issues](#)<sup>123</sup> lecture series.
- Leadership Development – participating in clubs and organizations is a great way to gain new leadership skills. Opportunities like the [Student Leadership Development Program \(SLDP\)](#)<sup>203</sup> or by joining groups such as [Campus Activities Board \(CAB\)](#)<sup>204</sup>, [Student Government](#)<sup>205</sup>, or a [fraternity or sorority](#)<sup>206</sup> can assist with this development.
- Volunteer Opportunities – giving back is a key for all SIUE students. From participating in a [service day](#)<sup>208</sup> for all incoming students to joining one of our philanthropic organizations to raise money for a great cause, service to others is important. We also offer ways to give back to the community through our [Campus Kitchens program](#)<sup>122</sup> and our new [Cougar Cupboard](#)<sup>207</sup> food pantry.
- Diversity and Inclusion Opportunities – in support of the university’s mission to “shape a changing world”, SIUE offers a rich cultural environment that contributes to the learning process, through a variety of cultural/internationals organizations and annual events. Students also have an opportunity to study in one of 20+ countries through the [study abroad](#)<sup>156</sup> program.

### 3.E.2.

[SIUE's Mission](#)<sup>74</sup> characterizes the institution as a student-centered community, focused on communicating, expanding, and integrating knowledge within a collaborative environment enriched by diverse ideas.

There are multiple aspects of students’ academic life and extra-curricular opportunities that demonstrate these foci, that include:

- The [Springboard to Success](#) program<sup>154</sup>
- New student orientation, including the [SIUE Experience](#)<sup>32</sup>
- [New Freshman Convocation](#)<sup>209</sup>
- The [New Freshman Seminar](#)<sup>31</sup>
- The [Student Success Center](#)<sup>139</sup> that offers multiple supportive services including [Academic Advising](#)<sup>185</sup>, [SOAR](#)<sup>81</sup>, [ACCESS](#) (formerly Disability Support Services)<sup>146</sup>, the [Career Development Center](#)<sup>210</sup>, [Counseling Services](#)<sup>132</sup>, [Health Services](#)<sup>147</sup>, [Office of International Affairs](#)<sup>158</sup>, the [Writing Center](#)<sup>140</sup>, the [Tutoring Resource Center](#)<sup>148</sup>, and the [Speech Center](#)<sup>211</sup>
- Professional advising for declared majors centered in each unit, paired with faculty mentoring
- [Supplemental instruction](#)<sup>198</sup> opportunities
- [The Lovejoy Library](#)<sup>143</sup>
- [Technical support services and computer labs](#)<sup>159</sup> across campus
- The [Kimmel Student Involvement Center](#)<sup>127</sup> which supports and provides annual events, activity programming, community engagement opportunities, service learning opportunities such as the [Campus Kitchen Project](#)<sup>122</sup>, the Leadership Development Program, fraternity and sorority opportunities, and a wide range of student organizations.



- The [Morris University Center](#)<sup>212</sup>
- [Arts and Issues](#) programming<sup>123</sup>
- [Theater productions](#)<sup>171</sup>, art exhibits, and musical events
- The [University Museum](#)<sup>121</sup>
- The [Student Fitness Center](#)<sup>150</sup>
- The newly established (Fall 2018) [SIUE Diversity Day](#)<sup>213</sup>
- The newly established [Center for Student Diversity and Inclusion](#)<sup>85</sup>
- The [Center for Spirituality and Sustainability](#)<sup>125</sup>
- [Student travel](#)<sup>230</sup> to attend professional conferences
- Opportunities for [study abroad](#)<sup>156</sup> and faculty led travel experiences
- Interdisciplinary curriculum including interdisciplinary courses, [Integrative Studies](#)<sup>155</sup> opportunities, and [interdisciplinary minor](#)<sup>77</sup> opportunities
- Opportunities for hands-on learning in [laboratories](#)<sup>113</sup>, [studios](#)<sup>214</sup>, in the [field](#)<sup>215</sup>, through [internships](#)<sup>216</sup>, and in [clinical](#)<sup>217</sup> and classroom settings
- Scheduling options to include [Winter session and Summer classes](#)<sup>228</sup>, as well as appropriate [high-quality online courses throughout the year](#)<sup>229</sup>

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- Academic Advising
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- Arts and Issues
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- Campus Activities Board
- Campus Kitchen
- Career Development Center
- CAS Deans Report
- Center for Spirituality and Sustainability
- Center for Student Diversity and Inclusion
- Clinical Experiences
- Consumer Disclosures
- Cougar Cupboard
- Counseling Services
- Diversity Day Conference Booklet 2018
- ENGR Deans Report
- Fieldwork Examples
- Graduate Catalog

- Health Services
- Incoming Freshmen Rake in the Service Hours during SIUE Experience Service Day
- Integrative Studies
- International Affairs
- Internship Examples
- ITS Computer Lab Support
- Kimmel Student Involvement Center
- Library and Information Services
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- School of Pharmacy - Academic Statistics
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- SIUE Chancellor
- SIUE Degrees and Programs Listing
- SIUE Experience
- SIUE Fraternity and Sorority Life
- SIUE Home Page
- SIUE Laboratories
- SIUE Online Courses
- SIUE Online Courses (page number 9)
- SIUE Undergraduate Archived Catalogs
- SIUE Viewbook
- SIUE Viewbook (page number 22)
- SIUE Welcomes Class of 2022 with Academic Convocation and Celebratory Parade
- Social at SIUE
- Social Media Committee
- Speech Center
- Springboard Agendas
- Student Fitness Center
- Student Government
- Student Leadership Development Program
- Student Opportunities for Academic Results
- Student Organization Brochure
- Student Success Center
- Study Abroad - Explore the World!
- Supplemental Instruction
- Theater and Dance
- Theater and Dance (page number 2)
- Travel Grants
- Tutoring Resource Center
- UG\_Applied\_Communication\_Studies\_FINAL
- UG\_Civil\_Engineering\_FINAL
- Undergraduate Catalog
- University Museum
- Writing Center

## 2.C - Core Component 2.C

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The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

### Argument

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#### 2.C.

Southern Illinois University (SIU) is a system comprised of two universities (Southern Illinois University Edwardsville - SIUE and Southern Illinois University Carbondale - SIUC) and governed by a single Board of Trustees (BOT).

The SIU BOT was created by the Illinois General Assembly for the purpose of operating, managing, controlling and maintaining the SIU System. [The BOT consists](#)<sup>55</sup> of seven members appointed by the Governor and confirmed by the Senate, and student members selected by the student bodies of each university (SIUE and SIUC). Appointed members serve a six-year term and elected student members serve a one-year term.

Excerpts from the [BOT's Vision Statement](#)<sup>26</sup> demonstrate the Board's commitment to act in the best interest of the State, the People and the University System:

“As the seven appointed and two elected Trustees for Southern Illinois University, we share a mutual sense of affection, responsibility and stewardship for the only senior system of higher education serving the people of Southern Illinois. Our obligations apply equally to the University's two institutions, SIU Carbondale and SIU Edwardsville, and to their distinctive instructional, research and service missions.

In fulfilling our appointed obligations, we are pledged to maintain the high quality of SIU's programs of instruction, research and public service; to monitor judiciously the development of and additions to those programs; and to sustain, through them, the University's diverse and comprehensive educational contributions to the people of Southern Illinois, the State, the nation and the world. In

the exercise of our authority and responsibilities, we are pledged to coordinate, advocate and offer our stewardship for this university and its learning community. We are also pledged to be openly and appropriately accountable for the quality of the University's professional standards, the competence of its graduates--as both an informed citizenry and an educated workforce--and for the prudent and efficient use of the State's resources. In all our appointed obligations, we openly and willingly support an environment of effective and responsible participatory governance.”

### 2.C.1.

The SIU System receives a single appropriation from the State of Illinois. It is the BOT’s responsibility to distribute the appropriation in a way that is supportive of both universities in the System: SIUE and SIUC, including the SIU School of Medicine.

[Over the last 10 years](#)<sup>61</sup>, SIUE has faced two significant challenges: a) the size of the state appropriation has decreased; and b) the internal allocation of the SIU System budget has not been adjusted, despite the fact that SIUE’s student headcount has grown significantly during this period while SIUC’s has declined.

In confronting the first challenge, the BOT supported SIUE’s efforts to [adjust tuition and fee levels](#)<sup>62</sup> in order to make up some of the lost revenue from declining state appropriations. Recently, the BOT took an initial step in addressing the second challenge by hiring the Association of Governing Boards (a consulting firm) [to make recommendations regarding the internal allocation formula](#)<sup>56</sup> and to assess operations and align the Board policies, procedures, and actions with best practices.

### 2.C.2.

In adherence to the Illinois Open Meetings Act and pursuant to [SIU BOT rules and procedures](#)<sup>27</sup>, the BOT conducts business in open meetings held on a regular basis, pursuant to its rules and procedures. Minutes of meetings are kept and made public, and interested parties may address the BOT at both regular and special BOT meetings. The BOT also publishes an annual report that is made public through their website.

### 2.C.3.

Members of the BOT serve without compensation but are entitled to reasonable amounts for expenses necessarily incurred in the performance of their duties. To [prevent conflicts of interest and to mitigate against undue outside influence](#)<sup>28</sup>, no member of the BOT shall hold or be employed in or appointed to any office or place under the authority of the BOT, nor shall any member of the BOT be directly or indirectly interested in any contract made by the BOT, nor shall they be an employee of the state or federal government.

As a state institution where board members are appointed by the Governor and confirmed by the Senate, it remains a challenge to completely insulate the BOT from the political forces at work in the state of Illinois. In addition, SIUE is a part of a system which serves a regional higher education

mission, and decisions made by the BOT affecting SIUE have regional economic repercussions. It is possible that traditional (students, alumni, faculty, employees) or non-traditional stakeholders (elected officials, regional mayors and chambers of commerce, business leaders, donors, etc.) may have influence on BOT decisions, but the BOT policies and actions indicate board members' recognition of their roles and responsibilities, as articulated in the [statutes of the BOT](#).<sup>80</sup>

#### 2.C.4.

Pursuant to [BOT statutes](#)<sup>29</sup>, the Chancellor of SIUE is empowered to “carry out approved policies, guidelines and regulations governing the management of academic, business and student affairs, delegating execution to administrative aides and heads of appropriate functional areas.”

The University Faculty at SIUE is the agent designated by the SIU BOT to “formulate policies concerning the educational functions of SIUC or SIUE, subject to the approval of the appropriate chancellor.” At SIUE, the University Faculty is defined as: “the chancellor, all professors, associate professors and assistant professors, and those instructors on continuing appointment”. The “voice” of the University Faculty is exercised through the [SIUE Faculty Senate](#)<sup>30</sup>.

## Sources

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- BoT\_Board Legislation - Charter
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- BoTminutes\_funding-allocation-study\_02.13.19
- Fact Book Appropriations Extract
- Fact Book Tuition and Fees Extract
- SIU Board of Trustees - About

## 2.D - Core Component 2.D

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The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

### Argument

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#### 2.D.

Academic Freedom is addressed in [The Principles of Academic Freedom and Responsibility](#)<sup>31</sup> which indicates, “The spirit of a university resides in openness of discourse and the free pursuit of ideas within the community of professional scholars and learners.”

To ensure quality and consistency of instruction, the [SIUE Ethics of Instruction](#)<sup>32</sup> outlines minimal expectations of faculty as teachers. These expectations take into consideration and are balanced with the University’s commitment to upholding the principles of academic freedom.

To address students’ academic honesty, the [Student Academic Code](#)<sup>33</sup> “strives to provide students with a solid foundation for intellectual development and an ability and desire to make contributions to society. Students are encouraged to set the events of the world in a broad perspective, bringing a reasoned approach to the challenges they may face. A presumption of intellectual honesty is the foundation of all learning. This Code is administered with the intent that the process is fair or just and educational.”

Student rights and responsibilities are outlined in the Student Conduct Code. When students believe that their rights have not been upheld, they can seek redress through a formalized process outlined in the [Student Grievance Code](#)<sup>34</sup>.

The [Expressive Activity Policy](#)<sup>35</sup> states that SIUE property “represents the marketplace of ideas, and especially for students, many areas of campus represent a public forum for speech and other expressive activities. For members of the University community, including students and student organizations, the outdoor areas of campus are venues for free expression, including speeches, demonstrations and the distribution of literature.”

### Sources

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- Ethics of Instruction
- Policy on Expressive Activity
- Principles of Academic Freedom and Responsibility
- Student Academic Code
- Student Grievance Code

## 2.E - Core Component 2.E

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The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

### Argument

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#### 2.E.

As a reflection of SIUE's commitment to operate with integrity and adhere to appropriate standards, the institution's policies and procedures help assure that faculty, staff and students acquire, discover and apply knowledge in a responsible fashion.

#### 2.E.1.

Office of Research and Projects

The [Office of Research and Projects](#) (ORP)<sup>36</sup> administers those policies which support the institution's ethical research and ensures the University's [compliance with federal regulations](#)<sup>63</sup>.

The ORP supports [two Institutional Review Boards](#) (IRB)<sup>64</sup>: the Social Behavioral IRB (SBIRB) and the Clinical IRB (CIRB). Both IRBs are registered with the Office for Human Research Protections (OHRP) (IORG numbers - SBIRB #00000955 and CIRB #00009846). ORP also supports an [Institutional Animal Care and Use Committee](#) (IACUC)<sup>65</sup>, a [Vivarium Space Allocation Committee](#)<sup>66</sup>, an [Institutional Biosafety Committee](#) (IBC)<sup>67</sup> and a [Financial Conflict of Interest Committee](#) (FCOIC)<sup>68</sup>.

ORP educates faculty, staff and students about research ethics through the Collaborative Institutional Training Initiative (CITI) Program. [ORP subscribes to many CITI courses](#)<sup>69</sup> covering human subject protections (social behavioral research, clinical research, biomedical research), responsible conduct of research, financial conflict of interest, export controls, laboratory animal care and animal field research. Additional education hours are provided for students regarding Responsible Conduct of Research when funded by the National Institutes of Health (NIH). Training must be completed in order to apply for IRB approval.

ORP applies human subject ethical standards put forth in the Belmont Report and has an established Federal Wide Assurance ([FWA 00001703](#))<sup>70</sup> with the U.S. Department of Health and Human Services (HHS) OHRP.

ORP has established and maintains a program for activities involving animals according to the [Guide for the Care and Use of Laboratory Animals \(Guide\)](#)<sup>65</sup>. ORP maintains an Institutional Assurance with the HHS NIH Office of Laboratory Welfare (OLAW), ([Assurance # A3486-01](#))<sup>71</sup>. The IACUC conducts [semi-annual program review and inspections](#)<sup>72</sup> using the “Guide” and files an annual report with OLAW.

The SIUE IBC oversees [all research involving the use of Biohazardous materials](#)<sup>73</sup> which includes any infectious agent presenting a risk or potential risk to the well-being of man or animals, either directly through infection or indirectly through disruption of the environment, including bacteria, fungi, parasites, viruses, rickettsiae, tumor cell lines and recombinant DNA.

ORP has established [a policy and guidelines](#)<sup>74</sup> for recognizing, disclosing and managing general conflicts of interest and financial conflicts of interest (FCOI) in relation to Public Health Service and the National Institutes of Health sponsored research. ORP supports an FCOIC whose function is to review all investigator and sub-recipient investigator Significant Financial Interest disclosures to determine if a significant FCOI exists and develop and implement management plans as needed to manage FCOIs.

In addition to the efforts of ORP, the University, through [Policy on Academic Integrity in Scholarship and Research](#) (Policy 1Q5)<sup>37</sup> provides a process to investigate allegations of academic integrity violations associated with research and scholarship. This policy applies to all employees and students.

The [University Faculty Code of Ethics and Conduct](#) (Policy 1Q1)<sup>38</sup> provides a general statement of expectations for faculty regarding the balance between academic freedom and the ethical responsibilities associated with such freedom.

### **2.E.2.**

Students are offered guidance in the ethical use of information resources as a standard part of the teaching curriculum. As students move in to their disciplinary majors, they typically receive more thorough and specialized training in discipline-specific methodology courses and research courses. [Syllabi](#) often contain statements regarding Academic Integrity and Plagiarism.<sup>81</sup>

In addition to this course specific guidance, SIUE’s [Writing Center](#)<sup>39</sup> supports students with assistance in how to properly write research papers, guidance with a variety of citation styles and formats, as well as training with Turnitin (an electronic authentication tool that compares student submitted papers to published and unpublished sources). Students also receive support through Lovejoy Library, particularly the online Research Support Page and its [“Cite Your Sources” tutorial](#)<sup>40</sup> which discusses citation basics, citation styles (APA, MLA, etc.) and bibliographic management tools available to students.

The [Plagiarism](#) (Policy 1I6)<sup>41</sup> discusses plagiarism as a special type of academic integrity issue, provides additional guidance for students and faculty on how to treat cases of plagiarism, and provides a lengthy bibliography of resources regarding plagiarism and how to avoid it.

### **2.E.3.**



The University has several policies that address academic honesty and integrity:

Research and Scholarship: the [Policy on Academic Integrity in Scholarship and Research](#) (Policy 1Q5)<sup>42</sup> provides a timely and impartial process to investigate allegations of academic integrity violations and, if such allegations are substantiated in the investigation, faculty, staff and students are subject to disciplinary actions.

Academic Integrity in Courses, Clinical/Field Assignments and Internships: the [Student Academic Code](#) (Policy 3C2)<sup>43</sup> outlines the expectation that students at SIUE pursue their education with honesty and integrity, provides a process for investigating allegations of academic misconduct and provides guidance and protocols for imposing sanctions for violations of the code. [Plagiarism](#) (Policy 1I6)<sup>41</sup> works in concert with the Student Academic Code by providing additional guidance for faculty and programs in cases of plagiarism.

Commercially Produced Term Papers: [Statement on Use of Commercially Produced and Purchased Term Papers](#) (1I7)<sup>44</sup> provides a clear statement that the use of such materials is unethical and will not be tolerated. As the policy states, “Southern Illinois University Edwardsville is prepared to take whatever action is within its authority (through internal policies or external law) to protect the integrity of the University's academic processes from diminishment by use of commercially produced research papers. The University will pursue every available course of action to penalize use of such commercial papers by students in connection with course work at SIUE.”

Student-Athletes: The [Intercollegiate Athletics Committee](#), operating under the authority of University Policy 3F1<sup>45</sup>, provides guidance to the Athletic Director on all major issues, including academic integrity issues associated with student athletes.

Academic standards are enforced through the [Student Academic Code](#)<sup>43</sup>. For student-academic misconduct and/or plagiarism, it is typically the faculty member of record who identifies the infractions and implements the initial sanction. Faculty then report the incidents that occur in the classroom to the Office of the Provost. Upon receipt, the Office of the Provost checks the student's name against a database of student academic misconduct/plagiarism cases maintained by the Office. If it is the student's first infraction, a warning letter is sent out by the Office of the Provost to accompany the faculty-imposed sanction. If the student has had a prior incident, then the Office of the Provost uses the policy to take additional measures against the student, up to and including complete expulsion from the University.

New faculty are given training on the academic integrity policy during [New Faculty Orientation](#)<sup>77</sup>, and staff from the Office of the Provost go to the academic units to answer questions and offer a refresher about the processes outlined in these policies.

[Allegations of misconduct](#)<sup>78</sup> in the area of research and scholarship are not common, but when such

allegations are brought forth, they are investigated promptly and, if found to be true, lead to disciplinary recommendations.

## Sources

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- ACS 270 Syllabus
- ACS 270 Syllabus (page number 4)
- Cite Your Sources Correctly
- Conflicts of Interest and Commitment
- Faculty Code of Ethics and Conduct
- Intercollegiate Athletics Committee
- NFO Schedule 2018
- OLAW Assurance SIUE A3486-01\_OLAW Approved 11.2.2018-11.30.2022
- Policy on Academic Integrity in Scholarship and Research
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- Responding to Allegations of Research and Academic Misconduct
- SIUE FWA for Human Subject Protections 00001703
- Student Academic Code
- Student Academic Standards and Performance
- Student Academic Standards and Performance (page number 4)
- Writing Center

## **2.S - Criterion 2 - Summary**

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The institution acts with integrity; its conduct is ethical and responsible.

### **Summary**

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SIUE employs numerous mechanisms to ensure ethical and responsible conduct. This commitment is articulated in its values, which have been established by the faculty and staff, and operationalized in its institutional policies and procedures. SIUE is transparent to students about its academic program offerings, graduation requirements and costs through continuous internal and external communication. The university operates in a shared governance system, and functions under the authority of a system-level board of trustees. Academic freedom and honesty are preserved in the University's ethics of instruction, expressive activity policy and student codes. The Office of Research and Projects has developed policies and guidelines, and provides support and guidance to faculty and students to ensure the integrity of research and scholarly practice.

### **Sources**

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*There are no sources.*

## 3 - Teaching and Learning: Quality, Resources and Support

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The institution provides quality education, wherever and however its offerings are delivered.

### 3.A - Core Component 3.A

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The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

### Argument

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#### 3.A.1.

The number of [accredited](#)<sup>1</sup> undergraduate and graduate, the [8-year program review process](#)<sup>3</sup>, the [curricular review process](#)<sup>4</sup>, the [annual assessment process](#)<sup>23</sup>, and [licensure pass rates](#)<sup>2</sup> all provide evidence that courses and programs are current and require appropriate levels of performance by students.

There are over [40 accredited programs](#)<sup>1</sup>, both undergraduate and graduate, across all seven academic college/schools. Additionally, our program review process provides a systematic way to assess and assure the quality of academic programs, to identify opportunities for improvement, and ensure that programs and courses are current and require the appropriate level of performance by students. Program review occurs on an approximate 8-year cycle and requires programs to produce [a self-study](#)<sup>187</sup> and undergo an [internal peer review](#) process<sup>188</sup>. A detailed description of the program review process is provided in 4.A.1. Programs also file [an interim report](#)<sup>189</sup> at the halfway point to the next scheduled review, to report progress regarding the previous findings. Programs may be flagged for priority review, in which case the full review cycle is shortened to 4 years.

SIUE assures the quality and cohesiveness of the curriculum through a formal process using [Form 90s](#)<sup>194</sup> by which all [new programs](#)<sup>190</sup>, [significant modifications of programs](#)<sup>12</sup>, [new courses](#)<sup>6</sup>, [modifications of courses](#)<sup>10</sup>, [deletions of courses](#)<sup>8</sup>, and [changes](#)<sup>193</sup> in the [delivery format](#)<sup>192</sup> of courses are approved at several levels. Curricular changes are usually initiated by faculty, then pass through and receive approval from the initiating program, the school or college Curriculum Committee, the

Faculty Senate Curriculum Council or the Graduate Council, and the Provost's Office. Additionally, if changes affect other areas such as graduate education or general education, additional approvals are required. Changes in delivery format from traditional to hybrid or online require coordination and approval from Information Technology Services, who also provide instructional design assistance. Until recently the curricular review process involved submission of paper copies of required materials which was slow and ineffective. In Spring 2018 SIUE began using the [CurricUNET system](#)<sup>4</sup> to manage the process electronically, which has greatly improved the speed and efficiency of curricular adjustment. The Director of General Education has oversight of the curricular review process and works closely with the Provost, Registrar, and Institutional Research and Studies offices to ensure the integrity of the process.

Each SIUE academic program has an approved [assessment plan](#)<sup>26</sup> that includes outcomes for student learning and performance indicators to assess success in meeting the identified outcomes. These plans are reviewed and approved by the [Committees on Assessment](#)<sup>25</sup> (COA). [Annual Performance Reports](#)<sup>23</sup>, based on the assessment plan, are required each year and are submitted to the Office of Academic Innovation and Effectiveness and inform the work of the COAs. The Annual Performance Report includes data regarding the performance indicators as well as conclusions drawn from the results, whether student outcomes are being met and what adjustments are needed. These processes are oriented to continuous improvement.

For programs where licensure is required or available, pass rates provide another indicator that courses and programs are current and require appropriate levels of performance by students. Programs where licensure is available include Dental Medicine, Pharmacy, Engineering, Nursing, and Teacher Education. SIUE programs [support high pass rates](#)<sup>2</sup> comparable with national rates.

### 3.A.2.

In the undergraduate catalog, the university articulates [seven abilities and knowledge](#)<sup>36</sup>, the Objectives of the Baccalaureate Degree, that all undergraduate students will obtain via their general education and study in their academic majors and minors: analytic, problem-solving, and decision-making skills; oral and written communication skills; foundation in liberal arts and sciences; value of diversity; scientific literacy; ethics; and preparation in an academic or professional discipline. The [General Education Assessment Committee](#)<sup>35</sup> assesses students' knowledge and growth in these areas via data obtained through the [general education program](#)<sup>38</sup>. [Program assessment plans](#) are aligned with these objectives.<sup>126</sup>

The Graduate School identifies [five goals of post-baccalaureate certificates and graduate education](#)<sup>46</sup>. The goals of graduate student learning are as follows: students should demonstrate breadth and depth of knowledge in the discipline; effectively communicate knowledge in the discipline; demonstrate an ability for analytical thinking in the discipline; exhibit the best practices, values, and ethics of the profession; and apply knowledge of the discipline.

### 3.A.3.

All academic programs and their curricula, entrance/exit requirements and other important information are located in the Undergraduate and Graduate Catalogs. All programs (graduate and undergraduate) at SIUE have an [assessment plan](#)<sup>26</sup> that ties program learning outcomes to either the [objectives for the baccalaureate degree](#)<sup>37</sup> or the [goals of graduate student learning](#)<sup>46</sup>.

Regardless of [format](#)<sup>48</sup>, comparable courses at SIUE are required to have consistent objectives and assessments and assignments in online, hybrid, and/or face-to-face delivery modes. Whether online, hybrid, or on ground, all programs have assessment plans and participate in program review. At specific intervals, programs are required to participate in elements of an ongoing [program review cycle](#)<sup>21</sup>. The results of these activities are communicated to and discussed with the Office of Academic Innovation and Effectiveness, which works with programs to ensure consistency across delivery formats and adherence to institutional and accreditation requirements.

Every year all programs submit an [Annual Performance Report](#)<sup>23</sup> to the Office of Academic Innovation and Effectiveness that describes how students have achieved the learning outcomes. The report includes an assessment of [online courses compared to traditional courses](#)<sup>225</sup> to evaluate any differences.

Courses in all delivery formats are assessed using Faculty Senate approved [Student Evaluation of Teaching \(SET\) instruments](#)<sup>61</sup> that provide teaching evaluation for traditional and online course formats. The SET instruments for traditional courses and online courses undergo periodic validation studies. The two instruments are assessed by SIUE faculty and results are shared with Faculty Senate. Additional information about SET is available in section 3.C.3.

### *Online*

SIUE is ranked among the [10 Best Online Colleges in Illinois](#)<sup>49</sup> by College Choice. SIUE's online courses are either [part of fully online programs](#)<sup>79</sup> or are online versions of courses offered in hybrid or face-to-face formats. Faculty who teach online courses are generally faculty who teach the hybrid or face-to-face sections of the [same course](#)<sup>136</sup>. Faculty in online-only programs often have offices on-campus in order to utilize the University's technological resources and support infrastructure. Faculty qualifications, expectations, and standards remain the same. A [review and approval process](#)<sup>18</sup>, required for all new online courses and programs [ensures the similarity](#)<sup>135</sup> of the objectives, assessments, and activities for [online and traditional learning experiences](#)<sup>225</sup>.

### ***Contractual and Consortial Arrangements***

SIUE does not currently have contractual or consortial arrangements, based on HLC definitions.

### ***Programs Taught Off-Campus***

SIUE has programs that offer coursework at additional locations including the University facilities and classrooms at the Alton and Carbondale campuses. Courses offered at additional locations are considered resident courses and are not differentiated from courses offered at the Edwardsville campus if there is a counterpart, which means that the objectives and outcomes are [identical among courses offered in different locations](#)<sup>52</sup>. There are additional policies for review and approval of [off-campus graduate courses](#)<sup>53</sup> to further ensure the consistency between on-campus and off-campus offerings.

### ***Dual Credit/Concurrent Enrollment Classes***

SIUE does not offer dual credit or concurrent enrollment coursework for high school students at this time.

SIUE does offer training to assist teachers at the high school level to become certified to provide [dual credit courses](#)<sup>54</sup>. These graduate-level courses are offered in both online and traditional, face-to-face formats. Assurance of consistent learning objectives and outcomes is attained via the approval process for online courses and in the assignment of the same faculty member to teach the different formats for each course.

## **Sources**

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- Annual Performance Reports

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- Committees on Assessment
- Components of the Lincoln Program
- Corporate Partnership
- Curricular Change Forms and Information
- Dual Credit Educator Preparation Program
- Form 90A - Add a Course
- Form 90B - Drop a Course
- Form 90C - Modify a Course
- Form 90s - Instruction Manual
- Form 91A - Program Change
- Form 92a - New Program
- Form 93 - Grad Format Change
- Form 93 - Undergrad Format Change
- Form 94 - Online or Blended-Hybrid Courses
- General Education Assessment
- General Education Assessment (page number 3)
- Goals of Graduate Student Learning
- Graduate Courses Off Campus
- Guidelines for Course Categories
- Interim Review Report Template
- Internal Review Report Template
- Licensure Pass Rates
- Objectives for General Education and the Baccalaureate Degree
- Off Campus Courses
- Program Assessment Plans
- Program Assessment Plans (page number 2)
- Program Review Schedule
- Program Review Summary
- Psychology 320 Syllabi (On ground and Online)
- Psychology 365 Syllabi (On ground and Online)
- Self Study Templates
- SIUE Online Degree Programs
- Student Evaluation of Teaching
- Undergraduate Catalog
- Undergraduate Catalog (page number 73)



## 3.B - Core Component 3.B

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The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

### Argument

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#### 3.B.1.

The University's general education program is the [Lincoln Program](#)<sup>42</sup>. It aims to provide students with a solid foundation for intellectual development and an ability and desire to make contributions to society. This is in accord with the [University mission](#)<sup>74</sup>, which is to develop "professionals, scholars, and leaders who shape a changing world." The Lincoln Program accomplishes this through its emphasis on analytic and communication skills, oral and written communication skills, a foundation in the liberal arts and sciences, the value of diversity, scientific literacy, and ethics. SIUE [offers a broad range of degree programs](#)<sup>80</sup>, from the liberal arts and sciences to professional degrees such as Pharmacy and Engineering. The Lincoln Program was designed to ensure that all students receiving a Baccalaureate degree from SIUE receive an educational foundation that prepares them to make contributions to society as well as to their chosen professions.

#### 3.B.2.

The Lincoln Program is a distribution model general education program. [It was designed over a 7-year period](#)<sup>34</sup> with an aim to ensure greater coherence and relevance of the curriculum. As a distribution model, it imparts essential skills and broad knowledge, while being flexible enough to accommodate the varied degree programs offered at SIUE. The University has articulated seven [Objectives for General Education and the Baccalaureate Degree](#)<sup>37</sup>. These include:

- a) Analytic, Problem, and Decision-Making Skills

- b) Oral and Written Communication
- c) Foundation in Liberal Arts and Sciences
- d) Value of Diversity
- e) Scientific Literacy
- f) Ethics
- g) Preparation in an Academic or Professional Discipline

[Components of the Lincoln Program](#)<sup>38</sup> are designed to develop these learning objectives. Of the fifteen required credit hours in the *Foundations* areas, six focus on Written Communication and three focus on Oral Communication (b). The remaining six *Foundations* credit hours focus on Reasoning and Argumentation (3 hours) and Quantitative Reasoning (3 hours), which foster Analytic, Problem, and Decision-Making Skills (a). Students are required to take 18 hours covering 6 distinct *Breadth* courses in the areas of Fine and Performing Arts, Humanities, Information and Communication, Life Sciences, Physical Sciences, and Social Sciences. These courses give students a Foundation in the Liberal Arts and Sciences (c) and foster Scientific Literacy (e). *Interdisciplinary Studies* courses foster the appreciation of diverse perspectives and offer an opportunity to integrate knowledge and approaches of different disciplines. Courses that satisfy the US Cultures and Global Cultures *Experiences* requirements teach students the Value of Diversity (d) as well as Ethics (f). Courses that satisfy the Laboratory *Experience* teach the application of knowledge and value of collaboration.

At beginning of the Lincoln Program, students take a [New Freshman Seminar Experience course](#)<sup>31</sup> that introduces them to university expectations while exploring various topics of academic interest. This requirement will be revised and a [new First Semester Transition course](#)<sup>134</sup> will be piloted in fall 2019. At the end of the Program, students complete a [Senior Assignment](#)<sup>96</sup>, which is a capstone experience required of all undergraduate students to graduate. The Senior Assignment should demonstrate the breadth commensurate with SIUE's general education expectations as well as preparation in an Academic or Professional Discipline. Each academic major designs its own Senior Assignment, [which is assessed annually](#)<sup>28</sup> to determine the extent to which programs are [meeting the learning outcomes](#)<sup>78</sup> of their disciplines. Exemplary Senior Assignments are presented at the annual [Undergraduate Scholars Showcase](#)<sup>95</sup>.

Following the adoption of the Lincoln Program, the Office of the Provost established a standing [General Education Assessment Committee](#)<sup>33</sup>. The charge of this committee is to “develop a comprehensive plan for understanding how our students are meeting the student learning goals and outcomes set forth in the Lincoln Program.” Thus, this committee ensures that the general education program is successful at imparting the broad knowledge, skills and attitudes that it was designed to do, and to make recommendations for adjustments when necessary. The [General Education Assessment Process](#)<sup>39</sup> is conducted over a four-year period and includes the [assessment of artifacts](#)<sup>5</sup>

from general education courses, including the Critical Thinking Assessment Test (CAT), administration of standardized tests, and data collected from the [National Survey of Student Engagement](#)<sup>27</sup> and focus groups.

### **3.B.3.**

Every degree program has an articulated [Assessment Plan](#)<sup>26</sup>, which include learning outcomes specific to the major or specializations. These Assessment Plans include a set of Student Learning Outcomes for the program and spell out how those programmatic outcomes align with the [Objectives of the Baccalaureate Degree](#)<sup>37</sup>. Each program submits an [Annual Performance Report](#)<sup>23</sup>, which details how well students are meeting both the programmatic and Baccalaureate Objectives, based on their assessment data. The report also includes a Continuous Improvement Log, which details changes that have been implemented as a result of the assessment process.

The [Objectives of the Baccalaureate Degree](#)<sup>37</sup> cover the goals of engaging students in collecting, analyzing, and communicating information (Analytic Skills, Communication Skills, Scientific Literacy) mastering modes of creative work (Preparation in a Discipline) and developing skills adaptable to changing environments (Problem-solving and Decision-making skills, Foundation in the Liberal Arts and Sciences, Value of Diversity, Ethics). Because each program aligns its programmatic learning outcomes with the Objectives of the Baccalaureate Degree, each program engages students in these ways, and documents this through their Annual Performance Report.

### **3.B.4.**

Human and cultural diversity are emphasized throughout the education offered. They are evidenced in SIUE's [Mission, Vision, and Values](#)<sup>74</sup>, [Diversity and Inclusion Strategic Plan](#)<sup>83</sup>, as well as the academic requirements and course offerings.

We teach a diverse group of students. According to the 2019 [Fact Book](#)<sup>7</sup>, in Fall 2018 there were 13,281 students of which 55% were female and 45% were male. The majority of students were White/Non-Hispanic (72%), followed by Black/Non-Hispanic (13%), Hispanic (4%), Two or more races (3%), Nonresident Alien (3%), and Asian (3%). Students whose race/ethnicity was unknown (2%), along with very small numbers of American Indian/Alaskan Native, or Hawaiian Pacific Islander complete the student body composition. Most students came from Illinois (82%) with 15% from states other than Illinois and 3% from international locations. International students came from 61 different countries. [Efforts continue to recruit diverse students](#)<sup>11</sup>, so that there continue to be opportunities for students to work with and get to know students from different backgrounds. Respect for diversity, equity, and inclusion are embedded in program outcomes, when appropriate, and central to some general education requirements.

A new and comprehensive [Diversity and Inclusion Strategic Plan](#)<sup>83</sup> includes goals for increasing underrepresented faculty and staff, increasing student recruitment and retention, promoting learning, addressing equity gaps, and improving campus climate.

Several academic programs focus on diversity. Several [diversity-related majors](#)<sup>13</sup> are offered. In addition, a variety of [minors that emphasize diversity](#)<sup>14</sup> are offered. SIUE's community engagement efforts, particularly the [Successful Communities Collaborative](#)<sup>131</sup>, are rooted in a framework of sustainability and justice.

One of our [seven Baccalaureate Objectives](#)<sup>37</sup> emphasizes “respect for and sensitivity to diversity and enhancing student understanding of global interdependence and appreciation for cultural diversity.” The Value of Diversity objective is stressed throughout the curriculum and two General Education requirements of the [Lincoln Program](#)<sup>38</sup> specifically address diversity. The exploring US Cultures requirement focuses on introducing “students to diversity inherent in the United States as well as the issues of inequality among various groups.” The Global Cultures Experience requirement is met by a course or approved activity which “explores one or more non-U.S. cultures in order to gain an appreciation and understanding of human diversity in an increasingly globalized world.”

Curricular and co-curricular pilot studies are being conducted to assess how the [Sustained Dialogue program](#)<sup>84</sup> might benefit the campus. Sustained Dialogue is a program that engages participants in sharing their experiences to enhance understanding of differences and improve the campus.

Students are encouraged to [Study Abroad](#)<sup>156</sup>. The [Office of International Affairs](#)<sup>158</sup> supports international faculty, staff and students. The [Multicultural Center](#)<sup>85</sup> has transitioned to become the [Center for Student Diversity and Inclusion](#)<sup>15</sup> and a Director was recently hired. There are many [Diversity and Inclusion events](#)<sup>86</sup> throughout campus.

There are several offices and organizations that support diverse and underrepresented students.

We offer programs to support underrepresented student retention and graduation through SOAR ([Student Opportunities for Academic Results](#))<sup>81</sup>, FAME ([Females of African-Descent Modeling Excellence](#))<sup>87</sup> and GAME ([Goal-oriented African-American Males Excelling](#))<sup>88</sup>. We also have [ACCESS](#), formerly Disability Support Services<sup>146</sup> that assists individuals with disabilities. [Safe Zone](#)<sup>16</sup> supports LGBTQ+ individuals. The [Veterans Services office](#)<sup>144</sup> supports military veterans on campus. Additionally, there are many [student organizations that focus on diversity](#)<sup>82</sup>.

For each December and May commencement, SIUE sponsors a number of [graduation celebrations](#) before the event. These celebrations include the veterans, rainbow, latin(x), black, international, and non-traditional graduate celebrations, to name a few.<sup>133</sup>

Faculty diversity is also important. According to the Fact Book <sup>9</sup>, of 864 faculty in fall 2018, 50% were male and 50% were female. Faculty were mainly from the following racial/ethnic groups: 78.7% were White/Non-Hispanic, 8.4% were Asian, 5.2% were Black/Non-Hispanic, and 3.1% were Hispanic.

### **3.B.5.**

The [SIUE mission](#) <sup>74</sup> states, “Southern Illinois University Edwardsville is a student-centered educational community dedicated to communicating, expanding and integrating knowledge” and its values include “Active partnerships and a climate of collaboration and cooperation among students, faculty, staff, alumni and the larger community” and “Creation, preservation, and sharing of knowledge.”

Within this framework, the faculty and students of SIUE are productive, creative scholars, conducting original research resulting in highly-respected scholarship that benefits the larger community. This research activity is guided by the Teacher Scholar Philosophy of faculty-student engagement, outlined below.

#### **Teacher Scholar Philosophy**

Southern Illinois University Edwardsville’s distinctive character is defined by its faculty’s capacity to fulfill the values of its [Teacher Scholar Philosophy](#) <sup>68</sup>. This philosophy is guided by a serious and continuing commitment to teaching, scholarship, and service in the belief that scholarship complements and enriches excellence in teaching and service.

#### **Faculty scholarly productivity**

[SIUE faculty are productive and engaged scholars](#) <sup>89</sup>, who produce scholarship and creative activity that is internationally-recognized. In fiscal year 2018, SIUE faculty and staff submitted 196 new proposals to outside agencies and received 172 new awards totaling just under \$25 million. [External award expenditures](#) <sup>93</sup> show a three-year upward trend and exceeded \$25 million in fiscal year 2018. The National Science Foundation ranked SIUE second for federal research and development expenditures among all public Carnegie master’s large, primarily residential universities. SIUE faculty and staff receive grants and contracts from [funding organizations](#) <sup>92</sup> such as:

- National Institutes of Health
- National Science Foundation
- National Endowment for the Humanities
- National Endowment for the Arts
- NASA
- Department of Health and Human Services
- United States Environmental Protection Agency
- U.S. Department of Education
- U.S. Department of Agriculture

- U.S. Department of Justice
- U.S. Department of Labor

## **Undergraduate Research and Creative Activities (URCA) Program**

The Teacher Scholar Philosophy provides encouragement and resources for faculty and undergraduate students to conduct joint research. In cooperation with the academic departments at SIUE, the [URCA Program](#)<sup>94</sup> recruits eligible students as URCA Associates and URCA Assistants. URCA Associates work one-on-one with faculty mentors to lead their own research projects or creative activities. Associates are the principal investigators in their projects. URCA Assistants work approximately nine hours per week on faculty-led research or creative activities for a minimum of one semester. This position provides students with an introductory experience in the research or creative activities of a specific field. Up to 100 Assistants per semester will receive a monetary award for their participation; many others serve as "volunteer" Assistants each semester.

### **Student-faculty publications**

To date, the URCA program has produced [86 academic publications](#)<sup>97</sup>.

### **Student-faculty conference presentations, performances, and exhibits**

To date, URCA has produced [26 international presentations, and 169 national presentations](#)<sup>98</sup>. Many other students work with faculty in creative works, scholarly publications, and conference presentations.

### **Senior assignment**

[The Senior Assignment](#) (SRA)<sup>96</sup> is the hallmark of a baccalaureate education at SIUE. The SRA serves as a demonstrable connection between the student's major area of study and the full breadth of general education skills and competencies. While involved in the SRA, students are actively engaged in the development, rather than the consumption, of knowledge. The SRA is designed by faculty in each department or program and integrates general education capabilities along with competencies of the major area of study. All seniors must successfully complete a SRA to receive a baccalaureate degree from SIUE.

Although SRAs may have similar characteristics, including [public presentation of the students' work](#)<sup>218</sup>, they are unique to each program. For example, in Art and Design studio classes, students create works of art and produce an artist's statement on their body of work. They then plan, design, promote and implement a formal display of their artwork in a [public showing](#)<sup>223</sup>. In Mechanical Engineering, students spend a semester researching, outlining and planning a [specific design project](#). They spend the next semester implementing and developing these projects, along with writing technical reports and giving oral presentations that are evaluated by a panel of industry

professionals<sup>76</sup>. Other projects use internship experiences and other means to create high impact, culminating experiences.

### **Undergraduate Scholars Showcase**

Departments and programs are asked to select two students from the past academic year to represent their Outstanding SRAs. These students attend the [Undergraduate Scholars Showcase](#)<sup>95</sup> and demonstrate their projects in any applicable format: multi-media presentation, live performance, display, reading, or poster presentation. [With over 100 students representing 29 departments and programs in 2019](#)<sup>218</sup>, the Showcase illustrates the depth and variety of SIUE students' accomplishments. Students participating in URCA may also present at the Undergraduate Scholars Showcase.

### **Graduate Research Symposium**

The [Graduate School Research Symposium](#)<sup>45</sup> is offered every spring in early April. Students are invited to participate in the symposium by presenting their research to be evaluated by fellow students and faculty. This could be presented in different ways: posters, music, art, sculpture, dance, technology, oral presentations, visuals and more. This gives the students the opportunity to receive feedback from faculty and the experience of presenting their research publicly.

### **Lab experiences**

Under the Lincoln Program, all undergraduate students are required to take a [laboratory course](#)<sup>30</sup> to develop scientific literacy that helps shape informed citizens.

### **Academic Journals Hosted by SIUE**

SIUE hosts [seven academic journals](#)<sup>90</sup>. Five are hosted by The College of Arts and Sciences: *Polymath*, a peer-reviewed journal dedicated to interdisciplinarity; *PLL*, an internationally recognized scholarly journal of criticism, established 1965; *Sou'wester*, a literary magazine of fiction and poetry, established 1960; *River Bluff Review*, an annual of student poetry and fiction, and *The Councilor*, a peer-reviewed publication of the Illinois Council of the Social Studies (ICSS). Two are hosted by The School of Education, Health and Human Behavior: *International Journal of African and African-American Studies* and *Learning for Democracy*.

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- 2018-2025 Diversity and Inclusion Strategic Plan
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- BFA Exhibition April 12-17
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- International Affairs
- Laboratory Course Designation
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- Mission Vision Values and Long Term Goals
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- Objectives for General Education and the Baccalaureate Degree
- Other Graduation Celebrations
- Program Assessment Plans
- Research Grant Agencies
- Safe Zone
- SIUE Faculty Scholarship
- SIUE Successful Communities Collaborative
- SIUE Veterans Services
- SIUE-Hosted Journals
- Spring 2018 IDI Programming Calendar
- Student Opportunities for Academic Results
- Student Opportunities for Academic Results (page number 2)
- Student Opportunities for Academic Results (page number 4)
- Student Organizations that Support Diversity
- Study Abroad - Explore the World!
- Sustained Dialogue
- Teacher-Scholar Philosophy
- The Senior Assignment
- Undergraduate Scholars Showcase
- URCA
- URCA (page number 4)
- URCA (page number 11)



## 3.C - Core Component 3.C

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The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

### Argument

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#### 3.C.1.

The Fact Book lists the [Distribution of Credit Hours by Type of Faculty Appointments](#)<sup>69</sup>. The majority of student credit hours are taught by faculty on full-time appointments (81%). Forty-six percent of total credit hours were taught by tenured or tenure track faculty and 35% were taught by faculty on full-time non-tenure track appointments. Four percent of student credit hours are taught by graduate assistants and the remaining 14% of student credit hours are taught by faculty on part-time appointments. Among [All University Employees](#)<sup>70</sup>, there are a total of 611 Full-Time Instructional Faculty.

The [mean class size](#)<sup>71</sup> over the past 5 years has ranged from 21.1 to 24.7. The mean class size for Fall 2018 was the lowest of the past 5 years at 21.1.

The [student to faculty ratio](#)<sup>72</sup> over the past 5 years has ranged from 15.9 to 17.3.

According to the Fact Book<sup>70</sup>, [the number of full-time instructional faculty](#) had been flat between 2009-2014. In 2015 and 2016 when the State of Illinois did not have an approved budget, this

number decreased from an average of 623 to a low of 592; it then increased in 2017 and 2018. Following the years of budget uncertainties, the University put a high priority on hiring highly qualified faculty to replace many of the positions that went unfilled. Between November 2016 and October 2017, [32 new faculty were hired, and by November 2018, 30 new faculty have joined SIUE](#)<sup>110</sup>. In the current academic year, there were more than 41 searches for tenure track faculty.

In adherence to the HLC policy for faculty qualifications, the academic credentials required for hiring faculty are determined by the department in consultation with the dean depending on the needs of the department (e.g., instruction of undergraduates versus graduates). Tenure-track and tenured faculty are normally expected to have terminal degrees in their field; in rare instances faculty members may document substantial professional experience in lieu of a terminal degree. Full-time instructors have at least a degree level higher than the instructed level or a terminal degree. [Eighty percent of full-time faculty hold a terminal degree in their discipline](#)<sup>17</sup>. If experience is used in lieu of a degree, the experience must be documented and approved by the Office of the Provost. In addition, procedures are in place to help assure that other faculty are [well-prepared](#) to deliver a high quality learning experience to students<sup>62</sup>.

Faculty oversee an [approval process for any curriculum changes](#)<sup>4</sup>. Any changes to courses and programs must be approved first at the Department level, then move through School/College and then [Faculty Senate review](#)<sup>73</sup>. The Faculty Senate membership is apportioned by the number of faculty in each School/College. The first line of the [Faculty Senate Constitution](#)<sup>75</sup> states, “The Faculty Senate is the body empowered to act as agent for the University Faculty with the delegated power to formulate policies in regard to all academic matters and other matters of faculty concern except those that are related to the Graduate School as set forth in the Bylaws and Statutes of the Board of Trustees.” Faculty senators may be tenure-track, tenured, or clinical faculty.

Every fall, [an assessment report](#)<sup>23</sup> must be submitted for every program. These reports are reviewed by the Deans Office, Office of the Provost, and by [the Committee on Assessment](#)<sup>25</sup> (undergraduate), or [Graduate Committee on Assessment](#)<sup>24</sup>. The Committees are composed of faculty who review the [Assessment Plans](#)<sup>26</sup> for every program and ensure a process whereby there is a review of assessment data by all faculty in the program every year. The Committees also make [recommendations](#)<sup>224</sup> for [enhancement](#)<sup>226</sup> of assessment plans and for further review of data reported where needed.

### 3.C.2.

The [distribution of highest degree earned by Full-Time Instructional Faculty](#)<sup>17</sup> is as follows: Doctorate 76%, Master’s 24%, Bachelor 0.5%. [Eighty percent of Full-Time Instructional Faculty have the appropriate terminal degree](#)<sup>17</sup> for their discipline.

To teach courses for graduate credit, or to serve on graduate student committees, faculty must apply

for [graduate faculty status](#).<sup>44</sup>

Graduate Assistants involved in teaching are provided an orientation and a [Graduate Assistant Handbook](#)<sup>47</sup>. They have faculty supervisors and, in some cases, work with a course coordinator or the faculty instructor of record. All instructional faculty, full or part time, have an orientation and access to online resources and faculty development. Recently, SIUE developed a handbook for all part-time faculty.

The University has no dual credit, contractual, or consortial programs.

### 3.C.3.

University policy details a [tenure-line faculty performance plan](#)<sup>55</sup>, that ties to a salary increase plan, that is open, democratic, and developmental in nature. The process of evaluation must include a peer review committee and there must be at least three categories of faculty performance, one of which is 'below expectations'. The evaluation process centers on a self-assessment, peer-evaluation, student evaluations, and dialogue between a faculty member and their immediate supervisor, which includes the setting of goals in the areas of teaching, scholarship, and service. Outcomes related to the goals are identified, and evaluation is tied to previously identified goals and related outcomes. In order to take account of the variant situations faculty perform within, and to make sure evaluations are as valid and reliable as possible, units set specific qualitative and quantitative standards that are appropriate. Tenured faculty are reviewed every three years at a minimum, but in many units these performance reviews are conducted annually. Non-tenured, tenure-line faculty are reviewed annually. A new performance review process will be determined most tenure track/tenured faculty, validated by a SIUE faculty committee, as part of the new collective bargaining process.

[Student evaluations of teaching](#) (SETs)<sup>60</sup> play an important role in faculty evaluation, and is conducted for all face-to-face, blended, and online courses taught by both tenure-line and non-tenure line (NTT) faculty. The institution has [established a common core of 11 questions](#)<sup>61</sup> to which units may add; units are also expected to add qualitative questions. The forms are slightly different for face-to-face and online courses, but both versions of the SET are validated. The administration of SETs assures student anonymity. SETs are one potential measure of teaching quality. Faculty can use the information provided to improve their teaching in a cycle of continuous improvement. In order to assess potential threats to validity, possible bias, and patterns over time, SETs are required to be reviewed every three years by the SET Continuous Review Committee, which is a subcommittee of [the Committee on Assessment](#)<sup>25</sup>. SETs are important not only for the faculty performance plan, but also to tenure and promotion reviews.

It is an unusual circumstance for a tenure-line faculty member to be hired with tenure. The vast majority of new tenure-line faculty are hired into the tenure track as Assistant Professors with a specified [probationary period](#)<sup>64</sup> that is normally six years, unless prior experience makes a somewhat

shortened probationary period appropriate. Application for [tenure](#)<sup>65</sup> and [promotion](#)<sup>59</sup> to Associate Professor are normally considered together. Pre-tenure faculty are reviewed annually; midway through the probationary period [a midpoint evaluation](#)<sup>56</sup> is conducted, based on [a dossier](#)<sup>58</sup> provided by the faculty member. The midpoint is reviewed at all levels required for a tenure decision through the Provost and Vice Chancellor for Academic Affairs. [These levels of review include evaluation by tenured faculty within the unit, the unit chair, the school or college committee, the dean, and the Provost and Vice Chancellor for Academic Affairs](#)<sup>65</sup>. The midpoint evaluation provides the faculty member with feedback about progress toward tenure. [Ratings are given regarding performance](#)<sup>63</sup> in the areas of teaching, scholarship, and service, with possible ratings being excellent, meritorious, satisfactory, and unsatisfactory. At the time of application for tenure and promotion to Associate Professor, a dossier with the same structure as the midpoint is submitted. The process of evaluation is the same as for the midpoint, but with an additional level of review by the Chancellor and subject to ratification by the Board of Trustees (BOT). The [minimum rating](#)<sup>63</sup> for successful promotion and tenure are meritorious in teaching, and at least meritorious in either scholarship or service, and at least satisfactory in the remaining area.

Promotion from Associate Professor to Professor follows the same process ([unless more stringent criteria are approved by faculty in a department or school](#))<sup>111</sup>, and requires the same minimum performance ratings. [Promotion to Professor](#)<sup>111</sup> is normally achieved in a minimum of six years in rank as an Associate Professor.

SETs are necessary but not sufficient evidence of quality of teaching and learning. While they are part of the promotion/tenure dossier, so too is peer-review of teaching. Departments structure their own system of peer review, but the University's Center for Faculty Development and Innovation also offers a peer consulting program<sup>103</sup> that includes the GIFT (Group Instructional Feedback Technique) or class observation programs that faculty may request.

Departments<sup>222</sup> have [developed their own documents](#) for use in the faculty performance plan and for tenure and/or promotion. These [departmental documents](#)<sup>220</sup> [conform to university](#)<sup>219</sup> and [college/school](#)<sup>221</sup> policies. They are able to provide more specific expectations and criteria for the various ratings and give details concerning the departmental process of review.

NTT faculty may be either full-time (Instructors) or part-time (Lecturers or Assistants-in), and in either case, in most units, their [conditions of employment are structured by the collective bargaining agreement](#)<sup>57</sup> between the BOT and the SIUE Non-Tenure Track Faculty Association which is an affiliate of the Illinois Education Association and the National Education Association. NTT faculty undergo a probationary period which ends when the employee becomes 'established'. Lecturers are established upon satisfactory completion of 36 credit hours, while instructors are established upon successful completion of three semesters of full-time appointment. Instructors receive a written performance review annually, while lecturers may receive a written review as determined by the

department chair or designee. An NTT faculty member may be terminated while during the probationary period if performance is deemed inadequate by the University.

### 3.C.4.

There are a variety of resources available to faculty to help them stay current in their disciplines and their teaching techniques. In addition to department and school/college funding, [funding from the Graduate School](#)<sup>100</sup> is available for faculty to attend conferences to present their research. [Funding for professional development](#)<sup>231</sup> may also be available through the School or College. Faculty can [request a sabbatical leave](#)<sup>101</sup> for professional development. [Internal grants](#)<sup>91</sup> are available to help support faculty research. Funds are available to faculty to implement innovative teaching techniques through the [Excellence in Undergraduate Education \(EUE\)](#)<sup>157</sup> funding program.

The [Center for Faculty Development and Innovation](#)<sup>102</sup> newly housed in the Lovejoy Library provides a wide variety of opportunities for faculty to develop their teaching skills, including lectures, hands-on workshops and trainings, conferences, moderated discussions, book clubs, Midweek Mentor, Writing Retreats, Writing Groups, etc. Faculty development opportunities are also provided for digital consumption, with a weekly blog and synchronous online webinars that can be attended remotely. The mission of the Center is to “to facilitate access to a wide range of development opportunities for faculty as they build their careers at SIUE.” Events and activities at the Center are open to all faculty including non-tenure track faculty. Faculty may be encouraged to participate in faculty development activities to enhance their development.

Two types of Peer Consulting: [Teaching](#)<sup>103</sup> and [Research](#)<sup>104</sup> are available to faculty. The Teaching Peer consulting program is available for faculty who would like feedback on their teaching through a class observation or Group Instructional Feedback Technique (GIFT). The new Research Peer Consulting program provides consultation to faculty from an experienced researcher in areas such as creating a research agenda, finding research collaborators, finding funding sources, etc.

Professional development is available to new faculty through [orientation](#)<sup>41</sup> (Tenure Track and Non-Tenure Track) and through faculty handbooks ([Tenure Track](#)<sup>105</sup> and [Non-Tenure Track](#)<sup>106</sup>). New Faculty can also participate in the [Junior Faculty Development](#)<sup>107</sup> onboarding which meets once a month throughout their first year.

[Instructional Design and Learning Technologies \(IDLT\)](#)<sup>108</sup> supports faculty by working with faculty individually on their face-to-face and online courses through consultation. They provide resources via the [Information Technology Services knowledge base](#)<sup>109</sup> and share information with faculty through workshops, email announcements, blogs, and a website. Additional information about IDLT is provided in section 3.D.4.

### 3.C.5.

SIUE's [Ethics of Instruction](#)<sup>67</sup> details an eleven-point listing of the minimum expectations of faculty as teachers, including the requirement that faculty be available to students through office hours. The Ethics of Instruction apply to both tenure-line and NTT faculty. Each instructional faculty member must announce and adhere to a schedule of office hours that permits and encourages students to meet with them, and in addition be available for special conferences as needed.

In 2007 a [university-wide Advising Task Force delivered its final report](#)<sup>152</sup>, which concluded that the mix of professional advising for undeclared undergraduate students and advising by faculty for declared students was not optimal. Thereafter, the institution switched to a system of professional advising for all undergraduate students. This switch freed up faculty to better engage with students as mentors, and as support for students to meet their academic goals. SIUE has professional advisors in general Academic Advising, SOAR, Athletics, the Honors program, and all academic units. Faculty are charged with mentoring.

One avenue that provides student access to faculty in a smaller group setting is the [New Freshman Seminar](#) (NFS)<sup>31</sup>, which was added to the curriculum in 2006. One of the goals of the NFS is to engage students in an intellectual community of students and faculty. The NFS model is currently under review, to ensure that it provides the best possible transition for freshmen into the University and that it includes robust high impact practices.

Faculty are also available to student inquiry through a wide variety of independent study courses, [Senior Assignment](#) (SRA)<sup>99</sup>, thesis work, masters research projects, and the [Undergraduate Research and Creative Activities](#) (URCA)<sup>94</sup> program.

SIUE's [SRA has been recognized nationally](#)<sup>96</sup> for providing students with an outstanding capstone experience. Each department or program has ownership over their SRA, under broad limits. Faculty have been given the autonomy to construct the SRA, which leads to rich engagements between students and faculty. The [Undergraduate Scholars Showcase](#)<sup>95</sup> is sponsored by the Office of the Provost each spring. Students are nominated by their departments to present their SRA projects.

The [URCA program](#)<sup>94</sup> allows students to participate in research and creative activities at the undergraduate level. Through the program students engage in scholarship and interact closely with faculty. URCA Associates work one-on-one with faculty mentors to lead their own research projects or creative activities, while URCA Assistants work on faculty-led research or creative activities.

In addition to formal programs, SIUE faculty frequently engage one-on-one with students outside the classroom. [Laboratories](#)<sup>113</sup>, [clinical settings](#)<sup>217</sup>, [studios](#)<sup>214</sup>, exhibits, [theater productions](#)<sup>171</sup>, [musical events](#)<sup>117</sup>, [field work](#)<sup>215</sup>, [travel study](#)<sup>119</sup>, conference presentations, on-campus presentations, and outreach activities all create arenas where instructors are directly available to support student

enquiry. SIUE works diligently to support inclusive excellence and high impact practices through funding opportunities, professional development, and other means.

SIUE uses the [National Survey of Student Engagement](#) (NSSE)<sup>27</sup> to better understand our student's experiences both inside and outside the classroom, in order to identify areas for improvement. The latest NSSE surveys were conducted in 2015 and 2017, and they are informative regarding SIUE's growth in terms of student engagement, and the institutional position referenced to peer institution groupings.

### 3.C.6.

All professional staff and civil service members have a [Position Description Questionnaire](#) (PDQ)<sup>114</sup> outlining their job responsibilities. This PDQ is reviewed every year with the employee's supervisor. The [annual review process](#)<sup>115</sup> is completed over three phases each year. In the first phase, the employee and supervisor review job purpose and responsibilities. In the second phase, the employee and supervisor informally review performance and discuss feedback. In the final phase, the supervisor provides a written and verbal review of performance over the year.

Each college and school employs professional academic advisors. Academic advisors at SIUE<sup>19</sup> [require](#) a Master's degree in college student personnel, higher education, or a related field. Although there is a decentralized model of advising at SIUE, each office [provides a multi-week training](#) for new academic advisors<sup>66</sup>. SIUE is currently working on a career ladder for academic advisors. A [career ladder](#) will allow for additional reward to academic advisors who take on increasing responsibilities and roles.

In 2017, all academic advisors at SIUE had the opportunity to attend the [annual NACADA conference](#)<sup>186</sup>, which was located in Saint Louis, Missouri, just 25 miles from campus. NACADA is the Global Organization for Academic Advising. Typically, if academic advisors have presentations accepted to a conference or hold leadership positions with the professional organization, they are financially supported to attend conferences. Because this annual conference was held within driving distance of campus, academic advisors were allowed to attend without these typical conditions. Many advisors volunteered to support the conference. Previously, several advisors were supported for [international presentations](#)<sup>237</sup>.

In addition to conference attendance, NACADA offers [a variety of free web events](#)<sup>180</sup>. When these are of interest and applicability to advisors at SIUE, a room is reserved so that advisors can view the webinar and discuss the presentation afterwards.

Both academic advisors and financial aid advisors are part of the [Professional Development Committee](#) (PDC)<sup>20</sup>. PDC members identify interesting and necessary topics for academic advisors and financial aid advisors. They recruit SIUE employees as presenters and contributors, providing

[free professional development and training](#) on a monthly basis<sup>22</sup>.

Information Technology Services (ITS) [provides regular trainings](#)<sup>116</sup> for various technological systems that staff must utilize in their jobs. [A sample calendar](#)<sup>124</sup> highlights the variety of systems that staff are expected to use regularly.

Faculty and staff have [opportunities to advise student organizations](#)<sup>128</sup>. The Kimmel Student Involvement Center provides support and assistance to [student organization advisors](#)<sup>130</sup>, including annual advisor orientation.

The tutors within the [Tutoring Resource Center](#), [Writing Center](#), and [Supplemental Instruction](#) are all trained within national guidelines and standards.<sup>148</sup>

## Sources

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- EUE
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- Fact Book
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- Fact Book (page number 87)
- Fact Book (page number 88)
- Fact Book (page number 97)
- Fact Book (page number 102)
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- Faculty Development
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- Faculty Handbook
- Faculty Performance Evaluation and Salary Increase Plan
- Faculty Senate



- Faculty Senate (page number 2)
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- Innovation Grant Proposal (Leadership Institute) 2.1.19
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- Junior Faculty Development
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- New Freshman Seminar
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- NSSE 2017
- NTT probationary period and evaluation
- PDQ
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- Peer Consulting (page number 3)
- Pharmacy P and T
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- Program Assessment Plans
- Promotion Policy and Guidelines
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- Sabbatical Leave Policy
- SIUE Laboratories
- Student Evaluation of Teaching
- Student Evaluation of Teaching (page number 2)
- Student Organization Advising
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- Tenure Policy and Guidelines
- Tenure Policy and Guidelines (page number 8)
- Tenure Policy and Guidelines (page number 10)
- Tenure Policy and Guidelines (page number 12)
- Tenure Policy and Guidelines (page number 13)
- Tenure Policy and Guidelines (page number 15)
- The Senior Assignment
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- Theater and Dance

- Theater and Dance (page number 2)
- Travel Study
- Tutoring Resource Center
- Tutoring Resource Center (page number 6)
- Undergraduate Scholars Showcase
- University-Wide Advising Final Report excerpts
- URCA
- Writing Center

## 3.D - Core Component 3.D

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The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

### Argument

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#### 3.D.1.

The University provides a wide variety of support services to students in order to assist with all aspects of their SIUE experience. Student services address both the academic needs of students as well as their social needs and well-being. The goal is to educate the “whole student” both in and out of the classroom. Student support services include, but are not limited to, the following:

- [Academic Advising](#): <sup>153</sup> Students consult at least once each term with an academic advisor who provides advice regarding appropriate courses, career options, and related matters.
- [Counseling Services](#): <sup>132</sup> Counseling Services provides short-term, time limited counseling for students coping with personal, psychological and/or interpersonal issues.
- [ACCESS](#), formerly Disability Support Services: <sup>146</sup> ACCESS is responsible for providing all curricular and co-curricular accommodations at SIUE.
- [The Writing Center](#): <sup>140</sup> The Writing Center staff assists SIUE students, faculty and staff as they analyze papers and teaches how to be a better writer.
- [Kimmel Student Involvement Center](#): <sup>127</sup> Kimmel is the focal point for Student Government, the Student Leadership Development Program (SLDP), Community Engagement, fraternity and sorority life, the Campus Activities Board, student organizational activities, and several related student-sponsored activities.
- [Student Fitness Center/Campus Recreation](#): <sup>150</sup> Opportunities for involvement include a wide selection of intramural sports, club sports, aquatics, informal recreational activities, family programs, outdoor trips and special events.
- [Student Financial Aid](#): <sup>141</sup> Financial Aid offers services to help finance students' education at SIUE, including assistance applying for financial aid and explanation of available grants and scholarships.
- [Health Services](#): <sup>147</sup> Health Service provides acute medical care, laboratory diagnostic testing, women's health services and pharmacy services to the University student community.

- [Student Opportunities for Academic Results \(SOAR\)](#):<sup>81</sup> The objective of the SOAR Center is to retain and graduate underrepresented students. It is open primarily to first-generation college students. Services offered through the Center include academic counseling and advising, tutorial assistance, supplemental instructional support, meetings with an assigned advisor, and opportunities to attend cultural events.
- [Testing Services](#):<sup>179</sup> Testing Services administers [placement tests](#)<sup>137</sup>, [proficiency examinations](#), CLEP exams, the TEAS, college admission tests (SAT and ACT), graduate-level admissions tests (GRE Subject Tests and the MAT), certification exams (CHES and MCHES), and other standardized exams.
- [Veterans Certification](#):<sup>144</sup> The Office of Veteran Services helps students with use of educational benefits administered through the Department of Veterans Affairs.
- [International Student Services](#):<sup>158</sup> The Office of International Affairs provides a comprehensive range of services for international students at SIUE. These services include immigration advisement, new student orientation, determination of employment eligibility, and curricular or optional practical training advisement.

### 3.D.2.

Transfer and freshmen students learn about their placement test needs via communication with Testing Services. Testing Services includes criteria on their website. In addition, they reach out to freshmen prior to their orientation session indicating the specific placement test needs and how to sign up for [placement testing](#)<sup>137</sup>.

In addition to placement testing and developmental preparatory courses, SIUE recently began offering a course remediation program in math. By taking [ALEKS](#)<sup>149</sup>, students are not only able to see where they would place in math, but also complete modules to move through courses and place into higher level courses through their own remediation rather than by taking a class.

First-year fall freshmen attend a mandatory orientation program, [Springboard to Success](#)<sup>154</sup>, the summer prior to starting college. During this two-day program, students receive information about their intended majors from departmental faculty and staff members. Students also meet with their academic advisors to discuss intended majors, appropriate coursework, and placement testing. Advisors address the required coursework and sequencing within programs.

First-year students meeting specific criteria can be admitted directly into their school and major. Each school determines [Direct Entry \(DE\)](#)<sup>151</sup> criteria for freshmen. Many schools have competitive entry majors. DE students must maintain established academic criteria, like specific GPA, but they typically do not have to compete in the application process like non-DE students. DE programs have expanded in recent years.

SIUE has recently added [college credit developmental courses](#)<sup>43</sup> to help students progress through

their sequencing while still earning credit hours towards graduation. MATH 120E offers an opportunity for students to complete developmental algebra (formerly AD 095) and college algebra (MATH 120) in the same semester. Additionally, students can complete developmental writing (AD 092) and the first college composition course (ENG 101) in the same semester, in an ENG 101 Pilot course. Students with lower test scores or greater need are also able to take developmental courses that are below college level (i.e., AD 082, AD 090, AD 070). These courses prepare students for college level work in reading, writing, and math. [Testing Services](#)<sup>179</sup> also provides placement testing in Chemistry and Physics. Students who test lower can take preparatory classes (CHEM 113 and PHYS 140) to prepare, meet prerequisites, and be successful in the college level courses.

SIUE also offers [proficiency testing](#)<sup>196</sup>, which are free, and CLEP ([College Level Examination Program](#)) testing for various classes. Students can take proficiency tests to attempt to test out of specific classes<sup>197</sup>.

For assistance once students are in appropriate classes, students can utilize a variety of resources. There are tutoring services in the [Tutoring Resource Center](#)<sup>148</sup>, located in the Student Success Center. There is also [Supplemental Instruction](#) (SI)<sup>198</sup> available within classes with high DFW rates. SI tutors provide students with additional resources and study sessions to improve success.

### **3.D.3.**

At SIUE, each college and school employs professional advisors to assist students in their progression through their academic career and aid students in their success. Each student has an assigned [academic advisor](#)<sup>185</sup> from their major and minor departments or an assigned academic advisor who works with exploratory and undeclared students. Per [policy](#)<sup>153</sup>, undergraduate students must meet with their academic advisors once a semester prior to registration.

In addition to advising units specializing in particular curricula, there are also advising units specializing in certain student populations. In addition to their major advisors, student athletes have an [academic advisor within Athletics](#)<sup>227</sup> who ensures that students stay in line with NCAA regulations. Students admitted to the Honors Program at SIUE have an academic advisor within the Honors Program in addition to their major advisors. The [Honors advisor](#)<sup>199</sup> makes sure students are following the Honors general education requirements, which are different than those for general education. [Student Opportunities for Academic Results](#) (SOAR)<sup>81</sup> advises underrepresented first-year students, including African-American students, first generation, and low socioeconomic status students. Graduate students either have professional academic advisors or program directors who serve as academic advisors. The [Office of Academic Advising](#)<sup>185</sup> works with about half of all first-year students, those who are still exploring majors, and those who are working towards declaration requirements for their intended areas of study.

Students utilize [Starfish](#)<sup>181</sup>, an appointment management system, to schedule advising appointments online. Students can meet with academic advisors via appointment or during [drop-in hours](#)<sup>182</sup>. Advisors and instructors can also email students through Starfish, place flags on students' records to complete necessary items, and send kudos to students on their accomplishments. Advisors can view

students' recorded grades in their current classes. Advisors have access to previous case notes from other advising units within Starfish. Faculty of 100-level courses are asked to provide feedback about students' attendance and academic progress [in the 5<sup>th</sup> week](#)<sup>183</sup> of the semester through Starfish. Because of advising caseloads, the Office of Retention & Student Success provides advisors with specific information about their students who have not yet registered for classes. Advisors can individually reach out to their students to determine why they have not registered for the following semester and provide assistance.

Students and advisors utilize a Degree Evaluation program to verify where students are with their general education, major, minor, and degree requirements. Students and advisors can also run a "What-If" analysis to see where students would be with another major or minor. SIUE is implementing [DegreeWorks](#)<sup>184</sup>, a product from Ellucian, that will be better supported by Banner. DegreeWorks was available for advisor use in September 2018 and student use in January 2019. In addition to providing an evaluation of where students are with their intended majors, DegreeWorks will also allow advisors to create individualized Student Educational Plans (SEP). Students will be able to see the progression through their major requirements regardless of where they start in the curriculum. DegreeWorks will also show students how their transfer credit has been accepted to SIUE in addition to which requirements it meets.

During [Program Reviews](#)<sup>3</sup>, advising is one of the factors included in each departmental report. Departments note their students' satisfaction with the advising available within their department. In this way, advising is one of the factors considered in determining whether a program is sustainable.

#### **3.D.4.**

At SIUE, faculty and students are provided many opportunities to engage in and receive support for experiential, innovative teaching and learning.

The [Faculty Development Council](#)<sup>112</sup>, a part of the Faculty Senate, coordinates an annual [Continuous Improvement Conference](#)<sup>29</sup> to provide teaching and learning-related professional development opportunities for SIUE faculty. Faculty are recruited from across campus to participate in, offer, and moderate faculty development activities and events, ensuring subject interests from all schools and colleges are represented. The [Faculty Center for Development and Innovation](#)<sup>102</sup> is reviewed in 3.C.4.

In addition, the [Instructional Design & Learning Technologies](#) (IDLT) unit<sup>175</sup> is dedicated to assisting with teaching, learning, and technology integration at SIUE. Members of this group, including instructional designers, trainers, technical support specialists, and a faculty fellow are involved in many aspects of course and project design, development, delivery, and support. IDLT assists with projects in many disciplines and offers or collaborates in multi-disciplinary faculty development workshops, discussion panels, and other activities. Faculty are encouraged to schedule [one-on-one or small group consultations](#)<sup>176</sup> with an IDLT instructional designer to get directed assistance and support.

Several groups within Information Technology Services (ITS), a unit of Academic Affairs, provide faculty and student support for technology usage and integration into the curriculum. The [Labs & Classrooms group](#)<sup>159</sup> within ITS has an annual budget of \$250,000 to support open access teaching and learning spaces and, to date, has converted over 160 traditional classrooms into technology enhanced classrooms and teaching labs. The IDLT unit within ITS works directly with faculty to provide [curricular and instructional support for traditional, hybrid, and online learning activities](#)<sup>170</sup>, including in-classroom training and support for course activities.

When not scheduled for a course, many of the teaching labs are converted to open access labs for students. In addition, 11 dedicated open labs are dispersed throughout SIUE's academic buildings, student resource areas, and residence halls. Students are also able to remotely access many previously lab-specific programs from anywhere using the [recently-implemented VLab](#)<sup>160</sup>, greatly increasing ease-of-access to these proprietary and program-specific resources. SIUE also has the [Foster Adaptive Learning Classroom](#)<sup>232</sup>, which includes technology and provides an environment to support pedagogical innovation.

In addition to the many general labs used in Biology, Chemistry, and related science course lab sections and research opportunities, there are also several discipline-specific labs, including [labs in the School of Pharmacy](#)<sup>161</sup>, the astronomy-focused [Shaw Sky Lab](#)<sup>162</sup>, [Mass Communication labs](#)<sup>172</sup>, and [Anthropology labs](#)<sup>177</sup>. A variety of experiential labs are also available across the SIUE campuses. For example, the School of Nursing's [Simulated Learning Center for Health Sciences](#)<sup>163</sup> and the School of Education, Health, and Human Behavior's [Virtual Professional Practice Lab](#)<sup>164</sup> provide students with state-of-the-art, immersive experiential opportunities to apply program-specific knowledge and skills in controlled, simulated situations. These virtual simulations are a companion to the clinical opportunities offered or required in programs including Nursing and Pharmacy or field experiences and internships offered or required in many Education, Business, and some Social Sciences programs.

[Library and Information Services](#) (LIS)<sup>165</sup> is Southern Illinois University Edwardsville's principal gateway to information resources and academic services that promote information literacy, lifelong learning and the transmission of knowledge. LIS supports the mission of SIUE by providing access to and assistance in using information resources and academic services in support of excellence in teaching, scholarship and service activities. LIS provides access to [dozens of scholarly journal and research databases](#) and provides [detailed subject guides with instructions on using the topic-specific resources](#)<sup>166</sup>. In addition to the dozens of computer workstations dispersed throughout the Lovejoy Library building, LIS resources can also be accessed remotely using approved University credentials. [On-demand instructional and research resources](#)<sup>167</sup> are available and, in addition to traditional phone and email support options, librarians are available online to [provide live chat reference assistance for faculty and students](#)<sup>168</sup>. [LIS librarians](#)<sup>169</sup> work closely with faculty in their subject-specific disciplines and many provide curricular input or support in courses.

The University's performance and museum spaces are often intertwined with teaching and learning objectives and activities. The SIUE Department of [Theater and Dance](#)<sup>118</sup> produces theater productions and dance concerts with faculty, student, and community performers in the [main theater in Dunham Hall](#)<sup>171</sup>. Events are also offered in the student-focused [Metcalf Experimental Theater](#)<sup>178</sup>. Component coursework of the [SIUE Certificate in Museum Studies](#)<sup>173</sup> and various courses in Historical Studies, Anthropology, and other departments involve the application of research and preservation practices using the collection of the University's own [museum](#)<sup>121</sup>.

SIUE also leverages the full campus for teaching, whether through green roofs, the nature preserve, or the [archaeological field school](#)<sup>215</sup>. Regardless, SIUE has beautiful and state of the art facilities to promote [clinical simulation](#)<sup>163</sup>, actual clinical practice ([dental practice](#)<sup>234</sup>, [audiology](#)<sup>236</sup>, [weight management](#)<sup>235</sup>, etc.), a student design center for Engineering, and a renovated Art & Design building.

### 3.D.5.

All new freshmen and transfer students with less than 30 credit hours are required to enroll in a [New Freshman Seminar](#) (NFS)<sup>31</sup> that introduces students to university learning, expectations and procedures by exploring various topics of academic and civic interest with a faculty member. Included in NFS is instruction in research and information resources.

### Library

Through the [Instruction Program](#)<sup>174</sup>, multiple instructional services are provided by Lovejoy Library to SIUE faculty, staff, students, and members of the community. Instruction may include, but is not limited to, any of the following:

- Formal classroom instruction that may include lectures and group discussions
- Finding books and articles for library assignments
- Research strategies for writing papers and library projects
- Online database demonstrations
- Course related / assignment specific instruction
- Individualized instruction
- Outreach presentations
- Hands-on research time
- Evaluation of sources

### URCA

The Teacher Scholar Philosophy provides encouragement and resources for faculty and undergraduate students to conduct joint research. The [URCA Program](#)<sup>94</sup> is reviewed in 3.B.5. SIUE faculty also engage undergraduates via research through senior assignment and routinely collaborate with graduate students.



## Senior Assignment

[The Senior Assignment](#) (SRA)<sup>96</sup>, the hallmark of a baccalaureate education at SIUE, is reviewed in 3.B.5.

## Sources

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- SIUE Veterans Services
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- Tutoring Resource Center
- Tutoring Resource Center (page number 6)
- University Museum
- URCA
- Virtual Professional Practice Lab
- Writing Center

## 3.S - Criterion 3 - Summary

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The institution provides quality education, wherever and however its offerings are delivered.

### Summary

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SIUE offers many accredited programs across all seven academic college/schools, both undergraduate and graduate. Programs and courses go through a regular review process. All programs are assessed and provide annual reports. The general education program emphasizes analytic and communication skills, oral and written communication skills, a foundation in the liberal arts and sciences, the value of diversity, scientific literacy, and ethics. Both student and faculty populations reflect the importance of diversity. SIUE's distinctive character is defined by its faculty's capacity to fulfill the values of its Teacher Scholar Philosophy. Tenured faculty are reviewed every three years, but in many units these performance reviews are conducted annually for instructional faculty broadly. Student evaluation of teaching, conducted in all courses, plays an important role in faculty evaluation. There are a variety of resources available to faculty to help them stay current in their disciplines and teaching techniques, including professional development funding, peer consulting, lectures, workshops, book clubs, writing support, and online seminars. Students meet each semester with their assigned academic advisor. Additionally, SIUE provides a wide variety of support services in order to assist with all aspects of students' experiences: academic, social and well-being. The goal is to educate the "whole student" both in and out of the classroom. Students are supported by testing and tutoring resources. SIUE offers several student clubs, organizations, and activities, including professional, academic, and honor organizations; cultural organizations and arts and issues programming; and religious and spiritual activities.

### Sources

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*There are no sources.*

## 4 - Teaching and Learning: Evaluation and Improvement

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The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### 4.A - Core Component 4.A

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The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

### Argument

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#### 4.A.1.

Each undergraduate, graduate, and professional program undergoes a program review [every eight years](#)<sup>1</sup>. The process starts with each degree program's [self-study document](#)<sup>2</sup> that focuses on program performance, continuous program improvement, the identification of problems and solutions, and evidence of student-learning outcomes. The [self-study](#)<sup>3</sup> presents both an analysis and a description of the total academic program and its future. Self-studies are submitted to the Office of Academic Innovation and Effectiveness (OAIE), and are then distributed for internal review. A detailed [program review timeline](#)<sup>60</sup> is published by OAIE.

During the second phase, the internal review, the self-study is reviewed by an internal review team composed of at least three SIUE faculty members outside of the program who are selected by the OAIE. The OAIE sends out an invitation for faculty to serve on Internal Review Committees (IRC) and selects teams that represent diverse academic disciplines.

The IRC provides an objective view on the quality of the program, the program's self-study process,

and the accuracy of the self-study document. This committee reviews, analyzes, and writes recommendations based on the program's self-study report. In addition, the committee conducts interviews of students, faculty, and administrators to gather additional information. The committee files a formal report summarizing the findings, including a rating of exemplary, in good standing, or flagged for priority review.

The IRC submits an electronic draft of the final report to the OAIE with questions or items for clarification. Draft reviews are distributed to the deans and chairs for feedback. The draft review and feedback/comments from the program are also submitted to the OAIE for examination. Final reports are submitted to the OAIE, who then forwards these reports to the program deans and chairs for written responses. The program's dean and chair respond to the internal and external reviewers' reports by addressing administrative concerns and future directions for the program.

The self study, [internal review report](#)<sup>4</sup>, chair's report, and dean's report are filed electronically in the OAIE. The [undergraduate review reports](#)<sup>5</sup> are sent to the Curriculum Council, while graduate review reports go to the Graduate Council Programs Committee. The Curriculum Council or Programs Committee rates programs as either "in good standing," "flagged for priority review" or "enrollment suspended", and forwards all documents, including recommendations and ratings, to the Office of the Provost.

Following review from the appropriate committees, the program director, chair, dean, Dean of the Graduate School (for Graduate Program reviews), the Provost and others meet and discuss the program review. When appropriate, the parties will draw up a memorandum of agreement on actions to be taken and a timeline for completion. If significant changes are recommended, the parties may meet one year later to discuss progress and discuss whether further measures are needed to ensure implementation. If additional resources or institutional support are required, then this meeting provides an opportunity to make the connection.

All program review reports for the academic year are forwarded to the Southern Illinois University Vice President for Academic Affairs who then submits them to the Board of Trustees and then to the Illinois Board of Higher Education.

Although not required by IBHE, SIUE requires programs also file an Interim Report at the halfway point in program review. This [Interim Report](#)<sup>6</sup> requires programs to list recommendations from the previous program review and progress made on the recommendations.

Programs that participate in self-study and external review for accreditation work with the OAIE to develop an individualized Program Review Plan that is aligned with their accreditation process to eliminate redundancy in the program review process. The OAIE may accept documents prepared for external accreditation for an internal program review.

The program review process is periodically adjusted by the OAIE to maintain continuous improvement in the review process and to allow the process to be [responsive to program needs](#)<sup>7</sup>. For example, in recent years the template has changed to require greater attention to retention, student success and diversity.

#### **4.A.2.**

SIUE evaluates all credit that it transcripts, including credits awarded for external

coursework, [Advanced Placement \(AP\)](#)<sup>8</sup>, [International Baccalaureate \(IB\)](#)<sup>9</sup>, [Illinois State Seal of Biliteracy](#)<sup>10</sup>, [College Level Examination Program \(CLEP\)](#)<sup>8</sup>, as well as [military training and education programs](#)<sup>11</sup>. Experiential learning and competency prior to the course-work can be evaluated through the administration of [proficiency examinations](#)<sup>14</sup>.

Coursework completed at regionally accredited institutions is evaluated to determine equivalency to SIUE course work, general education requirements or elective credit appropriate to baccalaureate degree programs.

Decisions related to general education content and elective credit are made by the Office of the Registrar based on content approved through the [Illinois Articulation Initiative](#)<sup>18</sup> and/or review of course descriptions and syllabi to confirm completion of general education objectives or content appropriate to baccalaureate curriculum. Upper-division courses are reviewed by faculty within the discipline to ensure appropriate integration into SIUE curriculum prior to awarding equivalency credit.

The Office of the Registrar utilizes TES, the Transfer Evaluation System from CollegeSource, to review course content, accreditation status, credit calendars, etc. Once decisions are made regarding content, with faculty consultation when appropriate, the course articulation is stored and made available [through our website for public reference](#)<sup>12</sup>.

SIUE also publishes acceptance practices related to Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP), and the Illinois State Seal of Biliteracy in the [Undergraduate Catalog](#)<sup>13</sup>. Standards for acceptance have been established through discipline specific faculty review. The Office of the Registrar awards credit upon confirmation of those standards through official score reports. Acceptance practices are established in policy and documented in the undergraduate catalog as well as [the University website](#)<sup>61</sup>.

Credit is transcribed for [military training and education programs](#)<sup>11</sup> based on American Council on Education (ACE) recommendations. Content is additionally reviewed as it relates to appropriate application to specific degree programs to ensure that credit is maximized without granting an excess of unrelated content.

SIUE does not currently award credit for non-credit or professional training programs. Typically proficiency exams may be completed to determine the appropriate award of credit for this type of experience. The [Undergraduate Proficiency Examination Policy](#)<sup>14</sup> outlines this option. Proficiency credits are available in a wide variety of disciplines including Math, Foreign Languages, and [Nursing](#)<sup>15</sup>, to name a few.

[Experiential learning opportunities](#) are typically embedded in credit-bearing courses<sup>16</sup>.

#### **4.A.3.**

Transfer credit is accepted from regionally accredited institutions of higher education as outlined in the [Transfer Credit policy](#)<sup>17</sup>. The Transfer Equivalency for [General Education Requirements policy](#) also outlines the review of credits toward fulfilling general education requirements.<sup>18</sup>

As a participant in the Illinois Articulation Initiative (IAI), a statewide transfer agreement, and in

compliance with [Illinois Board of Higher Education Policies on Undergraduate Education](#)<sup>19</sup>, SIUE acknowledges the transfer content decisions made by statewide review panels. Courses are regularly reviewed to ensure content is consistent with general education objectives. The review expectations are outlined in the [IAI Policies and Procedures Manual](#)<sup>20</sup> on pages 7-10. SIUE has faculty representatives in various AIA panels.

The University also maintains policies related to the acceptance of [Advanced Placement \(AP\)](#)<sup>8</sup> and [International Baccalaureate](#)<sup>9</sup>, [College Level Examination Program \(CLEP\)](#)<sup>8</sup>, [Military Prior Learning Credit](#)<sup>11</sup>.

#### 4.A.4.

In order to maintain rigor in academic programs and courses, all curricular matters related to programs and courses go through [multiple levels of review and approval](#)<sup>24</sup>, starting with the department in which the program or course resides. If program or course additions, deletions or modifications affect another department, a [letter of collation](#)<sup>70</sup> is required. All course additions and modifications must be accompanied by a rationale and a fully developed and detailed syllabus. The [syllabus](#)<sup>71</sup> must include course objectives, learning outcomes, modes of assessment, assignments, grading scale, topics to be covered as well as policies related to plagiarism and access to reasonable curricular accommodations for students with disabilities. Instructions for course additions, deletions, and modifications can be found in the [Program Course Change Instruction Manual](#)<sup>25</sup>.

Prerequisites or co-requisites to courses are determined by the departments that deliver the courses since their faculty are the ones most keenly aware of what the course entails. Prerequisites or co-requisites to approved courses are clearly displayed in the undergraduate and graduate catalogs. The enforcement of prerequisites and co-requisites are managed by the Office of the Registrar through BANNER scheduling and enrollment software.

SIUE exercises authority over the processes that guarantee the qualifications of individuals providing instruction. SIUE adheres to HLC policies regarding faculty qualifications. Courses must be taught by instructors or faculty members with at least one degree-level higher than the course level of a terminal degree. SIUE requests transcripts and these are filed with Human Resources. If an instructor or faculty member does not qualify on the basis of transcribed degree in the subject area, but demonstrates significant, specialized experience in the craft, industry, or field, then departments must document these qualifications with the Office of the Provost. [Graduate faculty](#)<sup>75</sup> must apply for this status with the Graduate School. Teaching Assistants are assigned faculty supervisors.

SIUE's Faculty Handbook contains the [Tenure Policy and Guidelines](#)<sup>26</sup> as well as the [Promotion Policy and Guidelines](#)<sup>27</sup>. These policies and guidelines provide the broad qualifications for [tenure](#)<sup>28</sup> and [promotion](#)<sup>29</sup> as well as the different levels of review.

To ensure institutional oversight over ongoing faculty quality, each tenure granting unit, typically a department, is required to develop written procedures and performance criteria for tenure and promotion as part of their operating papers. In addition, each college/school is also required to develop written procedures and performance criteria. As example, we present the procedure and performance criteria for tenure and promotion of the [Department of Mathematics and Statistics](#)<sup>30</sup> as well as the [College of Arts and Sciences](#)<sup>31</sup>.

Currently, SIUE does not offer dual-credit courses. SIUE does assist with community college partners and high schools in [helping teachers meet qualifications](#)<sup>76</sup>.

#### 4.A.5.

SIUE has numerous programs that have gained specialized accreditation from professional agencies in their field. The latest [accreditation report](#)<sup>32</sup> notes that all accredited programs are fully compliant.

#### 4.A.6.

SIUE has for many years conducted a [comprehensive survey](#)<sup>63</sup> of [graduates](#)<sup>64</sup> at [regular intervals](#)<sup>65</sup> (1, 5 and 9 years out). The surveys included [questions](#)<sup>66</sup> on employment status, job satisfaction, relationship to major, preparation, enrollment in other programs and attitudes and opinions towards the major and the institution. The resultant data was used for measures of the strategic plan, program review, planning and assessment and other areas where data on graduates was needed. Declining participation rates, the high cost of administering the surveys (print and mailing) and budget reductions resulted in the cessation of the surveys after the 2014 alumni cohort. Due to the importance of the data gathered in the survey, an electronic alumni survey has recently been re-instated. This survey, based upon the earlier version, has been [pared down](#)<sup>22</sup> in the hope of increasing participation rates while still capturing important information. The survey will be administered to each graduating class approximately two months after graduation and evaluated for content and response rate. Responses from each graduating class (spring, summer, fall) will be combined into an annual report for review by various University groups.

The [initial survey](#)<sup>23</sup> in spring 2018, for Fall 17 undergraduate alumni, had a response rate of 14% (105 surveys from 705 grads). 83% were employed full or part time, 17% were seeking employment and 11% were enrolled in another degree program. The [graduate survey](#)<sup>69</sup> had a response rate of 16% (28 of 170) with 93% employed full or part time.

The Career Development Center maintains [data on student participation](#)<sup>21</sup> in major-related work for zero-credit internships and co-ops. Over the most recent five-year period, a total of 3,110 undergraduate and graduate students reported participating in zero-credit internships and co-ops.

Examples of other tracking include the following. For Pharmacy, SIUE tracks residency matches. Some accredited programs are also required to track outcomes for graduates (e.g., Engineering). SIUE's program director for the pre-law minor tracks success in law school admission. Programs with licensure requirements track these outcomes closely, given their importance for employability.

## Sources

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- Accreditation Report
- ACS 270 Syllabus
- Alumni Survey 2006 9-years out
- Alumni Survey 2009 5-Years Out
- Alumni Survey 2014 1-year out
- Alumni Survey 2014 Questions
- Alumni Survey 2017 Initial Grad
- Alumni Survey 2017 Initial UG



- Alumni Survey 2017 Initial UG (page number 16)
- CAS\_PT\_Guidelines\_May11
- Courses with Experiential Learning
- CS Collation letter
- Dual Credit Educator Preparation Program
- English UG Self Study
- Flow Chart for Curriculum Review
- Graduate Faculty Status
- IAIPoliciesandProceduresManual
- IAIPoliciesandProceduresManual (page number 7)
- IBHE Policies on Undergraduate Education - Transfer and Articulation
- Interim Review Report Template
- Math Dept Tenure and Promotion Proc and Eval
- Proficiency Examinations
- Program Course Change Instruction Manual August 2017
- Program Review Actions
- Program Review Full Schedule
- Program Review Schedule
- Promotion Policy and Guidelines
- Promotion Policy and Guidelines (page number 5)
- School of Nursing Prior Learning Procedure
- Self Study Templates
- SIUE Career Development Center 5 year Co-op Data from Annual Reports
- Tenure Policy and Guidelines
- Tenure Policy and Guidelines (page number 13)
- Transfer Credit
- Transfer Credit (page number 3)
- Transfer Credit (page number 4)
- Transfer Credit (page number 5)
- Transfer Credit (page number 8)
- Transfer Credit (page number 11)
- Transfer Credit (page number 13)
- Transfer Credit (page number 14)
- UG ENGL Internal Review Report
- Undergraduate Catalog

## 4.B - Core Component 4.B

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The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

### Argument

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#### 4.B.1.

SIUE has seven [Objectives for General Education and the Baccalaureate Degree](#)<sup>33</sup> and five [Goals of Graduate Student Learning](#)<sup>34</sup>. All undergraduate, graduate and professional programs develop assessment plans that include a [description of a program's benchmarks or outcomes](#)<sup>73</sup> for student learning (i.e. what competencies should students have upon graduating from the program). It also establishes performance indicators or assessment by which a program can measure its success based on student-learning outcomes. Benchmarks for graduate programs must be aligned with the goals of graduate learning as defined by SIUE's Graduate Council. Professional programs follow graduate guidelines and include additional information regarding clinical experiences. For undergraduate programs, [the Senior Assignment](#)<sup>35</sup> must be used as one of the performance indicators/assessments. The Senior Assignment is the capstone of SIUE's baccalaureate education since it connects the student's major area of study and the full breadth of general education skills and competencies. Theses, final projects/performances, exams, or portfolios must be used for the graduate programs. If course grades are used as one of the assessments, [specific guidelines](#)<sup>36</sup> must be followed.

All programs submit an [Annual Performance Report](#)<sup>37</sup> to the Office of Academic Innovation and Effectiveness (OAIE). This report includes tables of summarized data derived from the performance indicators or assessments. In addition, the program discusses the conclusions drawn from the data, identifies whether student outcomes are being met, and outlines changes made to the program based on the data provided. The report allows units to [communicate their results and document a culture of evidence-based decision-making](#)<sup>39</sup>. This is an ongoing process that requires continuous reflection and reevaluation as to whether:

1. Student learning outcomes are being met
2. Improvement is being made in individual programs

Reports are submitted to the OAIE and are reviewed by the undergraduate or graduate Committee on Assessment and the Assistant Provost. All units receive [feedback](#)<sup>40</sup> from the Committees on Assessment in cycles. These reports are used as the basis for an institutional report submitted to the Chancellor providing data for [long term goals](#)<sup>41</sup> related to student engagement and program quality.

Report data is also provided to the Illinois Board of Higher Education and accrediting bodies as evidence of continuous improvement efforts.

The Office of Institutional Research and Studies also administers the [National Survey of Student Engagement](#) (NSSE) to first year and senior students every other year, based on a decision to move away from yearly administrations. The latest survey was administered in spring 2019, with the most recent survey results from the 2017 administration. Survey results are used in the assessment of the objectives for the baccalaureate degree related to ethics and value of diversity as well as a measure of how well the goals of the strategic plan are being met. The results are used to identify opportunities for enhancement<sup>42</sup>. They are also compared to results from the Faculty Survey of Student Engagement.

#### 4.B.2.

In addition to individual program assessments, the General Education Assessment Committee is charged with assessing SIUE's general education program relative to the objectives for the baccalaureate degree. The [current cycle](#) shows the planned yearly progress related to developing the measures, collecting/scoring/analyzing the data, acting upon these results, and revising assessments<sup>38</sup>. To analyze written communication and critical thinking, the committee initially collected artifacts from upper-level and lower-level classes. It clearly became apparent to the committee members that the widely inconsistent nature of the writing assignments is a glaring limitation of this approach. After exploring other possible options, the committee elected to use a standardized Critical Thinking Assessment Test (CAT). Developed by the Center for Assessment and Improvement of learning at Tennessee Tech University, The CAT measures four broad skills that map onto several of our degree goals: 1. Evaluation and Interpretation of Information (Goal of Scientific Literacy), 2. Problem Solving (Goal of Analytic Problem Solving), 3. Creative Thinking (Goals of Scientific Literacy and Analytic Problem Solving), and Effective Communication (Goal of Written Communication). Faculty were [trained on the scoring process](#)<sup>46</sup> and freshman ( $n = 141$ ) and seniors ( $n = 105$ ) were compared. The seniors had significantly higher overall CAT scores and significantly higher scores on all of the subscales except for [Evaluation and Interpretation](#)<sup>43</sup>. To assess oral communication data, the committee obtained data from student presentations for underclassmen ( $n = 109$ ) and upperclassmen ( $n = 69$ ). The committee scored the presentations on three separate subscales: 1. Organization 2. Language, and 3. Delivery. The [results showed](#) that upperclass students had significantly higher overall scores and significantly higher scores on all three subscales as compared to the underclass students<sup>44</sup>. To assess the goals of Ethics and Diversity, students were asked about where they had been exposed to related topics during a [NSSE focus interview](#)<sup>46</sup>. Forty-three out of sixty respondents claimed a combination of classes as their primary means of exposure to different types of perspectives (i.e., ethnic, political, economic, and social) while thirty-two respondents claimed classroom experiences as their primary exposure to issues that helped them develop their own code of values and ethics. The goal of Foundation in Liberal Arts and Sciences is inherently met in the design of SIUE's general education program. [All students are required](#)<sup>33</sup> to take at least one course in each of the Breadth Areas: Fine and Performing Arts, Humanities, Information and Communication in Society, Life Sciences, Physical Sciences and Social Sciences.

In order to present the data and receive feedback on our assessment results, the committee presented a [faculty workshop on the CAT data](#) on April 1, 2016<sup>46</sup>. This workshop centered on identifying potential key skills that we need to focus on, sharing concrete ideas for increasing critical thinking in

the classroom, and having the attendees share their own ideas for improvement techniques. The committee also presented all of the assessment history, procedures, and data at the [2017-2018 All-Faculty Meeting](#) on Oct. 24, 2017<sup>47</sup>. The feedback from these presentations have been used to generate ideas to encourage development of these goals in the classroom as well as to revise the methods of assessment. Curricular changes have also been recommended and pursued subsequently.

The Division of Student Affairs established an Assessment team that meets biweekly to initiate, review, and discuss assessment activities occurring within the division. The Assessment Team originally formed in 2014-2015, was tasked with revising the [division's existing learning goals](#)<sup>48</sup>. In 2015, Student Affairs established four learning goals: global awareness, social responsibility, civility, and practical competence. Each [learning goal](#) is connected to SIUE's Objectives for General Education and Baccalaureate Degree, *AAC&U's Project Leap* Essential Learning Outcomes, and the *Learning Reconsidered* Student Learning Outcomes<sup>49</sup>. Each department in Student Affairs established its learning outcomes during a [division-wide retreat](#) on May 13, 2015, linked back to the overall divisional learning goals<sup>50</sup>. [University Housing](#)<sup>51</sup> provides a strong example of how co-curricular learning has been assessed within a Student Affairs department. The [SIUE Experience](#), the institution's new student orientation and transition program offered each Fall provides an example of a program-based assessment of student learning<sup>52</sup>. During [Spring 2019](#), Student Affairs entered a collaborative strategic planning process that will result in an updated mission, vision, and values, and updated learning outcomes and strategic direction<sup>53</sup>.

#### 4.B.3.

Each program receives feedback from the Committee on Assessment and the OAIE as a guide toward continuous improvement efforts. Examples of continuous improvement efforts by various departments across the university are [provided](#)<sup>7</sup>.

#### 4.B.4.

Each program's annual performance report is prepared with input from the whole department and includes tables of summarized data derived from the performance indicators. In addition, the report includes a discussion of the conclusions drawn from the data, identification of whether student outcomes are met, and an outline of changes undertaken by the program based on the data provided. When needed, the Office of the Provost meets with program faculty to discuss program results and help guide the program to strengthen processes for improving student learning and outcomes. To highlight the depth and variety of student accomplishments across the university, the OAIE sponsors an [annual Undergraduate Scholars Showcase](#) each April<sup>55</sup>. The event typically includes multi-media and poster presentations, readings, and live performances.

## Sources

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- 1.8.19 Strategic Planning Launch Agenda
- 2018 PSYC UG Annual Report FINAL
- 2018 PSYC UG Annual Report FINAL (page number 2)
- All Faculty Meeting Presentation
- Annual Performance Reports
- Annual Performance Reports (page number 2)

- Assessment BSBA Annual Performance Report 2017-2018
- CAT Results
- Feedback Letters
- Feedback Letters (page number 3)
- Focus Group Script 2016
- Gen Ed (CAT) Workshop Presentation\_final (4-1)
- General Education Assessment
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- Goals of Graduate Student Learning
- Grades as Assessment Guidelines
- Learning Goals Advance
- Learning Goals Advance May 2015 Presentation
- Mission Vision Values and Long Term Goals
- Mission Vision Values and Long Term Goals (page number 3)
- NSSE 2017
- Objectives for General Education and the Baccalaureate Degree
- Oral Comm Results
- Program Review Actions
- Showcase 2018 Presentations
- SIUE Experience Assessment Overview 2018
- Student Affairs Learning Goals
- The Senior Assignment
- University Housing Annual Assessment Report

## 4.C - Core Component 4.C

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The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

### Argument

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#### 4.C.1.

The [2016 – 2017 Strategic Plan](#)<sup>78</sup> contains student retention, persistence, and graduation goals for multiple student populations. These key performance indicators (KPIs) were established in 2013. These goals, in conjunction with the mission, enrolling student population, and educational offerings at SIUE are both attainable and appropriate. Within the strategic plan, [five metrics](#)<sup>56</sup> for growth with retention, persistence, and graduation are provided. Persistence of the first-year, full-time cohort through their first and second years, persistence by ethnicity, 6-year graduation rates, and 4-year graduation rates are the five metrics within the strategic plan.

#### 4.C.2.

[Retention and graduation rate data](#) have been collected each year for years and reported to the university community<sup>57</sup> and various state and federal reporting agencies. In addition, [program persistence and graduation data](#)<sup>62</sup> are collected and given to the Deans for review and discussion with each program at the undergraduate and graduate level. Additionally, departments [receive data](#)<sup>77</sup> on individual students' progress. Departmental faculty are asked to use both of these reports to help support student success.

#### 4.C.3.

The [Office of Retention and Student Success](#), which was established in 2012, works with faculty, staff, and students to support the academic growth and direction of a students' educational path at SIUE<sup>58</sup>. This office is also directly responsible for outreach and intervention of students who may be struggling academically to help connect them with the appropriate resources available on the campus.

[Within this campus effort](#), some implemented strategies have been aimed at all students, while others have been targeted at specific populations of students<sup>59</sup>. Each of these strategies works to strengthen the connections and relationships SIUE students will have with the campus community. The use of various technologies has expanded the knowledge and outreach capabilities of offices at SIUE.

[Blackboard Analytics data resources](#)<sup>54</sup> allow for continual outreach and tracking in the Office of Retention and Student Success and then ultimately to all professional staff academic advisors on campus. Academic advisors and the relationships they have established with their

[advisees/caseloads](#)<sup>67</sup> allows for direct contact on a student who is not yet registered for a future term or who is struggling academically after a semester concludes. SIUE faculty also received requests to provide feedback through [Starfish](#) to assist in our support for specific student populations.

The Office of Retention and Student Success established a professional caseload advising system for incoming undeclared students has helped enhance relationships with incoming students. Each advisor has a [caseload](#)<sup>74</sup> based upon guidelines of the National Academic Advising Association (NACADA): The Global Community for Academic Advising and that allows for continual follow-up, meaningful relationships between advisors and advisees, and early warning intervention to occur. In order to provide a strong relationship and connection between academic advisors and students at SIUE, [each of the three first-year residence halls on campus have an academic advisor](#)<sup>68</sup>. These academic advisors have their office in the hall, and this allows for more communication, follow-up, and informal interaction to occur. Some freshmen and undeclared students are advised by [SOAR](#)<sup>80</sup>. Additionally, once declared, students receive advising from [professional advisors](#)<sup>81</sup> in the academic units. The [results of these efforts](#) and others can be seen<sup>57</sup> in higher first-to-second year retention rates, second-to-third year retention rates, and four-year graduation rates.

#### 4.C.4.

SIUE utilizes the [IPEDS definitions](#) for first-year to second-year retention rates and six-year graduation rates<sup>57</sup>. These definitions and methods have been used for many years by Institutional Research at SIUE. The leadership and staff of this department ensure that the tracking and methodology remain consistent from year-to-year. Implementation of tools, such as [Blackboard Analytics](#)<sup>54</sup>, has made persistence, retention, and graduation data more readily available to administrators and academic leadership at SIUE for their use in strategic goal setting and outcomes.

Since many academic programs have varied entry points, the Office of Institutional Research and Studies worked to define appropriate methods to determine [program retention and persistence rates](#)<sup>62</sup>. The reports include clarifying notes regarding the methodology.

## Sources

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- Academic Advising
- Advisor Caseload Example
- BIOL - Persistence and Graduation Data
- Blackboard Analytics
- Fact Book
- Fact Book (page number 58)
- In-House Advising
- NACADA Advisor Load

- Program Grad and Retention Rates
- Retention and Student Success
- Retention and Student Success (page number 2)
- Starfish
- Strategic Plan
- Strategic Plan (page number 18)
- Student Opportunities for Academic Results



## **4.S - Criterion 4 - Summary**

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The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### **Summary**

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SIUE demonstrates responsibility for the quality of its educational programs through regular program review, evaluation of external crediting opportunities, and ongoing attention to retention, persistence, and completion rates in its degree programs. The assessment of credit offered at the institution and accepted from external institutions is critical to the continued push for strong academic rigor and quality of academic learning.

The learning outcomes for students are communicated and clearly align with educational and institutional outcomes. All curricular matters related to programs and courses go through multiple levels of review and approval to ensure outcomes and rigor of programs and courses continue to meet outcomes of the institution. These efforts have provided SIUE numerous programs that have gained specialized accreditation from professional agencies.

The institution demonstrates a strong commitment to retention, student success, and inclusive excellence through carefully planned out and monitored persistence and completion strategies that are assessed in a variety of measures. The university provides a number of programs supporting at-risk populations of students which also target first-generation, low-socio-economic status students and their challenges to succeed at the collegiate level.

### **Sources**

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*There are no sources.*

## 5 - Institutional Effectiveness, Resources and Planning

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The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

### 5.A - Core Component 5.A

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Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

### Argument

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#### 5.B.1.

The [Southern Illinois University Board of Trustees](#) (BOT)<sup>36</sup> is a statutory body created by the Illinois General Assembly for the purpose of operating, managing, controlling, and maintaining SIU. The Board of Trustees is ultimately responsible to the people of the State of Illinois for the welfare, activities, and development of Southern Illinois University.

The Board of Trustees of Southern Illinois University [consists](#)<sup>47</sup> of ten members, eight who have official votes. Seven members are appointed by the Governor for six-year terms, and two student trustees (one from each campus) are elected by campus-wide student election for one-year terms. The Governor designates one of the elected students to serve as a voting member. In addition, per state statute, the Superintendent of Public Instruction, or his or her chief assistant for liaison with higher education when designated to serve in his or her place, serves as an ex-officio member of the board.

[Elected officers](#)<sup>95</sup> of the Board of Trustees are Chair, Vice-Chair, and Secretary. Election of officers is held at its first regular meeting following the third Monday in each January. [Appointed officers](#)<sup>96</sup> of the Board of Trustees are Executive Secretary, Treasurer, and General Counsel and serve at the pleasure of the Board.

New members undergo a board orientation, and board retreats are held every one to two years for board members to discuss overarching administrative policy making items. The Fall 2016 [retreat](#)<sup>37</sup> addressed SIU's long-range plans and an updated discussion draft of the SIU system Strategic Improvement Plan.

Further, effective January 1, 2017, the Board of Higher Education Act was [amended](#)<sup>38</sup> to include leadership training requirements for Illinois' public universities board of trustees members, requiring a minimum of 4 hours of professional development leadership training every 2 years (110 ILCS 205/13).

To keep the BOT abreast of the University's current status, SIU administration, faculty, staff and the President provide updates to BOT committees as well as the full board, as exemplified in [board meeting minutes items](#)<sup>39</sup> C, D, E, and F.

To facilitate and fulfill its oversight responsibilities regarding academic and financial policies and practices, BOT consists of [five standing committees](#)<sup>40</sup>: the Executive Committee; the Academic Matters Committee; the Architecture and Design Committee; the Finance Committee; and the Audit Committee. The Chair with Board approval may appoint special committees as needed and shall serve as an ex-officio member of such special Board committees.

The full Board meets as a Committee of the Whole on the day prior to the committee meetings and another full Board meeting. The Committee of the Whole discusses topics of mutual concern to all committees and sets the direction on a variety of topics. The committees discuss in detail any issues and resolutions in their respective areas immediately prior to the full board meeting, during which the committees advance reports, recommendations, and resolutions to the full board.

For example, the Academic Matters Committee regularly [recommends approval](#)<sup>41</sup> of new programs, new locations, as well as the elimination or suspension of underperforming programs. The committee also reviews the [Annual Performance Report](#)<sup>42</sup> for the SIU System. The [Architecture and Design Committee](#)<sup>43</sup> reviews and provides project and budget approvals, as well as awards contracts for renovation and construction projects. The [Finance Committee](#)<sup>44</sup> approves larger purchases, salary increase plans, all tuition and fee matters, and budget/allocation proposals and reviews quarterly budget status reports. For example, the Finance Committee reviewed and approved a [proposal](#)<sup>45</sup> to revise the BOT Debt Policy. The [Audit Committee](#)<sup>46</sup> reviews internal audit, compliance, and ethics reports. The board has legal authority and fiduciary responsibilities as specified in [charter](#)<sup>47</sup>, [bylaws](#)<sup>48</sup>, [statutes](#)<sup>49</sup>, and [policies](#)<sup>50</sup>. The board may, in some instances, delegate some of its powers and duties to the President and/or campus Chancellors.

The board provides an [annual report](#)<sup>51</sup> to the Governor, consisting of all committee and regular

meeting minutes.

Board meeting minutes also reflect the board fulfilling its assumed fiduciary responsibilities:

- [approval of tuition and fees](#) <sup>52</sup>
- [approval of annual operating budget](#) <sup>53</sup>
- [quarterly review of investments reports](#) <sup>54</sup>
- [quarterly review of budget status](#) <sup>30</sup>
- [discussion of funding due to lack of state support](#) <sup>56</sup>
- [approval of debt in the form of bond sales](#) <sup>57</sup>

### 5.B.2.

SIUE takes great pride in shared governance. The Chancellor meets regularly with the four Vice Chancellors (for Administration, Academic Affairs, Student Affairs, and University Advancement), the Deans of the Pharmacy and Dental schools (who report directly to the Chancellor), Legal Counsel, the Chief of Staff, the Budget Director, and other unit directors in [Chancellor's Council](#)<sup>58</sup> and [Extended Chancellor's Council](#)<sup>59</sup>. Representatives of these units also sit on [University Quality Council](#) (UQC)<sup>29</sup>, as do representatives of the five official constituency groups ([Faculty Senate](#)<sup>60</sup>, [Staff Senate](#)<sup>62</sup>, [Black Faculty and Staff Association](#)<sup>63</sup>, [Graduate Council](#)<sup>64</sup>, and [Student Government](#)<sup>65</sup>). Representatives of Faculty Senate, Staff Senate, and Student Government also sit on the [University Planning and Budget Council](#) (UPBC)<sup>17</sup>. The Chair of UPBC also sits on [UQC](#)<sup>29</sup> and on the Extended Chancellor's Council, as well as (ex officio) on the [Faculty Senate Executive Committee](#)<sup>174</sup>. Other standing committees, such as the [Diversity Council](#)<sup>67</sup>, the [Sustainability Advisory Group](#)<sup>55</sup>, the [Video Surveillance Advisory Committee](#)<sup>61</sup>, and the [Parking and Traffic Committee](#)<sup>66</sup>, also include representatives from various of the above units and councils.

[UQC monitors implementation](#) of the University's Strategic Plan<sup>29</sup>, and is responsible for accreditation reviews and reports. The University's Strategic Plan also informs planning and budgeting through UQC and UPBC. In addition to the weekly, biweekly, or monthly meetings of the councils and committees listed above, monthly [Q & A sessions by the Chancellor](#)<sup>97</sup> invite the entire university community to ask questions or voice concerns.

Occasionally, other all-university groups or task forces will also be convened. From November 2015 through January 2016, a [University Congress](#)<sup>32</sup>, which included members of the Staff and Faculty Senates, Student Governance, UPBC, UQC, the Vice Chancellors, the Deans, and the Directors who report directly to the Vice Chancellors, was convened to explore new directions and priorities for SIUE. Outcomes from this Congress, as well as from the earlier all-university [New Reality Project](#)<sup>68</sup>, are currently being incorporated in the planning and design of the next University [Strategic Plan](#).<sup>135</sup>

### 5.B.3.

SIUE has a robust set of processes for [changes to the academic curriculum](#)<sup>70</sup> and to unit- and university-level [policies](#)<sup>69</sup>. These processes include a [nested set of review and approval mechanisms](#)<sup>102</sup>, going from department or unit level up to the Chancellor, Board of Trustees, and IBHE and HLC where appropriate. Curricular or policy changes may be initiated at any level, and proposals will then be vetted through all the appropriate levels. A change to student fees, for example, may be proposed by the Vice Chancellor for Student Affairs, and will be vetted through Student Government, Faculty Senate, the UPBC, Chancellor's Council and Extended Chancellor's Council, before being submitted to the Chancellor for approval and brought to the Board of Trustees. Changes to departmental curricular offerings may be initiated by a department or program, and will be vetted through unit-level committees, college-level curriculum committees, the Faculty Senate Curriculum Committee, and then brought to the Provost and Vice Chancellor for Academic Affairs. Policies affecting the entire university, such as the recently-revised [Open Flames Policy](#)<sup>140</sup>, were vetted through all relevant constituencies and then sent to the Chancellor, President, and Board of Trustees for Approval. System-wide policy changes, such as recent changes to the Intellectual Property (IP) policy, may be initiated from the System President's Office, and will then be vetted at all appropriate levels in each of the campuses affected.

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- Video Surveillance Advisory Committee

## 5.B - Core Component 5.B

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The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

### Argument

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#### 5.A.1.

As stated in 3.C.1 the [majority of student credit hours](#)<sup>1</sup> are taught by faculty on full-time appointments (81.6% of student credit hours). Forty-six percent of total credit hours were taught by tenured or tenure track faculty and 35% were taught by faculty on full-time non-tenure track appointments. Four percent of student credit hours are taught by graduate assistants and the remaining 14.2% of student credit hours are taught by faculty on part-time appointments. The University currently has a total of 611 [Full-time Instructional faculty](#)<sup>2</sup>.

The university [employs](#)<sup>2</sup> a total of 2218.5 FTE staff.

The [mean class size](#)<sup>3</sup> over the past 5 years has ranged from 21.1 to 24.7. The mean class size for Fall 2018 was the lowest of the past 5 years at 21.1.

The [student to faculty ratio](#)<sup>4</sup> over the past 5 years has ranged from 15.9 to 17.3.

The [number of full-time instructional faculty](#)<sup>2</sup> had been flat between 2009-2014. In 2015 and 2016 when the State of Illinois did not approve a budget, this number decreased from an average of 623 to 592 but increased in 2017 and 2018. Following the years of budget uncertainties, the University was lean on faculty, but regularly reviews through [program review and program annual reporting](#) that there are sufficient faculty<sup>82</sup>. SIUE had more than 37 searches for tenure-track faculty this academic year and the university anticipates continuing the rebuild. [Annual program reports](#)<sup>81</sup> provide a narrative of current and optimal enrollment and the ability of current faculty to support the program.

The Registrar creates an annual [classroom utilization report](#)<sup>83</sup> that measures several factors of classroom usage. A [full study on physical space utilization](#)<sup>5</sup> at the university was conducted in 2014. This study showed the potential for the university to have 25% enrollment growth and still be able to meet on-ground classroom space needs for these students.

The majority of the buildings at SIUE were built around the same timeframe (between 1965-1979). The university has a [plan](#)<sup>6</sup> to renovate the buildings over multiple years. The [first building to undergo major renovation](#) of its seismic and utility systems is Founders Hall<sup>84</sup>. Renovation began fall 2018. A [new Science building](#)<sup>85</sup> was recently completed as was the renovation of the original Science building.

The [University Planning and Budget Council](#) (UPBC)<sup>17</sup> is an advisory council to the Chancellor for planning and budget matters and is comprised of members of the three University constituencies – faculty, staff and students. The Chancellor and UPBC work together to determine the priorities for funding the short-term goals and determine which will be submitted for state funding consideration and which will be provided funding through internal reallocation of existing resources. Their work is informed by the efforts of the University Quality Council through the efforts of a previous [AQIP Action Project and AQIP integrated planning](#).<sup>182</sup>

The financial ratio and statements are audited annually. Over time, the university has increased the [cash reserves](#)<sup>173</sup> available in response to delayed payments from the state of Illinois. Historically, SIUE has been “above the zone.” In 2016 and 2017 the state of Illinois provided only [stop gap funding](#) while a budget was never approved<sup>86</sup>. In 2016, the stop gap funding was only 29% of the previous year’s State Appropriation, which resulted in a reduction of \$40 million. Also, the State’s Capital Appropriation funding at SIUE dropped from \$12 million in 2015 to \$1 million in 2016 with renovation work on the Science Building halted without an approved budget. The [loss of both forms of appropriation](#)<sup>167</sup> was the primary cause for the Composite Index falling “In the Zone” for the first time for SIUE. The Composite Index in 2017 rose above the zone again. The university carefully monitors the Composite Index, and models likely outcomes and changes needed mid-year, maintains appropriate cash reserves, and is moving to be less reliant on state appropriations.

[Information Technology Services](#) (ITS)<sup>87</sup> provides centralized support for the University's technology services infrastructure including the academic and administrative systems, communications, networking, and support services. ITS focuses on expanding services, expanding and strengthening major infrastructure systems, streamlining processes, balancing highly technical projects with academic projects and actively managing and contributing to all; evaluating services and adjusting as necessary or building and adding services and needed and strategic goals change.



ITS is an agile, collaborative, and dedicated workforce divided into the following [major groups](#)<sup>88</sup> to efficiently provide effective services and support:

- Network and Systems Infrastructure
- University Information Systems
- Academic and Client Support Services
- Instruction Design and Learning Technologies
- Information Security
- Business Administration.

As part of its overarching technical strategic and resources planning, ITS creates an [annual report](#)<sup>7</sup> listing yearly objectives aligned with its Vision, Mission, and Goals and those of the University. Each objective is linked to a measure of success and year-end status. Long-term goals, measures of success, and major accomplishments are included. The process provides a gauge as to which success, effectiveness, efficiency, and capabilities can be measured. Sustainability of services, need for new services, or changes to existing services become evident and objectives and goals can be adapted to meet the changing needs of the University and the students, faculty, and staff served by ITS. ITS also strives to protect the University's data security as can be seen in their [CyberInfrastructure Plan](#)<sup>8</sup>. Engaging long term planning for all [smart and computer classroom facilities](#)<sup>9</sup> ensure that learning spaces are not only pedagogically effective, but fiscally efficient. A governance structure serves to review this process and the Vision, Mission, and Goals in the [Information Technology Executive Committee](#)<sup>10</sup> comprised of campus Vice-Chancellors and other appropriate stakeholders.

Supporting the academic mission of SIUE is another primary goal of ITS. Examples of this can be seen by the number of [staff members](#) employed to support the academic mission<sup>11</sup>, the number of [systems supported, managed, and provided](#) for campus academic use<sup>12</sup>, and the numerous [support pages](#)<sup>89</sup> on the [website](#)<sup>13</sup>. In addition, ITS has support service points at all levels of the organization.

To support the faculty, students, and academic curriculum, ITS utilizes 6 FTE staff in Instructional Design and Learning Technologies to work with faculty to design or redesign on-ground and on-line courses. A [Teaching, Learning, and Technology Advisory group](#)<sup>14</sup>, comprised of faculty, ITS staff, and other stakeholders is in place to guide and advise the course of online learning, classroom pedagogy, and classroom technology.

#### **5.A.2.**

Since SIUE is part of the SIU system, reporting which is submitted to the SIU Board of Trustees and various state agencies is done at the campus level, including budgets and financial reporting for the SIU system offices; therefore, the amount of funding allocated to the SIU system is clearly delineated. It should be noted that there has been no significant change in the level of funding allocated to the SIU system offices, and of the [FY 2019 Total SIU Budget](#)<sup>15</sup> of nearly \$871 million, only \$5 million is allocated to the SIU system offices for various functions, including audit, legal, risk management, treasury, etc.

In keeping with fund accounting rules and the [Illinois Legislative Audit Commission Guidelines](#)<sup>136</sup>, revenues collected from various sources (i.e., tuition, fees, grants and contracts, user charges, sales, etc.) must be deposited into the appropriate fund groups and accounts. For example, student fees collected for a specific purpose must be deposited into accounts under that individual fee unit, so that the funds are spent on the purpose for which they were collected.

Historically, the allocation of new resources in the University's general operating budget, which is funded by tuition revenue and state appropriation and which is the primary source of funding for instructional programs and general administrative support costs, involves the [University Planning & Budget Council](#) (UPBC)<sup>17</sup>, which advises the Chancellor on budgetary matters. UPBC includes representatives appointed by the Faculty, Staff, and Student Senates and the Dean's Council.

In an incremental budget model, [Incentive-based revenue-sharing models](#)<sup>18</sup> have recently been implemented to encourage innovation and investment in academic priorities which result in specific direct allocations of funding to academic units, including for new online programs. This new budgeting mechanism was introduced to ensure that incentive exists for academic units to develop new innovative programs which meet student demand and to ensure that those programs are sufficiently funded. This model has been important in the launch of new and online programs.

In addition, beginning in FY 2018, an [Innovation Grant](#)<sup>19</sup> was made available to SIUE community members as a valuable tool in promoting the University's Strategic Plan and its mission, vision and values. Innovation Grant funding in the amount of \$1 million has been identified for use on an annual basis, subject to University and State guidelines and providing funds are available, to support concepts and proposals that will enhance the SIUE experience for students, faculty and staff at all levels of operation. The review team included members of the University Quality Council (UQC), the Extended Chancellor's Council, and the UPBC.

### **5.A.3.**

The [University's mission](#)<sup>20</sup>, goals and [strategic plan](#)<sup>21</sup> lead the University's departments of Human Resources, Facility Management, Financial Management, and Information Technology's goals and objectives. The departments demonstrate how their goals and objectives show a deep knowledge and dedication of the University's organization, resources and opportunities. Therefore, the goals and objectives are realistic and achievable by the University and the University departments. The UQC annually reviews progress and short-term goals. Periodically, the UQC and UPBC participate in joint retreats to better align planning and budgeting and both committees share members.

### **5.A.4.**

Recruitment and Hiring

Faculty

Open positions are advertised and the requesting department or dean receives responses directly and a committee of peers interviews eligible candidates. The committee confirms the candidates qualifications and works with the Provost's office for background checks and academic verification. All new full-time faculty are invited to participate in a [New Faculty Orientation](#)<sup>137</sup>.

Faculty are provided several opportunities for professional development including resources, activities, and programs through the Provost Office and the [Center for Faculty Development and Innovation](#)<sup>90</sup>. Opportunities are also available to promote excellence in teaching such as the [Teaching Excellence Award](#)<sup>91</sup> and [Excellence in Undergraduate Education](#)<sup>92</sup> grants.

### Administrative/Professional and Civil Service

A [Position Description](#)<sup>22</sup> is written for each position that outlines the qualifications required, terms of appointment, and the application process. SIUE uses [Hire Touch](#)<sup>23</sup> to post open positions and to allow candidates to apply on-line. Upon approval from the Hiring Unit, the HR Recruiter posts the position to the appropriate sources; typically, this includes at a minimum the SIUE website, IL Job Network, and Insight Into Diversity, and includes information such as the qualifications required, terms of appointment, and the application process.

Applicants apply directly to the position in [HireTouch](#)<sup>93</sup>, typically including a resume or CV, a cover letter, references, and transcripts. The hiring unit will have representatives with appropriate access in HireTouch review the applicant materials as soon as they are submitted. Interviews are scheduled/confirmed directly in HireTouch, and Disposition Codes are added to each interviewed applicant. Once the hiring unit selects the candidate they want to extend an offer of employment to, the Hiring Manager completes the Hiring Justification form within HireTouch and submits it to the Equal Opportunity, Access, & Title IX office (EOA) for approval. The department then notifies HR who the chosen candidate is so HR can begin the pre-employment verification process which includes, but not limited to, a background/credential check and a drug test

At this point, the hiring unit may make a verbal offer with contingencies. Most positions require the candidate to pass multiple Pre-Employment processes, including but not limited to a background/credential check and a drug test. All new hires are encouraged to participate in [New Employee Orientation](#)<sup>94</sup>.

### Performance Evaluation

Southern Illinois University Edwardsville is committed to intellectual leadership and excellence in both developing new knowledge and conveying that knowledge. To achieve the University's goals and to promote personal growth and accomplishment for each employee, the [Employee Excellence Program](#) (EEP)<sup>24</sup> has been developed by a team of staff members, including civil service and administrative/professional staff and cover only staff and civil service employees. Faculty and staff

performance evaluations are handled annually by each department.

The annual performance evaluation provides a formal tool to document performance and provide objective criteria for job improvement, setting new goals, providing an opportunity for feedback from the employee to the supervisor, and for administrative decisions such as a Performance Improvement Plan or salary increases. It also allows for managing expectations around professional development. The formal evaluations are filed with the department and the Office of HR.

## Training

### Search committees

In all cases, Search Committees receive [training](#) from EOA..<sup>25</sup> The training covers such topics as Legal Standards in the Hiring Process, Tips and Guidelines For Building A Diverse Pool of Candidates, and Starting the Interview Process to name a few.

## Professional Development

HR continues to update and provide essential training programs for employees throughout the University that include technical and state mandated training on an ongoing basis. HR provides [training](#)<sup>177</sup> which is available to all departments and employees. The Office of Educational Outreach provides career development programs and the SIUE Police Department also provides various training topics that aid and support employee development. SIUE provides tuition waivers for employees<sup>172</sup> who want to continue their education and complete a degree on campus.

The [Office of Educational Outreach](#)<sup>26</sup> provides a career development program for many professions, with topics changing over time. SIUE is responsible for educating a diverse workforce capable of meeting today's professional demands to enhance our region and strengthen local economies. SIUE offers a variety of [non-credit programs](#)<sup>27</sup> to provide:

- Professional certification
- Continuing education units (CEUs)
- Professional development units (PDUs)
- Career training
- And other life-long learning opportunities

The [SIUE Police](#)<sup>28</sup> offer training on:

- Alcohol and Drug Awareness
- Armed Intruder Response
- Campus Violence Prevention Plan
- Conflict Resolution

- Crime Prevention
- Dating and Domestic Violence Awareness
- General Campus & Personal Safety
- Internet and Social Media Safety
- Motor Vehicle Theft Prevention
- Personal Safety Awareness
- Rape Aggression Defense (R.A.D.)
- Residential and Office Security
- Sexual Assault Awareness

#### 5.A.5.

SIUE engages in a number of annual internal budget development processes, including the development of various documents submitted for external reporting requirements for different entities, such as the SIU Board of Trustees, the IBHE, the Illinois State Legislature, and the Governor's Office of Management and Budget.

The annual budget is approved by the SIU Board of Trustees, which results in the publishing of the [SIU Budget Book](#)<sup>15</sup>. The Board of Trustees also [monitors purchase orders and contracts](#)<sup>138</sup> awarded by the SIU campuses, which are published on the SIU Board's website and the Board's approval is required on large purchases.

The budget development process for SIUE's general operating budget is very collaborative and involves a number of constituencies, with primary involvement of the [UPBC](#)<sup>17</sup>, which advises the Chancellor on budgetary matters. UPBC includes representatives appointed by the Faculty, Staff, and Student senates and the Dean's Council. In addition, the Chancellor and Vice-Chancellors, Deans and Directors, set budget priorities for their units and for the university as a whole, in line with the [mission, vision, and goals](#)<sup>20</sup> outlined in the SIUE [Strategic Plan](#)<sup>21</sup> and monitored by [UQC](#)<sup>29</sup>.

During the two-year Illinois budget impasse occurring during fiscal years 2016 and 2017, SIUE implemented a [9% budget realignment](#)<sup>31</sup>, which was presented to the Faculty, Staff, and Student Senates and the UPBC.

The former Interim Chancellor also convened the SIUE [University Congress](#)<sup>32</sup>, which included the members of the Staff and Faculty Senates, Student Governance, UPBC, UQC, the vice chancellors, the deans, and the directors who report directly to the vice chancellors. The Congress met on several occasions and developed action items in response to five questions involving enrollment, academic program priorities, increasing revenue, different budget models, and curriculum and the delivery of the curriculum.

SIUE's student fee units undergo a thorough [fee review process](#)<sup>33</sup> annually which involves the preparation of extensive, detailed, multi-year financial forecasts by the fee units and their committees and includes a financial review and input by a large number of constituents and departments, including Financial Affairs, Student Affairs, Student Government, the Chancellor's Council, and the UPBC. These forecasts for the mandatory student fee units, including requests for fee increases or new fees, are also reviewed and approved by the SIU BOT.

Certain expenditures are monitored through detailed bond models. For example, the [Parking and Traffic bond model](#)<sup>181</sup> outlines infrastructure and enhancement details on campus.

Expense levels are monitored by each Vice Chancellor area and each month the Administrative Accounting department monitors expense levels and cash levels and develops future cash flow projections. [Quarterly financial reports](#)<sup>30</sup> are provided to the SIU Board of Trustees at specified Board meetings. These financial reports detail any changes to the budget and also include actual vs. budget comparisons, providing the SIU President and the Board with updates throughout the year and informing them of the current status of the University's financial condition.

The university undergoes an annual financial audit by an [external public accounting firm](#)<sup>139</sup> (selected by the State of Illinois), which results in the publishing of the [annual audited financial statements](#)<sup>34</sup>.

In addition, the [Office of Internal Audit, Compliance and Ethics](#)<sup>35</sup>, which reports to the SIU President, conducts periodic audits of various campus units and departments.

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## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

### Argument

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#### 5.C.1.

SIUE allocates resources to achieve short and long-term goals as part of our strategic plan. We use [key performance indicators](#)<sup>73</sup> to measure our progress in meeting our goals. The SIUE long-term goals are: Prepared and Committed Students, Innovative High Quality Programs, Dedicated Faculty and Staff, Supportive Campus Community, Outreach and Partnerships, and Physical and Financial Sustainability. There are several short-term goals with key performance indicators and [short-term performance indicators](#) that measure our progress in achieving our long-term goals.<sup>73</sup> Our budgeting process includes the Chancellor, Vice-Chancellors, UPBC, UQC, and the Budget Office with the aim of allocating university resources in alignment with our short and long-term goals. The UQC reports to the Chancellor and coordinates the university's accreditation process. SIUE has created a process that strengthens the connection between the UQC and the UPBC through joint retreats and ensuring overlapping membership.

#### 5.C.2.

Each vice chancellor sits on the UQC as does the budget director, UPBC chair and Chancellor. The UQC tracks key performance indicators across all university goals, and these reviews inform their planning. Further, student learning and assessment data within units informs planning. The vice chancellors must use these data and priorities in providing their accountability updates and budget requests. For example, a portion of the Academic Affairs budget is devoted to support of innovation and course redesigns for academic success. Courses with high enrollment where DFW rates are also high (above 30%), are invited to apply for course redesign funding. The Office of the Provost pays summer salary for faculty to redesign the course, salary support for faculty to work with Instructional Design and Learning Technology staff, and/or for materials for redesign. The faculty then submit

ongoing reports regarding changes in student learning as a result of these revisions. A summary of course redesigns funded in 2017 is linked [here](#)<sup>80</sup>.

Every year, each program submits to the Office of the Provost an [annual program performance](#)<sup>81</sup> report. The [annual performance report](#)<sup>99</sup> includes assessment data for the program student learning outcomes, a continuous improvement log of areas that the program has or is working to continually assess based on data from the reports, online course information if the program has online courses, enrollment and retention information, and a summary of experiential learning included in the program. The reports are reviewed by the Committees on Assessment and the Office of the Provost. A [summary document](#)<sup>141</sup> with highlights of areas of pride and areas of need are shared with the Provost, the Associate Vice Chancellor for Enrollment Management, and the Dean of the Graduate School. The Provost utilizes this information in conversations with Deans of the Schools/College in budget discussions that occur in fall. In a recent example of how this information is used, a department had submitted a request to add two new minors; however annual reports for the other degree programs in the department had identified that their enrollment was high for the number of faculty that they had currently. The Provost was able to have a discussion with the Dean of the School regarding faculty needs, the appropriate size of programs, and potential for growth. The program decided to hold the minors and is working on plans to support and grow their current programs.

Minimally, [every 8 years](#) every program goes through program review.<sup>100</sup> Details of the program review process are outlined in 4.A.1. Recently, for example, the [Art and Design programs](#) went through program review<sup>175</sup> and a safety concern was raised regarding a tool room supervisor. The Provost and Dean of the College were able to work to find appropriate support for the program so that the safety concerns were covered.

To ensure that the University's resource base supports its educational programs and provides for continuous improvement, a strategic planning and budgeting process has been developed. This process ensures that all new academic initiatives are prioritized at the School/College/Unit level. For needs from annual reports and program reviews that are too large to be covered by the current budget, the Provost combines these prioritized initiatives into an overall priority list for the Division of Academic Affairs. This [list is presented](#)<sup>171</sup> to the Chancellor and the UPBC for funding considerations.

Similarly, the Vice Chancellor for Student Affairs (VCSA) utilizes [assessment data from housing](#)<sup>101</sup> and co-curricular programming to determine funding needs and priorities. When the VCSA cannot fund the needs through the current budget, he brings requests to the UPBC.

All Vice Chancellors present budget needs and evidence to the UPBC annually and the Council then

makes recommendations to the Chancellor. The Vice Chancellors and Chancellor all sit on the UQC that prioritizes and facilitates strategies to meet the strategic plan. The UQC and UPBC have intentional overlap of membership and the committees work together through combined retreats and shared meeting summaries to ensure budgeting priorities align with strategic plan priorities.

### 5.C.3.

As outlined in 1.B.2. the process is ongoing to develop a new strategic plan. The Chancellor has asked [six working groups](#)<sup>135</sup> to address “big” questions, embedded within each of the six new goals in the current strategic planning process. These questions emanate from early planning discussions or reflect recurring concerns that have arisen from New REALITY, the University Congress, and other shared governance and planning discussions. Progress on these questions will allow working groups to consider mission driven matters in their continuous improvement activities and planning. A new strategic plan is expected to be completed and approved by constituent groups by the end of 2019.

The University achieves its long-term goals through allocating resources to achieve its short-term goals. Once the annual short-term goals are determined, the vice chancellors make requests for funding the goals to the Chancellor and the UPBC. The Chancellor and UPBC work together to determine the priorities for funding the short-term goals and determine which will be submitted for state funding consideration and which will be provided funding through internal reallocation of existing resources. Each Vice Chancellor presents an annual review to the Chancellor in June detailing the accomplishments of the functional units in achieving the short-term goals for that fiscal year. The results of those reviews are inserted in the planning process to help determine the short-term goals to be selected for the next fiscal year.

The offices of [Educational Outreach](#)<sup>109</sup> and [Career Development Center](#)<sup>142</sup> help to monitor external trends and regional needs and provide academic units with this knowledge about potential programs that are needed regionally. This information is used by the Board of Trustees, President, Chancellor, and Provost in the process of strategic planning in order to create, prioritize, and build collaborative relationships with external stakeholders. This includes relationships with those that supply services for our students and those educational agencies with whom SIUE does business. The process of building and managing the many distinct collaborative relationships of the University tends to be fluid and flexible and adapted to the needs of the partner.

The performance evaluations of the Deans, Vice Chancellors, and the Chancellor are based upon their ability to achieve the short-term goals as delineated in the unit and University strategic plans. This ensures that the University’s strategic plan is supported at all levels and any changes that occur at one level are embraced and reflected at other levels.

New program development is driven by SIUE’s Mission and Vision. The needs of southwestern Illinois for graduates in specific programs (e.g., nursing and elementary education) are balanced with

development of programs that meet the intellectual aspirations of students (i.e., the programs that students want to study). SIUE programs are attuned to the needs of the community, employers, accrediting body, and national standards. Beyond administrative connections to local employers, programs at SIUE rely on strong advisory boards with local employers, professional practitioners, or other community stakeholders. Programs that are more traditionally located in the liberal arts or social sciences have mechanisms to gain feedback from community stakeholders. Academic programs rely on [advisory boards](#)<sup>98</sup> and program reviews to monitor changing stakeholder needs. Advisory Boards are comprised of alumni and other professionals in the field to assist the faculty in developing a curriculum that is relevant in the profession.

All curriculum changes including program creation and terminations are [reviewed and voted on by faculty at multiple levels](#)<sup>102</sup>. For departments or programs that have an advisory board, faculty meet with the board to identify areas of need for curricular changes and recommendations. The program faculty submit curriculum changes first to the department, then the School or College curriculum council, and finally to the [Curriculum Council](#) of Faculty Senate<sup>103</sup> for undergraduate programs and to the [Programs Committee](#) of the Graduate Council<sup>104</sup> for graduate program changes. After faculty approval, the changes are sent to Provost and to the Chancellor for approvals. These offices seek the advice of Institutional Research and Studies, the Registrar and advising as appropriate. Major program changes are sent to the System office for approval and then on to the IBHE. All new program requests must include needs analysis information to support the need for the program and how it fits with the mission and the strategic plan of the university.

In addition to advisory boards at the program levels, the university actively participates in community to make sure that mutual partnerships may be achieved.

The University relies on key stakeholder relationships for the betterment and expansion of University programs and funding. Academic programs and administrative and student service units rely upon stakeholders to inform their reviews. Surveys and interviews are used extensively in these reviews. The previously mentioned advisory committees meet periodically with faculty and staff to assist in the improvement of academic programs. High school and community college counselors are invited annually to campus for information sharing.

The annual Chancellor's Address to the University is another example of how the University provides information to stakeholders in order to build and maintain relationships. Between 300 and 500 key stakeholders have attended each year since 1998, including students, faculty, staff, community leaders, and local legislators. The Chancellor also creates an [annual report](#)<sup>105</sup> focusing on the achievements and goals from each year.

[SIUE Athletics is taking steps](#) to enhance its offerings to the community<sup>16</sup>, adding initiatives to capitalize on new opportunities and expand its marketplace. Enhancements to the website with live statistics, interactive games, e-commerce, online ticketing, and corporate advertising are being accomplished. The Intercollegiate Athletics Department emphasizes and places as a priority social and civic responsibility of student-athletes.

SIUE administrators, faculty, and staff serve on advisory boards external to the University (e.g., [Edwardsville Destination Committee](#)<sup>143</sup>, [St. Louis Regional Chamber](#)<sup>106</sup>) to supply the expertise needed to address regional concerns and desires. Members of the community [serve on advisory boards](#)<sup>144</sup> for [academic units](#)<sup>145</sup> and [programs](#)<sup>146</sup>. This allows SIUE to understand regional needs and ensure that those needs are being met through its educational offerings and outreach programs.

SIUE includes representation from all employee groups in important discussions. Institutional committees often include representatives from the administration, faculty, staff and students. For example, the [UQC](#)<sup>29</sup> consists of the vice chancellors, the president elect of faculty senate, the president of staff senate, and a representative from student senate.

Collaborative relationships with corporate, community college, military, community and professional organization partners are coordinated through the Office Educational Outreach. This coordination permits the University to be strategic in the relationships it pursues, ensuring that it has the resources to meet the needs of its partners and that it enters into relationships that are mutually beneficial. It also permits the University to pursue relationships that require an interdisciplinary approach.

The Office of Educational Outreach is responsible for reaching out to corporations, cities, and any potential community partners to identify their areas of need that the university may be able to help meet and how they may help the university. The faculty director for the [SIUE Successful Communities Collaborative](#) (SSCC)<sup>107</sup> works with the Office of Educational Outreach to determine links to individual programs and schools. Cities apply to the SSCC to be linked with students to work on real-world problems. The program provides real-world experience for students and then also helps the city move some of their projects forward.

The [Alumni Association](#)<sup>147</sup> and the [Foundation Board](#)<sup>148</sup> include many alumni and community representatives. The Vice Chancellor for University Advancement coordinates these activities as well as works with College/School Deans to involve community and alumni in various activities.

Finally, [Deans reports](#)<sup>151</sup> from each [School](#)<sup>149</sup> and [College](#)<sup>150</sup> are sent to all alumni and to community members to keep them informed with what SIUE is doing and how they may be able to connect.

#### **5.C.4.**

The [UPBC](#)<sup>108</sup> is a pivotal group for assuring that resources are invested in accordance with the Strategic Plan and ensuring that the long term goals can be achieved. The UPBC and Chancellor have led the institution in conservative spending and sound long-term planning, thus allowing the University to continue to hire faculty and improve programs for students. These actions have afforded SIUE with the ability to maintain and expand administrative support services providing students with

the human, physical, safety and security, technological, and financial infrastructure to ensure success.

A [university congress](#)<sup>152</sup> of students, faculty, staff, and administrators was convened in 2015 when the state of Illinois failed to pass a budget. The congress worked with the Chancellor and the UPBC to plan for a budget reallocation proactively. This was essential to [maintaining a sound financial state](#) during the 2 years that the state of Illinois did not pass a budget<sup>168</sup>.

Program planning has shifted over the past few years. Market trends are utilized to assist in identifying regional need for the program and to identify the appropriate target for enrollment of the program. [Corporate partnerships](#)<sup>109</sup> have been growing as the pool of traditional students is decreasing. Most notably, SIUE has increased students in RN to BS, Master of Science in Nursing, and Doctor of Nursing Practice programs through corporate partnerships with regional health systems. Recently, the university also partnered with [Academic Partnerships to grow the Master of Business Administration \(MBA\) program](#)<sup>110</sup>. To assist with retaining students and to help to move them to graduation, changes have been made to the winter and summer sessions. [Winter Session](#)<sup>111</sup> is part of the Spring Semester but is a 3-week completely online session. General education requirements, [mostly breadth area requirements](#)<sup>153</sup>, have been targeted to offer to help students meet degree requirements for graduation. The Schools and College [maintain a list of tier 1, 2, and 3 courses](#)<sup>170</sup> for [Summer Session](#)<sup>112</sup>. Tier 1 courses typically have strong enrollment and must be offered every summer; Tier 2 courses are courses needed by students to stay on track for graduation; and Tier 3 courses are courses that typically have strong enrollment but are not required for graduation. Tier 1 and Tier 2 courses are [always supported through summer budget](#)<sup>169</sup>, and the other tiers are supported as funds are available. All new program proposals must speak to a [market analysis](#)<sup>179</sup> and submit a pro forma [detailing expenses and projected revenues](#)<sup>178</sup> for 5 years.

#### **5.C.5.**

In terms of financial risk, the University has a multitude of monitoring processes in place so it is aware of its financial position at all times. SIUE pays very close attention to all state and federal actions that can impact its financial health. The University has adopted a conservative budgeting approach to minimize its exposure to financial risk. As it utilizes a centralized budget model (in which base budgets remain stable and incremental increases result from funding increases approved by the UPBC), the University is able to maintain consistent funding levels for units while directing any additional resources to its priorities.

In terms of program risk, all new program requests require a thorough needs assessment as part of the approval process. All existing programs must undergo a regular review (conducted<sup>100</sup> approximately [every eight years](#) with an [interim review](#)<sup>113</sup> in the third to fourth year) to ensure quality and viability.

SIUE also participates in a wide variety of mandated internal and external audits and is subject to the

determinations of the [SIU Office of University Risk Management](#)<sup>114</sup>. The Board of Trustees monitors risk system-wide as well as for each individual campus.

In September 2013, Interim Provost and Vice Chancellor for Academic Affairs Ann Boyle initiated conversations with SIUE faculty and staff regarding the changing landscape of higher education and how these challenges may affect SIUE. This was called the New Reality Project. Faculty, Staff, and Administrators participated in the sessions. [Nine work teams](#)<sup>68</sup> were created following the sessions. The work teams developed reports and plans to move forward in the areas of: retention, enrollment, efficiency, experiential learning, international, prior learning and competency-based learning, online, face-to-face instruction, and electronic learning. The [work team reports](#)<sup>115</sup> were posted on the website for everyone to access. These conversations continued through the work of University offices and committees. In the [area of enrollment](#)<sup>116</sup>, as the traditional student population throughout the United States is decreasing, the work group identified 3 areas for SIUE to work to grow: creation of an Honors College to attract and support high-achieving students, grow support and pathways for increasing non-traditional student enrollment, and increase support and recruitment efforts for Hispanic and minority students.

The university has developed online programs in 7 or 8-week courses to attract post-traditional students. These programs include: a degree completion option in the BA or BS in Integrative Studies, Nursing RN to BS, MBA, MS in Criminal Justice Policy, MSED in Instructional Technology, MSED in Kinesiology with a specialization in Physical Education and Coaching Pedagogy, Doctor of Nursing Practice, and MS in Healthcare Informatics. The MS in Criminal Justice Policy was developed through a rapid development program where the Office of the Provost provided support to the department and Instructional Design and Learning Technologies (IDLT) to work to create the program in response to a [Blackboard Market Analysis](#)<sup>117</sup> that was conducted for SIUE.

Soon after the New Reality project work, support from the state of Illinois abruptly decreased when there was no state budget passed for 2 years. The first semester that there was no state budget, the Chancellor convened a [University Congress](#)<sup>32</sup> to discuss adjustments to strategic planning. Faculty, Staff, Students and Administrators worked together to discuss [five primary questions](#)<sup>180</sup> that were identified as critical to SIUE's future.

Reports from the New Reality workgroups, the Blackboard Market Analysis, and the University Strategic Plan have been used as guideposts for making decisions about enrollment and retention initiatives and creation and termination of programs. Tracking progress on priorities was part of the [Academic Affairs retreat](#) in 2018. One major recent change was a change to the undergraduate tuition schedule. To attract additional students, the university no longer has an [out-of-state tuition schedule](#)<sup>119</sup>.

\*\*\* The text below has been merged from Core Component 5.D \*\*\*

### 5.D.1.

The University has a deep commitment to improving its services and performance. As part of this process, it continually collects performance indicators using multiple governing and oversight factors to evaluate performance. Adaptations are made where needed to improve performance, increase results, and steer the course toward improved success. Examples of these processes included the following.

- The [SIU Board of Trustees](#)<sup>36</sup> provides overarching governance and oversight to the SIU system. The Board was created by the Illinois General Assembly to operate, manage, and maintain the SIU system. It consists of seven members appointed by the Governor and a student selected from each campus.
- Most, if not all campus initiatives are linked to the University's [Strategic Plan](#)<sup>21</sup>, which includes SIUE's [Mission, Vision, and Values](#)<sup>120</sup> and also the University's [long-term goals](#)<sup>76</sup>. Evidence of performance can be found within the long-term goals, short term goals, and the included [key performance indicators](#)<sup>75</sup>. The annual Strategic Plan provides a performance roadmap and documented destination indicators of success.
- In addition to annual reports, all University undergraduate and graduate programs undergo a [review process](#)<sup>100</sup> every eight years. The program review assesses the quality of SIUE's academic programs and determines ways of improvement in education, scholarship and service. The goal of the review is to assure high quality programs are being offered to students and to identify improvements in programs. Details of the program review process are outlined in 4.A.1. Some past examples of program change due to reviews include adding more storage space for the Music Department, a clinical training facility for the School of Pharmacy, and a change to School of Nursing funding from a bond model.
- [Internal and external auditors](#)<sup>35</sup> play a large part in the assessment of SIUE procedures and performance. Administrative departments work with internal and external auditors in a series of audits includes financial, general controls, and ITS to assure all best practices all followed and all financial, personal, applications, and systems are safe, secure, and operating effectively and efficiently for the campus community. ITS works with internal audit in a partnership that includes them in the implementation process of all new systems to ensure all process and procedures are reviewed from design and planning to full operation.
- SIUE uses systems such as Blackboard Analytics, HireTouch, CoursEval, Digital Measures, Academic Works, StarFish, and ImageNow to evaluate and ensure performance and success of



processes, students, and the University community as a whole. These are just some of the technology used to ensure SIUE continues to move forward.

- o [Blackboard Analytics](#)<sup>121</sup> is business intelligence tool that allows for data informed decisions. It is currently being used to track enrollment and student related items.
  - o [HireTouch](#)<sup>23</sup> provides workflows and procedures for the most hiring on campus. It helps ensure the most qualified candidates are interview and hired for positions.
  - o [CoursEval](#)<sup>122</sup> is used as a course evaluation tool for most courses on campus, both on-ground and on-line. Student input is very important, and changes can be made based on their evaluation feedback.
  - o Additionally, the University uses [Digital Measures](#)<sup>123</sup> to collect faculty scholarly activity and leverage that data to increase grant activity and success and to attract high quality faculty and students.
  - o [StarFish](#)<sup>124</sup> provides an early alert and advising solution for student providing support when support is most needed. StarFish focuses on student support and retention of at-risk students.
  - o [ImageNow](#)<sup>125</sup> is an electronic data management system allowing for the scanning, retention, sharing, and managing of electronic documents. ImageNow allows the University to manage its electronic resources and reduce paper, stay compliant with retention and audit requirements, and access documents more efficiently.
- A comprehensive [student fee review process](#)<sup>33</sup> is in place that include detailed, multi-year financial forecasts by the fee units that includes a financial review and input by constituents and departments, including Financial Affairs, Student Affairs, Student Government, the Chancellor's Council, and the UPBC. These forecasts are mandatory for student fee units, including requests for fee increases or new fees, are also reviewed and approved by the SIU Board of Trustees.
  - To increase procurement efficiency and compliance SIUE developed a [technology procurement workflow](#)<sup>176</sup> that includes the Purchasing, Legal Counsel, and Information Technology Services. All campus purchases move through this workflow to ensure everything purchased meets all necessary purchasing policies and regulations, export control regulations and restrictions, data security and retention policies, requirements, and standards, and all technology is compatible with University systems. This procurement workflow helps provide efficiency and accountability to a somewhat complicated process.
  - SIUE strives to constantly measure and improve facilities and infrastructure to ensure planning for the future and are safe and secure. Examples of this can be seen in the [Facilities Space](#)

[Utilization Study](#)<sup>126</sup>, the [Campus Master Plan](#)<sup>79</sup>, the [21<sup>st</sup> Center Building Renovation Plan](#)<sup>6</sup>. The Office of Emergency Management and Safety perform routine [inspections](#) of campus areas to ensure safety for the campus community.<sup>127</sup>

#### 5.D.2.

SIUE benefits from evaluating its performance in a variety of ways. The University maps its progress using mechanisms outlined in the [Strategic Plan](#)<sup>21</sup> to measure its progress. Each long-term goal in the Strategic Plan has measures used from which data can be gathered and reviewed periodically, even if more than one measure is required. A series of well-defined short-term goals, as well as the resources needed to meet the goals, are identified as means to achieve the long-term goals.

SIUE's commitment to recruiting and engaging a diverse student body manifests itself in a variety of ways. The University's overall enrollment goal for 2018 was 14,489. To help achieve that goal, the University identified new resources for additional scholarship funding and implemented online live recruitment events. To increase persistence from first-time full-time freshmen through to graduation, the University [created adaptive learning plans](#)<sup>128</sup>, developed earlier career counseling for undecided students, and enhanced efforts to support students to ensure timely progression to degree.

SIUE's commitment to [innovative high-quality programs](#)<sup>154</sup> is measured by the number of online degree programs and courses, the number of articulation agreements for 2+2 programs, learning outcomes from the innovative [Senior Assignments](#)<sup>129</sup>, the number of new participants in the [Student Leadership Development Program](#)<sup>130</sup>, and the implementation of new [Honors Program](#)<sup>131</sup> initiatives.

SIUE's commitment to [recruiting, supporting, and retaining dedicated faculty and staff](#)<sup>157</sup> is measured by evaluating its demographic profile and working with the [office of Equal Opportunity, Access & Title IX Coordination](#)<sup>132</sup> in collaboration with the [Diversity Council](#)<sup>67</sup> to set goals for [indicators](#)<sup>155</sup> such as student-faculty interaction, effective teaching practices, and to what extent the University has a supportive campus environment. The campus [measures](#)<sup>156</sup> the total number of research grants applied for and awarded and implemented a research and creative activities incentive program for new faculty and increased the diversity of its faculty through the implementation of the strategic faculty hiring initiative and enhanced search committee training to ensure an equitable search process.

SIUE's commitment to fostering an [inclusive University community](#) is measured by the percentage of students who are international as well as the number of students studying abroad<sup>158</sup>. Recognizing that percentages don't tell the whole story, the campus measures the campus climate for underrepresented students, implemented its campus-wide [Diversity Plan](#)<sup>133</sup>, implemented a [new mentoring program](#) for underrepresented students<sup>159</sup>, and received the [Insight Into Diversity HEED Award](#)<sup>134</sup> for the fourth year in a row.

SIUE's commitment to developing its [outreach and partnerships](#)<sup>160</sup> is borne out by service learning courses, community outreach, and students enrolled in corporate educational partnerships. As a [result](#)<sup>161</sup>, the University created and expanded its academic programming with external partners and conducted research to determine the best online program portfolio based on market opportunities.

SIUE's commitment to [developing, maintaining, and protecting its physical and financial sustainability](#)<sup>162</sup> is measured through the growth of the endowment and annual giving, the [completion of several new facilities](#) such as Science and Engineering<sup>163</sup>, [doubling the internet speed on campus](#)<sup>164</sup>, and [developing plans](#) to increase revenue to replace the loss of state appropriated dollars<sup>165</sup>.

Lastly, SIUE recognizes that the [Strategic Plan](#)<sup>21</sup> and its long-term and short-term goals will change periodically in response to a changing environment. As a result, [a formalized schedule](#)<sup>166</sup> for updating the plan and its goals have been developed to maintain a current and living document. The updates to the plan and goals are met through collaboration with the entire SIUE community through its strong shared governance system.

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## 5.S - Criterion 5 - Summary

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The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

### Summary

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SIUE supports its staffing and educational programs with resources sufficient to support its operations, including faculty, physical spaces, and information technology. The Chancellor, the University Quality Council, the University Planning and Budget Council work together to determine priorities for funding, and the University's financial statements are audited annually. SIUE's mission, goals, and strategic plan lead the University's departments, and are realistic and achievable. SIUE has established procedures for recruiting, hiring, training, and evaluating qualified faculty and staff, and a well-developed process for budgeting and monitoring expenses. Expense levels are monitored by each Vice Chancellor area, and regular reports are provided to the SIU System President and Board of Trustees (BOT). SIUE prides itself on collaborative governance and administrative structures. Faculty, staff, and students are also involved in setting academic requirements, policies, and processes. Review and approval mechanisms are nested from department or unit level through the Chancellor, BOT, and Higher Learning Commission where appropriate. SIUE allocates its resources to achieve short and long term goals in accordance with the University's Strategic Plan. Additionally, the SIUE community analyzes assessment data and progress on strategic Key performance Indicators and short-term goals to guide planning. New program development is driven by SIUE's mission and values, and the University relies on key stakeholder relationships to inform decision making. Regional needs inform enrollment targets, and the University has monitoring processes in place to be aware of its financial health and positioning. SIUE is committed to improving its services and performance, and strives to constantly improve programs, facilities, and infrastructure.

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*There are no sources.*