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## Educating Illinois Progress Report, Fiscal Year 2012

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**ILLINOIS STATE  
UNIVERSITY**

**BOARD OF  
TRUSTEES**

**Report No. 2012.07/1100.01**  
**Educating Illinois Progress Report**

**Executive Summary**

This report highlights the University's continued success in advancing the five goals of the University's strategic plan, *Educating Illinois 2008-2014*, and presents an update on the work underway to revise the plan. The report is the third 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 continues to increase financial assistance for current and prospective students. Recruitment enhancements were also made with the approval of the new Enrollment Competitiveness Program. Second year retention rates rose to a historic high in fall 2011 along with an increase in minority enrollment. A number of academic programs received national recognition and two new minors in Business Sustainability and Environment and in Latin American and Latino/a Studies were instituted to meet program demand. (Goal #1)
- The University takes progressive measures to support faculty and staff, such as the new AsiaConnect group and the Leadership Initiative. Enhancements to academic support structures continue to make strides through recommendations in the *Master Plan 2010-2030: Looking to the Future*; one specific example is the opening of the new Nursing Simulation Laboratory. External funding experienced a record high this last fiscal year of approximately \$37 million. Faculty, staff and students continue to take advantage of professional development opportunities through the Center for Teaching, Learning and Technology and a number of faculty are involved with international faculty exchanges. (Goal #2)
- The University continues to offer a number of cultural and social events throughout the year that spans from nationally-known speakers, College of Fine Arts performances and Intercollegiate Athletics events. Connections to faculty, staff, students, alumni and community members are made utilizing innovative initiatives, such as social media and the widespread distribution of the *STATE* magazine. The recently announced partnership with Brazil illustrates the connections Illinois State establishes beyond the region. (Goal #3)
- The University has been proactive in seeking financial partnerships that benefit the mission of the institution, such as its partnership with NORESO and the redevelopment of Cardinal Court. Along with the recent implementation of the new human resources information/payroll system (iPeople) and a new budget management and reporting system (Budget Wizard), a new project (*LEAPForward*) was initiated to redesign the University's administrative enterprise architecture. (Goal #4)

- The University continues to place emphasis on the mental and physical health and safety of faculty, staff and students. The Student Fitness Center has seen great success in the number of visitors along with national recognitions. Up Late @ State provides non-alcoholic and safe events once a month for students to participate in. Despite the current economic conditions, the University proceeded with a number of construction projects including Hancock Stadium, Student Health Services renovation and Hovey Hall renovations. Many sustainability projects and programs are integrated throughout campus, such as single-stream recycling. (Goal #5)

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

This report presents an update on the work underway to revise Illinois State University's strategic plan, *Educating Illinois*. The report also highlights the University's continued success in advancing the five goals of *Educating Illinois, 2008-2014*.

**Review of *Educating Illinois***

Good planning practices require periodic review of plans to ensure they continue to address challenges and consider future opportunities. As such, *Educating Illinois 2008-2013* calls for the plan to be reviewed and updated. In September 2011, President Bowman charged the four vice presidents to lead the process to revise the University's strategic plan. He also appointed a Task Force that reflects a wide representation of the campus community and shared governance groups to guide and facilitate the work to review and update *Educating Illinois*.

A number of activities were undertaken to review the environment and seek input from the campus and local communities. A comprehensive environmental scan was prepared, illustrating internal and external factors facing the University. The Task Force met with key campus constituencies, hosted open forums and conducted an online survey. Additionally, the Task Force held a two-day retreat where panels, consisting of cross-campus representation, presented information on challenges and opportunities facing the University and offered suggestions on approaches the University could take in addressing such.

A draft of a new *Educating Illinois* will be released in August 2012 for public review and comment. The Task Force plans to host public forums, meet with groups and conduct another online survey during September and October to identify any questions and/or concerns about the draft. Following consultation, the Task Force will revise the draft as needed. The revised draft will be submitted to the shared governance constituencies for endorsement in December 2012 and January 2013 prior to submission to the Board of Trustees for its consideration in February 2013. Further information on the process is available online at <http://www.educatingillinois.ilstu.edu/>.

**Progress on Implementing *Educating Illinois, 2008-2014***

The Board of Trustees, along with each of the University's shared governance constituencies, endorsed *Educating Illinois 2008-2014* in 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.

The following report reflects a sampling of the results and the steps that have been taken over the last three years. Additional information on the University's progress in implementing *Educating Illinois 2008-2014* is available online at <http://www.educatingillinois.ilstu.edu/>.

**Goal 1: Illinois State University will position students to excel in a globally competitive, culturally diverse, technological, and changing environment.**

The strategies in Goal #1 focus on access and affordability, transfer student orientation and transition, advisement, the recruitment and retention of 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 recognizes the importance of institutional aid in helping students pay tuition, fees and other costs related to attendance at the University and in recruiting students. A number of scholarships are available across the institution, including the Presidential Scholarship, University Scholarship and the Redbird Academic Scholarship. The Redbird Academic Scholarship, which is in its second year of implementation, is a merit-based award as are the Presidential and University scholarships. The University allocated \$500,000 for Redbird Scholarships in FY2012 and will increase funding for the program to \$2 million over the next several years. The University increased the quantity and value of Community College Transfer Scholarships in fall 2012. Thirty-four Community College Transfer Scholarships will be awarded in fall 2012 at \$2,000 each, 17 of which will be awarded for two years. These awards represent an increase from fall 2011 in which six were awarded at \$1,500 each.

The University assists students with financial need through the Illinois State University Access Grant, which supplements Monetary Award Program (MAP) grants. In FY2012, \$8.0 million was awarded, which was a \$3.8 million increase from FY2008. The Board of Trustees approved a new Enrollment Competitiveness Program in fall 2012 that removes the out-of-state tuition differential for selected, out-of-state students. Increasing the affordability of education to out-of-state students also brings the opportunity for more geographic diversity to the University.

The University has a number of recruitment initiatives in practice, particularly those that increase access to low income and underrepresented students. The Office of Admissions provided additional application workshops in schools with high populations of low income students. The office offers communication materials in Spanish as well as a Spanish-speaking ambassador that meets with prospective students and families.

	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>4 Year Change</u>
<b># of students</b>	14,738	15,367	16,391	16,501	12%
<b>% of students</b>	73.3	72.5	78.9	78.3	6.8%
<b>Total Aid (\$ in millions)</b>	\$150.0	\$174.6	\$200.9	\$217.3	44.9%

Figure A shows information on the number of students at the University who received student financial aid and the amount of aid awarded in 2007-08 through 2010-11. Student financial aid totaled \$217.3 million from all sources (i.e. state and federal grants, loans, institutional aid, student employment) in 2010-11, an increase of \$67.3 million, or 44.9 percent, over 2007-08.

Figure B shows a breakout of the proportion of enrolled, undergraduate full-time students by family income quintile in academic years 2007-08, 2008-09, 2009-10, and 2010-11. The information presented in Figure B is limited to dependent students who completed a Free Application for Federal Student Aid (FAFSA). In academic year 2010-11, approximately 10 percent of the University’s enrolled students were from families with annual incomes of less than \$26,602 (the first quintile); nearly 29 percent came from families with incomes in the highest quintile (\$115,210 and above), an increase from 2007-08 (24.6 percent).

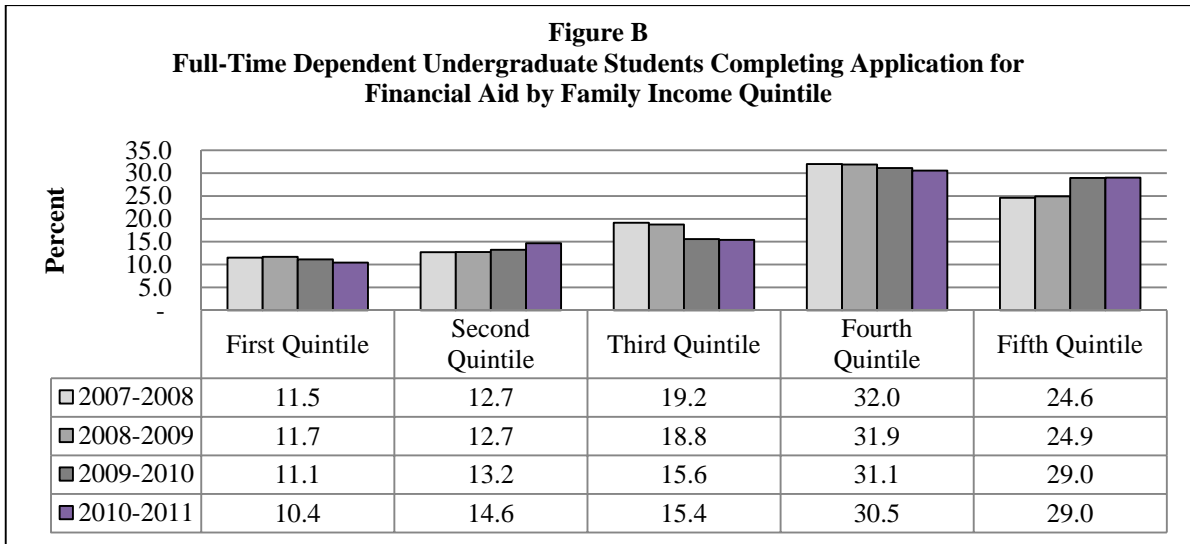


Figure C provides similar information for independent students (students who are not financially dependent upon their parents or guardians). The data presented are limited to undergraduate students who filed a FASFA application and are classified as independent. Of the total number of undergraduates who filed a FASFA application, 1,331 students (9.6 percent) were independent. Nearly 79 percent of independent students who filed applications for student financial aid in 2010-11 had annual incomes of less than \$26,602.

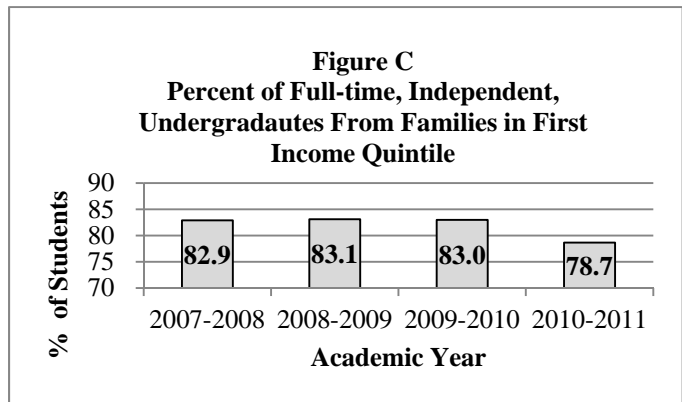


Figure D shows the average student loan debt the University's students incur upon completing a baccalaureate degree. The FY2011 student debt load was \$24,767, an 8.4 percent increase from FY2010. As a step towards reducing loan indebtedness, Illinois State assists students in obtaining employment opportunities. Approximately 6,000 students are employed each year at the University earning approximately \$16 million towards their expenses.

**Figure D**  
**Average Student Loan Debt**

	Average Student Loan Debt	Change from Previous Year	
		Dollar	Percent
<b>FY2008</b>	18,854	801	4.4
<b>FY2009</b>	20,105	1,251	6.6
<b>FY2010</b>	22,847	2,742	13.6
<b>FY2011</b>	24,767	1,920	8.4

The University seeks to enhance support for graduate assistantships. Nearly 72 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 five fall semesters. The average monthly stipends for both masters and doctoral students have steadily increased from fall 2007 to fall 2011. Stipends for masters students increased by 10.6 percent and stipends for doctoral students increased by 11.0 percent.

<b>Figure E</b>		
<b>Average Monthly Graduate Stipends</b>		
<b>(full-time only)</b>		
	<b>Masters (\$)</b>	<b>Doctoral (\$)</b>
<b>Fall 2007</b>	900	1,451
<b>Fall 2008</b>	925	1,491
<b>Fall 2009</b>	958	1,531
<b>Fall 2010</b>	973	1,602
<b>Fall 2011</b>	996	1,611

**Transfer Student Orientation and Transition.** Strong orientation programs facilitate the transition of transfer students to the University and are important to 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 last five years.

<b>Figure F</b>						
<b>Transfer Students</b>						
	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b><u>5 year</u> <u>Change</u></b>
<b>Number of Students</b>	1,725	1,704	1,926	1,838	1,826	5.9%
<b>Number of Students Participating in Orientation Programs</b>	1,122	1,293	1,407	1,409	1,463	30.4%
<b>% Participating in Orientation Programs</b>	65.0	75.9	73.1	76.7	80.1	23.2%
	<b>Fall 2006 Cohort</b>	<b>Fall 2007 Cohort</b>	<b>Fall 2008 Cohort</b>	<b>Fall 2009 Cohort</b>	<b>Fall 2010 Cohort</b>	
<b>% of Returning for Second Fall</b>	85.4	84.6	84.6	81.6	83.1	(2.7)%

The number of transfer students increased by 5.6 percent from fall 2007 to fall 2011. Eighty percent of the incoming transfer students for fall 2011 participated in orientation programs. The percentage of transfer students who enrolled at the University in fall 2010 with 30 or more credit hours and returned for a second fall was 83.1 percent. Retention rates for transfer students are within the same range as those for new beginning, first-time students (see Figure G).

The University has placed additional emphasis in the last few years on improving services for transfer students beginning with the admissions process and continuing on through retention programs. University College offers prospective students pre-admission advisement as well as admissions counseling during the student's final semester at a community college in order to provide guidance on majors, course patterns and time-to-graduation. Transfer Information Nights are offered at select community colleges to admitted transfer students that provide students information about transitioning to the University, such as transferring credits, signing up for housing and registering for Transfer Day.

Transfer Day is a one-day program offered to transfers the semester prior to their enrollment at the University, which offers academic information sessions, the opportunity to meet with an academic advisor, tour the campus, information about campus involvement and opportunities to meet other transfer students. Additionally, University College offers an online course for new transfers students, Transfer Student Seminar, that helps transfer students acclimate to campus through meeting other transfer students, assisting them in exploring major and/or career interests, developing strategies for getting involved on campus and other resources needed for 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.

The Julia N. Visor Academic Center continues to offer a wide array of programming and services geared towards the orientation and retention of students and the following are selected examples. Career Path Chat Sessions help students increase their awareness of various career opportunities from guest speakers who discuss their experiences. Adult Learner Services provide recommendations to campus support services that an “adult learner” might find useful, including a personal connection to campus support groups. The Center also offers Success Coaching, which assists students in developing and refining academic skills while helping them learn about their strengths that can contribute to their academic success.

The University recognizes the importance of assisting students in declaring a major and the impact it has on time-to-degree. University College offers advising to those students who have not declared a major. In FY2012, nearly 88 percent of degree-seeking undergraduates were in a declared major, an increase from the 86 percent in FY2008.

<b>Figure G</b>					
<b>Second Year Retention Rates for New Beginning First-Time Student</b>					
	<b><u>Fall 2007</u></b> (2006 cohort)	<b><u>Fall 2008</u></b> (2007 cohort)	<b><u>Fall 2009</u></b> (2008 cohort)	<b><u>Fall 2010</u></b> (2009 cohort)	<b><u>Fall 2011</u></b> (2010 cohort)
<b>All Students</b>	83.3	83.4	84.9	85.0	85.1
<b>Black/Non-Hispanic</b>	63.2	73.3	80.7	80.5	76.2
<b>Hispanic</b>	75.4	73.2	77.9	82.3	80.7

Figure G shows retention rates for all new beginning, first-time students as well as for students with Black/Non-Hispanic and Hispanic racial designations. Eighty-five percent of the new beginning first-time students who enrolled in fall 2010 returned to the University for a second year in fall 2011. The second-year retention rate for

Black/Non-Hispanic students was 76.2 percent; for Hispanic students it was 80.7 percent. Each of these retention rates for the 2010 cohort is an increase from the fall 2006 cohort.

Figure H shows six-year graduation rates for new beginning, first-time students. Nearly 70 percent of the first-time, new beginning students in 2005 graduated within six years – approximately five percentage points higher than the six-year graduation rate for the cohort beginning in 2001. The six-year graduation rates for Hispanic students also increased from the cohort beginning in 2001, while the six-year graduation rate for Black/Non-Hispanic students has experienced some fluctuation and a decrease with the 2005 cohort.

<b>Figure H</b>					
<b>Six-Year Graduation Rates for New Beginning First-time Students</b>					
	<b><u>FY2008</u></b> (2001 cohort)	<b><u>FY2009</u></b> (2002 cohort)	<b><u>FY2010</u></b> (2003 cohort)	<b><u>FY2011</u></b> (2004 cohort)	<b><u>FY2012</u></b> (2005 cohort)
<b>All Students</b>	65.1	69.9	68.8	70.4	69.8
<b>Black/Non-Hispanic</b>	50.7	52.0	45.2	51.6	41.8
<b>Hispanic</b>	56.3	53.6	50.0	57.7	63.4



**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. Figures I-1 and I-2 show student headcount enrollment by racial/ethnic designation for fall 2007 through fall 2011. Minority students represented approximately 15.2 percent of the undergraduate student headcount (four percentage points higher than fall 2007) and 10.6 percent of the graduate student headcount during fall 2011 (1.5 percentage points higher than fall 2007).

<b>Figure I-1</b>						
<b>Undergraduate On-Campus Headcount Enrollment by Race/Ethnicity</b>						
	<b>Number</b>					<b>5 Year %</b>
	<b>Fall 07</b>	<b>Fall 08</b>	<b>Fall 09</b>	<b>Fall 10</b>	<b>Fall 11</b>	<b>Change</b>
American Indian/Alaskan Native	57	67	79	66	44	(23%)
Black or African American	975	939	1,015	1,032	1,113	14%
Asian	320	338	364	359	318	(1%)
Hispanic	622	655	816	905	1,053	69%
Hawaiian or Pacific Islander <sup>1</sup>	--	--	--	12	23	--
Two or More Selections <sup>1</sup>	--	--	--	111	270	--
<b>Minority Subtotal</b>	<b>1,974</b>	<b>1,999</b>	<b>2,274</b>	<b>2,485</b>	<b>2,821</b>	<b>43%</b>
White/Non-Hispanic	14,858	15,146	15,260	15,167	15,271	3%
Not Reported	705	695	686	481	302	(57)%
Non-Resident Alien	<u>118</u>	<u>109</u>	<u>124</u>	<u>121</u>	<u>141</u>	<u>19%</u>
Total	17,655	17,949	18,344	18,254	18,535	5%

<sup>1</sup>New racial/ethnic report codes as of fall 2010

<b>Figure I-2</b>						
<b>Graduate On-Campus Headcount Enrollment by Race/Ethnicity</b>						
	<b>Number</b>					<b>5 Year %</b>
	<b>Fall 07</b>	<b>Fall 08</b>	<b>Fall 09</b>	<b>Fall 10</b>	<b>Fall 11</b>	<b>Change</b>
American Indian/Alaskan Native	9	7	8	6	7	(22)%
Black or African American	98	104	106	103	101	3%
Asian	61	62	51	55	53	(13)%
Hispanic	55	53	55	74	88	60%
Hawaiian or Pacific Islander <sup>1</sup>	--	--	--	--	2	--
Two or More Selections <sup>1</sup>	--	--	--	1	18	--
<b>Minority Subtotal</b>	<b>223</b>	<b>226</b>	<b>220</b>	<b>239</b>	<b>269</b>	<b>21%</b>
White/Non-Hispanic	1,837	1,913	1,924	1,944	1,984	8%
Not Reported	78	96	91	65	43	(45)%
Non-Resident Alien	<u>311</u>	<u>266</u>	<u>277</u>	<u>260</u>	<u>249</u>	<u>(20)%</u>
Total	2,449	2,501	2,512	2,508	2,545	4%

<sup>1</sup>New racial/ethnic report codes as of fall 2010

Figure J shows the number of applied, admitted and enrolled new beginning freshmen for fall 2007 to fall 2011. Seventy-one percent of the new beginning freshmen who applied for admission to the University for fall 2011 were admitted; 50 percent of minority new beginning freshmen who applied were admitted. The percent of new beginning freshmen who were admitted and enrolled in fall 2011 was 36 percent; while the minority new beginning freshmen figure was 29 percent.

<b>Figure J</b>										
<b>Percent Admitted from those Who Applied and Percent Enrolled from those Admitted New Beginning Freshmen</b>										
	<b>Percent of Applicants Admitted</b>					<b>Percent of Admitted Applicants Enrolled</b>				
	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>
<b>Total</b>	67%	64%	62%	67%	71%	37%	39%	35%	35%	36%
<b>Minority</b>	50%	44%	46%	48%	50%	28%	31%	30%	30%	29%

There are a number of programs geared towards improving the recruitment and student success of underrepresented groups. The TRIO/Student Support Services program helps participants successfully graduate through services, such as personal and career counseling, investigation of graduate/professional school opportunities, college survival/study skills workshops, and cultural and educational activities. The Lois Stokes Alliance for Minority Participation, which is a National Science Foundation funded alliance, seeks to increase the number of undergraduate and graduate students of African American, Latino, Alaskan Native, Native Pacific Islander and American Indian ethnicities pursuing careers in mathematics, science, engineering, technology and teacher education.

The Social Justice Institute provides an opportunity for students to look at their identity, values, and how they can make a difference in society in regards to social justice. Diversity Advocacy hosts the institute annually along with a number of other programs and services, including the Fall Kickoff 'Que during Passages, a Diversity Retreat, and T.A.L.K. that is comprised of a round table discussion series.

**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.

<b>Figure K</b>		
<b>Honors Program</b>		
	<b>Students</b>	<b>Courses</b>
<b>Fall 2007</b>	N/A	36
<b>Fall 2008</b>	1,078	40
<b>Fall 2009</b>	1,081	41
<b>Fall 2010</b>	1,055	47
<b>Fall 2011</b>	1,063	40

Figure K shows the number of students enrolled each fall in the University's Honors Program from fall 2007 through fall 2011 as well as the number of honors courses offered. The number of students participating in the Honors Program has lingered slightly below 1,100 students and the number of courses offered increased from 36 courses in fall 2007 to 40 courses in fall 2011.

In FY2012, Illinois State continued to expand its international linkages with foreign countries. The University had international partnerships with 77 study abroad programs, including 27 exchange programs, 19 one-way study programs, seven third-party affiliate providers, and 13 memorandums of understanding. Furthermore, the University was involved with international exchange programs with academic institutions in 18 countries, one-way study programs in 15 countries, and third-party affiliates in 22 countries. The number of students participating in study abroad programs increased from 375 in FY2008 to 436 in FY2012. The number of students participating in international exchange programs also increased to 88 students in FY2012 from 85 in FY2008.

Illinois State's academic programs continue to be strong and receive national recognition by various publications and organizations, including the College of Business, MBA program, Insurance program, College of Education, Physics and History Education. Several academic programs at Illinois State achieved notable pass rates on licensure exams. Mennonite College of Nursing graduates achieved a 97 percent pass rate on the National Nursing Licensure Examination (NCLEX-RN) in 2011, which is 10 points higher than the state/national average. Accounting student pass rates on the CPA exam were once again nationally recognized and the Accounting program was ranked 15<sup>th</sup> in the nation for its student performance on the exam. Additionally, students in graduate programs taking the Praxis Exam in Speech Language Pathology (NESPA) during 2011 in the Communication Sciences and Disorder department received a 97 percent pass rate, while those taking the Praxis Exam in Audiology received a 100 percent pass rate.

During FY2012, there were several programming accomplishments that reflect best educational practices and enduring learning experiences. Two new minors were created in Business Sustainability and Environment and in Latin American and Latino/a Studies. A new Washington, D.C. Internship Program was created to allow undergraduate and graduate students in participating colleges the opportunity to work for members of the Illinois congressional delegation in Washington, D.C. over the summer. The Professional Development School program for teacher education allows interns the opportunity to work in the school system for a full-academic year and expanded its year-long offerings to students in urban and rural settings, a first in the nation. Additionally, the Bilingual Paraprofessionals into Teachers of English Learners grant culminated with over two dozen graduates completing the Bilingual Elementary Education program in December 2011.

The University has completed its second year of a plan to extend wireless coverage throughout campus. Additionally, work was completed this year on installing instructional technologies in general classrooms. All 173 general classrooms are now equipped with instructional technologies that are standard among the classrooms.

**Multiculturalism and Civic Engagement.** Strategy #6 calls for the infusion of multiculturalism and civic engagement throughout the curriculum and in co-curricular activities. Multiculturalism and civic engagement are represented through activities held throughout campus. In the classroom, a number of activities and new initiatives occurred during FY2012. The Center on Teaching, Learning, and Technology (CTLT) offered workshops that assisted faculty on how to incorporate civic engagement activities into the curriculum. The training course culminated in a number of courses redesigned to now include civic engagement.

The University increased engagement opportunities for students outside of the classroom. Bring it Back to Normal was a program that began in fall 2011 that offered opportunities for students to complete service projects in the Normal community for a day. A Social Issues Fair was offered at Milner Plaza that allowed introductory communication classes to engage other students, faculty and staff regarding political and social issues. The Alternative Spring Break program received a Responsible Scholars grant that was used to assist the program. An estimated 11,000 service hours were completed by students during both the winter and spring breaks. Additionally, this year marked the 20<sup>th</sup> anniversary of the Multicultural Mentorship Project that matches Illinois State students with students in the Chicago schools. Students exchange letters and travel to Chicago for visits and social events. Chicago students also visit the Illinois State campus once during the year to meet with their mentors.

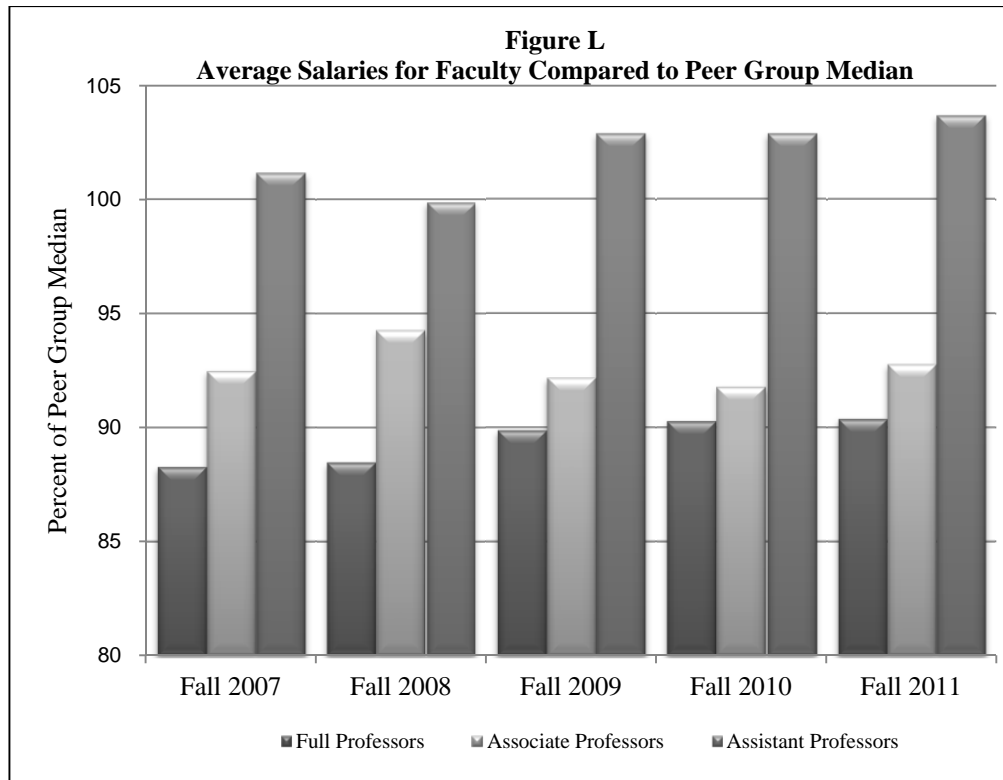
## **Goal 2: Illinois State University will demonstrate excellence in scholarship, teaching, and learning at the undergraduate and graduate levels.**

The strategies in Goal #2 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.** Strategy #1 calls for outstanding faculty and staff that are committed to the University's core values. There are a number of activities that the University engages in to attract and retain talented and diverse faculty and staff. The Leadership Initiative program, which offers leadership development opportunities to a diverse group of faculty and staff interested in exploring advancement in higher education, marked its second year during FY2012. A new group formed in fall 2011 – AsiaConnect: Asian Faculty and Staff Association – provides support and resources to the Asian faculty and staff community at the University. Early-Career Faculty Professional

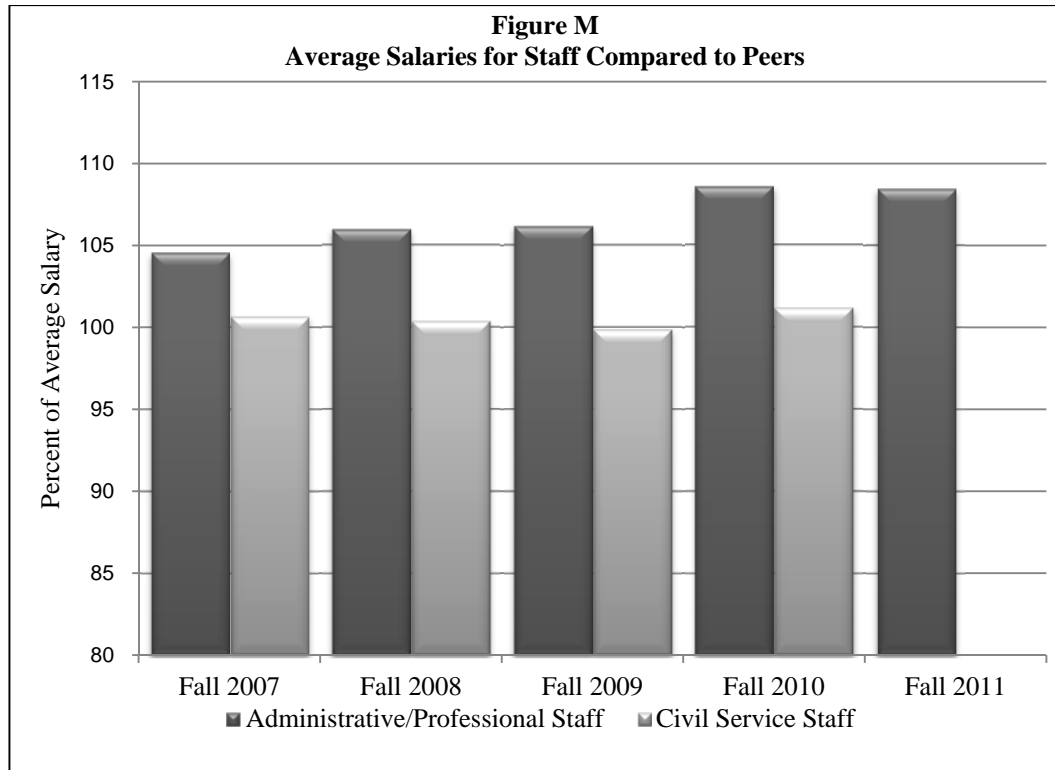
Development Circle meetings are open for faculty in their first three years of teaching at Illinois State. These meetings cover a variety of topics and offer professional development and peer support.

Maintaining faculty and staff salaries near or above peer group comparisons is important to recruiting and retaining a talented faculty and staff. 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 from fall 2007 through fall 2011. The average salary for Illinois State University professors in fall 2011 was 9.6 percentage points below the median salary for professors at the IBHE comparison group institutions 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 7.2 percentage points in fall 2011 compared to 7.5 percentage points below in fall 2007. The average salary for assistant professors in fall 2011 remained above the median salary of the comparison group as it did in fall 2007.



Source: American Association of University Professors

Figure M shows the average salaries for administrative/professional staff compared to the average salaries for staff with similar duties at public research institutions throughout the country. The average salary for Administrative/Professional staff was 8.5 percentage points above the average salary for staff at other institutions in fall 2011. The graph also shows how the average salaries for civil service staff compared to the average salaries for civil service staff at other Illinois public universities. The average salaries at the other institutions are 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. Although data was unavailable for fall 2011, the average salaries for civil service staff at Illinois State were close to the average during fall 2007 through fall 2010.



Please note that civil service staff data was unavailable for the Illinois public universities in fall 2011.

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. Of the new full-time, tenure-track faculty that were hired as assistant professors in fall 2005; 72.7 percent returned for a sixth year in fall 2011; 35.8 percent of the new administrative/professional staff in fall 2005 were retained in fall 2011; and 73.1 percent of new civil service staff were retained from fall 2005 to fall 2011.

**Figure N**  
**Faculty and Staff Retention**

<b>Initial Year of Hire</b>	<b>Fall 2007</b> (Fall 2002)	<b>Fall 2008</b> (Fall 2003)	<b>Fall 2009</b> (Fall 2004)	<b>Fall 2010</b> (Fall 2005)	<b>Fall 2011</b> (Fall 2006)
<b>New Faculty and Staff</b>					
Assistant Professors	69.6%	73.8%	71.0%	60.0%	72.7%
Admin/Professional	42.3	38.5	42.9	44.1	35.8
Civil Service	61.4	70.4	66.7	81.1	73.1
<b>New Minority Faculty and Staff</b>					
Assistant Professors	80.0	33.3	66.7	50.0	66.7
Admin/Professional	45.5	25.0	50.0	50.0	27.3
Civil Service	50.0	66.7	50.0	77.8	61.5

Figure N also presents information regarding the retention of minority faculty and staff. Six-year retention rates for minority civil service staff in fall 2011 were higher than the retention rate in fall 2007, while the retention rates for new full-time, tenure-track professors and administrative/professional staff were lower in fall 2011 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 one 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 has increased from FY2009 to FY2012 by 66.8 percent. Additionally, in FY2012, Milner Library installed an interactive table and collaboration stations to allow students working in small groups the opportunity to utilize various technologies to facilitate their studies.

<u>Fiscal Year</u>	<u>Print Volumes</u>	<u>Electronic Resources</u>
2009	1.61 million	40,936
2010	1.60 million	54,502
2011	1.60 million	71,194
2012	1.61 million	68,294

The University’s state capital budget request for FY2013 totaled \$260.8 million to address infrastructure needs in academic facilities. The request included \$75 million for rehabilitation of Milner Library, which ranked first on the University’s capital priority list. Other funds in the state capital request for FY2013 include the Mennonite College of Nursing building, College of Education Facilities rehabilitation and construction, replacement of University High School and renovation of Williams Hall. In FY2010 state funds were appropriated for the Fine Arts Complex, but have not been released.

The *Master Plan 2010-2030: Looking to the Future*, a long-range plan for future development of the University’s physical facilities and environment, was endorsed in February 2011. A number of plan recommendations have been implemented or are underway. For example, Mennonite College of Nursing opened its new Nursing Simulation Laboratory in fall 2011 that meets its instructional and laboratory needs and features state-of-the-art equipment for training students. The Cardinal Court Redevelopment project is expected to be completed in August 2012 along with the Watterson Towers renovation. Additionally, the campus-wide wireless initiative is scheduled for completion in 2013 that will result in 1,750 wireless access points installed throughout campus.

**Instruction.** Strategy #3 focuses on activities related to facilitating the appropriate use of on-site, online and other innovative delivery methods of instruction. Milner Library contracted with Academic Complete to offer over 70,000 eBooks accessible that span all disciplines via web site and smart phones. The Center for Teaching, Learning and Technology (CTLT) offers a wide array of courses, programs, workshops and more to the campus to assist those wishing to pursue innovation and excellence in teaching, learning and technology and is currently offering ReggieNet workshops that instruct users on how to use the new learning management software that replaced Blackboard. Additionally, CTLT offers a course titled “The 3G Guide for Getting Your Online Class Off to a Great Start” that provides assistance in setting up and designing online courses.

Two professors in the School of Information Technology were awarded a three-year grant from the National Science Foundation to assist in expanding a teaching curriculum pilot program that integrates Web technologies into first-year programming classes. Furthermore, the professors will have the opportunity to educate other colleges and universities on their findings.

<b>Figure P</b>					
<b>CTLT Programming</b>					
	<b><u>2007</u></b>	<b><u>2008</u></b>	<b><u>2009</u></b>	<b><u>2010</u></b>	<b><u>2011</u></b>
<b>Number of Sessions</b>					
Faculty/Staff	287	282	304	341	320
Students	85	94	43	51	87
<b>Number of Participants</b>					
Faculty/Staff	690	765	840	801	667
Students	99	135	126	79	103
<b>Total Hours Devoted to Professional Development</b>					
Faculty/Staff	7,357	9,319	9,290	9,423	9,681
Students	885	1,253	1,031	751	1,092

Figure P presents information on programming offered to faculty, staff and students through the Center on Teaching, Learning, and Technology (CTLT). CTLT has successfully worked to increase the professional development opportunities and the number of faculty, staff and students who participate in them. In 2011, 770 faculty, staff and students participated in programming offered by CTLT. Furthermore, the hours faculty, staff and students spent in professional development opportunities offered by CTLT increased by 30.7 percent between 2007 and 2011.

**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.

There are a number of programs in place within the Research and Sponsored Programs office to assist faculty and staff in seeking external grants and contracts. A new grant writer in the office is available to assist in the grant-writing process. The Cross-Disciplinary Grant Development Program funds grant development awards to assist multi-disciplinary research teams in preparing major grant proposals to external funding agencies. The Cayuse424 system, a web-based system, was implemented to streamline the grant application process. Additionally, various funds are available to assist in such things as travel, exhibit costs, and proposals requiring cost-sharing.

<b>Figure Q</b>				
<b>External Grants and Contracts Submitted and Awarded</b>				
	<b><u>FY2008</u></b>	<b><u>FY2009</u></b>	<b><u>FY2010</u></b>	<b><u>FY2011</u></b>
<b>Number of Awards</b>	305	315	320	282
<b>Funds Awarded</b>	\$22.3 million	\$18.0 million	\$21.6 million	\$36.9 million

Figure Q shows the number of awards and funds awarded in FY2008 through FY2011. The University secured external grants and contracts totaling \$36.9 million in FY2011, resulting in a record year for the University due in large part to the Central Illinois Regional Broadband Network project,

which brought in a \$15.3 million grant. During FY2012, a few notable external grants include \$1.39 million from the U.S. Department of Education's Office of Innovation and Improvement for Transitioning Paraprofessionals into Teachers of English Learners; \$450,000 from the Illinois Department of Children and Family Services to assist in consulting and coaching supervisors and mid-level administrators in child welfare agencies; and \$426,500 from the National Institutes of Health to research ecology of larvae of North American mosquitoes that transmit diseases.

**International Faculty Exchanges.** Strategy #5 calls for expanding international faculty exchanges to enhance faculty knowledge and the internationalization of the curriculum. In FY2012, 21 faculty members were involved in implementing exchange programs and an additional 17 faculty members were engaged in non-exchange study abroad programs. Furthermore, in FY2012 there were eight faculty-led study abroad programs and 108 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, which is an international, cross-discipline initiative that is the systematic reflection and study of teaching and/or learning and the public sharing and review of such work through presentations, performances, shows or publications.

The office of the Cross Chair in SoTL provides a number of resources to faculty; such as a SoTL Resource Group that is available to any interested person needing advice or assistance on the topic of SoTL. The office also provides a number of resources on its web site for disciplines to find organizations, journals and programs that offer support related to SoTL. Furthermore, a small grant program is available to faculty and staff that awards up to \$5,000 to study the developmental and learning outcomes of Illinois State students.

### **Goal 3: Illinois State University will enhance student, faculty, staff, alumni, and community pride in, and allegiance to, the University.**

The strategies in Goal #3 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.

Illinois State hosts many events throughout the year that provide opportunities for the University and local community. The College of Fine Arts held over 400 productions in FY2012. University Galleries received a grant from the Andy Warhol Foundation for the Visual Arts for three new exhibitions and catalogs that University Galleries will publish based on the works displayed.

The Horticulture Center holds a number of events during the year, including the Autumnal Festival where approximately 3,000 visitors in fall 2011 toured the gardens to learn about horticulture. Other examples of events that are open to the community are Concerts on the Quad during the summer, travelling exhibits and the University Speaker Series. During FY2012, the University Speaker Series hosted speakers who spoke on varying topics, such as the Titanic, Negro League baseball, technology and the Civil War.

Intercollegiate Athletics provides a wide array of opportunities for the community to be engaged with the University through the 19 sports at Illinois State. An economic study revealed that Hancock Stadium contributes over \$4 million to the local economy through the events it hosts and the revenue generated by visitors in the Bloomington/Normal community. Once Hancock Stadium's renovations are completed, the revenue impact is expected to be even greater. The NCAA recently announced that four of the University's teams earned Public Recognition Awards due to their Academic Progress Rate performance. Not only are student-athletes excelling in the classroom, they are also achieving national recognition as well. One member of the men's Track and Field team became a two-time NCAA Division I Outdoor Track & Field champion in the javelin; a member of the women's Track and Field team was runner-up in both the shot put and hammer throw.

The Student Fitness Center offers recreational opportunities to faculty, staff and students. Less than one year after opening in January 2011, the Center welcomed its 500,000<sup>th</sup> visitor. The Student Fitness Center also received two awards during FY2012 – Outstanding Sport Facility by National Intramural-Recreational Sports Association and the Innovative Architecture and Design Award from Rec Management Magazine.

**Connections and Partnerships.** The University's connections among students and alumni and fostering creative partnerships among faculty, staff and students are important to enhancing pride in and allegiance to the University. The STATE magazine is circulated to approximately 623,000 constituents of the University, including alumni, donors and friends of Illinois State. The magazine is placed throughout campus so internal constituents such as students, faculty and staff have access to the publication. This year's Alumni Attitude Survey revealed that a significant number of alumni report the STATE magazine as an integral part of maintaining their connection to



Illinois State. To augment the quarterly magazine, a monthly e-mail is sent to alumni of the institution. This email connects alumni to the online magazine, University events and sites of interest.

A robust social media presence is now crucial to keep constituents informed as news breaks. University Marketing and Communications personnel coordinate with Media Relations to ensure that posts are made promptly and accurately no matter what time of day or night. Regular posts are made to Facebook, Twitter and LinkedIn on a regular basis. All University video offerings are shared online through the University's YouTube channel and live-streaming events.

While online communication is expanding, printed publications are still a very important part of the marketing media mix, especially to older constituencies. Printing Services has delivered on the consistent demand for print, producing nearly 4,000 publications in FY2012. University Marketing and Communications tested mobile applications, tablet versions of STATE magazine and mobile web sites throughout the past year in an effort to create content in formats compatible with the emerging media to successfully position the University for the future.

Connections with local, state, national and international partners are also important to Goal #3. Locally, the America's Promise School Project represents a partnership between Mennonite College of Nursing, District 87, Unit 5 schools and parents. The objective of the project is to provide information and resources on the impact of health issues on a student's education. Regionally, Illinois State and Western Illinois University partnered together for the Wind for Schools outreach program that provides classroom materials to select schools on wind energy curriculum.

On a statewide level, the Center for the Study of Education Policy at Illinois State partnered with the Illinois Consortium for Education Change in order to train nearly 9,000 teacher and principal evaluators. The training will help educators comply with the Performance Evaluation Reform Act of 2010. Another highlighted example is a team at Illinois State that is developing a web-based mapping system to assist the Illinois Emergency Management Agency in its response to emergencies.

Internationally, Illinois State has partnered with Brazil in its IIE's International Academic Partnership Program. Through the program, more specifically titled Science With Borders-Brazil, 10 Brazilian students were enrolled during the spring 2012 semester to take courses in science, technology, engineering and mathematics. An additional 30 to 40 students will be enrolled at Illinois State beginning in fall 2012 and will return to Brazil after one year to complete their degrees.

**Promotion.** Strategy #4 calls for coordinated and consistent promotion of the University's contributions, services and successes to external constituencies.

University Marketing and Communications created a web site dedicated to relaying identity standards to be used throughout the University, such as graphic standards, editorial standards, social networking guidelines, presentation templates, as well as identity standards for logos, images of campus, and other University branding material. This web site can be found at <http://universitymarketing.illinoisstate.edu/identity/index.shtml>.

University Marketing and Communications also continues to receive recognition for its work. In FY2012 it received a number of CASE design awards as well as district and regional ADDY awards for marketing and communication print and campaigns.

**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. During the last year, a number of faculty and staff have been recognized by state and national organizations. Additionally, the University recognized faculty and staff for their work at Illinois State in areas such as teaching, research, service, technology and advisement. During FY2012, two faculty members were named University Professors and one faculty received the Distinguished Professor designation.

President Al Bowman was selected as the 2011 recipient of the Council for the Advancement and Support of Education District V Chief Executive Leadership Award which recognizes presidents for exceptional leadership and service in education along with contributions to their institutions and communities. Three faculty members received Fulbright awards that led each abroad with their respective grants. Professor Steven Taylor, Marketing, was

appointed the Hobart and Marian Gardner Hinderliter Endowed Professorship; Kim Astroth, Mennonite College of Nursing, was selected as the 2012 Illinois Board of Higher Education Nurse Educator Fellow; Kristin Dykstra, English, received the National Endowment for the Arts Literature Translator Fellowship; and Harlan Fuller, Accounting, received the 2011 Faculty Leadership Award by IMA. Two students in the College of Applied Science and Technology were selected for the “50 For The Future” award from the Illinois Technology Foundation.

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

#### **Goal 4: Illinois State University will be accountable and fiscally responsible to internal and external stakeholders.**

The strategies in Goal #4 pertain to financial planning, systematic review of processes 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. The newly created Budget Wizard was implemented in FY2012 that bridges 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.

**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.

Academic programs and models are subject to review internally and externally. While the University complies with multiple external accrediting bodies of review, it also formally reviews academic programs internally. The Academic Planning Committee reviews academic programs each year on a rotating basis and conducted 24 full reviews during FY2012. Additionally, a General Education Task Force was formed to review general education at the University and it submitted its report during spring 2012. The report includes recommendations on the following areas: program goals and objectives, structure and curriculum mapping, writing across the curriculum, co-curriculum and integrative learning, pedagogy and faculty development assessment, and administrative structure and communication.

The eMerge unit provides business process analyses for academic and administrative processes at the University. It currently is assisting in the first phase of the *LEAPForward* project by identifying and documenting potential ways to streamline business processes related to student services.

During his State of the University Address, President Bowman called for the development of a three-to-five year comprehensive plan that: 1) identifies current information technology services and costs, 2) analyzes and measures information technology services based on a common framework, 3) provides an analysis of the gap between current services and those recommended in the *IT Strategic Plan*, and 4) presents recommendations on how current resources can be reallocated to support technology advancements and services. Work on this new plan requested by the President is underway and a report with recommendations is expected in early FY2013.

**Linking Funds to Priorities.** Strategy #3 calls for linking funds to the priorities identified in *Educating Illinois*. Units throughout Illinois State consistently seek to align projects and budget requests with the goals and strategies in *Educating Illinois*. Academic Affairs budget presentations and documents annually highlight units’ contributions to *Educating Illinois* and the alignment of new fund requests to further advance 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.

**Private Funds Sources.** Strategy #4 calls for the University to increase funding from private sources. Figure R illustrates the composition of contributions to the Illinois State University Foundation in FY2011. Nearly three-quarters of the contributions came from alumni, estates, and corporations and foundations. The amount of funds raised in FY2011 totaled \$13.5 million, which is an increase of \$1.27 million over FY2010.

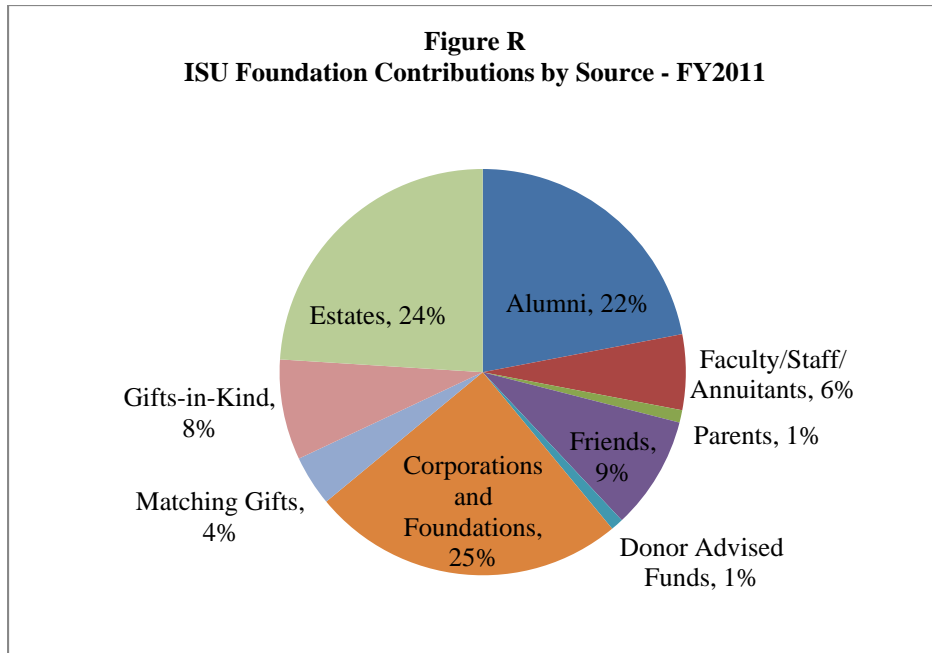


Figure S looks at the contributions from private entities and alumni in FY2008 through FY2011. The University received commitments for cash gifts from private contributors in FY2011 of \$10.1 million and \$2.4 million from alumni contributors in FY2011. Additional contributions came in the form of gift-in-kind and deferred commitments, which made up an additional \$1.2 million from private contributors and over \$800,000 from alumni contributors in FY2011.

**Figure S**  
**Contributions to the University**

	<u>FY2008</u>	<u>FY2009</u>	<u>FY2010</u>	<u>FY2011</u>
<b><u>Private Contributions</u></b>				
Cash Gifts	\$10.2 million	\$8.6 million	\$13.3 million	\$10.1 million
Gift-in-Kind	\$167,400	\$183,300	\$67,900	\$870,500
Deferred Commitments	\$792,000	\$1.4 million	\$1.2 million	\$1.1 million
<b><u>Alumni Contributions</u></b>				
Cash Gifts	\$2.5 million	\$2.3 million	\$2.4 million	\$2.4 million
Gift-in-Kind	\$28,700	\$42,500	\$16,500	\$21,900
Deferred Commitments	\$782,000	\$913,800	\$720,000	\$805,500

Illinois State held the Gladly We Give campaign for the fourth year in a row in FY2012 in an effort to further increase the number of faculty, staff and retirees that contribute to the University. In FY2012, 1,567 faculty, staff and retirees donated to the University, which was a 66 percent increase in the number giving since FY2008. Approximately seven percent of alumni contribute to the University annually.

As the University receives a declining amount of state funding, it is important to seek funding from outside sources, including private resources. The colleges continue to increase their individual endowments which resulted in increases in scholarships and funding for programmatic needs during FY2012.

**Financial Partnerships.** Strategy #5 focuses on activities that develop and support creative financial partnerships with external organizations to advance the University's mission. The following are examples of projects currently underway that reflect creative partnerships.

Illinois State's partnership with NORESKO, an energy service company, resulted in a number of energy-saving measures that are currently being implemented. NORESKO conducted an audit of the University's facilities that identified 17 energy conservation measures totaling \$8.5 million that would result in savings in utility, operational and maintenance costs. The work on this project, which involves energy conservation measures in Milner Library, the Science Laboratory Building and the Heating Plant is scheduled for completion in July 2013.

The University recently contracted with a vendor to outsource the mainframe and systems administration roles. This is the University's first private cloud engagement. The actual hardware is outsourced, but the University maintains the rights to the software. Outsourcing the mainframe and systems administration roles frees up staff to work on upcoming projects, such as the new student information system and development and implementation project, *LEAPForward*.

Cardinal Court will open in August 2012, providing a new, on-campus housing option for students. The University partnered with the Collegiate Housing Foundation to finance and construct the new complex that will offer apartment-style housing accommodations for approximately 900 sophomores, juniors and seniors.

The Central Illinois Regional Broadband Network project, a \$15.3 million federal grant, represents a partnership between Illinois State University, Central Management Services and other Central Illinois partners. The project will extend high-speed, low-cost Internet connectivity in un-served and underserved areas in Central Illinois.

**Computer Network/Data Security and Reliability.** Numerous activities were undertaken during the past year to enhance computer network and data security and reliability (Strategy #6).

The IT Policy and Planning Council completed the *Information Technology Strategic Plan 2011-2013*. This new plan identifies information technology service priorities and collaborative activities for providing service to the University. New University policies on the security and appropriate use of information technology resources and systems were adopted.

FY2012 marks the first year of the University's use of PeopleSoft's Human Capital Management system. Commonly referred to by the University community as iPeople, the new system was the University's first major step in modernizing its administrative technologies.

During FY2012, a new initiative, *LEAPForward*, was launched to redesign the administrative enterprise architecture at Illinois State. The initiative will focus on four areas: a business process management (BPM) effort to redesign processes related to student systems, an enterprise-wide business intelligence effort, the implementation of a new student information system, and the optimization of the administrative enterprise technology architecture. This project will not only replace a student information system that is over 30 years old, it will provide University leadership and management data in a user-friendly format to inform decision-making.

A Data Stewardship and IT Service Council was formed to focus on the management of information as an institutional asset and to identify and prioritize business needs. During the past year, the Council developed and endorsed a data classification schema in support of the University's new policy on the security of information technology resources and systems. The Council also created and adopted a formal process for reviewing, prioritizing and receiving progress reports on enterprise technology projects.

## **Goal 5: Illinois State University will promote a healthy, safe, and environmentally sustainable campus.**

Strategies in Goal #5 pertain 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 the mental and physical health of students, faculty and staff.

The Dean of Students Office developed a program, Up Late @ State, in fall 2011 aimed at providing late night programming to students in lieu of participating in other alternative choices, such as drinking. Up Late @ State is offered monthly and has alcohol-free activities, such as games, dances, and movies, as well as free food. Attendance at the events has ranged from 200 to nearly 1,200 students.

Since the Student Fitness Center's opening, approximately 63 percent of the student population has visited the facility at least once. Campus Recreation has initiated a new 12-week program, Healthiest Winner, that aims to provide fitness and goal assessments along with personal trainers to assist participants throughout the process. The goal is to improve weight management and overall physical health. Health Promotion and Wellness continues to offer programming to faculty, staff and students, including SEVEN. SEVEN stresses balance between the emotional, environmental, intellectual, physical, social, spiritual and vocational aspects of everyday lives.

*Educating Illinois* also calls for maintaining staffing for the University's counseling services at levels recommended by related professional organizations. There were 14.6 full-time-equivalent staff in counseling services in FY2012, compared to 12.8 in FY2008. Professional Organization Guidelines suggest that institutions have one staff member for every 1,000 to 1,500 students. In FY2012, the University had one staff member for every 1,444 students, compared to one staff member for every 1,571 students in FY2008.

**Safety.** Strategy #2 calls for developing and implementing programs and activities that promote the safety of students, faculty and staff. A number of projects have been initiated on campus to address safety and the following are examples.

Redbird Safe Walk is a service available to faculty, staff and students that provides an escort when traveling by foot in and around a close proximity to campus. The ISU Emergency Alert sends prompt warnings to members of the University community in the event of an emergency situation. Alerts are sent via message to campus and personal phones, e-mail addresses, or any other device identified by the individual.

The Department of Chemistry implemented the CISPro Chemical Inventory System, a relational database system for tracking chemicals and other laboratory supplies. The system allows the user to maintain a listing of all chemicals in the Chemistry Department, keep track of where items are located, track on-hand quantities, identify expiration and low inventory alerts, monitor who uses what chemicals and how much, generate reports and access hazardous information during an emergency. Additionally, Environmental Health and Safety researched and implemented an on-line material safety data sheet program, *MSDS Direct*, which is being used by Facilities, Campus Dining, the College of Fine Arts, the Print Shop and Student Health Services. *MSDS Direct* allows these units immediate access to updated information relative to using chemicals safely.

**Capital Projects.** Strategy #3 relates to capital projects that address health and safety issues as well as providing efficient utility support. The FY2013 request to the state for capital improvements includes funds for Milner Library rehabilitation, a new building for Mennonite College of Nursing, rehabilitation and construction of the College of Education (DeGarmo Hall rehabilitation and Thomas Metcalf School replacement), University High School replacement and renovation of Williams Hall. Governor Quinn signed a FY2010 appropriations bill that includes \$54 million for the Fine Arts Complex.

Renovation of the Student Health Services area in the Student Services Building began in summer 2011 and is expected to be completed by August 2013. Work is also underway in Hovey Hall, which involves exterior repairs, asbestos removal, plumbing rehabilitation, along with a first floor renovation that will provide a more suitable space for the Office of Admissions point-of-contact services and the relocation of the Financial Aid Office to Hovey Hall.

Renovation of Hancock Stadium will begin with the demolition of the east-side bleachers in late summer 2012. The project is expected to be completed prior to the fall 2013 football season and will include a new east-side grandstand that will accommodate press and game operations along with club space. Additionally, new aluminum bleachers will be in place for nearly 7,000 spectators, a new concourse will be developed and new aesthetic features will be added along with a new pathway and parking reconfigurations.

The University is expected to complete work in August 2012 of its multi-year residence hall and dining center improvements throughout campus. Interior and exterior renovation on Watterson Towers is near completion of its multi-phase project. Exterior work was also done on Hewett and Manchester Halls.

<b>Figure T Expenditures on Deferred Maintenance Projects</b>	
FY2008	23.9 million
FY2009	21.8 million
FY2010	22.6 million
FY2011	20.7 million

Figure T shows annual expenditures for FY2008 through FY2011 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. The current backlog of deferred maintenance projects is projected at \$520.0 million; \$247.3 million in general-revenue supported facilities and \$272.8 million in bond revenue supported facilities.

**Sustainability.** Strategy #5 calls for a University policy on environmental sustainability. Illinois State’s policy on sustainability 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.” A number of initiatives exhibit the University’s commitment to sustainability.

Illinois State once again received several recognitions relating to sustainability in FY2012. The University received the Green Governors Award and was named a Tree Campus USA for the fourth year in a row by the Arbor Day Foundation. As a result, 50 new trees were planted on campus that included 25 different species.

Zimride, a new online social rideshare community, was launched in spring 2012. Participants share commutes or find a one-time ride. In a related effort, the Good to Go Commuter challenge held its third challenge in spring 2012. Over 700 people, including individuals, teams and workplaces, participated in the challenge of finding an alternative source to driving alone, saving 34,000 sustainable travel miles during the weeklong event.

The University implemented single-stream recycling which eliminates the need to separate recyclable materials into different containers. A waste audit completed by environmental health students revealed that the amount of recyclable materials thrown out in trash containers has decreased over the years. In fall 2011, the audit discovered that 20 percent of the trash found in University trash receptacles was of recyclable material, which is a decrease from 2002 when 40 percent of recyclable materials were found in trash receptacles. Illinois State also continued its food composting operation that includes non-residential unpulped food waste from businesses, schools and restaurants in the Bloomington-Normal community.