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**ILLINOIS STATE
UNIVERSITY**

**BOARD OF
TRUSTEES**

Report No. 2010.07/1100.01
Educating Illinois Progress Report

Executive Summary

This report highlights Illinois State University's continued success in advancing the five goals of the University's strategic plan, *Educating Illinois 2008-2014*. The report is the second to document the University's work in implementing the strategic plan since it was endorsed by the Board of Trustees in May 2008. A number of significant steps have been taken in each of the five goals:

- The University continued to provide programming targeted at increasing enrollment of underrepresented groups, resulting in an increase of minority new beginning freshmen. Student assistance programs, such as the MAP supplemental program and the year-round Pell Grant program, made available to students in need. A number of programs aimed at increasing student retention rates were developed; new beginning retention rates were at a record rate of 84.9 percent. International linkages with foreign countries increased. Several academic programs received national recognition. (Goal #1)
- Average salaries for assistant professors and the average salary for staff remained at or above peer comparator institutions. Milner Library's electronic resources increased. The state appropriated money for the Fine Arts Complex capital project, although funds have yet to be released. The Distance Education Task Force completed its work and a new *Strategic Plan for Research, Scholarship and Creative Expression* was released. A new online sequence degree program in Health Information Management was implemented. The number of external grants and contracts awarded increased. (Goal #2)
- The University hosted a number of nationally-known speakers as well hosted numerous cultural and social events. Illinois State was awarded the Missouri Valley Conference All-Sports Trophy, its second in three years. Connections were made to a number of University and local community members through the social networking media. Several initiatives were developed to promote the University, including STATE Your Passion. Several faculty, staff and students received national recognition. (Goal #3)
- New partnerships were created regarding public/private student housing, an Energy Service Company and the Economic Development Council of the Bloomington/Normal Area for a new business incubator. An increase in the number of prevented data security and reliability incidents was reported. (Goal #4)
- The University continued to work on major construction projects, including the Student Fitness Center and McCormick Hall, Watterson Commons Renovation, and the Stevenons/Turner Renovation. Sustainability projects and programs were also infiltrated throughout the University. (Goal #5)

**Board of Trustees
Illinois State University
*Educating Illinois Progress Report***

This report is the second annual update to the Board of Trustees on the implementation of the University's strategic plan, *Educating Illinois 2008-2014*, which was endorsed by the Board and each of the University's shared governance constituencies in calendar year 2008. 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.

During the two years that *Educating Illinois 2008-2014* has been the University-endorsed strategic plan, a number of positive steps have been taken to advance each of the five 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 identifies a number of strategies to ensure students are positioned to excel in a globally competitive, culturally diverse, technological and changing environment (Goal #1). 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. Illinois State was recognized as a Military Friendly School by *G.I. Jobs* magazine for its efforts in recruiting, retaining and providing financial, academic, and social services to student veterans. The University has increased international recruitment efforts, and now publishes Admissions and Financial Aid documents in Spanish as well as English for prospective students and their families. Additionally, new Customer Relationship Management software was implemented that collects data from multiple sources for use in coordinated communication campaigns to prospective students.

It is important for students to make a timely choice in selecting a major. Enrollment Management and Academic Services units work with students not currently in a major to declare and apply for a major. The "Find Your Major" workshop, a joint effort among University College, the Career Center and Student Counseling Services, provides information and guidance on academic advisement, major exploration and career choices. In FY2010, nearly 88 percent of degree-seeking undergraduates were in a declared major, an increase from the 86 percent in FY2008.

Illinois State is taking measures to offer current and prospective students an affordable education. For the sixth straight time, Illinois State was ranked in spring 2010 as one of "100 Best Values in Public Colleges" in the country according to *Kiplinger's Personal Finance* magazine. The publication's rankings recognize institutions that represent a blend of academic quality and affordability.

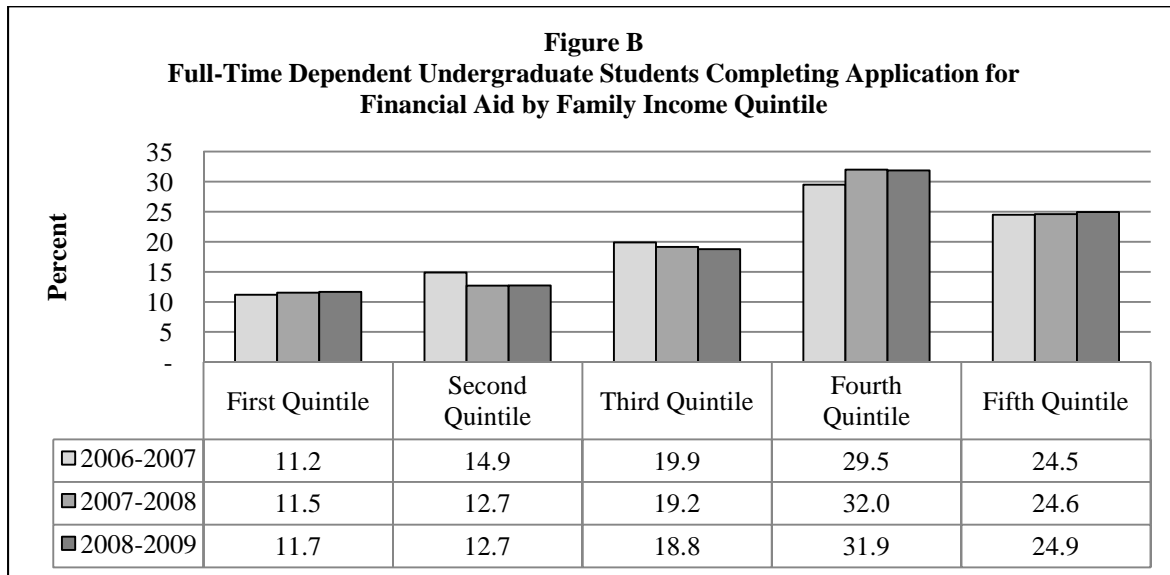
Student financial aid plays an important role in ensuring that learning opportunities are affordable to a diverse pool of students. The University is only one of two public universities in Illinois implementing a year-round Pell grant program, which aids students in need during the summer session. During summer 2009, \$750,000 in Pell Grants were provided to students enrolled in the summer session. Illinois State is also continuing to award Monetary Award Program (MAP) supplemental dollars to students - \$7.0 million was awarded in FY2010, a \$3 million increase from FY2008. Additionally, tuition waiver dollars are used to assist students who have experienced financial hardships (e.g., a loss of a job or death of a parent).

	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>
# of students	14,964	14,738	15,367
% of students	74.4	73.3	72.0
Total Aid (\$ in millions)	\$143.5	\$150.0	\$174.6

Figure A shows information on the number of students at the University who received student financial aid and the amount of aid awarded in 2006-07 through 2008-09. Student financial aid totaled \$174.6 million from all sources (i.e. state and federal grants, loans, institutional aid, student employment) in 2008-09, an increase of \$31.1 million, or 21.7 percent, over 2006-07.

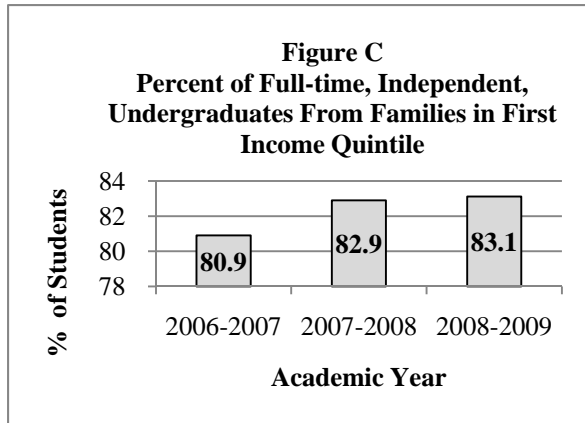
Figure B shows a breakout of the proportion of enrolled, undergraduate full-time students by family income quintile in academic years 2006-07, 2007-08, and 2008-09. The information presented in Figure B

is limited to dependent students who completed a Free Application for Federal Student Aid (FAFSA). In academic year 2008-09, approximately 12 percent of the University's enrolled students were from families with annual incomes of less than \$31,520 (the first quintile), while nearly 25 percent came from families with incomes in the highest quintile (\$117,974 and above).



While the proportion of dependent, undergraduates from families in the first and fifth quintiles remained fairly constant between academic years 2006-07 and 2008-09, the proportion of students from the second and third quintiles declined slightly, and the proportion of students from the fourth quintile increased.

Figure C provides similar information for independent students (students who are not financially dependent upon their parents or guardians). The data presented are limited to undergraduate students who filed a FAFSA application and are classified as independent.



Of the total number of undergraduates who file a FASFA application, seven percent are independents. Approximately 83 percent of independent students who filed applications for student financial aid in 2008-09 had annual incomes of less than \$31,520.

Figure D shows the average student loan debt the University's students have upon completing a baccalaureate degree. The FY2009 student debt load was \$20,105, which was a 6.6 percent increase from FY2008. The University promotes student employment in order to increase affordability and reduce loan indebtedness, and offers a job fair each fall that brings 25 employers (on and off campus) and nearly 1,000 students.

Figure D
Average Student Loan Debt

	Average Student Loan Debt	Change from Previous Year	
		Dollar	Percent
FY2007	\$ 18,053	\$ 1,038	6.1 %
FY2008	18,854	801	4.4
FY2009	20,105	1,251	6.6

The University also seeks to enhance support for graduate assistantships. Approximately 80 percent of full-time degree-seeking graduate students are supported by assistantships, which provide tuition waivers and a stipend. Figure E shows the average monthly stipend for full-time graduate assistants for the past three fall semesters. The average monthly stipends for both masters and doctoral students have steadily increased from fall 2007 to fall 2009. Stipends for masters students increased by 6.4 percent, and stipends for doctoral students increased by 5.5 percent.

Figure E
Average Monthly Graduate Stipends
(full-time only)

	Masters	Doctoral
Fall 2007	\$ 900	\$ 1,451
Fall 2008	925	1,491
Fall 2009	958	1,531

In another measure to help support graduate students, beginning in fall 2009 graduate assistants with appointments of 50 percent or more were able to purchase health insurance through the University's group health plan and receive reimbursement for their insurance costs.

This past year, the University contracted with Noel Levitz to assist with a comprehensive review of student financial aid and consideration of how the allocation of aid funds might be changed in the future.

Transfer Student Orientation and Transition. Strong orientation programs are important to facilitating the transition of transfer students to the University and their overall success at the institution (Strategy #2).

Figure F
Transfer Students

	Fall Term		
	2007	2008	2009
Number of Transfer Students	1,725	1,704	1,926
Number of Transfer Students Participating in Orientation Programs	1,122	1,293	1,407
% Participating in Orientation Programs	65.0	75.9	73.1
% of Transfer Students Returning for Second Fall	85.4	84.6	84.6

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 last three years. The number

of transfer students increased by 11.7 percent from fall 2007 to fall 2009. Nearly three-quarters of the incoming transfer student for fall 2009 participated in orientation programs. Approximately 85 percent of the transfer students who enrolled at the University in fall 2008 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).

The University has initiated a number of programs targeted at transfer students beginning with the admission process through retention programs. In order to better serve prospective transfer students, Illinois State reaches out to community colleges via "On-the-Spot" admission at these institutions. The University also hosts Community College Counselors Day, which is an overview of the transfer admission process, academic department sessions, lunch and a tour of campus in an effort to continue to educate and foster relationships with community college counselors throughout Illinois.

Once transfer students are admitted, they are encouraged to participate in the Transfer Day Program which offers an orientation/registration program that covers academic policies and procedures, meetings with academic advisors and advance registration for classes as well as an informational fair. In order to help in the transition to the University, a new "Transfer Thursdays" program will begin in fall 2010 that will provide socials and informational sessions to transfer students.

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.

To assist students in the process of making a change in their academic major selection, the Transitional Advising Program has been formalized. The program is a campus-wide advising program, coordinated by University College, to assist students making a change from one major to another. Additionally, a new web-based system (OASIS) was created to assist academic advisors in their work with students.

Illinois State has increased programming opportunities geared towards orientation and retention of students in programs such as Learning in Communities (LinC), Transfer Student Seminar, Project Success, Success 101, Success 102, Club Success, and GPA 911. During spring 2010, Illinois State hosted a mini-conference on yearOne™ that was open to faculty, staff and graduate students. The conference included internal and external speakers that spoke on information and programming relating to the first year of college for first-time freshmen and new transfer students.

The Julia N. Visor Academic Center, which opened in February 2009, continues to serve students with a wide array of programs and services that assist students with their transition to college through graduation. Examples of the programs and services offered include group tutoring, one-on-one writing assistance, workshops that enhance student study techniques and academic skills, a quiet study environment equipped with a computer lab and a number of other programs that serve groups such as underrepresented groups, non-traditional students and students on academic probation.

Figure G			
Second Year Retention Rates for New Beginning First-Time Students			
	<u>Fall 2007</u>	<u>Fall 2008</u>	<u>Fall 2009</u>
	(2006 cohort)	(2007 cohort)	(2008 cohort)
All Students	83.3%	83.4%	84.9%
Black/Non-Hispanic	63.2%	73.3%	80.7%
Hispanic	75.4%	73.2%	77.9%

Figure G show retention rates for all new beginning, first-time students as well as for students with Black/Non-Hispanic and Hispanic racial designations. Approximately 85 percent of the new beginning first-time students who enrolled in fall 2008 returned to the University for a second year in fall 2009. The second-year retention rate for Black/Non-Hispanic students was 80.7 percent; for Hispanic students it was 77.9 percent. Each of these retention rates for the 2008 cohort is an increase from the fall 2006 cohort.

Figure H shows six-year graduate rates for new beginning, first-time students. Nearly 69 percent of the first-time, new beginning students in 2003 graduated within six years – almost four percentage points higher than the six-year graduation rate for the cohort beginning in 2001.

	<u>FY2008</u> (2001 cohort)	<u>FY2009</u> (2002 cohort)	<u>FY2010</u> (2003 cohort)
All Students	65.1%	69.9%	68.8%
Black/Non- Hispanic	50.7%	52.0%	45.2%
Hispanic	56.3%	53.6%	50.0%

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. Figure I shows student headcount enrollment by racial/ethnic designation for fall 2007 through fall 2009. Minority students represented approximately 12.4 percent of the undergraduate student headcount (over one percentage point higher than fall 2008) and approximately nine percent of the graduate student headcount during these three fall semesters. There was an increase in undergraduate enrollment in each of the racial/ethnic groups from fall 2007 and fall 2009, while the graduate enrollment in each racial/ethnic group for the same time period remained fairly steady with the exception of slight decreases in Asian/Pacific Islanders and Non-Resident Aliens.

	<u>Number</u>			<u>Percent</u>		
	<u>Fall 07</u>	<u>Fall 08</u>	<u>Fall 09</u>	<u>Fall 07</u>	<u>Fall 08</u>	<u>Fall 09</u>
Undergraduate						
Amer. Indian/Alaskan						
Native	57	67	79	0.3	0.4	0.4
Black/Non-Hispanic	975	939	1,015	5.5	5.2	5.5
Asian/Pacific Islander	320	338	364	1.8	1.9	2.0
Hispanic	622	655	816	3.5	3.6	4.4
Minority Subtotal	1,974	1,999	2,274	11.2	11.1	12.4
White/Non-Hispanic	14,858	15,146	15,260	84.2	84.4	83.2
Not Reported	705	695	686	4.0	3.9	3.7
Non-Resident Alien	<u>118</u>	<u>109</u>	<u>124</u>	<u>.7</u>	<u>.6</u>	<u>0.7</u>
Total	17,655	17,949	18,344	100.0	100.0	100.0
Graduate						
Amer. Indian/Alaskan						
Native	9	7	8	0.4	0.3	0.3
Black/Non-Hispanic	98	104	106	4.0	4.2	4.2
Asian/Pacific Islander	61	62	51	2.5	2.5	2.0
Hispanic	55	53	55	2.2	2.1	2.2
Minority Subtotal	223	226	220	9.1	9.0	8.8
White/Non-Hispanic	1,837	1,913	1,924	75.0	76.5	76.6
Not Reported	78	96	91	3.2	3.8	3.6
Non-Resident Alien	<u>311</u>	<u>266</u>	<u>277</u>	<u>12.7</u>	<u>10.6</u>	<u>11.0</u>
Total	2,449	2,501	2,512	100.0	100.0	100.0

Figure J shows the number of applied, admitted and enrolled new beginning freshmen for fall 2007 to fall 2009. Sixty-two percent of the new beginning freshmen who applied for admission to the University for fall 2009 were admitted compared to 67 percent in fall 2007. This lower percentage of admissions to applicants shows a greater degree of selectivity. Minority new beginning freshmen who applied and were admitted was 46 percent, also an improvement from fall 2007 (50 percent). The percent of new beginning freshmen who were admitted and enrolled in fall 2009 was 35 percent; while the minority new beginning freshmen was 30 percent.

Figure J						
Percent Admitted from those Who Applied and Percent Enrolled from those Admitted						
New Beginning Freshmen						
	<u>Percent Admitted/Applied</u>			<u>Percent Enrolled/Admitted</u>		
	<u>Fall 2007</u>	<u>Fall 2008</u>	<u>Fall 2009</u>	<u>Fall 2007</u>	<u>Fall 2008</u>	<u>Fall 2009</u>
Total	67%	64%	62%	37%	39%	35%
Minority	50%	44%	46%	28%	31%	30%

While enrollment and retention rates in underrepresented groups have improved, the graduation rates (see Figure H) still lag behind the total student population. A number of programs are geared towards improving recruitment and student success of underrepresented groups. State Farm Insurance and Caterpillar provided Illinois State funding that was designated to the recruitment and retention of students of traditionally underrepresented groups in higher education.

“You Can Do ISU” is an initiative that brings prospective students to campus from Chicago, St. Louis and Peoria from predominantly all-black and all-Hispanic schools. In fall 2009, 600 students participated, which is an increase from fall 2007 (pilot year) when 50 students participated. The program provides participants with information on how to apply for admission and financial aid and with a campus tour. Participants also hear from current underrepresented students at Illinois State regarding their experiences at the University. The Admissions Office also works with prospective students by identifying high schools in Illinois that have a large population of economically and/or educationally disadvantaged students and visits these schools and walks through the application process with the students and offers on-site admissions. Many students from underrepresented populations and those who have experienced extreme hardship in obtaining their academic goals apply to the University through an application workshop.

First Look is a program that invites admitted students from underrepresented groups to visit the community over a weekend to experience an out-of-class perspective of the University. The program offers participants the opportunity to meet current Illinois State students, interact with faculty and staff, learn about internships and time management skills and participate in a nighttime social activity. Of the 200 who attended in spring 2009, 97 percent enrolled in fall 2009.

Best Educational Practices. Strategy #5 calls for a number of activities designed to ensure that 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 K		
Honors Program		
	<u>Students</u>	<u>Courses</u>
Fall 2007	1,205	36
Fall 2008	1,185	40
Fall 2009	1,217	41

Figure K shows the number of students enrolled each fall in the University’s Honors Program in fall 2007 through fall 2009 as well as the number of honors courses offered. The number of students participating in the Honors Program has remained fairly constant at around 1,200 and the opportunities for students to enroll in honors courses has also been steady at around 40.

In fall 2009, a new Humanities Project was offered in which new interdisciplinary courses in culture war topics such as faith versus reason, class antagonisms and the relations of the East and West were offered furthering the involvement of the Honors Program.

In FY2010, Illinois State expanded its international linkages with foreign countries. The University had international partnerships with 79 study abroad programs, including 38 exchange programs, 41 one-way programs, and 27 memorandums of understanding. Furthermore, the University was involved with international exchange programs with academic institutions in 20 countries. The number of students participating in Study Abroad programs increased from 375 in FY2007 to 447 in FY2009. The number of students participating in international exchange programs decreased slightly, with 81 participating in exchanges in FY2009 compared to 85 in FY2007.

A number of academic programs were recognized nationally during FY2010. The University's radio station (WZND) and TV station (TV10) were awarded a number of national and state awards. The College of Business was recognized as a Top 100 Undergraduate Business Program by *BusinessWeek*, one of only three public universities in Illinois. The Professional Sales Institute was included in the Top University Sales Education Programs 2010 by the University Sales Education Foundation, only one of 48 globally. Additionally, the MBA program was included in *Princeton Review's* Best 301 Business Schools for the fourth year in a row. Furthermore, Illinois State University was recognized as a Center of Actuarial Excellence by the Society of Actuaries, only one of nine in the nation and the only center recognized in Illinois.

In addition to a number of programs receiving national recognition, several academic programs at Illinois State achieved notable pass rates on licensure exams. Mennonite College of Nursing graduates achieved a 100 percent pass rate on the National Nursing Licensure Examination (NCLEX-RN) on the first try in 2009. This surpasses the national average of 88 percent and a state average of 91 percent. A 100 percent pass rate was also achieved by Human Resource Management students taking the Professional in Human Resources (PHR) certification examination during the December 2009 and January 2010 testing window, far exceeding the national pass rate of 55 percent. Accounting students pass rates on the CPA exam were once again nationally recognized, specifically listed in the top 10 nationally in two of the four exam sections in the NASBA 2009 Edition of Candidate Performance on the Uniform CPA Examination. Additionally, students taking the Praxis Exam in Speech Language Pathology (NESPA) during FY2010 in the Communication Sciences and Disorder department received a 100 percent pass rate.

Regarding the University's information technology environment, total spending increased from FY2008 (\$18 million) to FY2009 (\$21.4 million). These figures include spending on the Campus Technology Support Group, Business Intelligence and Technology Solutions, and others. Information technology projects are plentiful and ongoing around campus and there are some notable accomplishments. Classroom Support met its goal to have all of the 163 general-use classrooms technology-enabled. Wireless coverage was also expanded to two additional residence halls, leaving the campus at 25 percent coverage at over 500 locations. An enhanced student, faculty and staff portal, *iCampus*, was released that lends to a more user-friendly system along with new services added for the campus community.

Multiculturalism and Civic Engagement. Strategy #6 calls for the infusion of multiculturalism and civic engagement throughout the curriculum and in co-curricular activities. During FY2010 several areas around campus participated in such activities. The Office of International Studies and Programs' Management Development International (MDI) program is offered each summer to help support vital infrastructure work, public health initiatives, education programs and other development projects across the world. Government and private sector officials from developing nations attend these month-long training sessions, offered in both English and French, given by MDI staff members, Illinois State faculty and visiting scholars.

A multi-disciplinary team of faculty and graduate students are researching weather patterns and crop yields in Ghana to help design a small scale insurance program that would fit the needs of family farmers to help cover crop-loss in case of a drought or flood. Additionally, during FY2010, students had the opportunity to participate in the International Alternative Break program during the winter break and travelled to the Dominican Republic. During alternative breaks, participants examine root issues of social injustice and connect with local, national and international communities through direct service in a substance-free environment.

The American Democracy Project at Illinois State is a joint effort by students, faculty and staff to promote civic engagement in many different forms on the part of students, now and in the future. A number of notable activities through this Project are of note. It was announced in fall 2009 that Illinois State received an honorable mention for above average student voter turnout (over 60 percent of the student population) in the 2008 election. A new minor was established, Civic Engagement and Responsibility, in partnership with State Farm. Illinois State is the first public university in Illinois to offer such a minor. Additionally, during spring 2010, Milner Library hosted an exhibit, "Thoughts on Democracy: Reinterpreting Norman Rockwell's Four Freedom Posters," which also was accompanied by three separate lectures by Illinois State faculty.

Summary and Conclusions. The University has taken a number of positive steps to ensure that students are positioned to excel in a globally competitive, culturally diverse, technological and changing environment. Several programs are in place targeted at improving retention and graduation rates as well as recruitment of underrepresented students. Illinois State has also increased programming geared towards transfer students.

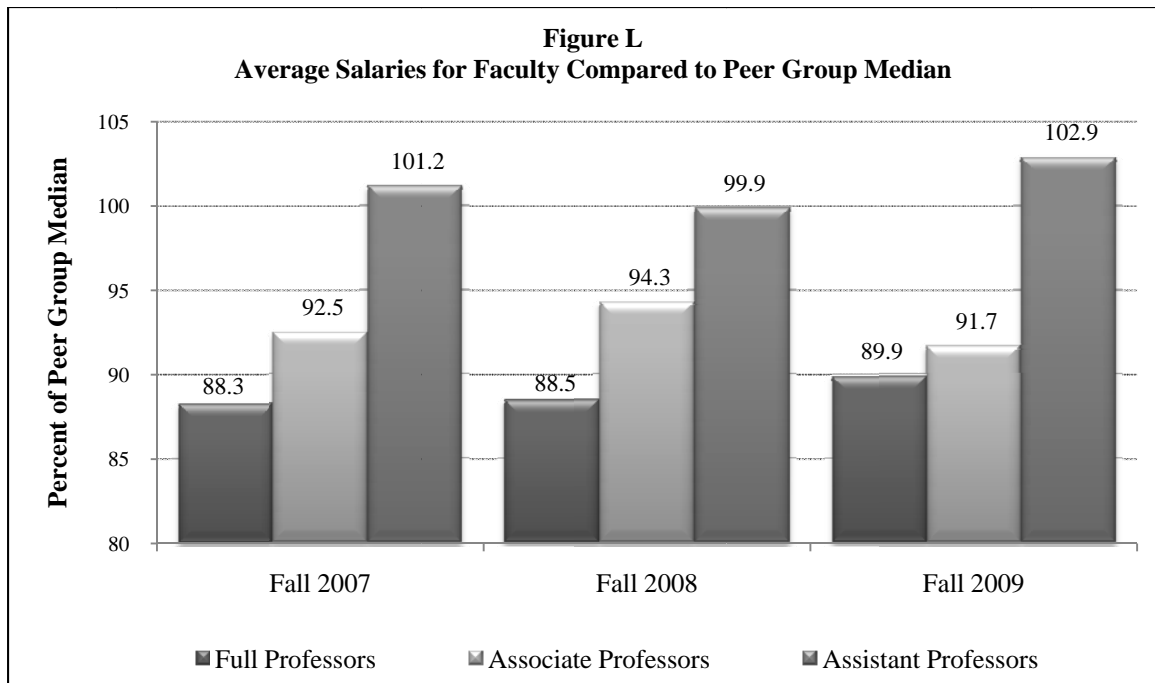
Illinois State has received a number of national recognitions for academic quality and affordability. The University also continued to provide students multicultural and civic engagement opportunities, including the American Democracy Project. As the need for student financial assistance increases, the University will need to respond with such initiatives as the MAP supplemental program for which it increased its support in this past year and consider ways to optimize the use of its student financial aid resources. The University made strides in increasing opportunities in the area of information technology and will continue to do so in the upcoming fiscal year.

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.

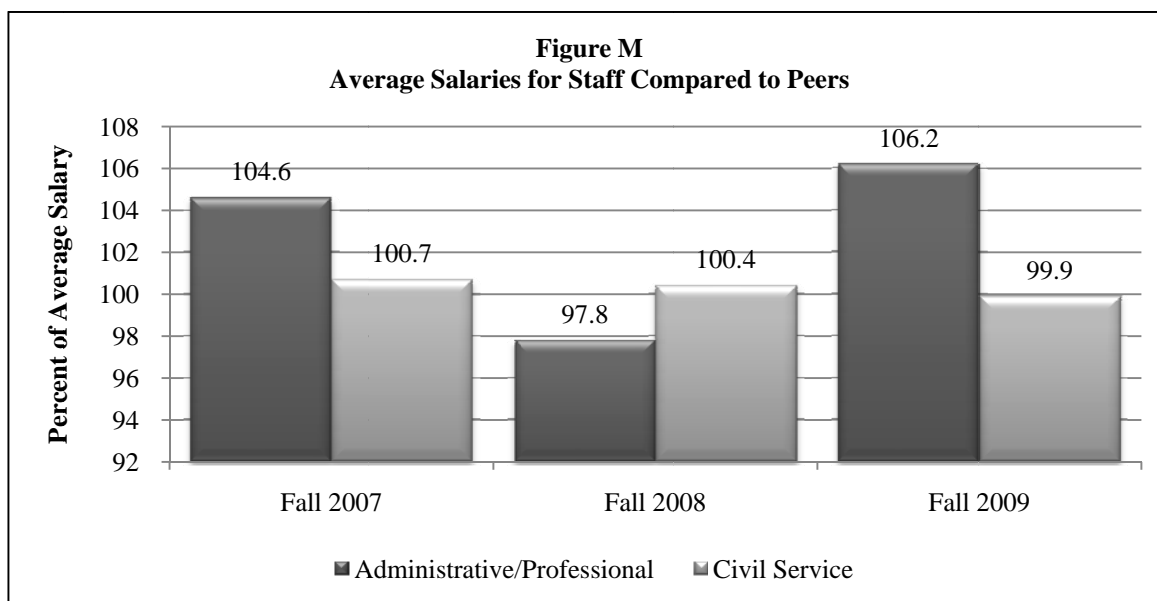
Faculty and Staff. Among the activities identified in *Educating Illinois* for recruiting, retaining and promoting outstanding faculty and staff are competitive salaries and initiatives to recruit and retain a more diversified faculty and staff. The University was instrumental in launching a new Diversifying Faculty in Higher Education (DFI) program web site for the Illinois Board of Higher Education; the program was created in order to increase diversity in the pool of faculty candidates for colleges and universities in Illinois. Furthermore, in fall 2009, the first edition of the *Identity* newsletter was published which highlights faculty and staff in their endeavors in celebrating diversity.

Figure L 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 2007 through fall 2009. The average salary for Illinois State University professors in fall 2009 was 10.1 percentage points below the median average salary for professors at the IBHE comparison group institutions in fall 2009, compared to 11.7 percentage points in fall 2007. The average salary for associate professors at Illinois State lagged the median salary for associate professors at the other institutions by 8.3 percentage points in fall 2009, compared to 7.5 percentage points below in fall 2007. The average salary for assistant professors in fall 2009 was higher than the median of the comparison group by 2.9 percentage points, higher than it was in fall 2007 at 1.2 percentage points above the median.



Source: American Association of University Professors

Figure M 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 is 6.2 percentage points above the average salary for staff in comparable positions at other institutions in fall 2009. Figure M 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 2007 through fall 2009.



During the last five years, the President’s salary enhancement program provided mid-year salary adjustments to help bring faculty and staff salaries closer to peer group comparisons. Although general salary increases were not possible in FY2010 due to state funding constraints, other actions were taken to improve salary competitiveness. For example, the salary increment awarded to assistant professors upon being promoted to associate professor was \$3,000 and the salary increment awarded to associate professors promoted to full professor was increased to \$5,000 in FY2010, \$500 more than in FY2009. The salary increment awarded to distinguished professors was increased as well over the last few years, and funds allocated in Academic Affairs to help support recruitment efforts for new faculty, chairs and deans to help retain faculty from underrepresented groups.

Figure N 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. Seventy-one percent of the new full-time, tenure-track faculty that were hired as assistant professors in fall 2004 returned for a sixth year in fall 2009. Six-year retention rates were higher in fall 2009 for each employee classification than they were in fall 2007.

Figure N Faculty and Staff Retention			
Initial Year of Hire	Fall 2007 (Fall 2002)	Fall 2008 (Fall 2003)	Fall 2009 (Fall 2004)
New Faculty and Staff			
Assistant Professors	69.6%	73.8%	71.0%
Admin/Professional	42.3%	38.5%	42.9%
Civil Service	61.4%	70.4%	66.7%
New Minority Faculty and Staff			
Assistant Professors	80.0%	33.3%	66.7%
Admin/Professional	45.5%	25.0%	50.0%
Civil Service	50.0%	66.7%	50.0%

Figure N 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 2009 were either at or higher than the retention rate in fall 2007, while the retention rate for new full-time, tenure-track professors was lower in fall 2009 than in fall 2007. It is important to note that the cohort of new minority employees is rather small in number, so the departure of an individual can have a great impact on the percentage shown.

Academic Support. Strategy #2 focuses on enhancing academic support structures that promote excellence in teaching, scholarship and creative activities. Figure O 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 55,000 titles available online in FY2009 – nearly 32,000, or 140 percent, more than in FY2007. A plan to increase base operating support for Milner Library by \$1 million over three years has been implemented.

Figure O Milner Library		
Fiscal Year	Print Volumes	Electronic Resources
2007	1.63 million	22,659
2008	1.61 million	38,395
2009	1.60 million	54,502

The University’s state capital budget request for FY2011 totaled \$194.2 million to address infrastructure needs in academic facilities. The request included \$68.7 million for rehabilitation of Milner Library which ranked first on the University’s capital priority list. Other funds in the state capital request for FY11 include Mennonite College of Nursing building, College of Education Facilities rehabilitation and construction and rehabilitation of Williams Hall. In FY2010 state funds were appropriated for the Fine Arts Complex, but have not been released. The Illinois State University Board of Trustees approved the acquisition of a modular facility for Mennonite College of Nursing’s

laboratory needs; the new facility will be available for use in July 2011. This will help to alleviate space constraints that the Mennonite College of Nursing is currently facing until a more permanent solution can be accomplished.

During President Bowman’s State of the University Address in fall 2009, he called for Vice President Dan Layzell to work in collaboration with Vice Presidents Adams, Ashby and Everts to update the *Campus Master Plan*. A team was assembled shortly thereafter. Following extensive consultation with the University and local communities during fall 2009 and spring 2010, a draft of *The Master Plan: 2010-2030*, a new long-range plan for the future development of the University campus, is being released in July 2010.

Instruction. Strategy #3 focuses on activities related to facilitating the appropriate use of on-site, online and other innovative delivery methods of instruction. One of the academic programs at the University will launch an online degree program in fall 2010 in Health Information Management. The new Health Information Management sequence is designed for a special group of health information students who have a current Registered Health Information Technician certification and are graduates of an accredited college program in Health Information Technology.

In fall 2008 the Provost appointed a Distance Education Task Force to study and develop recommendations for Illinois regarding distance education. In December 2009, the Distance Education Task Force completed and released a report on its work and its recommendations on distance education at the University; details of these recommendations can be found online at <http://detaskforce.illinoisstate.edu/>. One activity that has spawned out of the recommendations is the “Design an Online Course” offered by the Center for Teaching, Learning, and Technology (CTLT). Each academic department/school was offered the opportunity to invite one faculty member during summer 2010 to participate in the course and work through a redesign of an undergraduate course of choice so that it is developed for online delivery. The program includes an intensive summer workshop series as well as post-workshop support sessions through the fall semester.

It is important for the University to keep abreast on changing technology and help to keep the learning environment as technologically-enabled as possible. During FY2010, approximately \$812,000 was spent on teaching technologies that went towards classroom support and learning management software. This is nearly an 18 percent increase in dollars allocated to teaching technologies from FY2008.

Figure P presents information on programming offered to faculty, staff and students through the Center on Teaching, Learning, and Technology (CTLT). Since 2007, CTLT has increased the breadth and the depth of faculty, staff and student involvement in professional development activities. A total of 966 faculty, staff and students partook in the training programs offered by CTLT in calendar year 2009 – a 22 percent increase from 2007. Furthermore, the hours faculty, staff and students spent in professional development opportunities offered by CTLT increased significantly by 25 percent between 2007 and 2009.

Figure P CTLT Programming			
	2007	2008	2009
Number of Sessions			
Faculty/Staff	287	282	304
Students	85	94	43
Number of Individuals			
Faculty/Staff	690	765	840
Students	99	135	126
Total Hours Devoted to Professional Development			
Faculty/Staff	7,357	9,319	9,290
Students	885	1,253	1,031

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. In order to help guide research endeavors at the University, a new *Strategic Plan for Research* was completed in spring 2010. The plan outlines seven goals relating to research, scholarship and creative expression that seek to raise the profile and increase the support for research, scholarship and creative expression; improve facilities infrastructure; increase level of external funding; increase interdisciplinary collaboration; strengthen graduate programs; and increase support for intellectual property and technology transfer. Among the other activities undertaken to further advance the work to seek external

funding was the implementation of the Cayuse Grant Proposal Submission System, which is a web-based system for grant proposal submissions that improves upon the efficiency of the submission process.

	<u>FY2007</u>	<u>FY2008</u>	<u>FY2009</u>
Number of Awards	322	305	318
Funds Awarded	\$18.1 million	\$22.3 million	\$18.4 million

Figure Q shows the number of awards and funds awarded in FY2007 through FY2009. The University secured external grants and contracts totaling \$18.4 million in FY2009, a slight increase from FY2007. A few notable external grants during FY2010 are the Teacher + Plus grant of \$1.78 million to develop a five-year partnership to prepare hundreds of new teachers to work in high-need areas of Chicago's public schools; the School of

Information Technology received \$600,000 from the National Science Foundation (NSF) for scholarships for academically-talented students majoring in Information Technology who also demonstrate financial need; a \$470,000 National Science Foundation grant for Mathematics Education; a \$500,000 grant to help Biological Sciences enhance teaching and research in the field of neurosciences; and a \$400,000 two-year grant from the National Institutes of Health to fund research on sodium pumps in cells in Biological Sciences.

International Faculty Exchanges. Strategy #5 calls for expanding international faculty exchanges to enhance faculty knowledge and the internationalization of the curriculum. A number of academic programs have expanded agreements with international universities for faculty and student exchanges; such as the College of Applied Science and Technology signing agreements with Argentina, China, Poland and Thailand. In FY10, 12 faculty members were involved in implementing exchange programs and an additional 29 faculty members were engaged in non-exchange study abroad programs. Furthermore, in FY10 there were 27 faculty-led study abroad programs and 106 visiting scholars.

Scholarship of Teaching and Learning. Strategy #6 calls for expanding the systematic reflection on, and study of, teaching and learning through continued national leadership in the Scholarship of Teaching and Learning (SoTL) initiative. SoTL is an international, cross-discipline initiative that is the systematic reflection or study of teaching and/or learning and the public sharing and review of such work through presentations, performances, shows or publications. In spring 2010, a SoTL Network on campus was developed that includes faculty, staff and students. Network members are involved in reading, conducting, sharing and applying SoTL work to enhance the learning of Illinois State students. Members advise and support each other and have access to SoTL resources, which include mini-travel and SoTL-related research grants.

An additional program from the SoTL is the grant program that distributes grants at the college, department, program and individual levels. An example is the Urban Teacher Preparation Course Development Grant program in which Psychology's Professor Gary Creasey is the principal investigator of the \$10,000 SoTL grant initiative that assesses the efficacy of the program's objective of redesigning courses with an urban education focus.

Summary and Conclusions. The University is making progress on implementing *Educating Illinois* strategies that work towards ensuring excellence in scholarship, teaching and learning. Salaries for assistant professors and administrative/professionals and civil service staff remained at or above peer comparator salaries in fall 2009. However, the University will need to continue to work in bringing the average salary for professors and associate professors closer to peer group medians at other institutions as resources become available.

The University continues to plan for the future with a new *Strategic Plan for Research, Scholarship and Creative Expression*, a newly release draft of *The Master Plan*, and requests for state funding for major capital improvements. As the importance of external funding becomes more crucial, the University also has increased its support of faculty and staff in seeking external grant and contract funding. The University has increased programming through SoTL and CTLT as well.

Enhancing Pride and Allegiance

Educating Illinois 2008-2014 identifies 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 fall 2009, the University Calendar was redesigned so that it utilized a more user-centered design and allowed for easier searches of events by day/week/month/year as well as by topic. The Calendar also allows users to download events to personal electronic calendaring systems, such as Outlook or Google Calendar.

The University hosted events throughout the year that provided opportunities for the University and local community to participate. Illinois State University Homecoming always provides a host of events, such as socials, events for alumni, intercollegiate athletics events, parade and new in fall 2009 – The Great Urban Race, which is an adventure race hosted throughout the United States. Again this year, the University invited a number of nationally-known speakers to the campus, which were open to the public; such as Louise Erdrich, Steve Levitt, Candace Fleming, Ed Begley Jr., Scott Carlson, Rafe Esquith, Martin Luther King III and Susan Beegel. Additionally, Milner Library hosted several national exhibits, including “John Adams Unbound” and “Picturing Hemingway.”

Illinois State’s College of Fine Arts provided a number of performances and related events for the University and local communities. The Illinois Shakespeare Festival has become a nationally recognized entity and was ranked by the Institute of Outdoor Drama as a top 10 Shakespeare Festival. During the summer 2009 season, attendance increased by five percent over the summer 2008 attendance. Furthermore, the Bloomington/Normal Convention and Visitors Bureau estimates that the Festival brings in around \$1 million in additional revenue to the community. Another program open to the community is Theatre for Young Audiences, which is a 45-minute free performance that is family-friendly - over 1,300 young people and parents participated/attended in summer 2009. Additionally, the University Galleries sponsored a TASK party (participatory art experience) that was attended by over 300 patrons.

Intercollegiate Athletics offers numerous opportunities for patrons to attend and support the Redbirds. During the 2009-2010 athletics season, Illinois State earned the Missouri Valley Conference All-Sports Trophy, its second in three years. Attendance continues to remain high as 225,000 people attended athletics events during the 2008-2009 athletics season.

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. Emerging technology over the last few years is enabling Illinois State to better engage with its faculty, staff, students and, particularly, alumni and community members. In FY2010, Illinois State’s social networking increased, utilizing such mediums as Facebook, Twitter, YouTube and mass e-mails using the Relay software program. Illinois State has over 9,000 “friends” through Facebook and over 80 entities on campus have their own page within the Illinois State Facebook network. Illinois State has its own channel on YouTube, ISUtube 1857’s Channel, and has had over 60,000 uploaded views of videos.

The Redbird Pride Committee is comprised of community businesses, organizations and individuals that work in concert with Illinois State University departments to inform, engage and enrich the local community for the benefit of its citizens and the student body. Redbird Pride seeks to strengthen the local community and University partnership by spearheading a number of initiatives. These initiatives are designed to show the community ways to display their Redbird Pride. A few examples of these initiatives include Redbirds on the Street, Redbird yard signs and wearing red on Fridays. Another initiative is CommUniversity in which the Mclean County Chamber of Commerce and Illinois State Athletics join forces together to offer area companies opportunities to promote their businesses during an event prior to the first Saturday home football game.

Alumni Relations has developed an event calendar in order to better inform Illinois State alumni of events of interest on and off campus. In order to connect with current students before they graduate, the *Illinois State Alumni Magazine* was distributed throughout campus in student-related areas, particularly residence halls.

A new program, *On Common Grounds*, was initiated by Student Affairs to help connect faculty, staff, students and alumni after an on-campus event. Groups of diverse participants from differing backgrounds and cultures are brought together in a round-table format to discuss the event and to share personal experiences.

Illinois State is involved in a number of partnerships with local, state, national and international entities. One such initiative is a new Anthropology field school that has been established in Tennessee. Another example is Illinois State University's Export Project, funded by a \$100,000 grant from the U.S. Small Business Administration, which assists Illinois-based businesses expand into overseas markets. Since the project's inception on campus in 2006, faculty and students have traveled all over the world helping companies see international market opportunities. In summer 2010, teams will travel to Romania, Brazil and South America in conjunction with agriculture equipment and technology firms Dickey-John and Brandt Consolidated as well the paint manufacturer Rust-Oleum Corporation.

Promotion. Strategy #4 calls for coordinated and consistent promotion of the University's contributions, services and successes to external constituencies. University Marketing and Communications developed a website that is a resource for all topics relating to Illinois State institutional branding and identity. A new Graphics Standard manual and Editorial Standards manual are available on the site, which helps guide faculty and staff to represent the University with consistent visuals and voice. Additionally, Illinois State is one of the few universities in the country to develop a Social Networking Standards manual. This document helps campus representatives properly represent the University through online communication media like Facebook. This document contains useful guidelines, tools and visual standards. These standards along with topics relating to Illinois State institutional branding and identity are available at www.ilstu.edu/home/identity/.

The STATE Your Passion marketing campaign has been infiltrated throughout the University and its functions. It has been included in outbound publications and electronic communications throughout the University including Admission, Preview, Passages and alumni communications. Other media include online media, video, apparel, promotional items and outdoor signage.

As a result of its work, University Marketing and Communications staff have won a number of awards – 24 separate national, regional and local awards from Higher Education Marketing Magazine, Council for the Advancement and Support of Education and the American Advertising Federation competition.

Recognition. Strategy #5 calls for increasing the recognition of, and appreciation for, faculty, staff and student service to individuals, committees and organizations internal and external to the Illinois State community. While a number of awards were given out to members of the University community in FY2010, a snapshot of individual recognitions follows. Gregory Ferrence, professor of Chemistry, was named 2009 Illinois Professor of the Year by the Council for Advancement and Support of Education and The Carnegie Foundation for the Advancement of Teaching. Daniel Everett, chair of Department of Languages, Literatures and Cultures, was named Illinois State's first University Professor, which honors faculty who are nationally recognized scholars and teachers. Darrell Kruger (College of Education associate dean for Research, Graduate and International Studies) was named the American Council on Education Fellow for the 2010-11 academic year, only one of 46 nationwide. Sandra Zielinski, School of Theatre professor, was awarded the Kennedy Center ACTF Gold Medallion Award in recognition of her national service to the Kennedy Center and the American College Theatre Festival. Additionally, Pam Lindsey, Mennonite College of Nursing, was one of 18 nurse educators in Illinois to receive the Nurse Educator Fellowship Award from the Illinois Board of Higher Education.

A pair of students received notable recognitions. Matthew Ware, sophomore Physics major, received the 2010-11 Barry M. Goldwater Scholarship and was one of 278 national winners. Sara Pfluger, Physics and Mathematics Education major, was awarded the Barbara Lotze Scholarship for Future Teachers, the highest national award for undergraduate students studying to become high school physics teachers.

The Library of Congress website featured Milner Library in its Teaching with Primary Resources Program; Illinois State is the only academic program in the country that helps facilitate a program. Additionally, in May 2010, the University Archives were renamed the Dr. Jo Ann Rayfield Archives of Illinois State University in honor of Dr. Rayfield's substantial service and significant contribution to the University.

A number of other recognitions can be found on the *Educating Illinois* web site within the Accountability Measures web page. 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. Awards can be found on the *Educating Illinois* web site as well at <http://educatingillinois.illinoisstate.edu/>.

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. The University held a number of cultural, social and intercollegiate opportunities throughout the year that were well attended by the University and local communities. In order to increase connections and partnerships internally and externally as well as promote the University, several events were held to bring varying groups together, promotional campaigns were initiated to increase pride in the University and social networking avenues were used to keep people connected to the University. A wide array of recognitions were also awarded to individuals and units in the University for notable achievements.

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. Strategy #1 calls for the establishment of an integrated, long-range financial planning process. An initial step towards implementing this strategy is the development of a budget management and reporting system. This system will bridge the University's financial system and PeopleSoft's Human Capital Management application, linking personnel and operating budget and expenditure data to better inform financial planning and decision making at the University. The first phase of the new system is scheduled for completion in fall 2010.

Systematic Review of Processes and Practices. Strategy #2 calls for establishing a formal mechanism to systematically review University processes and practices to ensure accessible and seamless user support services that promote satisfaction and effectiveness for internal and external constituencies.

The University must comply with a number of accrediting entities that place standards upon different units throughout campus. In addition to approximately 30 academic programs accredited by various professional agencies, Intercollegiate Athletics has begun to prepare for its accreditation through the National Collegiate Athletic Association (NCAA). While the University complies with multiple external accrediting bodies of review, it also formally reviews academic programs internally. The Academic Planning Committee review programs each year on a rotating basis and conducted nine full reviews during FY2010.

The e-Merge unit was developed in August 2006 to lead work in reviewing University processes and practices using project management techniques. Following a formal, systematic review of all business processes related to human resources and payroll, e-Merge staff are currently providing the core leadership for implementing PeopleSoft HCM—along with CedarCrestone, Inc. and University colleagues. The project is expected to be completed in summer 2011.

A new project management system has been implemented by the Business Intelligence and Technology Solutions (BITS) unit. The new system allows for better tracking and efficiency in administrative technology project management. Additionally, during FY2010 Milner Library completed a number of projects that moved multiple resources online in order to serve its patrons more efficiently and effectively. Along with a redesign of Milner Library's website, 65 periodic titles were transitioned from print to online format, a new service allowed students to

text a librarian in order to seek research assistance and Milner Library's iCampus channel was redesigned to allow better access to the library's resources.

Linking Funds to Priorities. Strategy #3 calls for linking funds to the priorities identified in *Educating Illinois*. 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. The University's requests for state funding have been in alignment with the priorities of the strategic plan as well. For example, the requests have included funding for faculty and staff salary increases – a strategy identified as a top priority in *Educating Illinois*. The allocation of funds also has been in alignment with the University's strategic goals. For example, new funds allocated for the MAP supplemental program are consistent with activities identified in the University's strategic plan.

Private Funds Sources. Strategy #4 calls for the University to increase funding from private sources. Figure R shows contributions from private entities and alumni in FY2007 through FY2009. The University received commitments for cash gifts from private contributors in FY2009 of \$8.6 million (25 percent increase from FY2007) and \$2.3 million from alumni contributors in FY2009 (16 percent increase from FY2007). Additional contributions come in the form of gift-in-kind and deferred commitments, which made up an additional \$1.6 million from private contributors and approximately \$1 million from alumni contributors in FY2009.

	<u>FY2007</u>	<u>FY2008</u>	<u>FY2009</u>
<u>Private Contributions</u>			
Cash Gifts	\$6.9 million	\$10.2 million	\$8.6 million
Gift-in-Kind	\$134,500	\$167,400	\$183,300
Deferred Commitments	\$1.7 million	\$792,000	\$1.4 million
<u>Alumni Contributions</u>			
Cash Gifts	\$2.0 million	\$2.5 million	\$2.3 million
Gift-in-Kind	\$19,000	\$28,700	\$45,500
Deferred Commitments	\$1.0 million	\$782,000	\$913,800

The Gladly We Give campaign entered its second year in FY2010 in an effort to further increase the number of faculty, staff and retirees that contribute to the University. In FY2010 1,501 faculty, staff and retirees donated to the University, which was a 59 percent increase in the number giving in FY2008. Approximately seven percent of alumni contribute to the University annually.

The colleges actively worked to increase their individual endowments which resulted in increases in scholarships and funding for programmatic needs during FY2010. The College of Business received over \$2 million from an estate to fund the new George R. and Martha Means Center for Entrepreneurial Studies. Additionally, the College of Education received an estate gift of \$3.7 million to be used for teacher education student scholarships.

Financial Partnerships. Strategy #5 focuses on activities that develop and support creative financial partnerships with external organizations to advance the University's mission.

In June 2010, the Illinois State University Board of Trustees authorized a ground lease with the Collegiate Housing Foundation (CHF) leading the way for development of a new student housing complex at the current site of the Cardinal Court property located off of Gregory Street. The new complex will offer apartment-style housing accommodations for sophomores, juniors and seniors. The complex, which will be managed by Illinois State, is scheduled to open in August 2012. This public/private partnership allows the University to quickly respond to the need to provide additional on-campus housing following the decommissioning of the south campus residence complex in a way that is cost-effective and efficient.

In order to save the University time and money spent on examining energy-related projects, Illinois State has contracted with an Energy Service Company (ESCO) to do an audit of the University's facilities to determine where

potential energy savings could occur in areas such as reducing energy consumption and utility costs. The external company will be able to do the work in about a year's time, which would have taken the University eight years. Work with the ESCO is planned to continue in the coming year.

Illinois State University has partnered with the Economic Development Council of the Bloomington/Normal area to launch a business incubator that will help serve aspiring entrepreneurs, existing small- to medium-sized business owners and researchers to develop their businesses. The project comes out of an \$845,000 federal grant and will utilize local and regional organizations that offer assistance to the clients through the incubator.

Illinois State University has entered into partnerships with external constituencies to move various offices and units into new space. Various units soon will begin moving into the new Uptown Crossing facility in Uptown Normal. In May 2009, the Illinois State University Board of Trustees approved the lease of space in this private development. Additionally, in October 2008, the University unveiled its new Alumni Center, developed in partnership with the University's Foundation. 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.

Computer Network/Data Security and Reliability. Strategy #6 calls for enhancing computer network and data security and reliability. Campus technology estimated that in FY2010 over 678 million computer network and data security incidents were prevented, a 37 percent increase from FY2009. A number of activities were undertaken in FY2010 to further this strategy. 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.

Summary and Conclusions. The University has taken a number of positive steps to further become more accountable and fiscally responsible. Through Illinois State's strategic planning process, specifically *Educating Illinois*, funding priorities are tied to goals and strategies laid out in the plan. Additionally, the University systematically reviews its processes, both academic and administrative. The amount of contributions from alumni and private entities has continued to increase along with partnerships with private entities, such as in the new public/private student housing partnership and Uptown Crossing. The University continues to improve upon its computer network and data security and reliability services.

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. The Student Fitness Center and McCormick Hall project is expected to open in January 2011 and is one of the activities cited to advance this strategy. During the fall 2009 semester, the Seven Campaign was created to encourage faculty, staff and students to engage in activities representing the seven dimensions of wellness – emotional, environmental, intellectual, physical, social, spiritual and vocational.

In fall 2009, the Bone Student Center held the first "Late Night at the Bone" event open to all Illinois State students. The event offered a variety of activities for students to participate in, such as a movie in Braden Auditorium, bowling and billiards, karaoke, games and a scavenger hunt.

In order to help curb underage drinking, Illinois State University received a \$15,000 grant from the Illinois Higher Education Center for Alcohol, Other Drug and Violence Prevention in conjunction with the Bloomington Normal Community Campus Committee. The program allowed University Police and University Housing Services to have

extra campus alcohol enforcement patrols as well as initiate compliance checks, party patrols, parking lot surveillance, sobriety checkpoints and enforcement of fake ID and social host laws.

Educating Illinois also calls for maintaining staffing for the University's counseling services at levels recommended by related professional organizations. There were 16.4 full-time-equivalent staff in counseling services in FY2010, compared to 14.2 in FY2008. Professional Organization Guidelines suggest that institutions have one staff member for every 1,000-1,500 students. In FY2010, the University had one staff member for every 1,272 students, compared to one staff for every 1,416 students in FY2008.

Safety. Strategy #2 calls for developing and implementing programs and activities that promote safety of students, faculty, and staff. A number of projects were taken on during FY2010 to address safety. In order to help provide increased safety in the residence halls, an electronic access system is being placed into the hall during summer 2010. Another safety program pertaining to students is the reinstated Students on Patrol, a registered student organization that provides safety and security services. Such services include escorting students at night, reporting suspicious activities or medical emergencies, assisting with traffic control at events and educating people on tailgating rules. The program also has an academic component of promoting careers in public service and safety.

The University developed a proactive plan to keep potential H1N1 influenza virus outbreaks on campus to a minimum. Faculty, staff and students were informed on preventative methods for staying healthy as well as policies to follow if one suspected having the H1N1 virus. Additionally, the University secured approximately 2,000 vaccines to administer during a student clinic at Redbird Arena in November 2009.

Illinois State has an Emergency Alert notification system that faculty, staff and students can sign up for. The system notifies people in the wake of an emergency involving a threat to life or safety on campus and will notify those by phone, e-mail and/or text.

Capital Projects. Strategy #3 relates to completing capital projects that address health and safety issues as well as providing efficient utility support. The FY2011 request to the state for capital improvements includes funds for renovation of Milner Library, a new building for Mennonite College of Nursing, rehabilitation and construction of the College of Education and renovation of Williams Hall. In FY2010, Governor Quinn signed an appropriations bill that includes \$54 million for the Fine Arts Complex. Additionally, \$1.5 million in funding recently released by the state will allow the University to enhance the electrical distribution system in Milner Library.

The Stevenson Hall and Turner Hall life safety improvement project is expected to be completed in summer 2010. The project included correction of life safety problems, upgrades of the mechanical and electrical systems, installation of new windows, and renovation of bathrooms.

The University continued its work on improving the residence halls and dining centers in FY2010 with the completed renovation of Manchester Hall. Additionally, Watterson Commons dining center underwent a number of renovations during the 2009-2010 school year and will continue to undergo further renovations until its anticipated completion in fall 2010. Watterson Towers began its multiple-phase project of renovations immediately after the spring 2010 semester ended.

The Student Fitness Center and McCormick Hall facility is scheduled to open in January 2011 in time for the spring semester. The facility will play a dual role in offering the University community a fitness center as well as having an academic component in the home of the School of Kinesiology and Recreation.

Figure S Expenditures on Deferred Maintenance Projects	
FY2007	\$ 9.5 million
FY2008	23.9 million
FY2009	21.8 million

Figure S shows annual expenditures for FY2007 through FY2009 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 including state appropriated bond funds for major capital projects, University bond revenue funds, Academic Facilities 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 (i.e. FY2008 and FY2009). The current backlog of deferred maintenance projects is projected at \$532.2 million; \$254.2 million in general-revenue supported facilities and \$278.0 million in bond revenue supported facilities. Work on Stevenson and Turner halls, Watterson Towers and the south campus power plant also will contribute to reducing this backlog.

Sustainability. Strategy #5 calls for developing and implementing a University policy on environmental sustainability. The University has developed a new policy on sustainability which can be found on the University's Policy website at <http://policy.illinoisstate.edu/>. The policy states that "A strong commitment to a sustainable future ensures that the University's tradition of excellence will continue well into the future.... Illinois State University strives toward a sustainable campus environment through teaching, research and service to the people of Illinois, the nation and the world, by endeavoring to use environmentally sound business and operating practices and fostering a culture of sustainability among all members of the campus community."

Illinois State has received a number of sustainability-related recognitions including being recognized in *The Princeton Review's Guide to 286 Green Colleges* and as a Tree Campus USA for the second year in a row by the Arbor Day Foundation.

Illinois State has a number of initiatives in place that seek to improve the University's sustainability. During the holiday break shutdown, the University realized \$72,000 in cost savings through energy conservation measures like turning down thermostats and unplugging computers and other unused machines. In an effort to reduce paper use, new efficiency hand dryers in Stevenson Hall were installed during its remodeling project, and strategies are in place to reduce paper use in offices and classrooms.

Campus Dining Services has a number of initiatives to become more sustainable. Watterson Commons Dining Center implemented trayless dining after the 2010 spring break, which switched from paper products to permanent dishes throughout the facility. The Marketplace at Linkins previously went trayless. Additionally, waste fryer oil from the dining centers is being converted into fuel for use in campus fleet vehicles. Also, during the spring 2010 Earth Week, a "Dine-In Challenge" was issued that challenged the University community to eat in the dining center locations instead of carrying out meals in hopes of reducing those meals carried out by 15 percent.

As the University continues to encourage faculty, staff and students to find alternative options of travel and push vehicular traffic out to the periphery, a couple of programs were implemented to help in this endeavor. The Connect by Hertz Car Share Program allows faculty, staff and students to rent a car by the hour or day for a small fee. Reggie Ride allows users to check out a bicycle for free.

Summary and Conclusions. The University has taken a number of positive steps to promote a healthy, safe and environmentally sustainable campus. A number of new programs were initiated to improve upon the health and safety of faculty, staff and students. The University continues to improve the facilities of the University through new construction and renovation of existing facilities. Several capital projects identified as priorities by the University are currently on the capital request list for funding from the state. The University also seeks to become a more sustainable campus and has a number of new programs in place that seek to advance Illinois State's sustainability now and in the future.