

Illinois State University

ISU ReD: Research and eData

Educating Illinois

Strategic Planning

6-30-2009

Educating Illinois Progress Report, Fiscal Year 2009

Illinois State University

Follow this and additional works at: <https://ir.library.illinoisstate.edu/eil>

Recommended Citation

Illinois State University, "Educating Illinois Progress Report, Fiscal Year 2009" (2009). *Educating Illinois*. 7. <https://ir.library.illinoisstate.edu/eil/7>

This Article is brought to you for free and open access by the Strategic Planning at ISU ReD: Research and eData. It has been accepted for inclusion in Educating Illinois by an authorized administrator of ISU ReD: Research and eData. For more information, please contact ISURed@ilstu.edu.

**ILLINOIS STATE
UNIVERSITY**

**BOARD OF
TRUSTEES**

Report No. 2009.07/1100.-01
Educating Illinois Progress Report

Executive Summary

In May 2008, the Board of Trustees endorsed a new strategic plan for Illinois State University – *Educating Illinois 2008-2014* and asked for annual updates on the plan’s implementation. Prior to its endorsement by the Board, the new plan was endorsed by each of the University’s shared governance constituencies. This report provides an overview of the strategies that have been implemented or that are underway to advance the five goals in *Educating Illinois 2008-2014*. The report documents that positive steps have been taken to advance each of the five goals:

- Changes have been made in orientation programs for transfer students and in student advising. Funding for student assistance has been enhanced, and the rate of increase in the student loan debt has been reduced. More honors program opportunities were made available to students, and more students are participating in Study Abroad and international exchanges. (Goal #1)
- The University continued to make progress in bringing average salaries for professors and associate professors closer to the median salary for professors and associate professors at other institutions. Steps were taken to enhance Milner Library resources and to focus discussion on distance education. New initiatives were undertaken to assist faculty in securing external grants. (Goal #2)
- High-quality cultural, social, and intercollegiate opportunities were made available for the University and local communities. Construction began on a new, state-of-the-art facility for recreational programming and academic programs in Kinesiology and Recreation. New methods of recognizing faculty and staff were initiated to augment programs already in place. (Goal #3)
- Work on the review of business processes and practices as part of the implementation of PeopleSoft HCM is underway. A partnership with the University Foundation created new space for an Alumni Center. A number of activities have been advanced to enhance computer network/data security and reliability. Nearly \$15 million in private and alumni contributions were secured. (Goal #4)
- Major construction projects have proceeded, and work to address other capital needs is in the planning stages. Environmental sustainability efforts are on-going throughout the University – in academic programs, student services, etc. (Goal #5)

Board of Trustees
Illinois State University
Educating Illinois Progress Report

In May 2008, the Board of Trustees endorsed a new strategic plan for Illinois State University – *Educating Illinois 2008-2014: Priorities for Illinois’ First Public University* and asked for annual updates on the plan’s implementation. Prior to its endorsement by the Board, the new plan was endorsed by each of the University’s shared governance constituencies. This report provides an overview of the strategies that have been implemented or that are underway to advance the following five goals in *Educating Illinois 2008-2014*.

- Goal 1: Illinois State University will position students to excel in a globally competitive, culturally diverse, technological, and changing environment.
- Goal 2: Illinois State University will demonstrate excellence in scholarship, teaching, and learning at the undergraduate and graduate levels.
- Goal 3: Illinois State University will enhance student, faculty, staff, alumni, and community pride in, and allegiance to, the university.
- Goal 4: Illinois State University will be accountable and fiscally responsible to internal and external stakeholders.
- Goal 5: Illinois State University will promote a healthy, safe, and environmentally sustainable campus.

Since *Educating Illinois 2008-2014* was endorsed by the University community, a number of positive steps have been taken to advance each of these goals. This report reflects a sampling of the results and the steps that have been taken. Additional information on the University’s progress in implementing *Educating Illinois 2008-2014* is available on-line at: <http://www.educatingillinois.ilstu.edu/>

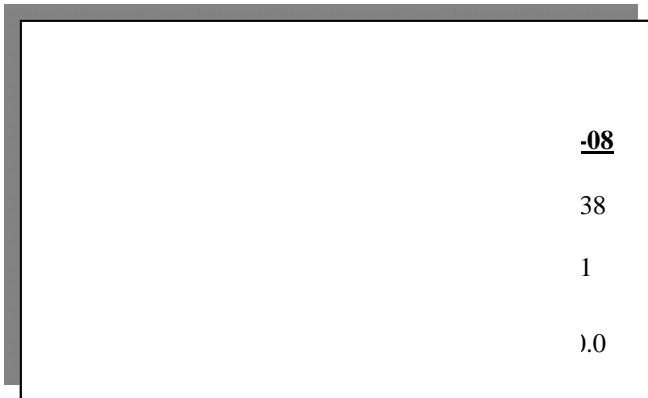
Positioning Students to Excel

Educating Illinois 2008-2014 identified a number of strategies to advance Goal #1 to ensure that students are positioned to excel in a globally competitive, culturally diverse, technological and changing environment. These strategies focus on access and affordability, transfer student orientation and transition, advisement, students from underrepresented groups, best educational practices, and multiculturalism and civic engagement.

Access and Affordability. Strategy #1 calls for making learning opportunities accessible and affordable to a diverse pool of students. Access to majors is a critical factor in time to degree; program capacities are reviewed annually by the Program Enrollment Management Committee. Timely choice of major is equally important. Enrollment Management and Academic Services initiated a new program to help undeclared students with high numbers of credit hours completed choose an appropriate major and make progress toward their degrees. The University College Pre-Admission Advisement group works with transfer students even before they are admitted to the University to help them decide on a suitable major. As a result, a larger proportion of undergraduate, degree-seeking students were in declared majors in FY09. Eighty-eight percent of undergraduate, degree-seeking students were in declared majors in FY09, compared to 85.6 percent in FY06.

For the fifth straight time, Illinois State was ranked in fall 2008 as one of 100 best values in public colleges in the country according to *Kiplinger’s Personal Finance* magazine. The publication’s rankings focus on institutions that offer a “combination of outstanding academic quality and an affordable price tag” (*Kiplinger’s Personal Finance*, December 2008).

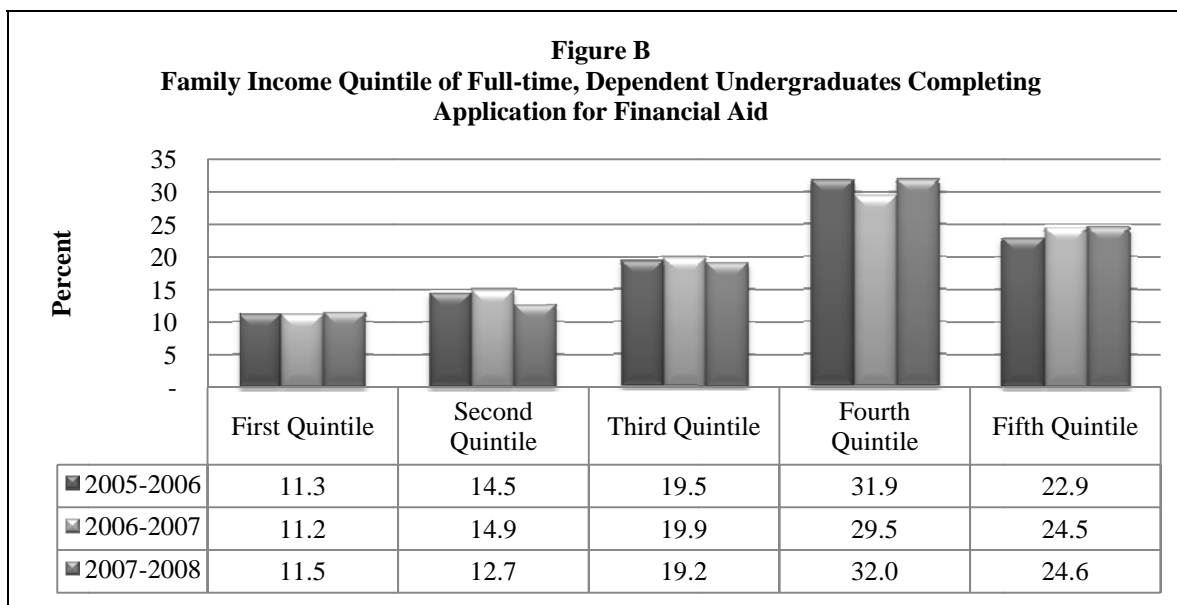
Student financial aid plays an important role in ensuring that learning opportunities are affordable to a diverse pool of students. Figure A shows information about the number of students at the University who receive student financial and the amount of aid awarded in 2005-06 through 2007-08. Student financial aid totaled \$150.0 million



from all sources (e.g., state and federal grants, loans, institutional aid, student employment) in 2007-08, an increase of \$16.2 million, or 12 percent, over 2005-06. The University has continued to dedicate resources to need-based financial aid, increasing funding for the Monetary Award Program (MAP) supplemental program to \$5.2 million in FY09 – up significantly from the \$2.2 million allocated in FY06.

Figure B shows a breakout of the proportion of enrolled, undergraduate full-time students by family income quintile in academic years 2005-06, 2006-07, and 2007-08. The information presented in Figure B

is limited to dependent students who completed a Free Application for Federal Student Aid (FAFSA). In academic year 2007-08, approximately 12 percent of the University’s enrolled students were from families with annual incomes of less than \$30,000 (the first quintile), while nearly 25 percent came from families with incomes in the highest quintile (\$113,000 and above).



While the proportion of dependent, undergraduates from families in the first, third, and fourth quintiles remained fairly constant between academic years 2005-06 and 2007-08, the proportion of students from the second quintile declined slightly and the proportion of students from the fifth quintile increased.

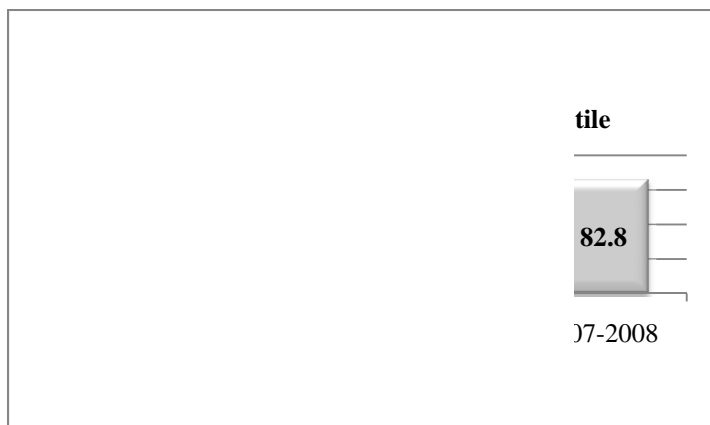


Figure C provides similar information for independent students, i.e., students who are not financially dependent upon their parents or guardians. The data presented are limited to undergraduate students who filed a FASFA application and are classified as independent. Nearly 83 percent of independent students who filed applications for student financial aid in 2007-08 had annual incomes of less than \$30,000.

Figure D shows the average student loan debt the University's students have upon completing a baccalaureate. While the average student loan debt has increased annually since FY05, the rate of increase over the last two years has declined.

	Average Student Loan Debt	Change from Previous Year	
		Dollar	Percent
FY06	\$ 17,015	\$ 1,399	9.0 %
FY07	18,053	1,038	6.1
FY08	18,854	801	4.4

The data presented in Figures A through D show the University has enhanced scholarship assistance for undergraduates in accordance with Strategy #1 in *Educating Illinois* and that students from diverse family incomes have access to the University. The data emphasize the importance of continuing efforts to enhance funding for undergraduate scholarship assistance and to monitor enrollment patterns to ensure that learning opportunities remain accessible and affordable for students regardless of their family income.

In addition to enhancing financial aid and scholarship assistance for undergraduates, the University has made some progress in increasing support for graduate assistantships.

	Masters	Doctoral
Fall 2006	\$ 880	\$ 1,411
Fall 2007	900	1,451
Fall 2008	925	1,491

Figure E shows the average monthly stipend for full-time graduate assistants for the past three fall semesters. The average monthly stipend for doctoral students increased from \$1,411 in fall 2006 to \$1,491 in fall 2008, an increase of 5.7 percent. The average monthly stipend for masters students increased as well: from \$880 in fall 2006 to \$925 in fall 2008, an increase of 5.1 percent.

An initiative to extend health insurance benefits to graduate students also has advanced, providing another means of increasing support for graduate students. Beginning in fall 2009, graduate assistants with appointments of 50 percent or more who purchase health insurance through the University's group health plan will receive reimbursement for their insurance costs.

Transfer Student Orientation and Transition. Over 1,700 students enroll each fall who previously have attended another institution of higher education. Strong orientation programs are important to facilitating the transition of these students to the University and their overall success at the institution (Strategy #2).

Figure F shows the number of transfer students, the number and percent participating in orientation programs, and second year retention rates for transfer students for the most recent four years. More transfer students participated in orientation programs in fall 2008 than in the previous two years. Nearly 85 percent of the transfer students who enrolled at the University in fall 2007 with 30 or more credit hours returned for a second fall. Importantly, retention rates for transfer students are comparable to the second year retention rates for the University's new beginning, first-time students (see Figure G).

	Fall Term		
	2006	2007	2008
Number of Transfer Students	1,788	1,725	1,704
Number of Transfer Students Participating in Orientation Programs	1,147	1,122	1,293
% Participating in Orientation Programs	64.1	65.0	75.9
% of Transfer Students Returning for Second Fall	85.0	85.4	84.6

In the past year, work has been done to transform the Transfer Day Program from a registration-focused program to an orientation-focused program. A session has been added that covers basic academic information for students and guests. Furthermore, an Information Fair has been added that provides a “one-stop-shop” allowing participants to gather information on financial aid, off-campus student services, and other programs and services essential for transfer students. An on-line transfer program is being developed to address the orientation needs of transfer students who cannot attend a Transfer Day Program. Additionally, the University piloted in spring 2009, an on-line seminar to aid new transfer students in making a successful transition. The seminar includes fourteen learning modules, all based on some aspect of successful transition to Illinois State, involvement in student life, and tools for academic success.

Advisement. Strategy #3 calls for the coordination, support, and evaluation of student services and advisement systems to facilitate improvements in student graduation and retention rates. In February 2009, the University dedicated the Julia N. Visor Academic Center in the newly remodeled lower level of Vrooman Center. The Center combined a number of programs into one unit with a single mission of providing services designed to assist students in their pursuit of academic excellence. Among the services provided are: group tutoring in general education courses, one-on-one writing assistance, and an array of workshops designed to enhance student study techniques and academic skills.

Another initiative, yearOne™, encompasses all of the unique programs, services and courses the University provides for first-year students – both new freshmen and new transfer students – to provide them with a supportive environment (social and academic) during their transition. The yearOne™ initiative is a collaborative initiative of the Divisions of Academic and Student Affairs; it was developed to lead the University in providing a systematic, integrated and coordinated approach to the first-year experience for native freshmen and incoming transfer students.

Figure G
Second Year Retention Rates for New Beginning First-Time Students

	<u>Fall 2005</u> (2004 cohort)	<u>Fall 2006</u> (2005 cohort)	<u>Fall 2007</u> (2006 cohort)	<u>Fall 2008</u> (2007 cohort)
All Students	85.0%	84.0%	83.3%	83.4%
Black/Non-Hispanic	73.5%	65.9%	63.2%	73.3%
Hispanic	80.4%	79.4%	75.4%	73.2%

Figures G and H show retention and graduation rates for all new beginning, first-time students as well as for students with racial designations of either Black/Non-Hispanic or Hispanic.

Eighty-three percent of the new beginning first-time students who enrolled in fall 2007 returned to the University for a second year in fall 2008. The second year retention rates for the cohorts beginning in fall 2005, fall 2006, and fall 2007 were slightly lower than for the cohort beginning in fall 2004.

Nearly 70 percent of the first-time, new beginning students in 2002 graduated within six years – almost seven percentage points higher

Figure H
Six-Year Graduation Rates for New Beginning First-time Students

	<u>FY06</u> (1999 cohort)	<u>FY07</u> (2000 cohort)	<u>FY08</u> (2001 cohort)	<u>FY09</u> (2002 cohort)
All Students	63.2%	64.0%	65.1%	69.9%
Black/Non-Hispanic	42.5%	52.9%	50.7%	52.0%
Hispanic	38.5%	50.0%	56.3%	53.6%

than the six year graduation rate for the cohort beginning in 1999. The six-year graduation rate for Black/Non-Hispanic and Hispanic students lagged the overall rate during the four years shown in Figure H. Importantly, however, the six-year graduation rates for the 2002 cohorts of Black/Non-Hispanic and Hispanic students were significantly higher than those of the 1999 cohort.

Students from Underrepresented Groups. Strategy #4 calls for an increase in the enrollment of students from underrepresented groups as well as an improvement in retention and graduation rates for these students. During his State of the University address in September 2008, President Bowman charged a committee to review and evaluate the University's programs and activities related to the recruitment and retention of underrepresented student populations. The Committee's report recommends a variety of strategies relating to academic support, campus climate and the curriculum, financial aid, and administrative support and accountability that build upon the work already being done at the University.

The report of the Recruitment and Retention Committee notes that diversity of future students will be measured by race and ethnicity as well as by socio-economic status, cultural background, first-generation college-going status, and other factors. Figure I shows student headcount enrollment by racial/ethnic designation for fall 2006 through fall 2008. Minority students represented approximately 11 percent of the undergraduate student headcount and approximately 9 percent of the graduate student headcount during these three fall semesters. The number of Black/Non-Hispanic undergraduates declined slightly between fall 2006 and fall 2008, while the number of Hispanics, Asian/Pacific Islanders, and American Indian/Alaskan Natives increased.

Enrollment from underrepresented students is expected to increase for fall 2009 based on the numbers of applications received, students admitted, and deposits received. Compared to fall 2008, the number of applications received from new freshmen in underrepresented groups increased 11 percent, the number of students admitted has increased 21 percent, and the number of deposits has increased 16 percent. New transfer student enrollment also is expected to increase, based upon a 15 percent increase in applications received and a 32 percent increase in admitted students.

Figure I
On-Campus Headcount Enrollment by Racial/Ethnic Designation

	Number			Percent		
	Fall 06	Fall 07	Fall 08	Fall 06	Fall 07	Fall 08
Undergraduate						
Amer. Indian/Alaskan Native	54	57	67	.3	.3	.4
Black/Non-Hispanic	1,059	975	939	5.9	5.5	5.2
Asian/Pacific Islander	316	320	338	1.8	1.8	1.9
Hispanic	597	622	655	3.3	3.5	3.6
Minority Subtotal	2,026	1,974	1,999	11.4	11.2	11.1
White/Non-Hispanic	15,035	14,858	15,146	84.3	84.2	84.4
Not Reported	644	705	695	3.6	4.0	3.9
Non-Resident Alien	<u>137</u>	<u>118</u>	<u>109</u>	<u>.8</u>	<u>.7</u>	<u>.6</u>
Total	17,842	17,655	17,949	100.0	100.0	100.0
Graduate						
Amer. Indian/Alaskan Native	6	9	7	.2	.4	.3
Black/Non-Hispanic	100	98	104	4.1	4.0	4.2
Asian/Pacific Islander	52	61	62	2.1	2.5	2.5
Hispanic	49	55	53	2.0	2.2	2.1
Minority Subtotal	207	223	226	8.6	9.1	9.0
White/Non-Hispanic	1,843	1,837	1,913	76.2	75.0	76.5
Not Reported	67	78	96	2.8	3.2	3.8
Non-Resident Alien	<u>302</u>	<u>311</u>	<u>266</u>	<u>12.5</u>	<u>12.7</u>	<u>10.6</u>
Total	2,419	2,449	2,501	100.0	100.0	100.0

Figures B and C presented information on the diversity at the institution with respect to students of various family income backgrounds. Effort to collect more reliable information on first-generation college-going status is underway and should permit the reporting on first-generation, college-going status in the future.

Best Educational Practices. Strategy #5 calls for a number of activities designed to ensure that the University curricula and teaching reflect the best educational practices and create enduring learning experiences. Among these strategies are exploring opportunities for furthering the involvement of the Honors Program, expanding international linkages to provide more opportunities for students to study abroad, providing the information technology environment necessary to prepare students for a rapidly changing workforce, and partnering with other institutions for course sharing opportunities.

Figure J Honors Program		
	<u>Students</u>	<u>Courses</u>
Fall 2005	1,209	21
Fall 2006	1,171	27
Fall 2007	1,205	36
Fall 2008	1,185	40

Figure J shows the number of students enrolled each fall in the University’s Honors Program in fall 2005 through fall 2008 as well as the number of honors courses offered. While the number of students participating in the Honors Program has remained fairly constant since fall 2005, the opportunities for students to enroll in honors courses have nearly doubled.

In March 2009, the Honors Program announced that a new Humanities Project will be offered in fall 2009. Under this project, new interdisciplinary courses in culture war topics

such as faith versus reason, class antagonisms, and the relations of the East and West will be offered furthering the involvement of the Honors Program.

In FY09, the University had partnerships with 72 individual colleges and universities in other countries and 16 non-academic institutions. Furthermore, the University was involved with international exchange programs with academic institutions in 18 countries. The number of students participating in Study Abroad increased from 392 in FY06 to 461 in FY08. The number of students participating in international exchange programs increased as well, with 77 students participating in exchanges in FY08 compared to 68 in FY06.

With respect to the University’s information technology environment, additional funds were allocated by the Provost and through the Academic Facilities and Technology Deferred Maintenance Assessment for infrastructure improvements and security. The number of wireless access points was increased in FY09 by three percent to 235; University networking staff estimates it would take many more to cover all areas within the institution. Of the 169 general-use classrooms managed by Classroom Support, 154 are now technology enabled.

The University participated in discussions with other Illinois public universities this past year to explore opportunities for partnering to provide homeland security programming.

Multiculturalism and Civic Engagement. Strategy #6 calls for the infusion of multi-culturalism and civic engagement throughout the curriculum and in co-curricular activities. In FY09, several areas around campus participated in such activities. University Housing Services continued its practice of hosting cultural dinners providing students, faculty, and staff a forum for engaging in dialogue on diversity. Alternative Breaks sent its first group of students on an international service project to Cusco, Peru in January. The Student Chapter of the NAACP hosted an event bringing together students, Student Affairs staff and alumni to discuss social justice issues.

A number of events were held under the auspices of the American Democracy Project, including a Social Issues Fair, a debate among the 11th Congressional District candidates, a mock presidential debate, and a Presidential Inauguration Celebration in January that had approximately 400 students in attendance.

Planning is underway for the new minor in service learning that will provide students an opportunity to receive training in the fields of Civic Engagement and Social Leadership. The new minor, which will allow students to choose from three main emphases – social responsibility, social entrepreneurship, and political engagement, is being created in partnership with the State Farm Companies Foundation. Additionally, in spring 2009 the Faculty Opportunities for Creating Civic and Community Understanding among Students (FOCUS) initiative launched two new modules on civic dialogue and policy. FOCUS is a faculty development program designed to emphasize the value of civic and community engagement.

Summary and Conclusions. Over the course of the last academic year, the University took a number of positive steps to implement *Educating Illinois* strategies designed to ensure that students are positioned to excel in a globally

competitive, culturally diverse, technological and changing environment. Changes have been made in orientation programs for transfer students and in student advising. Funding for student assistance has been enhanced, and the rate of increase in the student loan debt has been reduced. More honors program opportunities were made available to students, and more students are participating in Study Abroad and international exchanges.

As the University continues to implement *Educating Illinois*, it will need to continue to focus on recruitment strategies to increase the enrollment of underrepresented students, enhance funding for student financial assistance to ensure that the University remains accessible to students from various family income profiles, and enhance support for graduate assistants. Furthermore, additional effort will be needed to continue to enhance information technologies.

Demonstrating Excellence in Scholarship, Teaching and Learning

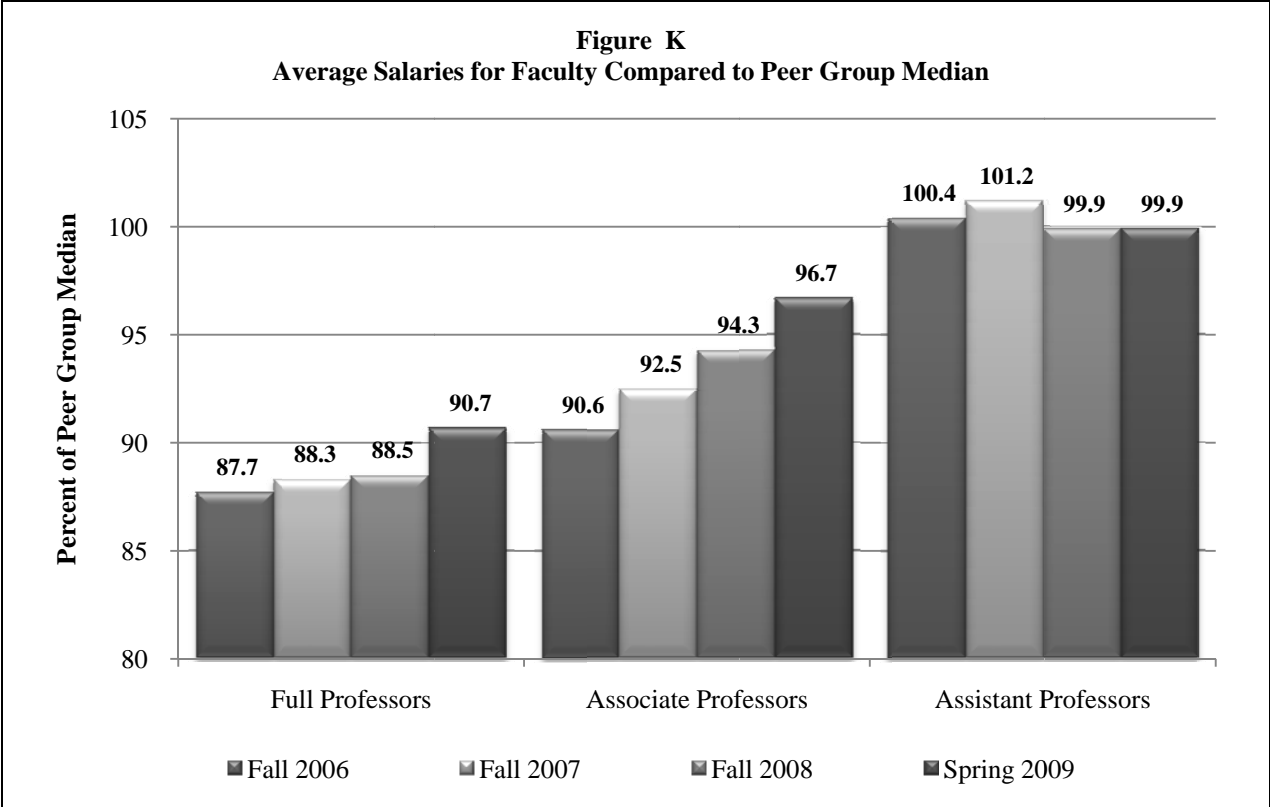
Strategies to advance Goal #2 of *Educating Illinois* focus on ensuring excellence in scholarship, teaching, and learning at the undergraduate and graduate levels. The strategies focus on recruitment, retention and promotion of faculty and staff, academic support, innovative delivery methods of instruction, external funding, international faculty exchanges, and the Scholarship of Teaching and Learning.

Faculty and Staff. Among the activities identified in *Educating Illinois* for recruiting, retaining and promoting outstanding faculty and staff are competitive salaries and initiatives to recruit and retain a more diversified faculty and staff. The University continued to make progress in improving the competitiveness of the average salaries of professors and associate professors in FY09.

Figure K shows the relationship of average salaries for faculty by rank at Illinois State University to the average salary for faculty at other institutions in the Illinois Board of Higher Education (IBHE) salary comparison group in fall 2006 through fall 2008 and a projection for spring 2009 following the implementation of mid-year salary increases in January. The average salary for Illinois State University professors in spring 2009 was 9.3 percentage points below the median average salary for professors at the IBHE comparison group institutions in fall 2008, compared to 12.3 percentage points in fall 2006. The average salary for associate professors at Illinois State lagged the median salary for associate professors at the other institutions by 3.3 percentage points in spring 2009, compared to 9.4 percentage points below in fall 2006. The average salary for assistant professors in spring 2009 remained near the median of the comparison group, just as it was in fall 2006.

Figure L shows the average salary for Administrative/Professional Staff compared to the average salary for staff with similar duties at public research institutions throughout the country. The average salary for Administrative/Professional staff fell 2.2 percentage points below the average salary for staff at other institutions in fall 2008. The framework for analyzing Administrative/Professional staff salaries was piloted in fall 2008; changes in the number of other institutions reporting information to the data base used for this study as well as changes in the specific positions for which data are reported will affect the analysis. A closer look at this analytical framework and the data upon which it relies is needed to better understand the changes between fall 2006 and fall 2008.

Figure L also shows how the average salary for civil service staff compared to the average salary for civil service staff at other Illinois public universities. The average salary at the other institutions is based upon the salaries for individuals in civil service classifications in which Illinois State University had employees during the respective fall terms shown in the graph. The average salary for civil service staff at Illinois State hovered at the average during fall 2006 through fall 2008.



Source: American Association of University Professors

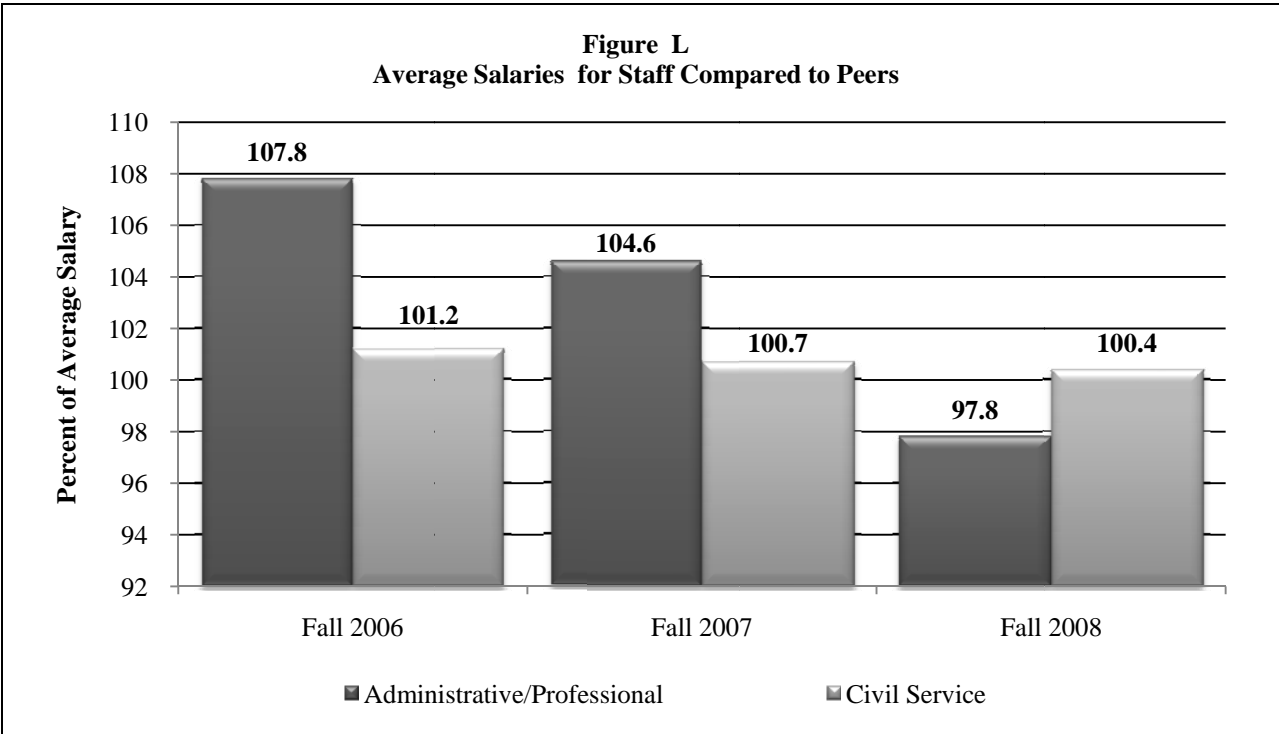


Figure M presents information regarding the retention of faculty and staff. The data reported in this table represent the proportion of each new fall cohort of full-time faculty and staff that return to the University for their sixth year of employment. Nearly 74 percent of the new full-time, tenure-track faculty that were hired as assistant professors in fall 2003 returned for a sixth year in fall 2008. Six-year retention rates were higher in fall 2008 for each employee classification than they were in fall 2005.

Figure M also presents information regarding the retention of minority faculty and staff. Six-year retention rates for minority administrative/professional and civil service staff in fall 2008 were higher than the retention rate in fall 2005, while the retention rate for new full-time, tenure-track professors was lower in fall 2008 than in any of the years shown on Figure M. It is important to note that the cohort of new minority assistant professors had fewer people in fall 2003 than in the previous years and, therefore; the departure of an individual had a greater impact on a proportionate basis.

Initial Year of Hire	<u>Fall 2005</u> (Fall 2000)	<u>Fall 2006</u> (Fall 2001)	<u>Fall 2007</u> (Fall 2002)	<u>Fall 2008</u> (Fall 2003)
New Faculty and Staff				
Assistant Professors	70.0%	66.0%	69.6%	73.8%
Admin/Professional	32.1%	43.5%	42.3%	38.5%
Civil Service	62.8%	59.4%	61.4%	70.4%
New Minority Faculty and Staff				
Assistant Professors	75.0%	55.6%	80.0%	33.3%
Admin/Professional	15.4%	27.8%	45.5%	25.0%
Civil Service	60.0%	50.0%	50.0%	66.7%

FY09 marked the fourth year in which Illinois State University allocated mid-year salary enhancements as part of an initiative to improve the competitiveness of faculty and staff salaries. Other actions taken to improve salary competitiveness include increasing the salary increment awarded to assistant professors upon being promoted to associate professor to \$3,000. The salary increment awarded to associate professors promoted to full professor was increased to \$4,500 in FY09; this will increase to \$5,000 in FY10. The salary increment awarded to distinguished professors was increased as well. Additionally, funds were allocated in Academic Affairs to help support recruitment efforts for new faculty, chairs, and deans and to help retain faculty from underrepresented groups.

Academic Support. Strategy #2 focuses on enhancing academic support structures that promote excellence in teaching, scholarship and creative activities. Additional funds totaling \$333,000 were allocated for Milner Library

<u>Fiscal Year</u>	<u>Print Volumes</u>	<u>Electronic Resources</u>
2006	1.64 million	13,839
2007	1.64 million	18,684
2008	1.63 million	25,514
2009	1.61 million	40,936

to augment the Library's materials budget. Figure N provides a snapshot of the number of print resources and electronic resources offered through Milner Library. The number of electronic resources continues to increase annually, with nearly 41,000 titles available on-line in FY09 – over 15,000, or 60 percent, more than in FY08.

The University's state capital budget request for FY10 totaled \$240.5 million to address infrastructure needs in academic facilities. The request included \$65.8 million for rehabilitation of Milner Library; the project was ranked second on the University's capital priority list following the

Fine Arts Complex for which funds were appropriated for FY10. Other funds in the state capital request for FY10 would have addressed facilities needs for the College of Education and Mennonite College of Nursing as well as remodeling of Williams Hall. These projects will be considered again as the University develops its state capital budget request for FY11.

Work to update the University' *Master Plan* was not undertaken in FY09. The *Master Plan: 2000-2020* provides a vision for guiding future facility development on campus. Much has been accomplished since the plan was endorsed, and consistent with good planning practice, it will be important to engage the University community in a conversation regarding an update to the plan in the near future.

Instruction. Strategy #3 focuses on activities related to facilitating the appropriate use of on-site, on-line, and other innovative delivery methods of instruction. New classroom technology systems were installed in 23 classrooms as part of the Stevenson Hall remodeling project. Other work on this strategy included the appointment of a Task Force to consider the many issues surrounding the use of distance education and to develop recommendations to shape distance education at the University. The Task Force, which was appointed by the Provost in fall 2008, is expected to release a draft report with its recommendations to the University community in October 2009. Information regarding the Task Force and its deliberations is available on-line at: <http://www.detaskforce.ilstu.edu/>.

Figure O presents information on programming offered to faculty, staff, and students through the Center on Teaching Learning and Technology (CTLT). Since 2006, CTLT has increased the breadth and the depth of faculty, staff and student involvement in professional development activities.

A total of 765 faculty and staff took advantage of the training programs offered by CTLT in calendar year 2008 – more than double the amount that did so two years earlier. CTLT offered considerably more program sessions in 2008 than in 2006. Furthermore, the hours faculty, staff, and students spent in professional development

opportunities offered by CTLT grew significantly between 2006 and 2008, particularly the hours spent by faculty.

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Number of Sessions			
Faculty/Staff	94	287	282
Students	12	85	94
Number of Individuals			
Faculty/Staff	349	690	765
Students	9	99	135
Total Hours Devoted to Professional Development			
Faculty/Staff	3,770	7,357	9,319
Students	89	885	1,253

External Funding. Strategy #4 focuses on activities designed to further assist faculty and staff as they seek external funding, work to publish, and serve the University and its students. Among the activities undertaken to further advance work to seek external funding was the development of a Grant Writing Mentorship Program to provide individualized mentorship and training. A new Post-Declination Program was also developed to provide support to faculty whose research proposals are declined; assistance is provided in interpreting grant proposal reviews and in developing strategies for responding to the reviews. Furthermore, a new Advisory Board for Research and Sponsored Programs was

created to assist in developing strategies for increasing research and extramural funding at the University. Figure P shows the number of awards and funds awarded in FY06 through FY08. The University secured external contracts and grants totaling \$22.3 million in FY08, an increase of \$3.2 million, or 16.8 percent, over FY06.

International Faculty Exchanges. Strategy #5 calls for expanding international faculty exchanges to enhance faculty knowledge and the internationalization of the curriculum. There were 109 international visiting scholars at the University in FY08, compared to 118 in FY07 and 96 in FY06. The University also signed an agreement with

	<u>FY06</u>	<u>FY07</u>	<u>FY08</u>
Number of Awards	306	322	305
Funds Awarded	\$19.1 million	\$18.1 million	\$22.3 million

the Opole University of Technology in Poland to plan and create exchanges between the universities in the areas of business, science and mathematics.

Scholarship of Teaching and Learning. The ninth annual Teaching and Learning Symposium was held in January 2009 as part of the University's on-going, systematic reflection on, and study of, teaching and learning. A total of 283 individuals participated in the symposium in 2009. More information on the University's activities in this area is available on-line at: <http://www.sotl.ilstu.edu/>

Summary and Conclusions. The University has taken a number of positive steps to implement *Educating Illinois* strategies designed to ensure excellence in scholarship, teaching, and learning. The University continued to make progress in bringing the average salaries for professors and associate professors closer to the median salary for professors and associate professors at other institutions. Steps were taken to enhance Milner Library resources and to focus discussion on the issues surrounding distance education. Professional development opportunities for faculty, staff, and students were increased, and new initiatives were undertaken to assist faculty in securing external grants.

As implementation of *Educating Illinois 2008-2014* continues, it will be important to continue to place priority on enhancing the competitiveness of faculty and staff salaries. Continuing work begun in FY09 to assist faculty and staff in securing external grants and in enhancing faculty and staff recruitment will be important, as well as activities to promote the internationalization of the curriculum, furthering work in the study of teaching and learning, and initiating work to update the *Campus Master Plan*.

Enhancing Pride and Allegiance

Educating Illinois 2008-2014 identified a number of strategies to advance Goal #3 of enhancing student, faculty, staff, alumni, and community pride in, and allegiance to, the University. The strategies involve cultural, social, recreational and intercollegiate opportunities; connections and partnerships; promotion of the University; and recognition of students, faculty, and staff service to the University.

Cultural, Social, Recreational, and Intercollegiate Opportunities. Strategy #1 calls for providing an array of high-quality cultural, social, recreational, and intercollegiate athletic opportunities for the University and local community. In FY09, the University hosted a number of events with nationally known speakers (e.g., Nobel Prize winner and author, Elie Wiesel; author, Tim O'Brien; author, higher education scholar and president of the Woodrow Wilson National Fellowship, Arthur Levine; historians, Michael Beschloss and James Oakes; journalist, Roland Martin) that were open and free to the University and local communities. In association with the University's NAACP Student Chapter, the University hosted actors Danny Glover and Felix Justice who presented "An Evening with Martin and Langston." Milner Library hosted a traveling exhibit, "Alexander Hamilton: The Man Who Made Modern American," and the College of Fine Arts offered a number art exhibits and musical and theatre performances. These events and the many others hosted by the University throughout the year provided opportunities for the University and local communities to enjoy high-quality cultural and social events.

In October 2008, the University held a groundbreaking ceremony for the new Student Fitness and Kinesiology/Recreation Building. Construction of the 170,000 square foot facility is proceeding on schedule; opening is planned for January 2011. This new facility will significantly enhance the recreational opportunities for the University community.

Attendance at on-campus intercollegiate athletic events has continued to increase. A total of 237,367 individuals attended intercollegiate athletic events in FY08, compared to 197,364 in FY07 and 203,087 in FY06.

Connections and Partnerships. Important to advancing Goal #3 are strategies that enhance the University's connections among students and alumni and foster creative partnerships among faculty, staff, and students. Connections with local, state, national and international partners are also important to Goal #3. Among the activities undertaken during the past fiscal year are programs provided through the Cultural Career Network that partnered with other University offices to provide students with a venue to meet faculty and to assist students looking for internships or employment with networking strategies. The Dean of Students Office increased the number of volunteer programs coordinated through Leadership and Service providing students with a variety of service

opportunities in the state and across the country. Alumni Relations engaged the Performance Enhancement Group to survey alumni about their perceptions of Illinois State today and their experiences as students and alumni. The results of this survey are being used to inform work to enhance connections with students and alumni.

Local community members were included on a Task Force appointed in September 2008 to consider the future of the Bone Student Center. As part of the work of the Task Force, it solicited comments from the local community on how the Center could best contribute to the University's mission in the future.

The University also continued numerous other partnerships with state, national and international partners. The Center for the Study of Education Policy, for example, continued its work with the Illinois Board of Higher Education on developing a stronger assessment program for the federal teacher quality grant program. The College of Applied Science and Technology collaborated with educational institutions in Argentina and continued to work with corporate partners (e.g., State Farm Insurance, Horizon Wind Energy LLC, and Suzion Wind Energy Corporation) in the Center for Renewable Energy. The College of Business added international internship partnership organizations in Madrid and Beijing. Mennonite College of Nursing piloted an Age to Age Intergenerational Experience, a collaborative project with Prairie Land Elementary and Evergreen Supportive Living Facility to bring youth and elders together. The College of Arts and Sciences continued agreements with educational institutions in Columbia, Turkey, and Brazil. The Illinois Shakespeare Festival re-established *Shakespeare Alive!*, an education outreach program providing free theatre for over 1,500 Bloomington/Normal area youth and their parents.

Promotion. Strategy #4 calls for coordinated and consistent promotion of the University's contributions, services, and successes to external constituencies. A number of activities were undertaken in FY09 to implement this strategy, including the completion of 36 new and/or updated websites for University departments by Institutional Web Support Services. Other work included coordinated marketing campaigns for summer school, Fine Arts programs, and the Gladly We Give initiative. The number of publications produced by University Marketing and Communications has exceeded 3,000 annually since FY06, and the number of Alumni magazines mailed increased to nearly 595,000 in FY08, up significantly from the 366,000 distributed in FY06.

Recognition. During FY09, the Million Dollar Club was reconstituted to recognize faculty who have secured in excess of \$1 million of extramural funding during their tenure at the University. Additionally, the *Educating Illinois* in Action recognition award was instituted to recognize the individuals, offices, and programs that exhibit *Educating Illinois* values and actively demonstrate contribution(s) toward the goals, strategies and activities in the University's strategic plan. Numerous other awards were given to faculty, students, staff, and alumni in recognition of their service and accomplishments.

Summary and Conclusions. Since *Educating Illinois: 2008-2014* was endorsed by the University community, a number of positive steps have been taken to enhance student, faculty, staff, alumni, and community pride in, and allegiance to, the University. High-quality cultural, social, and intercollegiate opportunities were made available for the University and local communities. Construction began on a new, state-of-the-art facility for recreational programming and academic programs in Kinesiology and Recreation. New partnerships were forged along with work to coordinate and consistently promote the University. New methods of recognizing faculty and staff were initiated to augment programs already in place.

Accountable and Fiscally Responsible

Educating Illinois 2008-2014 identified a number of strategies to advance Goal #4 of being accountable and fiscally responsible to internal and external constituencies. The strategies identified pertain to financial planning, systematic review of process and practices, linking funds to priorities, private fund sources, financial partnerships and network/data security.

Financial Planning. In February 2009, the Board of Trustees authorized a contract with CedarCrestone, Inc. to assist the University in the implementation of a new human resources information and payroll system -- PeopleSoft's Human Capital Management (HCM). Parallel to the implementation of HCM, discussions concerning

the development of a budget management and reporting tool were initiated in spring 2009. The tool is intended to link personnel data with financial data, thereby informing financial planning and decision making at the University.

Systematic Review of Processes and Practices. The e-Merge unit was developed in August 2006 to lead work in reviewing University processes and practices using project management techniques. e-Merge staff are providing the core leadership for implementing PeopleSoft HCM– along with CedarCrestone, Inc. and University colleagues. Formal, systematic reviews of all business processes related to human resources and payroll have been imbedded in this project which is charged not only with implementing new software, but also with ensuring the best business practices are implemented.

The University also has a formal process for systematically reviewing academic programs. The Academic Planning Committee conducted 11 full reviews during FY09 and approved 17 follow-up reports.

Linking Funds to Priorities. Strategy #3 calls for linking funds to the priorities identified in *Educating Illinois*. The University’s FY10 request for state funds included funds for the priorities identified in *Educating Illinois 2008-2014*. Funds were requested for the following: faculty and staff salary increases (Goal #2, Strategy 1), library support (Goal #2, Strategy 2), deferred maintenance (Goal #2, Strategy 2; Goal #5, Strategy 3), the new doctorate in nursing (Goal #2, Strategy 4), and utility costs (Goal #5, Strategy 3). Academic Affairs budget presentations and documents highlighted units’ contributions to *Educating Illinois*, and the alignment of new funds requests to further advancing the University’s strategic goals.

Private Funds Sources. Strategy #4 calls for the University to increase funding from private sources. Figure Q shows contributions from private entities and from alumni in FY06 through FY08. Cash gifts and gifts-in-kind in FY08 increased over levels contributed in FY07.

Figure Q			
Contributions to the University			
	<u>FY06</u>	<u>FY07</u>	<u>FY08</u>
<u>Private Contributions</u>			
Cash Gifts	\$13.1 million	\$6.9 million	\$10.2 million
Gift-in-Kind	\$2.1 million	\$134,500	\$167,400
Deferred Commitments	\$2.2 million	\$1.7 million	\$792,000
<u>Alumni Contributions</u>			
Cash Gifts	\$2.4 million	\$2.0 million	\$2.5 million
Gift-in-Kind	\$34,800	\$19,000	\$28,700
Deferred Commitments	\$2.2 million	\$1.0 million	\$782,000

In FY09, the University launched the Gladly We Give initiative to increase the number of faculty, staff and retirees that contribute to the University. A total of 943 current faculty and staff contributed to the University in FY08, compared to 984 in FY07 and 983 in FY06. Approximately seven percent of alumni contribute to the University annually.

Financial Partnerships. Strategy #5 focuses on activities that develop and support creative financial partnerships with external organizations to advance the University’s mission. In October 2008, the University unveiled its new Alumni Center. The facility provides a home for the University’s alumni, increases the visibility of the Alumni Association, and strengthens bonds between alumni and the campus community. The development of this new facility for the University was made possible through a partnership with the University’s Foundation.

In May 2009, the Board of Trustees approved the lease of space in a private development commonly known as Uptown Crossing in Normal. Lease of this space will provide office areas for faculty dislocated during major renovation projects. Furthermore, leasing the space allowed the University to partner with a private developer in advancing the Town of Normal’s Redevelopment Plan.

Computer Network/Data Security and Reliability. A number of activities were undertaken in FY09 to implement Strategy #4 that calls for enhanced computer network and data security and reliability. Among these activities were the following: the data center in Julian Hall was reconfigured providing enhanced network connectivity and services and improved security; a Cyber-security Awareness month campaign was conducted; an automatic failover was established with emergency notification capabilities for the University Web server; a tape back-up system was upgraded to allow for better production of back-up tapes for off-site storage; an automated process was developed for quick detection of University e-mail accounts that are compromised; and new fire walls were installed in Stevenson, Julian, John Green, and Cook Hall data centers. Campus technology units estimated that nearly 495 million computer network and data security incidents were prevented in FY09.

Summary and Conclusions. Positive steps have been taken to further advance accountability and fiscal responsibility. Work on the review of business processes and practices as they relate to human resources and payroll are well underway as part of the implementation of PeopleSoft HCM. Partnerships with the University Foundation and a private developer have created new space for an Alumni Center and office space to house faculty displaced during major renovation projects. A number of activities have been advanced to enhance computer network/data security and reliability, requests for new funds and allocation of resources have been tied to *Educating Illinois* priorities, and nearly \$15 million in private and alumni contributions were secured. Continued attention in the coming year will need to be placed on each of these strategies.

Healthy, Safe and Environmentally Sustainable

Educating Illinois 2008-2014 identified a number of strategies to advance Goal #5 of promoting a healthy, safe, and environmentally sustainable campus. Strategies pertaining to mental and physical health, safety, capital improvements, and sustainability are identified in the plan.

Mental and Physical Health. Strategy #1 calls for developing and implementing programs and activities designed to promote mental and physical health of students, faculty, and staff. Completing the Student Fitness and Kinesiology/Recreation Building is one of the activities cited to advance this strategy. The new facility is expected to open in January 2011. In preparation for the facility's opening, Student Affairs staff, along with their campus colleagues, have been working to identify staffing and to develop policies for the new facility.

Educating Illinois also calls for maintaining staffing for the University's counseling services at levels recommended by related professional organizations. There were 16.2 full-time-equivalent staff in counseling services in FY09, compared to 14.2 in FY07 and FY08. Professional Organization Guidelines suggest that institutions have one staff member for every 1,000-1,500 students. In FY09, the University had one staff member for every 1,262 students, compared to one staff for every 1,416 students in FY08 and 1,427 in FY07.

Safety. A number of activities were undertaken in FY09 to promote the safety of students, faculty, and staff. Purchase of a new emergency notification system and work to integrate the 3N emergency notification system with the *iCampus Portal* was completed allowing students, faculty, and staff to sign-up beginning in spring 2009 to receive notifications about campus emergencies. Other activities including planning in the Dean of Students Office to prepare for supporting students and others in the aftermath of a macro emergency and partnering with the Town of Normal for presentations on safety and security to student organizations.

Capital projects. Strategy #3 relates to completing capital projects that address health and safety issues as well as providing efficient utility support. Among the remodeling projects specifically mentioned are: rehabilitation of the Fine Arts Complex, Milner Library, and Stevenson and Turner Halls. State funds for life safety improvements in Stevenson and Turner Halls were appropriated in FY04; the first phase of the project that involved work in Stevenson Hall was completed in June 2009. While renovation of Stevenson Hall was underway, additional work was identified and Board of Trustees approval secured in February 2009 to augment the project by remodeling restrooms and replacing windows. Remodeling of Stevenson Hall restrooms began during May 2009; window replacement will begin prior to the fall semester. Faculty and staff in Turner Hall were relocated to other facilities beginning in July 2009 so that rehabilitation of that facility could begin. Governor Quinn recently signed an appropriations bill that includes \$54 million for the Fine Arts Complex. While the University requested state funds for the rehabilitation of Milner Library, no funds have yet been appropriated.

Figure R shows annual expenditures for FY06 through FY08 for capital projects that address the backlog of deferred maintenance issues. It is important to note that these expenditures include funds from a variety of sources: state appropriated bond funds for major capital projects, University bond revenue funds, Academic Facilities

Figure R Expenditures on Deferred Maintenance Projects	
FY06	\$10.8 million
FY07	11.5 million
FY08	23.9 million
FY09 (est.)	15.0 million

Infrastructure and Technology Assessment revenue, tuition, and state appropriated funds. Expenditures for major capital projects tend to cause spikes in expenditures during years where the bulk of work on such projects is completed (e.g., FY08). The current backlog of deferred maintenance projects is projected at \$529.3 million -- \$259.8 million in general revenue supported facilities and \$269.4 million in bond revenue supported facilities. Pending work on Stevenson and Turner Halls, the Fine Arts Complex, Watterson Towers and the south campus power plant also will contribute to reducing this backlog.

Sustainability. The University released its first ever Campus Sustainability report. The report was prepared to chronicle the work that has been done to date and to further inform work on developing and implementing a University policy on environmental sustainability. The report provides a comprehensive overview of academic programs, student and staff activities, dining, construction and maintenance efforts that focus on sustainability efforts at the University. A copy of this report is available on-line at: <http://www.greenteam.ilstu.edu/>.

The College of Business was among the first business schools in the country to sign the Principles for Responsible Management Education (PRIME), an international initiative for business. Sponsored by the United Nations, PRIME outlines a commitment to education students to be future leaders in a sustainable, global economy. The College of Arts and Sciences has established the Energy Sciences and Education Program of Excellence to educate students about energy related challenges and provide research opportunities. Dining Services hosted the first-ever Local Food Dinner in fall 2008 and has changed its policies to encourage dine-in options and reduce the use of disposable containers

Summary and Conclusions. The University has taken a number of positive steps to promote a healthy, safe, and environmentally sustainable campus. Construction on major projects has proceeded, and work to address other capital needs is in the planning stages. Environmental sustainability efforts are on-going throughout the University – in academic programs, student services, etc.

In the coming year, planning for the Fine Arts Complex will move forward to inform the work of architects. Remodeling of Turner Hall will proceed, and efforts will be focused on secure funding to address other capital needs. Efforts to advance environmental sustainability also will continue.