



# Strategic Plan

2013/2014



SOUTHERN ILLINOIS UNIVERSITY  
**EDWARDSVILLE**

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# INTRODUCTION

SIUE has a long history of planning, although it had not previously adopted a formal strategic plan until 2001. At that time, SIUE joined the Academic Quality Improvement Project (AQIP) of the Higher Learning Commission of the North Central Association. One of SIUE's four AQIP action projects was to develop a comprehensive strategic plan.

SIUE began the AQIP strategic planning process in Spring 2001, bringing together more than 80 members of the SIUE community—faculty, staff, students, administrators, alumni, and Foundation Board members. The work of this group continued into early 2002, reviewing and revising SIUE's statements on values, vision, mission, diversity, and its long-term goals. These revised statements were shared with the larger community through open hearings in Alton, East St. Louis, and Edwardsville. The SIU Board of Trustees approved revised mission statements for SIUE at its February 2002 and September 2013 meetings.

SIUE operates in the larger context of higher education in Illinois as reflected by the policies and priorities of the Illinois Board of Higher Education (IBHE). Likewise, SIUE operates within the context of SIU and the policies, priorities, and goals established by the Office of the President and the Board of Trustees. This document combines components from the IBHE, SIU, and SIUE to provide the context for a strategic plan for SIUE.

An SIUE strategic plan, like any other, is reexamined and modified periodically. Accordingly, this plan includes a timetable for periodic review.

The plan assumes steady enrollment, that there will be new state resources available over time, and that there will be no radical mission shift.



# THE PLANNING CONTEXT

## SIU: A Synopsis

Southern Illinois University is a multi-campus university comprising two institutions, Southern Illinois University Carbondale (SIUC), with a School of Medicine at Springfield, and Southern Illinois University Edwardsville (SIUE), with a School of Dental Medicine at Alton and a Higher Education Center in East St. Louis which includes a Head Start Program and a Charter High School.

The University, with an annual operating budget of \$897 million in FY14, enrolls more than 32,000 students in programs from two-year technical curricula to the Ph.D. and professional programs in a variety of fields including law, medicine, and dental medicine. SIU was chartered in 1869 as Southern Illinois Normal University, a teachers college. In 1947, the name was changed to Southern Illinois University, reflecting the institution's academic expansion. The University also expanded geographically. In 1949, SIU began offering off-campus academic courses in the metropolitan East St. Louis area, which led to the eventual development of a separate institution in Edwardsville.

A modern and comprehensive post-secondary educational institution, Southern Illinois University offers a broad range of academic programs that lead to Associate, Baccalaureate, Master's, Specialist's, Doctoral, and Professional degrees. The instructional, research, and service missions of the two constituent institutions reflect the needs of the geographic areas in which they are located. The University also is committed to serving statewide needs. This commitment is reflected in educational activities located off the main campuses in communities throughout the state. It is realized also through research and training exchanges and through world-wide student exchange programs.

A nine-member Board of Trustees governs Southern Illinois University and sets policy that enables the University to carry out established missions and goals. The President of Southern Illinois University is its chief executive officer and reports to the Board of Trustees. The University Chancellors report to the President and are responsible for the internal operations of SIUE and SIUC.



## SIUE: A Synopsis

Southern Illinois University Edwardsville traces its origin to a recommendation in 1956 by the Southwest Illinois Council for Higher Education. The Council was convinced that higher education facilities were needed in the Metro-East portion of the greater St. Louis area. Council members hired consultants, whose reports documented that need, and appealed to Southern Illinois University, 100 miles south, to establish satellite campuses.

In 1957, SIU opened residence centers in Alton and East St. Louis. The University expected to enroll 800 students, but actual enrollment reached 1,776. By 1959, the number of students had more than doubled to 3,800, greatly exceeding the physical facilities and demanding services faster than the University could develop and supply them.

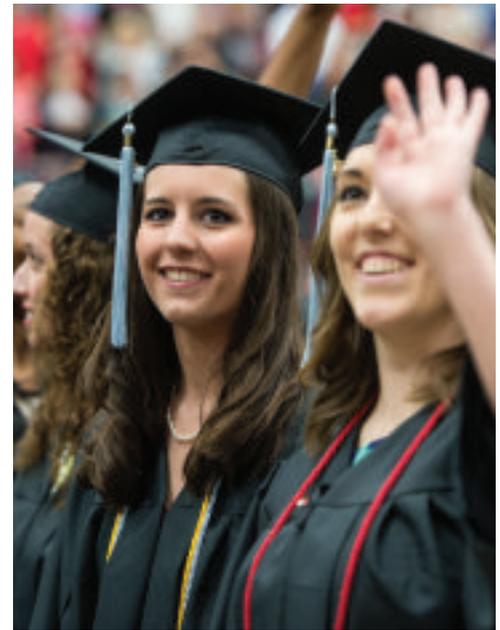
A planning team investigated sites in the Metro-East counties

and selected one just south of Edwardsville. In 1960, the Illinois legislature authorized a bond issue for construction of a new state university campus. Voter approval came in November 1960. After 2-1/2 years of planning, University officials and area residents attended groundbreaking ceremonies for the first permanent buildings.

In the fall of 1965, Southern Illinois University Edwardsville moved onto its new campus: 2,660 acres of rolling land and woods dotted with lakes. Much of the land still retains its natural shape. The academic center was designed by the internationally known architectural firm of Hellmuth, Obata, and Kassabaum of St. Louis. The brick, slate, and granite of the modern buildings complement the terrain and are softened by a carefully designed garden landscape that attracts visitors by virtue of

its physical beauty. The campus has received several awards in recognition of the successful blend of the aesthetic and the functional in a setting that enhances growth and development and is now featured among the top 150 Illinois Great Places by the American Institute of Architects Illinois Council.

Today, SIUE is a major public university, offering a broad choice of degrees and programs ranging from career-oriented fields of study to the essential, more traditional, liberal arts. Here students have an opportunity to interact with outstanding teachers and scholars, as well as with other students from all parts of the United States and the world. They enjoy the excellent facilities of a young and growing campus, including extensive research laboratories, specialized equipment for professional preparation, and comfortable, spacious classrooms. In addition, academic



services provide tutoring, testing, academic and career counselling, and other services designed to help students meet the demands of university life. At SIUE, students find comprehensive educational opportunities and a community in which individuals support each other in their search for knowledge and individual development.

In FY14, for the 10<sup>th</sup>-consecutive year, *U.S. News & World Report* Best Colleges lists SIUE among the top 10 public universities in the best Regional Master's Universities Midwest. For the fourth-consecutive year, *Washington Monthly* ranks SIUE among the top 60 out of the 684 master's universities in the nation for "contributions to the public good in... social mobility, research, and service." Additionally, SIUE has been named for the fourth-consecutive year to the annual *President's Higher*

*Education Community Service Honor Roll*. The University's commitment to excellence and service continues to be recognized by leading authorities within higher education.

While attending the University, students may choose to live on campus. Academic scheduling is designed to accommodate individual student needs through the availability of weekday, evening, and weekend classes. In every format, SIUE students are assured quality instruction.

At SIUE, education is more than classroom learning. Campus activities present students with an ever-changing spectrum of cultural, social, service, and recreational experiences designed to complement the academic program. Theater and dance productions, musical presentations, art exhibits, renowned speakers and artists, and the fine swimming, biking, hiking and other recreation

offered by the University's 2,660 acres of rolling, wooded hills make SIUE an exciting place. In addition, the campus offers access to the resources of the metropolitan St. Louis area, located just 25 minutes away.

At SIUE, approximately 1,025 full-time and part-time faculty members engage in instruction, scholarship, and public service. Though each of these activities enhances students' academic opportunities, it is through instruction that students benefit most directly. Seventy-five percent of the full-time faculty possesses terminal degrees. SIUE's faculty, staff, and research centers continue to excel in the area of research grants and scholarship. In FY13, 189 external grants and contracts were awarded, totaling \$42,216,712; 89 research awards were also obtained at a total of \$8,404,913, an increase of 79 percent over the previous year.

# The Illinois Public Agenda for College and Career Success

In Spring 2007, the General Assembly adopted House Joint Resolution 69 that directed the Board of Higher Education to develop a Public Agenda for higher education. Following a year of collaboration with hundreds of stakeholders in higher education and the state of Illinois, the Board unanimously endorsed the Public Agenda at its December 9, 2008, meeting. The Public Agenda is to serve as a planning blueprint to guide state education policy and resources.

**The Public Agenda is comprised of the following goals and recommendations:**

<b>GOAL 1</b>	<b>Increase educational attainment to match best-performing states.</b>
	<b>RECOMMENDATION 1</b> Increase success of students at each stage of the P-20 education pipeline to eliminate achievement gaps by race, ethnicity, socioeconomic status, gender, and disability.
	<b>RECOMMENDATION 2</b> Increase the number of adults, including GED recipients, reentering education and completing a postsecondary credential.
	<b>RECOMMENDATION 3</b> Reduce geographic disparities in educational attainment.
<b>GOAL 2</b>	<b>Ensure college affordability for students, families, and taxpayers.</b>
	<b>RECOMMENDATION 1</b> Make Illinois one of the five most affordable states in the country to get a college education.
<b>GOAL 3</b>	<b>Increase the number of high-quality postsecondary credentials to meet the demands of the economy and an increasingly global society.</b>
	<b>RECOMMENDATION 1</b> Increase the number of people with high-quality postsecondary credentials to ensure the state has an educated workforce and an engaged citizenry.
	<b>RECOMMENDATION 2</b> Improve transitions all along the education pipeline.
	<b>RECOMMENDATION 3</b> Increase the number of postsecondary degrees in fields of critical skills shortages.
<b>GOAL 4</b>	<b>Better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions.</b>
	<b>RECOMMENDATION 1</b> Boost Illinois into the ranks of the five states with the fastest growing economies.



## IBHE Focus Statement for SIUE

In 1994, the Illinois Board of Higher Education (IBHE) adopted a Focus Statement for each of the twelve public universities. These focus statements express the mission of each institution from the perspective of the Board of Higher Education, the state policy-making body for higher education. While developed prior to the Illinois Commitment, the Focus Statement remains the only IBHE statement specific to SIUE.

Southern Illinois University Edwardsville serves traditional college-aged undergraduate students, with many commuting from the surrounding area, as well as adult and part-time students. SIUE offers a rich cultural environment that contributes to the learning process and fosters an appreciation of the diversity found within the University community and beyond. The campus offers a balance of instruction, research, and public service programs consonant with its role as the only public university in southwestern Illinois. Southern Illinois University Edwardsville also administers the School of Dental Medicine at Alton and operates an outreach center in East St. Louis. In addition to pursuing statewide goals and priorities, Southern Illinois University Edwardsville:

- Offers undergraduate programs and master's programs encompassing instruction in the arts and sciences, education, social services, business, engineering, and the health professions in order to improve the quality of life, economy, health care, and environment in the greater St. Louis metropolitan area;
- Emphasizes graduate-level programs that prepare practitioners and professionals in those fields that are particularly relevant to addressing the social, economic, and health-care needs of the region;
- Focuses off-campus programs in southwestern Illinois, except in fields such as nursing in which the University is distinctly positioned to offer off-campus completion programs for the central and southern Illinois areas; addresses the need for dentists in the central and southern regions of the state through its School of Dental Medicine and addresses the need for pharmacists in the central and southern regions of the state through its School of Pharmacy.



# GUIDING STATEMENTS

## SIUE Mission

In a Mission Statement, an organization tells its publics why it exists. The following mission statement was adopted by SIUE in July 2013, and approved by the SIU Board of Trustees in September 2013, replacing a prior statement:

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



## SIUE Values

By adopting a Statement of Values, an organization signals to its publics those fundamental ideals and concepts on which it bases its plans and actions to achieve its vision. SIUE adopted the following statement in July 2013, replacing earlier statements.

Recognizing public education as the cornerstone of a democracy, SIUE fulfills its mission based on certain fundamental, shared values. We value:

### CITIZENSHIP

- Social, civic and political responsibility—globally, nationally, locally, and within the University
- Active partnerships and a climate of collaboration and cooperation among students, faculty, staff, alumni, and the larger community
- Sustainable practices in environmental, financial and social endeavors

### EXCELLENCE

- High-quality learning within and beyond the classroom
- Continuous improvement and innovation
- Outstanding scholarship and public service

### INCLUSION

- A welcoming and supportive environment
- Openness to the rich diversity of humankind in all aspects of university life
- Respect for individuals, differences, and cultures
- Intellectual freedom and diversity of thought

### INTEGRITY

- Accountability to those we serve and from whom we receive support
- Honesty in our communications and in our actions

### WISDOM

- Creation, preservation, and sharing of knowledge
- Application of knowledge in a manner that promotes the common good
- Life-long learning

# SIUE Statement on Diversity

The SIUE Statement on Diversity reflects SIUE’s commitment to recognizing and valuing the contributions of the breadth of humankind. This statement, adopted in April 2013, replaces an earlier version:

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

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



## SIUE Vision

A Vision Statement indicates what an organization wants to become—a statement of aspirations, a statement of what it expects to look like in the future. The following Vision Statement was adopted by SIUE in July 2013, replacing a prior version:

Southern Illinois University Edwardsville will achieve greater national and global recognition and academic prominence through innovative and interdisciplinary programs that empower individuals to achieve their full potential.

# SIUE LONG-TERM GOALS

An organization carries out its mission and achieves its vision by setting and working toward achieving long-term goals. The primary focus of SIUE's long-term goals, revised and adopted in July 2013, is student learning. Achieving the following goals will help students become lifelong learners and effective leaders in their professions and communities:

***Prepared and Committed Students***—Recruit and engage a diverse student body ready to accept the rigorous challenges of higher education, to persist in academic study, and to become lifelong learners.

***Innovative High Quality Programs***—Develop and enhance curricular and co-curricular programs to fully support learning and degree completion.

***Dedicated Faculty and Staff***—Recruit, support, and retain a highly committed and diverse faculty and staff, who continually strive for excellence by promoting student learning, producing significant scholarship, and serving multiple constituencies.

***Supportive Campus Community***—Foster an inclusive University community characterized by integrity, civility, shared governance and openness to and respect for different backgrounds, cultures, and perspectives.

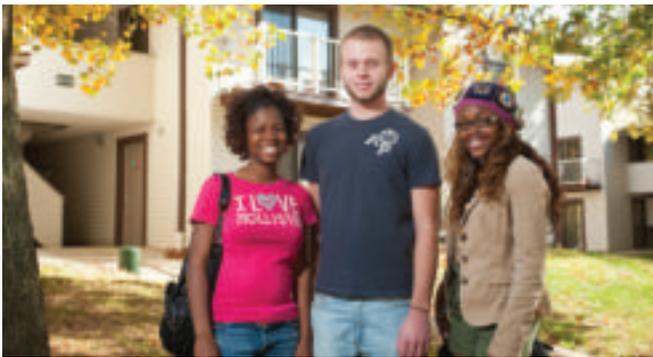
***Outreach and Partnerships***—Develop and strengthen collaborative relationships to effect positive changes in the university, region, nation, and world.

***Physical and Financial Sustainability***—Develop, maintain, and protect the University's assets by practicing and promoting economic, environmental, and social sustainability campus-wide.



A bronze statue of a tiger in a pouncing pose, set against a dramatic sunset sky with orange and blue clouds. The tiger is the central focus, with its body angled towards the left and its head lowered as if about to pounce. The lighting highlights the texture of the bronze and the musculature of the tiger.

DETAILED  
PLANNING:  
Achieving  
the Long-Term  
Goals



## Measuring Progress toward Long-Term Goals

An organization will only know the extent to which it is achieving its long-term goals if it has mechanisms to measure its progress. Accordingly, each long-term goal needs measures for which data can be gathered and reviewed periodically. More than one measure is typically required, because the goals of not-for-profit organizations tend to be complex and, therefore, difficult to capture with a single measure.

## Assessing Progress toward Long-Term Goals

Since each long-term goal has multiple measures, the organization must evaluate the data from those measures to assess current status regarding each goal and the extent to which it has made progress in achieving each goal.

## Setting Short-Term Goals

Long-term goals, such as those adopted by SIUE, are achieved by meeting a series of well-defined short-term goals. Accordingly, an organization must develop clear short-term goals to be used as the means to achieve the long-term goals. This plan describes the short-term goals developed by SIUE in pursuit of its long-term goals for the next several years. Plans for the immediate future are more detailed than those for more distant years.

The short-term goals included in this plan describe new activities or actions for SIUE and, accordingly, are described against a background of on-going activities that are assumed to continue.

This plan describes primarily “university level” short-term goals. All units will have their own short-term goals to assist the University in achieving its long-term goals.

## Resources to Achieve Short-Term Goals

Organizations achieve their long-term goals by allocating resources to meeting short-term goals and projects linked to the long-term goals. A strategic plan that is not linked to organizational resources is, in effect, not a plan. Accordingly, the funds needed to meet specific objectives for the next several years, and the source of those funds, are detailed in this plan.



## Performance Indicators

KEY TO ABBREVIATIONS					
ADM	Administration	IR	Institutional Research and Studies	▽	FA 10
ADV	Advancement	ITS	Information Technology Services	❖	Aug '11 - Dec '12
AA	Academic Affairs	INTL	International	+	FA 12
AIE	Academic Innovation and Effectiveness	MKT	Marketing and Communications	●	FY 12
ATH	Athletic Department	NSSE	National Survey of Student Engagement	◇	Fall '12 - Sum '13
BUD	Budget/Finance	PROV	Provost	□	AY 12-13
D	College/Schools or Deans	ORP	Research and Projects	■	FA 13
DEPT	Departments	RET	Retention	◆	FY 13
DIV	Diversity and Inclusion	SA	Student Affairs		
OUT	Educational Outreach	VCs	All Vice-Chancellors		
EM	Enrollment Management	UKN	Unknown		
GS	Graduate School	URM	Under-represented Minority		
IC	Institutional Compliance				

## LONG-TERM GOAL 1 Prepared and Committed Students

*Recruit and engage a diverse student body ready to accept the rigorous challenges of higher education, to persist in academic study, and to become lifelong learners.*

### OBJECTIVE 1

Maintain enrollment numbers for undergraduate and graduate students while securing a diverse student body ready to undertake the rigors of academic study at SIUE.

Performance Indicator	2013 Baseline	2018 Target	Status	Responsibility
■ Undergraduate enrollment	11,229	11,802 (+5.10%)		EM, PROV, D, MKT
■ Undergraduate enrollment by gender	47.1% Men 52.85% Women	Maintain		EM, DIV
■ Undergraduate enrollment by race/ethnicity	22.86% URM 1.03% INTL 1.56% UKN	30% URM/INTL/UKN		EM, DIV
+ Average ACT score	22.8	24		EM, AA, D
◆ Persistence* first-time full-time freshmen to second year ( <i>overall</i> )	70.70%	75%		AA, SA, RET
◆ Persistence from sophomore to junior	58.70%	64%		AA, SA, RET
+ Persistence first-time full-time freshmen first year to second year ( <i>overall</i> ) by group	63% Black, Non-His. 73% Non-Black	75% 75%		AA, SA
■ Numbers of new transfer students	1,252	1,290 (+3.04%)		EM, D
■ Graduate enrollment	2,621	2,687 (+2.5%)		AA, EM, D, MKT

**OBJECTIVE 2**

Facilitate students' graduation and increase graduation rates, particularly for first-time, full-time freshmen.

Performance Indicator	2013 Baseline	2018 Target	Status	Responsibility
+ 6-year graduation rates (for first-time, full-time freshmen)	51.8%	60%		AA, D, SA, RET
+ 4-year graduation rates (transfer students)	54.8%	60%		AA, D, SA, RET
◆ Degrees granted (UG)	2,171	2,280 (+5%)		AA, D, SA
◆ Degrees granted (G)	922	945 (+2.5%)		AA, D, SA
◇ Utilization rate of academic resources, including tutoring, career services, advising	20,463 contacts/ 4,978 students served	21,487 contacts/ 5,227 students served (+5%)		SA, AA

### Other Short-Term or Secondary Performance Indicators for 2013-2014

Performance Indicator	Accomplished	Pending	Responsibility
Implement caseload approach for academic advisors			AA
Implement Starfish retention software			AA, D
Implement a "conditional admission" Summer Bridge Program			AA
Complete adaptive learning plans as specified in the Academic Affairs Action Plan			AA, D
Student Affairs will expand orientation for freshman transfers (i.e., Transferment)			SA
Develop proposals for additional scholarship funding to enhance both the quality of and the number of students enrolled at SIUE next year, as well as seek to maximize affordability for SIUE students			ADV, EM
Develop plan to focus on earlier career counseling for undecided students; work with other offices on campus to develop a referral system to help identify these students; and begin a new Springboard to Success initiative for incoming undecided students with the goal of providing career counseling services to at least 100 undecided students through these actions			SA
Develop funding plans for specific retention-based initiatives			ADV, RET, AA, SA, EM
Implement initiatives as outlined in the Student Affairs Action Plan			SA (with others, as needed)

# Short-Term Goals and Plans Fiscal Year 2014

During FY14 SIUE will focus on the following short-term goals and plans relative to Long-Term Goal 1:

- **Implement caseload approach for academic advisors**  
*Responsibility: Director of Academic Advising*  
*Source of Funds: Existing staff time and budget*  
*Rationale: To increase retention and graduation rates*
- **Implement Starfish retention software**  
*Responsibility: Director of Academic Advising Deans*  
*Source of Funds: Existing staff time and budget*  
*Rationale: To increase retention and graduation rates*
- **Implement a “conditional admission” Summer Bridge program.**  
*Responsibility: Director of Retention and Student Success*  
*Source of Funds: Resources requested from UPBC*  
*Rationale: To increase student success and retention*
- **Complete adaptive learning plans as specified in the Academic Affairs Action Plan**  
*Responsibility: Chairs, Department of Mathematics and Statistics, Department of English Language and Literature  
 Director of Retention and Student Success  
 Director of Instructional Services*  
*Source of Funds: Existing staff time and budget*  
*Rationale: To increase student success and retention*
- **Student Affairs will expand orientation for freshman transfers (i.e. Transferment)**  
*Responsibility: Student Affairs*  
*Source of Funds: Existing staff time and budget*  
*Rationale: To increase student success and retention*
- **Develop proposals for additional scholarship funding to enhance both the quality of and the number of students enrolled at SIUE next year, as well as seek to maximize affordability for SIUE students.**  
*Responsibility: Chancellor  
 Enrollment Management Director*  
*Source of Funds: Foundation*  
*Rationale: To strategically target scholarships for student segments likely to yield higher enrollments.*
- **Develop plan to focus on earlier career counseling for undecided students; work with other offices on campus to develop a referral system to help identify these students; and begin a new Springboard to Success initiative for incoming undecided students with the goal of providing career counseling services to at least 100 undecided students through these actions.**  
*Responsibility: Vice Chancellor for Student Affairs  
 Career Development Center*  
*Source of Funds: Existing staff time and budget*  
*Rationale: Undecided students are at higher risk for attrition*
- **Develop funding plans for specific retention-based initiatives.**  
*Responsibility: Budget Director  
 Academic Affairs Budget Director  
 Vice Chancellor for Student Affairs  
 Associate Provost for Academic Planning  
 Director of Retention  
 Associate Vice Chancellor for Enrollment Management*  
*Source of Funds: University Planning and Budget Council*  
*Rationale: Increasing SIUE’s retention and graduation rates is not only an important goal, but the increase of these rates would also improve SIUE’s performance in the IBHE performance funding model, which would result in more favorable future state appropriation funding levels*
- **Implement initiatives as outlined in the Student Affairs Action Plan**  
*Responsibility: Student Affairs*  
*Source of Funds: Existing staff time and budget*  
*Rationale: To increase student success and retention*



## LONG-TERM GOAL 2 Innovative High-Quality Programs

*Develop and enhance curricular and co-curricular programs to fully support learning and degree completion.*

**OBJECTIVE 1** Develop and enhance curricular programs to fully support learning and degree completion.

Performance Indicator	2013 Baseline	2018 Target	Status	Responsibility
◆ Number of online degree programs	5	15		ITS, D
◆ Number of online courses	64 - FA/SP; 84 - SU	100 - FA/SP; 200 - SU		ITS, D
◆ Number of students solely online	418 - FA/SP; 568 - SU	550 - FA/SP; 1000 - SU		ITS, D
■ Number of articulation agreements for formalized 2+2 programs	18 in place with 4 Community Colleges	50		EM, AA
● Student learning outcomes for Senior Assignment	95% (Exceeded or Met)	100%		AA, SA
● Pass rates for professional licensure exams	94.75%	100%		AA, D
□ Higher Order Learning (NSSE)	38.2 Mean for FY; 40.3 Seniors	45FY 55SY		AA, D
□ Reflective and Integrative Learning (NSSE)	33.1 for Mean for FY; 37.5 for Seniors	45FY 55SY		AA, D
□ High Impact Practices (NSSE)	47% 1 or More for FY; 85% for Seniors	60FY 95SY		AA, SA, D
Employer survey	*new initiative			IR, AA

**OBJECTIVE 2** Develop and enhance co-curricular programs to fully support learning and degree completion.

Performance Indicator	Baseline	2018 Target	Status	Responsibility
◆ Number of undecided students seeking career counseling	355	370 (+10.41%)		SA
◆ Number of new participants in the Student Leadership Development Program	104	115 (+10.41%)		SA
◆ Number of students with learning disabilities utilizing assistive technology online community	*new initiative	5% of population		SA
◆ Number of students at risk due to social misconduct	292	261 (-10%)		SA

*\*information from Dean of Students and University Housing*



### Other Short-Term or Secondary Performance Indicators for 2013-2014

Performance Indicator	Accomplished	Pending	Responsibility
Implement Honors Program initiatives as outlined in the Academic Affairs Action Plan			AA
Develop new degree programs as outlined in the Academic Affairs Action Plan 1. Baccalaureate Integrative Studies degree 2. Graduate Integrative Studies degree 3. BS in Mechatronics degree 4. PharmD specializations in Pediatrics and Global Health 5. DMD/MBA and Nursing/MBA concurrent degrees 6. Academic programs developed through the SIUE Online Program Development Grant initiative			AA, ITS, D
Continue implementation of the Lincoln Program and the General Education Assessment Plan			AA, D
Improve the website and software support for International Services			SA, AA, ITS
Improve or develop comprehensive assessment plans within Student Affairs and enhance alignment of curricular and co-curricular outcomes			SA, AA
The SIUE Foundation will work with each of the University units to initiate a mini-campaign to enhance curricular and co-curricular programs			ADV

## Short-Term Goals and Plans Fiscal Year 2014

During FY14, SIUE will focus on the following short-term goals and plans relative to Long-Term Goal 2:

■ **Implement honors program initiatives as outlined in the Academic Affairs Action Plan**

*Responsibility:* Provost and Vice Chancellor for Academic Affairs  
Associate Provost for Academic Planning and Program Development

*Source of Funds:* Resources provided by UPBC

*Rationale:* To enhance student recruitment, success and retention

**Develop new degree programs as outlined in the Academic Affairs Action Plan**

■ **1. Baccalaureate Integrative Studies degree.**

*Responsibility:* Associate Provost for Academic Planning and Program Development  
Director of General Education

*Source of Funds:* Resources requested from UPBC

*Rationale:* To provide a rigorous and functionally dynamic academic program to enhance student success and retention and potentially improve time to graduation

■ **2. Graduate Integrative Studies degree.**

*Responsibility:* Associate Provost for Research and Dean of the Graduate School

*Source of Funds:* Existing staff time and budget

*Rationale:* To provide a rigorous and flexible degree option to meet evolving needs in graduate education

■ **3. BS in Mechatronics degree.**

*Responsibility:* Associate Provost for Academic Planning and Program Development  
Dean, School of Engineering

*Source of Funds:* Additional faculty FTE provided by UPBC

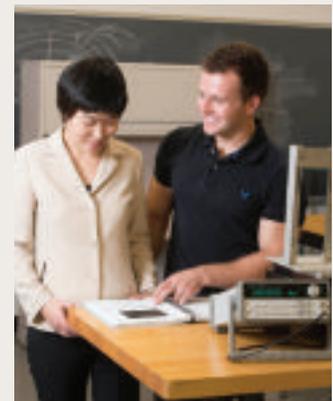
*Rationale:* To meet evolving educational needs in Engineering

■ **4. PharmD specializations in Pediatrics and Global Health.**

*Responsibility:* Associate Provost for Academic Planning and Program Development  
Dean, School of Pharmacy

*Source of Funds:* Existing staff time and budget

*Rationale:* To enhance the educational opportunities for Pharmacy students and meet identified needs in the field



■ **5. DMD/MBA and Nursing/MBA concurrent degrees.**

*Responsibility:* Dean, School of Dental Medicine  
Dean, School of Business  
Dean, School of Nursing

*Source of Funds:* Existing staff time and budget

*Rationale:* To enhance the educational opportunities for Dental Medicine and Nursing students and meet identified needs in the fields

■ **6. Academic programs developed through the SIUE Online Program Development Grant initiative.**

*Responsibility:* Associate Provost for Academic Planning and Program Development  
Relevant School/College and University Committees

*Source of Funds:* Internal grants funded by Chancellor's Office

*Rationale:* To increase the number of programs that meet the needs of working adults, non-traditional students or community college graduates seeking baccalaureate degrees

■ **Continue Implementation of Lincoln Program and the General Education Assessment Plan.**

*Responsibility:* Assistant Provost for Academic Innovation and Effectiveness  
Director of General Education

*Source of Funds:* Resources provided by UPBC

*Rationale:* To ensure continuous quality improvement in the General Education curriculum

■ **Improve the website and software support for International Services.**

*Responsibility:* Vice Chancellor for Student Affairs  
International Programs

*Source of Funds:* Existing time and budget

*Rationale:* To enhance our international education program

■ **Improve or develop comprehensive assessment plans within Student Affairs and enhance alignment of curricular and co-curricular outcomes.**

*Responsibility:* Vice Chancellor for Student Affairs  
Kimmel Student Involvement Center

*Source of Funds:* Existing staff time and budget

*Rationale:* To assess the quality and effectiveness of these programs

■ **The SIUE Foundation will work with each of the University units to initiate a mini-campaign to enhance curricular and co-curricular programs.**

*Responsibility:* Vice Chancellor for University Advancement  
Provost  
All Deans and Unit Directors  
All Directors of Development

*Source of Funds:* Donors

*Rationale:* To keep the units engaged in major-gift fundraising



## LONG-TERM GOAL 3 **Dedicated Faculty and Staff**

*Recruit, support, and retain a highly committed and diverse faculty and staff, who continually strive for excellence by promoting student learning, producing significant scholarship, and serving multiple constituencies.*

**OBJECTIVE 1** Recruit, support, and retain a highly committed and diverse faculty and staff.

Performance Indicator	2013 Baseline	2018 Target	Status	Responsibility
+ Demographic profile of: Staff	23.5% URM 66.2% Women	23.57% URM 66.2% Women*		DIV
Faculty	16.7% URM 48.8% Women	Varies by Discipline		DIV, D
Senior administration	12% URM 43% Women	12.0% URM 43.0% Women*		DIV
Employee Retention Rate	*new initiative			All VCs

**OBJECTIVE 2** Faculty and staff will promote student learning.

Performance Indicator	2013 Baseline	2018 Target	Status	Responsibility
■ Student-faculty interaction	19.7 Mean NSSE First Year; 25.1 Mean NSSE Seniors	21FY 26SY		AA, D
■ Effective teaching practices	39.8 Mean NSSE First-Year; 40.1 Mean NSSE Seniors	41FY 42SY		AA, D
■ Supportive campus environment	36.1 Mean NSSE First-Year; 28.9 Mean NSSE Seniors	37.5FY 34SY		All VCs

\* Targets will be set by the Office of Equal Opportunity & Access in collaboration with the Diversity Council.

**OBJECTIVE 3** Faculty and staff will produce significant scholarship.

Performance Indicator	2013 Baseline	2018 Target	Status	Responsibility
◆ Total number of research grant awards	189	198		PROV, ORP, D
◆ Percentage of tenured/tenure track faculty submitting external grants	33%	38%		PROV, ORP, D
◆ Percentage of tenured/tenure track faculty on active awards	22%	27%		PROV, ORP, D
◆ Total number of proposal submissions	272	312 (+14.71%)		PROV, ORP, D
◆ Total number of awards (active and new)	405	515 (+27.16%)		PROV, ORP, D
◆ Monetary value of grant submissions and awards	\$60,977,014 submissions \$42,216,712 awards	\$62,501,439 submissions \$43,061,046 awards		PROV, ORP, D

**OBJECTIVE 4** Faculty and staff will serve multiple constituencies.

Performance Indicator	2013 Baseline	2018 Target	Status	Responsibility
▽ Public Service	53%	58%		PROV, D

**Other Short-Term or Secondary Performance Indicators for 2013-2014**

Performance Indicator	Accomplished	Pending	Responsibility
Develop and implement University-wide New REALITY plan to address the changing landscape in higher education			AA, D, ITS, SA, EM
Pilot at least one crowdfunding project to support research			AA, ORP
Implement other aspects of the Administration Action Plan ( <i>including compliance with the Affordable Care Act and the Annuity Act and the development of an automated tracking system for searches</i> )			ADM
Student Affairs will develop and implement comprehensive training for groups stipulated in the Student Affairs Action Plan ( <i>e.g., student group advisors, etc.</i> )			SA

# Short-Term Goals and Plans Fiscal Year 2014

During FY14, SIUE will focus on the following short-term goals and plans relative to Long-Term Goal 3.

- **Develop and implement University-wide New REALITY plan to address the changing landscape in higher education.**

*Responsibility:* Provost and Vice Chancellor for Academic Affairs  
Vice Chancellors  
Deans  
Directors  
Faculty  
Staff

*Source of Funds:* Source of funds to be determined as initiatives are prioritized and implemented

*Rationale:* To ensure the success of SIUE as a quality, value-added institution in the face of a changing higher education landscape

- **Pilot at least one crowdfunding project to support research.**

*Responsibility:* Associate Provost for Research and Dean of the Graduate School  
Associate Dean for Research

*Source of Funds:* Existing staff time and budget

*Rationale:* To support the innovative scholarship of the faculty

- **Implement other aspects of the Administration Action Plan (including compliance with the Affordable Care Act and the Annuitants Act and the development of an automated tracking system for searches).**

*Responsibility:* Vice Chancellor for Administration  
Director of Human Resources

*Source of Funds:* Existing staff time and budget

*Rationale:* Keeps the University compliant with new Federal and State laws; improves efficiency

- **Student Affairs will develop and implement comprehensive training for groups stipulated in the Student Affairs Action Plan (e.g. student group advisors, etc.).**

*Responsibility:* Vice Chancellor for Student Affairs  
Morris University Center

*Source of Funds:* Existing staff time and budget

*Rationale:* Better service to our students





## LONG-TERM GOAL 4 Supportive Campus Community

*Foster an inclusive University community characterized by integrity, civility, shared governance, and openness to and respect for different backgrounds, cultures, and perspectives.*

### OBJECTIVE 1 Foster an inclusive University-Community.

Performance Indicator	2013 Baseline	2018 Target	Status	Responsibility
+ Percentage of students who are international	2.4%	4.6%		EM, AA, SA, D
◆ Number of students studying abroad	136	162 (+20%)		SA, RET, D

### OBJECTIVE 2 Cultivate openness and respect for persons of different backgrounds, cultures and perspectives.

Performance Indicator	2013 Baseline	2018 Target	Status	Responsibility
□ Discussions with Diverse Others (NSSE)	41.3 Mean for FY and 39.3 for Seniors	44FY 44S		DIV
▽ Create a Multi-Cultural Environment (Issues believed to be of high or highest priority) (HERI Faculty Survey)	55.1	56		DIV
□ LGBT Campus Climate Survey	4 Rating	5 Rating		DIV

### Other Short-Term or Secondary Performance Indicators for 2013-2014

Performance Indicator	Accomplished	Pending	Responsibility
Complete handbook for search committees			DIV
Qualitatively measure minority students' perceptions of campus climate for students			SA, DIV
Implement items in Campus-wide Diversity Plan			DIV, SA, EM

## Short-Term Goals and Plans Fiscal Year 2014

During FY14, SIUE will focus on the following short-term goals and plans relative to Long-Term-Goal 4:

■ **Complete handbook for search committees.**

*Responsibility:* Associate Provost for Diversity and Inclusion

*Source of Funds:* Existing staff time and budget

*Rationale:* Assure that all searches are inclusive

■ **Qualitatively measure minority students' perceptions of campus climate for students.**

*Responsibility:* Vice Chancellor for Student Affairs  
SOAR Director

*Source of Funds:* Existing staff time and budget

*Rationale:* Incivility has been an issue on campus and a program to address it is critical to the campus climate

■ **Implement items in Campus-wide Diversity Plan.**

*Responsibility:* Chancellor and Vice Chancellors  
Administrators  
Faculty and Staff

*Source of Funds:* Existing staff time and budget

*Rationale:* To strengthen inclusion in the University



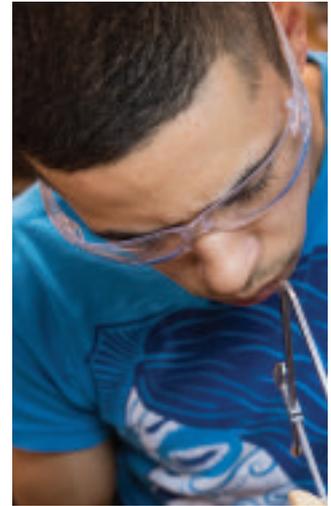
## Long-Term Goal 5 **Outreach and Partnerships**

*Develop and strengthen collaborative relationships to effect positive changes in the university, region, nation, and world.*

**OBJECTIVE 1** Develop opportunities for students to partner with the local community to learn through professional practice, engagement, and experience.

<b>Performance Indicator</b>	<b>2013 Baseline</b>	<b>2018 Target</b>	<b>Status</b>	<b>Responsibility</b>
◆ Service Learning	67 courses	74 (+10%)		SA
❖ Community Outreach	433 Fac-Staff 2,174 Students 233,941 benefitted	447 Fac-Staff 2,392 Students 257,335 benefitted (+10%)		AA, D
❖ Patients and clients served	64,054	Maintain		AA, D
◆ # of unduplicated students enrolled in corporate educational partnerships	FA12-54 SP13-53	60 (+10%) 60 (+10%)		AA, D





### Other Short-Term or Secondary Performance Indicators

Performance Indicator	Accomplished	Pending	Responsibility
<p>Create and expand academic programming with external partners (e.g. <i>SIU School of Medicine, U.S. Steel, etc.</i>) as outlined in the Academic Affairs Action Plan</p> <ol style="list-style-type: none"> <li>1. RN to BSN programs for the SSM and BJC HealthCare organizations</li> <li>2. Master of Science in Healthcare Informatics to hospitals affiliated with the SIU School of Medicine</li> <li>3. Master of Business Administration at US Steel</li> </ol>			AA, D
Complete 2+2 agreements with LCCC and SWIC in Special Education, Elementary Education and Early Childhood Education			AA, D
Complete curricula for international dual diploma programs in Engineering as outlined in the Academic Affairs Action Plan			AA, D
Conduct research to determine the best online program portfolio based upon market opportunities and the ability to differentiate SIUE from other online providers			AA, ITS, D
Develop a plan to enhance marketing of the Career Development Center services, including raising awareness of the Workforce Recruitment Program (WRP)			SA

# Short-Term Goals and Plans Fiscal Year 2014

During FY14, SIUE will focus on the following short-term goals and plans relative to Long-Term Goal 5:

**Create and expand academic programming with external partners as outlined in the Academic Affairs Action Plan**

- **1. RN to BSN programs for the SSM and BJC HealthCare organizations.**
  - Responsibility:* Assistant Dean for Undergraduate Programs, School of Nursing  
Assistant Director for Credit & Distance Education Activities, Office of Educational Outreach
  - Source of Funds:* Cost recovery budget model
  - Rationale:* To meet the educational needs of RNs and their healthcare organizations
- **2. Master of Science in Healthcare Informatics to hospitals affiliated with the SIU School of Medicine.**
  - Responsibility:* Associate Provost for Academic Planning and Program Development  
Associate Provost for Research and Dean of the Graduate School  
Assistant Director for Credit & Distance Education Activities, Office of Educational Outreach
  - Source of Funds:* Cost recovery budget model
  - Rationale:* To meet the healthcare informatics needs of regional hospitals
- **3. Master of Business Administration at US Steel.**
  - Responsibility:* Associate Dean, School of Business  
Assistant Director for Credit & Distance Education Activities, Office of Educational Outreach
  - Source of Funds:* Cost recovery budget model
  - Rationale:* To meet the business education needs of regional industries
- **Complete 2+2 agreements with LCCC and SWIC in Special Education, Elementary Education and Early Childhood Education.**
  - Responsibility:* Dean, School of Education
  - Source of Funds:* Existing staff time and budget
  - Rationale:* To enhance program options for transfer students
- **Complete curricula for international dual diploma programs in Engineering as outlined in the Academic Affairs Action Plan.**
  - Responsibility:* Associate Provost for Academic Planning and Program Development  
Dean, School of Engineering
  - Source of Funds:* Existing staff time and budget
  - Rationale:* To increase the internationalization of the campus
- **Conduct research to determine the best online program portfolio based upon market opportunities and the ability to differentiate SIUE from other online providers.**
  - Responsibility:* Associate Provost for Academic Planning and Program Development  
Assistant Director for Credit & Distance Education Activities, Office of Educational Outreach  
Office of Marketing and Communications
  - Source of Funds:* Existing budget to employ a market research firm
  - Rationale:* To increase the number of programs that meets the needs of working adults, non-traditional students or community college graduates seeking baccalaureate degrees
- **Develop a plan to enhance marketing of the Career Development Center services, including raising awareness of the Workforce Recruitment Program (WRP)**
  - Responsibility:* Vice Chancellor for Student Affairs  
Career Development Center
  - Source of Funds:* Existing staff time and budget
  - Rationale:* Enhance our efforts at outreach to promote use of our services by students, alumni, faculty and staff

## LONG-TERM GOAL 6 Physical and Financial Sustainability

*Develop, maintain and protect the University's assets by practicing and promoting economic, environmental, and social sustainability campus-wide.*

**OBJECTIVE 1** Develop, maintain and protect University assets through sound economic practice.

Performance Indicator	2013 Baseline	2018 Target	Status	Responsibility
◆ Annual State Appropriated Fund Actual Expenses	\$59,746,002	N/A		BUD
◆ State Appropriated Fund Budget as a % of Total SIUE State Budget - Actual Expenses	40.70%	N/A		BUD
◆ State Appropriated Fund Budget as a % of Total SIUE Actual Expenses	22%	N/A		BUD
◆ Annual Income Fund - Tuition Revenue	\$85,346,784.00	\$87,053,720 (+2%)		BUD
◆ Tuition and Fees Rate	\$6,948.00	Lowest of Illinois Public Universities		BUD
◆ Fees	\$2,302.90	<3%		BUD
◆ Growth of the Endowment	\$18,713,000.00	\$27,495,536 (+46.93%)		ADV
◆ Growth in Annual Giving	\$3,358,830.00	\$3,526,772.00 (+5%)		ADV

**OBJECTIVE 2** Develop, maintain and protect University assets through sound environmental and social sustainability efforts.

Performance Indicator	2013 Baseline	2018 Target	Status	Responsibility
◆ STARS Rating	32.25 (Bronze)	Silver		ADM

**Other Short-Term or Secondary Performance Indicators for 2013-2014**

Performance Indicator	Accomplished	Pending	Responsibility
Expand the “Go Green” sustainability campaign to include composting			SA
Modernize and streamline the Foundation so that it is more effective in raising, managing, and disbursing private funds for the University			ADV
Raise funds for specific projects to enhance the overall University environment: Scholarship Funds for the Special Semester-Abroad Program; the SIUE East St. Louis Charter High School; the Gardens at SIUE; the radio station, WSIE			ADV, VCs
Complete construction projects as outlined in the Administration Action Plan 1. Science Building 2. Multi-Disciplinary Lab on the Alton Campus 3. Lukas Annex build out 4. Engineering Building additions 5. Engineering School student project space			ADM



# Short-Term Goals and Plans Fiscal Year 2014

During FY14, SIUE will focus on the following short-term goals and plans relative to Long-Term Goal 6:

- **Expand the "Go Green" sustainability campaign to include composting.**  
*Responsibility: Vice Chancellor for Student Affairs  
 Morris University Center*  
*Source of Funds: Budget to be determined*  
*Rationale: We must take the lead in sustainability initiatives to educate our student population*
- **Modernize and streamline the Foundation so that it is more effective in raising, managing, and disbursing private funds for the University.**  
*Responsibility: Board of Directors of the  
 SIUE Foundation  
 Vice Chancellor for  
 University Advancement  
 University Relations staff*  
*Source of Funds: Existing staff time and budget*  
*Rationale: To respond to the Consultant's recommendations, the Foundation will be looking at decreasing the size of the Board of Directors, requiring a minimum contribution of board members, developing specific attendance requirements, constructing a board orientation program, structuring the board with more committees so that all board members have more participation in the Foundation's activities*
- **Raise funds for specific projects to enhance the overall University environment: Scholarship Funds for the Special Semester-Abroad Program, the SIUE East St. Louis Charter High School, the Gardens at SIUE, and the radio station, WSIE.**  
*Responsibility: Vice Chancellor for  
 University Advancement  
 Entire fundraising staff*  
*Source of Funds Existing staff time and budget*  
*Rationale: These projects will greatly benefit the students through their ancillary value to the overall education the students receive at SIUE, and they will be accomplished with private gifts through the SIUE Foundation*

**Complete construction projects as outlined in the Administration Action Plan**

- **1. Science Building.**  
*Responsibility: Vice Chancellor for Administration*  
*Source of Funds: State capital appropriations*  
*Rationale: Working with the Capital Development Board, the University will monitor the progress of the renovation of the existing building and complete the renovation of temporary space for Physics, Math, and STEM, so that the existing building will be fully available for renovation in January 2014*
- **2. Multi-Disciplinary Lab on the Alton campus.**  
*Responsibility: Vice Chancellor for Administration*  
*Source of Funds: DCEO Grant, Plant Funds*  
*Rationale: This project will increase space and address facility deficiencies for the School of Dental Medicine*
- **3. Lukas Annex Build Out.**  
*Responsibility: Vice Chancellor for Administration*  
*Source of Funds: Plant funds*  
*Rationale: This project will increase office space for the School of Education and vacate space needed for swing space in support of the 21st Century Building Renovation Plan*
- **4. Engineering Building Addition.**  
*Responsibility: Vice Chancellor for Administration*  
*Source of Funds: Plant funds*  
*Rationale: This project will increase space and address facility deficiencies for the School of Engineering by adding offices and classrooms*
- **5. Engineering School student project space.**  
*Responsibility: Vice Chancellor for Administration*  
*Source of Funds: Plant funds and donations*  
*Rationale: This project will address safety concerns in the School of Engineering in support of student projects*

## Updating the Strategic Plan

A strategic plan must be a living document that will be changed periodically in response to a changing environment, but not all parts of the plan need revision on the same schedule. The following schedule reflects the time variations among the elements of the plan, while recognizing that an extraordinary event might require a change in the schedule.

Element	Review Schedule	Next Review
SIUE Mission	10 years	2023-2024
SIUE Statement of Values	10 years	2023-2024
SIUE Diversity Statement	10 years	2023-2024
SIUE Vision	10 years	2023-2024
SIUE Long-Term Goals	5 years	2018-2019
Measures of Long-Term Goals*	Annually	2014-2015
SIUE Short-Term Goals	Annually	2014-2015

*\*After a set of measures is better defined, the data would be updated annually, but the measures themselves would not change annually, and should have the same cycle as do long-term goals (five years).*





### Responsibility for the Strategic Plan

The Chancellor is ultimately responsible for the development and maintenance of SIUE's Strategic Plan. That responsibility is met through collaboration with the entire SIUE community through its strong shared governance system.

APPENDICES are found at <http://www.siue.edu/inrs/factbook/goals.shtml>.





SOUTHERN ILLINOIS UNIVERSITY  
EDWARDSVILLE



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