

AQIP Category 4: Valuing People

4C1 Distinctive ways that SIUE organizes work environment, work activities, and job classifications to strengthen focus on student learning and development

Long Term Goal 4, Harmonious Campus Climate, is an important guiding principle to Valuing People at SIUE. Through this Goal, SIUE strives to foster a harmonious, student centered campus characterized by integrity, cooperation, open dialogue, and mutual respect among individuals with different backgrounds, cultures, and perspectives. This is particularly appropriate for a campus environment of faculty, staff, and students with such diverse levels of professional attainment and demographics.

The University has approximately 2,400 employees in faculty, administrative, and civil service positions. In addition, 459 graduate students are employed as graduate assistants. The number of employees has risen slowly over the last twenty years although the proportion of full-time employees has slightly dropped (3%).

The University is primarily structured into major divisions that provide and support student learning and development. The majority of faculty and staff employees at SIUE work within the Division of Academic Affairs (71%) and its constituent academic units (Colleges, Schools, and Departments) to directly provide student learning opportunities through instruction and research. The Division of Student Affairs (10%) provides student life, health services, and leadership opportunities, Division of Administration (16%) provides financial, safety, and physical plant support for student learning, the Division of University Relations (1%) provides donor development, alumni affairs and marketing support to the educational enterprise, and the Office of the Chancellor (2%) provides overall leadership and opportunities for student-athletes through the Department of Athletics.

Student learning is strengthened by the work environment through a variety of mechanisms. Within Academic Affairs, excellent teaching is an institutional priority, and it is given preeminent consideration in the evaluation of faculty, including candidates for promotion and tenure. Faculty must be rated meritorious in teaching as a minimum to receive tenure and promotion. Specific offices are structured and staffed to meet the variety of needs and challenges related to improving student learning. The Office of Assessment coordinates the efforts of individual undergraduate programs to assess and strengthen student learning and improve their curricula. The Graduate School coordinates efforts for graduate programs. The Office of Faculty Development and Diversity organizes and sponsors events that are designed to improve the quality of instruction for individual faculty and departments by improving professor skill sets as well as increasing awareness to diversity

issues. As part of the University's Program Review process, all academic programs are reviewed on a periodic schedule by committees of University faculty external to the programs under review. Additionally, each program goes through an external review process. For more detail on program review see <http://www.siu.edu/assessment/programreview/index.shtml>.

Ongoing opportunities for study abroad and service learning programs add valuable dimensions to other academic and student affairs programs for student development. The University also has extensive graduate assistantship and student worker programs that afford students opportunities for development within an academic environment.

4C2 Institutional and geographic factors determining ways we address the work environment and job classification, and how we utilize part-time employees

The University is located in the metropolitan St. Louis area. The majority of the civil service employees are recruited and hired from the Metro East region. The faculty and administration are generally hired from national searches. The faculty and staff of SIUE generally reflect the diversity of the region.

The Metro East provides an extensive pool of well qualified professionals and practitioners who are utilized on a part-time basis to teach courses in their areas of expertise.

Seventy-nine (79%) of all student credit hours are produced in classes taught by full-time faculty, 18% by part-time faculty, and 3% by graduate assistants. Some units, such as the College of Arts and Sciences, have embarked on a program to systematically reduce the number of part-time faculty needed by creating additional full-time positions, some tenure track and some term (non-tenure track). For example, the Department of English Language and Literature has hired ten full-time instructors to teach 80 sections of freshman composition (annually) previously taught by part-time faculty. Other part-time staff are employed periodically to augment the full-time staff. Their purpose is to assist the full-time staff during special projects, events, and programs, and to support the full-time staff experiencing increased workload during peak periods/hours of operation. These two groups of term and part-time employees have formed a bargaining unit to address issues related to job security, job expectations, and benefits. Subsequent to the completion of three years of Interest-Based Bargaining between the Southern Illinois University Edwardsville Non-Tenure Track Faculty and the University Bargaining team, a three year collective bargaining agreement was ratified on November 17, 2007. The intent of this process

was to negotiate the terms and conditions of employment of members of the bargaining unit in order to promote the quality and effectiveness of the services provided by non-tenure track faculty members in support of the University's mission.

Excluding the faculty populations, all other job groups (staff and civil service) are currently subject to position control. Deans and Directors must justify the need for any new position or the need to replace a position vacated by retirement, resignation, termination, or transfer. Only after Chancellor's Council considers each case may a position be filled.

4C3 Demographic trends analyzed related to workforce needs over the next decade

The University continues to meet its enrollment goals, both in total numbers of students enrolled and also in the number of full-time students. This steady growth is due, in part, to an increase in the number of high school graduates attending college, the opening of new residence halls on the SIUE campus, and improved retention rates. The new residence halls are a major factor in the 70% growth in the size of the freshman class since 1990. Currently 67% of the freshman class lives on campus, whereas in 1990, 30% of the freshmen lived on campus. SIUE has nearly reached its capacity and is exploring ways to manage enrollment effectively. The increase of the number of students, particularly with regards to the number of FTE students, presents the University with challenges and opportunities in providing academic, administrative, and student support services such as housing, food services, health services, and student life programs. New staffing in each of these areas is directly related to increased revenue from increased enrollments and is a part of the annual strategic planning process between the Chancellor, Vice Chancellors and the University Planning and Budget Council.

During the last decade (1997-2007) retirements combined with enrollment and program growth have changed the demographics of the SIUE full time instructional faculty. Sixty-four percent of the current tenured or tenure track faculty has been hired since 1997. This change in the composition of faculty is related to new faculty hires to meet academic program needs in the health sciences and to meet the needs of faculty retirements. Many of the faculty were hired in the 1960s when the University was established. Other changes in the faculty since 1997 include:

- the proportion of women increased from 37% to 46%.
- the percentage of faculty tenured or on tenure track decreased from 85% to 77%.
- the percentage faculty 49 years & younger increased from approximately 51% in 1997 to 57% 2007.

- The ratio of professors to assistant professors has decreased from 1.06 to 0.58 from 1997-2007. Another way to view this changing demographic is to consider that in 1997, 30% of all faculty were professors compared to 20% in 2007.

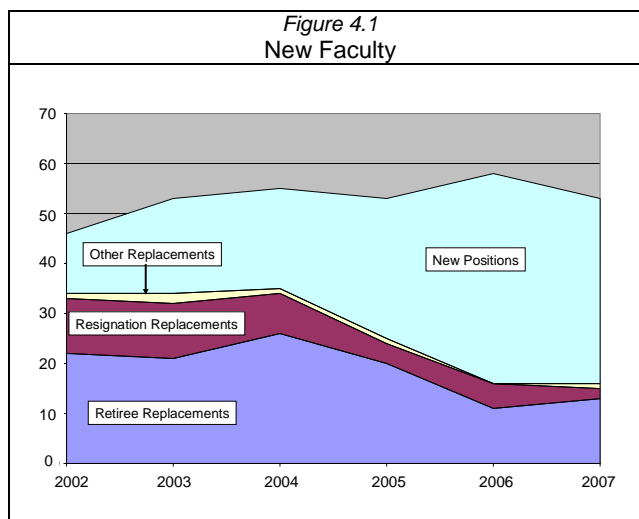


Figure 4.1 provides an overview of faculty hiring patterns. This graph demonstrates that retirement has accounted for less than half of the new faculty hires since FY 02. The new positions reflect additional faculty for the School of Pharmacy, increases in faculty to meet the needs of increased enrollment, and new full time positions that have replaced part time hires in programs such as English Freshman Composition and Speech Communication.

4C4 Key faculty, staff, and administrative training initiatives that are being undertaken currently or planned for implementation in the near future

SIUE has a number of programs that address the needs of faculty, administration, and staff development and training:

- A New Faculty Orientation program sponsored by the Office of the Provost introduces faculty to the University's programs, services and expectations for teaching, scholarship, and service. (See section 1P6)
- A New Non-Tenure Track Faculty Orientation program sponsored by the Office of the Provost introduces Instructors to the University's programs, services and expectations for teaching.
- The Office of Faculty Development and Diversity and the Office of Assessment offer pedagogical workshops, book discussion groups, and seminars to faculty, administrators and staff. Faculty development activities can be found at <http://www.siu.edu/facultydevelopment/facdevopportunities.shtml>

- The Office of Faculty Development and Diversity provides key programming on topics concerning social and cultural awareness to faculty, administrators and staff.
- The Faculty Technology Center provides key technology training and support to faculty administrators, and staff for the continuing use of technology in the classroom.
- The Office of Faculty Development and Diversity offers a Peer Consultant/Mentoring Program for all faculty to assist with teaching, research and service activities.
- The Faculty Development Council of the Faculty Senate sponsors an annual Faculty Symposium that includes workshops and keynote addresses on current issues in higher education.
- The Office of Graduate Studies and Research sponsors an annual Spring Symposium that highlights achievements in graduate research and workshops to enhance successful research endeavors.
- The Office of the Provost sponsors an annual workshop on aspects of tenure and promotion to ensure clear communication on quality expectations and proper procedures.

Additionally, resources are available to send faculty and staff to national conferences to further enhance individual professional growth. All individual Schools and the College of Arts and Sciences have faculty development programs, as well.

In addition, the Office of Human Resources employs a number of methods to help employees develop their full potential. The University utilizes the annual performance evaluation system (PES) to identify individual employee training needs for the purpose of addressing and enhancing performance. The Office of Human Resources provides assistance as required to either identify a particular training program, or custom design a training program to address the target need. Once training and developmental needs are identified, discussed, and agreed upon during the annual performance evaluation, supervisors have many options to support developmental needs, including tuition waiver programs and seminars, paid professional seminars, and both in-house and external training activities.

The Office of Human Resources and the Office of Institutional Compliance also provide professional development seminars throughout the academic year to faculty, staff, and administrators on subjects of management best practices such as sexual harassment, hostile workplace, equal opportunity and hiring practices.

4P1 Identification of specific credentials, skills, and values required for faculty, staff, and administrators, and ways our hiring processes make certain people we employ possess these requisite characteristics

Departmental faculty traditionally develop criteria and necessary qualifications based upon curricular needs and disciplinary standards when proposing that open faculty positions to be filled. Search procedures, as defined by unit operating papers include appointed search committees and are designed to ensure that a diverse pool of qualified applicants is obtained. Selected candidates are invited to campus for interviews which include meetings with representatives of the Dean's and Provost's offices. Typically candidates are asked to demonstrate their teaching in a seminar discussing their scholarly or creative interests. Extensive background investigations are also conducted to ensure that well-qualified individuals are selected. The Office of Human Resources also conducts criminal background check investigations on candidates for all positions at the university. In July 2005, the Office of Human Resources implemented a drug and alcohol screening process in order to ensure a drug free workplace.

Staff and administrative position criteria and selection are developed by the appropriate Vice Chancellor, Dean, or Director. Selection of deans follows specific procedures outlined in the University policy, <http://www.siu.edu/policies/2b1.shtml>.

Review of credentials for the Chancellor, Vice Chancellors, Deans, and Directors is the responsibility of the appointed search committee and determined by University policy. Telephone and campus interviews are used frequently in the hiring process for these positions. At the conclusion of campus interviews, the search committee makes recommendations to the appropriate administrator as to the strengths and weaknesses of each candidate.

Posting of all positions that includes credentials, skills, values, and hiring processes is the responsibility of Human Resources. In an effort to improve recruitment strategies and target the most qualified candidates for open positions, the Office of Human Resources provides job postings on such sites including Higher - Ed Jobs.com, the Chronicle of Higher Education, Yahoo Hot Jobs, Monster.com, and the St. Louis Regional Higher Education Recruitment Consortium. This service is tailored specifically to the recruitment needs of each department and is provided at no charge to the department.

Civil service positions are governed by the state civil service system, which establishes criteria and hiring practices.

4P2 Recruiting, hiring, and retaining employees, orienting them to the organization and planning for changes in personnel

Recruitment of faculty is addressed in 4P1 above. Once hired, new participants participate in an orientation program at the beginning of the fall semester; additional orientation sessions may be held throughout the year. The Office of Assessment conducts faculty satisfaction surveys of the orientation program.

In accordance with AAUP guidelines, retention evaluations are conducted during by the particular departmental senior faculty and administration the first year for each tenure track faculty member followed by annual evaluations. A Midpoint Review is conducted in the faculty member's third year of service. This review is more extensive and formal than the other reviews and follows the same format/process as an actual tenure review. This process provides useful information to faculty regarding their progress toward tenure and identifies strategies, if necessary, to improve performance.

Professional staff and civil service employees participate in new employee orientation programs that are coordinated through the Office of Human Resources and in an annual performance evaluation process. In addition, civil service employees have the opportunity to request a review of their job classification that determines whether or not their current actual job description is consistent with their current job classification. The University has also developed a process called PDQ (Position Description Questionnaire). This is a measurement tool designed to benchmark staff position salaries based upon market, knowledge/skill needed to perform the job, impact and accountability, problem solving/decision making, freedom to act, communications skill and activities, and working conditions. The PDQ process is designed to provide compensation which is competitive with external market and within the University's budget parameters. The process establishes and maintains equitable salary relationships among internal positions. Each Vice Chancellor appoints two senior level managers from their respective areas to serve on the PDQ Committee. The Human Resources Department utilizes compensation surveys to determine competitive compensation ranges for professional staff positions and identified civil service positions.

Through the PDQ and Position Control process, SIUE weekly reviews the need for replacement of faculty, staff and administrator positions. The Chancellor's Council formally approves new or replacement staff and administrator positions. On an annual basis through the process of strategic planning and budget development, each Vice Chancellor assesses the need for additional positions that will be required to achieve the short term goals of the Strategic Plan. These staffing needs are discussed with the Chancellor and formally approved by the University Planning and Budget Council (UPBC).

4P3 Work processes and activities contributing to communications, cooperation, high performance, innovation, empowerment, organizational learning and skill sharing, and ensuring the ethical practices of all employees

SIUE practices shared governance that relies upon the collaboration of the Faculty Senate, Staff Senate, Student Senate, and University administrators. Many University-wide councils and committees are structured to include each of these major constituencies to ensure regular and inclusive discussion and decision making. For example, participation in AQIP was a consensus based approach to accreditation. Also, the University Quality Council and University Diversity Council were both formed in 2007-08 to ensure campus wide participation and communication related to continuous quality improvement and a just and inclusive campus.

As discussed in sections 4P4-10, there are various processes and activities that advance the work of SIUE's employees. The Chancellor's Report to the University (<http://www.siu.edu/chancellor/reporttouniversity.shtml>) is prominent in facilitating communication of the organization's strengths and opportunities for improvement.

For all employees, SIUE has established policies and procedures for ensuring compliance in the specific areas of:

- Sexual harassment awareness and prevention
- Workplace violence
- Ethics of instruction
- Student rights and responsibilities
- Civility in the Workplace
- Statement of Economic Interest

The above topics are included on the University's web site and are presented to faculty at New Faculty Orientation. Sexual harassment awareness training as it relates to the workplace is regularly offered by the Office of Institutional Compliance, the Office of Human Resources, and University Legal Counsel.

The Office of the Provost sponsors an annual series of workshops on promotion and tenure. The workshops focus on documenting quality teaching, scholarship, and service with subsequent workshops focused on teaching and research. These workshops have resulted in mentoring relationships and strengthened the alignment for the expectations at the departmental, school or college, and Provost levels.

Additionally, to comply with state law and to enhance individual awareness of professional conduct, all employees of SIUE are required to take and pass a yearly ethics training program.

4P4 Training and developing all faculty, staff, and administrators to contribute fully and effectively throughout their careers with our institution, and reinforcing this training

The University has a wide variety of programs designed to foster growth and development of faculty. In addition to those mentioned in 4C1, 4C4, and 4P3 above:

- The Faculty Development Fund and Graduate School Research and Development Fund mentioned in 2P3 provide support for faculty travel to research and pedagogy conferences, as well as other types of individual professional development opportunities.
- Orientation workshops are provided for Department Chairs by the different Schools and the College of Arts and Sciences.
- The Excellence in Undergraduate Education Fund (an average of \$256,000 awarded for 37 different faculty grants during each of the past 4 years) and the Excellence in Graduate Education (\$52,000 annually for 26 different faculty grants during each of the past 3 years) provides resources in support of new and creative faculty initiatives to improve undergraduate and graduate education.
- The Office of Faculty Development and Diversity Peer Consultant/Mentoring Program and the Office of Assessment offer assistance with classroom or program assessments, peer review of teaching, and private consultations on teaching and learning. The team seeks to provide comprehensive services and programs to meet the needs of faculty in their professional development as educators as well as to advance and apply current research on college learning and teaching. Programming includes workshops, seminars, speakers, teaching and research groups as well as individual consultation. In 2008, The Office of Faculty Development and Diversity modified the Peer Consultants and the Classroom Instructional Research Project to enhance and meet more faculty needs. The program is now called the Peer Consultant/Mentoring Program. Over 500 faculty have benefited from the consultations and workshops provided by their faculty peers. More information about The Office of Faculty Development and Diversity may be found at: <http://www.siu.edu/facultydevelopment>. More information about SIUE's nationally recognized Office of Assessment may be found at: <http://www.siu.edu/assessment>.
- SIUE faculty who are incorporating state-of-the-art teaching and learning techniques are invited to present workshops for the faculty at large, which benefit colleagues and SIUE students.
- The University has established an Ombuds Office to provide confidential counseling with individual faculty on issues involving conflict resolution. This service

often assists faculty in navigating administrative policy and procedures in a collegial manner.

Training sessions traditionally offered for all employees include:

- Performance Evaluation System Training for Supervisors
- Accepting and Adapting to Change
- Team Building
- Effective Meetings
- Establishing Effective Search Committees
- Conflict Resolution
- Preventing Workplace Violence
- Supervisory Training which includes disciplinary process
- Legal Update in Employment
- Benefits Orientation
- New Systems, Procedures, and Policies Changes
- Civility in the Workplace
- Sexual Harassment Awareness Training
- Human resources information systems training
- Custom Designed Training Sessions as needed

Fall 2008 workshops have included:

- Sexual Harassment Awareness and Prevention
- Employment Law Update
- American's with Disabilities Act

The Director of Human Resources is evaluating workshop needs in an attempt to increase training and development activities for staff.

Administrators and faculty are also encouraged to attend national and regional meetings such as those offered by the Higher Learning Commission and discipline-specific meetings for administrators in professional schools and Colleges of Arts and Sciences. In some units, new department chairs attend workshops conducted on campus and are sent to such externally sponsored workshops such as those offered by the Council of Colleges of Arts and Sciences (CCAS).

4P5 Determination of training needs, alignment of training with plans addressed in Category 8, Planning Continuous Improvement, and how this training augments focus on helping students learn and accomplishing other distinctive objectives

Faculty development training needs are often determined by faculty surveys (email and hard copy) sent from administrative offices in addition to evaluation forms at workshops that include the question, "Do you have suggestions for future workshop topics?" In addition to workshop offerings by the Office of Faculty Development and Diversity and the New Faculty Orientation, selected faculty members are invited to attend national pedagogical conferences. Chairs may nominate faculty who are either novice professors or those wanting to

incorporate innovative teaching methods into their classrooms.

Staff training needs are determined by an annual training needs survey, state or federal training requirements, and issues identified through the PES.

Additionally, faculty, administrator and staff training needs are often aligned with University needs to achieve short term and long term goals. For example, in developing the new Lincoln Plan for General Education, faculty and staff who worked on this 3-4 year project were often able to attend campus workshops with nationally regarded speakers or attend regional and national conferences on general education such as offered by the Association of American Colleges and Universities. Faculty, administrators and staff who have sought to enhance their understanding of assessment to align with the University's assessment emphasis have attended HLC conferences and workshops on assessment and the AQIP program.

4P6 Designing and using a personnel evaluation system that aligns with objectives in Category 1, *Helping Students Learn*, and in Category 2, *Accomplishing Other Distinctive Objectives*

Faculty members undergo an annual evaluation which reviews performance in the areas of teaching, scholarly and creative activity, and service. Merit salary increases, when available, are determined according to this evaluation. The evaluation period begins with a goal-setting session between each faculty member and the department chair, and performance is evaluated within the context of those goals. For example, in the School of Nursing each faculty member sets individual goals in the fall, and then conducts a self-evaluation in the spring which is included in that individual's annual evaluation. Peer evaluation is also in integral part of this process.

Deans also undergo an annual evaluation conducted by a committee representing faculty and staff from the dean's College or School. The committee utilizes input from several sources including survey results from the College or School's faculty, staff, students, external stakeholders, and the dean's description of annual and long term goals consistent with the University Strategic Plan that defines how each unit is Helping Students Learn as well as how the University is Accomplishing Other Distinctive Objectives. The committee report summarizing this information and providing a unit-based performance evaluation is submitted to the Provost and Vice Chancellor for Academic Affairs for review and further discussion individually with each Dean prior to submission to the Chancellor. Every fourth year, this review process occurs with the College's or School's committee making a formal recommendation for retaining the Dean through the Provost to the Chancellor. This policy is described on the University website at <http://www.siu.edu/policies/2b3.shtml>.

The PES pertains to full-time professional staff and civil service employees. All such employees are evaluated annually. The PES is a three-phase process with Phase I outlining departmental goals, objectives, and expectations for the upcoming year. Phase II consists of a regular review of processes that allows the supervisor and employee to actively review progress towards achieving goals and objectives accomplished to date. Phase III is the final Performance Evaluation based on goals and objectives accomplished.

The Chancellor and the Vice Chancellors are reviewed every three years by the Committee for Higher Administrator Performance Appraisal, which is a standing committee of UPBC. The review is to provide information that may assist the administrator in the improvement of performance and to provide information to administrative superiors. This process is described on the University Website at <http://www.siu.edu/policies/2b2.shtml>. This three year review is in addition to the annual review of each Vice Chancellor by the Chancellor.

4P7 Designing recognition, reward, and compensation systems that align with objectives in Category 1, *Helping Students Learn*, and in Category 2, *Accomplishing Other Distinctive Objectives*, and supporting employees through benefits and services

The Degree Completion Award was established to assist civil service and professional staff employees complete their first baccalaureate degree. Each year one award winner receives two semesters off with pay. During the time off, the employee must attend classes full-time and complete the degree during the time provided. At the end of the second semester the award recipient returns to his/her former position. In addition, the recipient must agree to continue their employment for two years following his/her return from the award period. The employee will utilize the University tuition waiver program to offset the cost of tuition.

SIUE also established a recognition program for civil service and administrative professional employees for their exceptional accomplishments and service to the University. Recipients of this award are recognized through a ceremony in their respective area and awarded a plaque, gift certificate, and special parking privileges for one month. The monthly recipients are subsequently invited to the annual service awards reception.

In addition to the response above (4P6) regarding merit salary increases, several University awards honor faculty who have performed in outstanding fashion in the areas of teaching and scholarly and creative activity. Each year, one faculty member is selected for the University Teaching Excellence Award, along with several others who receive a Teaching Recognition Award. The Alumni Association selects one faculty member annually for its Great Teacher Award, presented at the August Commencement ceremony.

The establishment of a Service Learning Award has been developed by the Faculty Roles and Responsibilities Committee to recognize faculty who demonstrate excellence in service learning for his/her students as an integrated part of the curriculum.

Graduate Studies and Research sponsors the following:

- The Paul Simon Outstanding Scholar Award is presented to an SIUE faculty member in order to recognize the role of research and creative activities in excellence in teaching. The Award confirms SIUE's belief that an individual must be a good scholar to be a good teacher.
- Summer Research Fellowships are awarded each summer on a competitive basis to support faculty research projects. Up to 24 Summer Research Fellowships of \$8,000 and up to 14 of \$4,000 are awarded annually.
- The Hoppe Research Professor and the Vaughnie J. Lindsay Research Professor are awarded to SIUE faculty members in order to recognize and support individual programs of research or creative activities. The awards recognize faculty members whose research or creative activities have the promise of making significant contributions to their fields of study. Recipients are expected to produce published scholarly works and externally sponsored grants. The Hoppe Research Professor and the Vaughnie J. Lindsay Research Professor will be appointed for two-year periods, during which the recipients will receive 50 percent assigned time for research each academic year, the services of a one-quarter time graduate assistant (for nine months per year), and \$1,000 in support lines.
- The Funded University Research program provides \$100,000 annually to faculty for research assistants, course release, and other research expenses. Over the past three years, an average of 24 faculty have received grants from the program.
- The SIUE Distinguished Professor award is an academic rank extended to tenured professors who have made an outstanding contribution to research as a result of their continued commitment to scholarship beyond the period of their promotion to Professor. More information regarding the Distinguished Research Professor award may be found at: <http://www.siu.edu/graduate/internalgrants/shtml>.

The University annually compares faculty and staff salaries with peer institutions. The minimum target for faculty salaries is currently at approximately 91% of the median of peer institutions by rank and discipline. Higher targets are anticipated with increased State funding levels. The salaries of open range civil service and non-represented professional staff salaries are benchmarked

according to market studies and longevity. Part-time non-tenure track base salary every four-five years in reference to regional compensation. For instance, salaries for open range civil service staff who have been at the University for at least 10 years are benchmarked at a minimum of 106% of the market for that civil service position.

4P8 Determination of key issues related to the motivation of faculty, staff, and administrators, analyzing these issues and selecting a course of action

The University has a well-established collegial governance system, whose primary components are a Faculty Senate, Staff Senate, and Student Senate. Each of the Senates regularly meets with elected representatives of the faculty, staff, and students to address issues of concern and areas for needed action. In addition, a campus-wide University Planning and Budget Council meets regularly with the Chancellor to discuss major financial and planning issues. The Provost and Chancellor regularly meet with the Senate Presidents to discuss current issues related to faculty, staff, and students. The Deans Council meets regularly to also review campus issues and directions. Executive committees of administrators and faculty within each academic unit also meet regularly to share information, engage in planning activities, and discuss issues of concern.

Program Review is a cyclical systematic process by which collegial teams of faculty and staff investigate a program and inquire about the extent to which it is doing what it says it is doing. For example, it assesses the key issues of faculty expectations, student performance and curricular structure (7P5).

The Faculty Development Council continues to explore ways to improve learning and teaching, encourage continual improvement, and implement reward strategies. This task is coordinated through national, state, and university initiatives. Programs such as the Faculty Symposium (4C4), establishment of a service learning award (4P7), and involvement in a CASTL Campus Cluster are examples of these initiatives (1P6).

Another example where faculty needs were identified, specifically to encourage motivation and success, is the 2008 Salary Equity Plan developed and implemented by a collaborative effort between the Faculty Senate, Office of the Provost and Office of the Chancellor. Based on regular discussions described above the need for faculty salary enhancement was evident. A consensus based plan resulted and was fully embraced by the campus community.

4P9 Providing for and evaluating employee satisfaction, health and safety, and well-being

The UCLA-HERI Survey of Faculty Attitudes is one major method by which the University formally assesses faculty satisfaction that includes perceptions of campus operations,

satisfaction with their jobs, relationships with other faculty and administrators, and campus resources. This survey is administered every three years (1C5, 7P7, 7I2, 8P5). Additionally, the Office of Human Resources conducts regular surveys of civil service employees for assessment of job satisfaction.

The Office of Faculty Development and Diversity was established in 2007 to extend the programs and services offered by the previous Office of Cultural and Social Diversity located in the Office of the Provost. This Office seeks to encourage awareness of issues in diversity to the University community. In addition to the continual workshops provided by this Office, programs such as Safe Zone (Gay/Lesbian/Bisexual Alliance) are supported (1C5).

The University Ombuds Office, Employee Assistance Program, and Employee of the Month Program afford additional opportunities for the University to evaluate employee satisfaction (1C5).

The Vice Chancellor for Administration and the Office of Emergency Management and Safety coordinate campus efforts to provide a safe and healthful environment for all employees, students, and visitors to the University. While policies and procedures address issues ranging from natural disasters to hazardous waste spills, the primary focus is directed toward prevention and personal preparedness through evaluation and training. Safety orientations are held throughout the year for staff and students. Annual safety inspections are conducted of high-risk areas (i.e., physical plant, food services, laboratories, and athletic facilities). New facility plans and office redesigns include a safety and ergonomic analysis as well as a review by a University committee charged with ensuring compliance with ADA (Americans with Disabilities Act) requirements, to prevent problems prior to implementation. Additionally, this Office has developed campus policies and processes to ensure effective emergency notification in the event of an acute crisis (e-LERT).

Emergency Management and Safety conducts surveys after each training session to judge the effectiveness of each session. They offer 15 mandated courses in workplace safety ranging from courses on Blood Borne Pathogens to Workplace Safety/CPR. These courses are mandated by the Illinois Department of Labor, the Illinois Environmental Protection agency, and the Illinois Training session participants are classified as civil service, professional staff, faculty and students. Feedback obtained from the surveys is used to continually upgrade the training programs.

Emergency Management and Safety conducts both job safety analyses and ergonomic assessments to eliminate or minimize potential job hazards for employees. The feedback received about the ergonomics program is a gauge as to the effectiveness of the program. Generally, a workplace visit is conducted and an assessment is performed to eliminate or minimize ergonomic hazards.

Once the department or individual makes the changes recommended in the report Emergency Management and Safety will follow up to find out if the changes have improved workplace ergonomic conditions. The majority of the feedback indicates that ergonomic hazards have been eliminated or minimized as a result of the ergonomic assessment program. The job safety analysis program is similar in that job assessments have been performed to study hazards associated with various job duties. If changes are recommended and implemented, the changes result in a safer environment and are generally accepted by the employees as benefiting their health and safety. See also 4R1.

To further facilitate the University's efforts, the Workplace Safety Advisory Committee meets monthly. This committee was formed to promote the safety and welfare of employees and students through the reduction of workplace accidents and injuries. According to data obtained from SIU Risk Management, Southern Illinois University Carbondale and Southern Illinois University Edwardsville have similar injury claim ratios based on the number of employees for the year 2007.

In July 2008, a new executive level Human Resources Advisory Committee with representation from each division was established by the Director of Human Resources to recommend changes or new procedures to facilitate a more harmonious relationship with the campus community in regards to hiring, communication, and technology.

4P10 Measures collected and analyzed regularly that are used to value people

Comprehensive data regarding faculty productivity are collected and reviewed on an annual basis. This analysis takes two forms, a comparative instructional cost study and a comparative instructional staff year study. Additional data on faculty work include a variety of measures of teaching performance, such as student evaluations of instructors and courses; scholarly and creative activity; and service to the university, the community, and the profession. Key measures for evaluating the quality of University employment practices related to employee satisfaction include The Annual Employee Satisfaction Survey, employee turnover rates, participation in training and development programs, employee educational advancement rate, numbers and nature of complaints and suggestions, and NSSE and HERI Survey results.

4R1 Results for valuing people

The University participates every three years in the national survey of faculty conducted by UCLA-HERI. The UCLA-HERI survey provide information about SIUE faculty opinions in comparison to other participating four-year public universities. Survey topics include: goals for undergraduates, issues believed to be of high priority at SIUE, aspects of the job noted as satisfactory or very satisfactory, and characteristics of respondents' departments. These surveys have been conducted from

1989 to 2007. Complete data for all those surveys are available at <http://www.siu.edu/IRS/annex/>.

Figures 4.2 and 4.3 summarize the 2007 UCLA-HERI results specifically about SIUE faculty views on their work environment.

Figure 4.2

Aspects of Job Noted as Very Satisfactory or Satisfactory	
Autonomy and independence	87.5
Professional relations with other faculty	84.9
Overall job satisfaction	77.4
Competency of colleagues	78.5
Relationships with administrators	65.6
Availability of child care at institution	54.7
Teaching load	84.3
Opportunity for scholarly pursuits	66.7
Salary	50.6

Figure 4.3

Still Want to be a College Professor	
Definitely/Probably Yes	87.1
Not sure	8.7
Probably/Definitely No	4.2

This information and other data from the 2007 survey indicate that SIUE faculty are generally similar in values and perspectives to colleagues across the nation, are committed to student success, embrace diversity and collegiality, committed to SIUE and its continuing national recognition for excellence, are generally satisfied with their jobs and SIUE, and their positive attitudes have generally increased since the last 2004 survey.

An employee survey is being developed by The Office of Human Resources with questions regarding the satisfaction of processes performed by each functional HR area. This survey will be distributed in 2009.

4R2 Results for processes associated with valuing people

A major result in processes associated with valuing people is the regular commitment to enhancing salaries and benefits associated with demonstrated levels of productivity and service of employees. As can be seen in Figure 4.4 over the last eight years SIUE salaries has fallen further behind SIUE peers. This was primarily due

to declining or flat state budgets. However, in FY08 SIUE internally reallocated over \$500,000 to address salary equity issues and is looking to add additional dollars to equity for FY 09.

Figure 4.4

Fiscal Year	SIUE Measures				
	FY 00	FY 01	FY 02	FY 04	FY 08
Faculty Salaries Compared to Peer Institutions					
a. Professors	95%	95%	99%	93%	92%
b. Associate Professors	101%	100%	101%	98%	95%
c. Assistant Professors	98%	99%	99%	99%	94%

Note: FY 08 numbers do not include the \$500,000+ devoted to salary equity.

The civil service open range and administrative professional staff salary comparison is under continuous review to determine if like positions are being compensated at comparable levels.

The Director of Human Resources has also established department metrics to measure performance and response time as well as other tracking mechanisms to determine bottlenecks in internal processes.

4R3 Evidence that indicates the productivity and effectiveness of faculty, staff, and administrators and that helps us achieve our goals

As seen in Figures 4.5 and 4.6 the FY 06 instructional staff year and cost studies indicate that the SIUE faculty is more productive than the statewide weighted average.

Figure 4.5

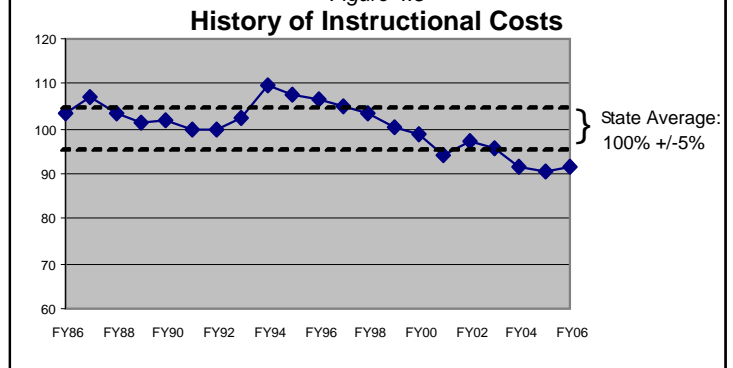
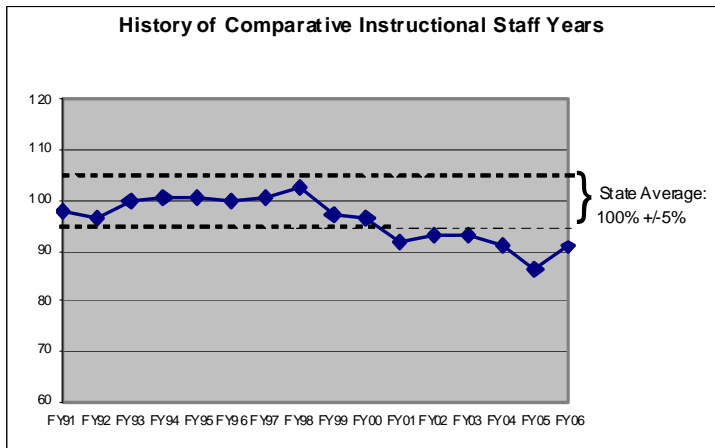


Figure 4.6



4R4 Comparison of results for 4R1 and 4R3 with other higher education institutions and organizations outside of the education community

Salary equity studies comparing SIUE faculty salaries to peer institutions indicate that faculty salaries are not yet meeting the target, while staff and civil service salaries, because of the PDQ process, are meeting or exceeding the target compared to other Illinois public universities.

Instructional unit cost and staff year studies indicate that while the University is productive, it currently operates below the statewide average (Figures 4.5 and 4.6). The target for instructional staff years and unit costs is 100% of the statewide average \pm 5%. In recent years, the instructional unit cost studies indicated that the University was operating below 95% of the statewide average, outside the target range.

4I1 Improving current processes and systems for valuing people

As part of the AQIP commitment, SIUE has institutionalized several approaches to review and revise, as necessary, effective processes to ensure continuous quality improvement. This is an essential part of the University Strategic Plan to achieve a Harmonious Campus Climate through Long Term Goal 4 that promotes an attitude of valuing people. Several recent initiatives reflect this approach. Formation of both the University Quality Council and the University Diversity Council formally bring together a broad perspective of faculty, administrators, staff, and students to focus on ensuring the success of processes related to quality improvement and campus climate. Also, ongoing program reviews, assessment strategies and campus communication provides opportunities for employees to voice their view of how the University is valuing them.

The Office of Emergency Management and Safety provides an example of how SIUE improves current processes and systems for valuing people based on surveys and feedback of staff. Examples of these

improvements are changes to the training program content, location, timing and number of sessions held. Since 2003, they have shifted to on-line training courses. 15 subjects are offered on an ongoing basis and about 900 employees a year are trained.

Also, systemic changes in University operations that improve how SIUE employees are able to accomplish their work in a more efficient manner reflect a commitment and value of their time and effort. Effective July 1, 2008, SIUE implemented the Human Resources and Payroll SCT Banner System. This was a strategic shift in Information Technology Systems from a mainframe to a self serve user friendly system. The primary purpose is to increase functionality and efficiency for the University Community.

The advantages to migrating to Human Resources and Payroll SCT Banner is to support self-service applications for students, faculty, staff, and alumni. This system is decentralized and allows each end user to view and update information as changes occur as well as allowing departments to electronically submit payroll information for hourly employees through a department time entry system which ultimately decreases paper and improves efficiency. SunGuard SCT Banner is supported by an oracle-based relational database platform. Once a record is created in a relational database, it becomes part of a data pool designed to be used system-wide. This eliminates duplication of effort in file creation. Human Resources and Payroll SCT Banner supports 24 hour 7 day a week operation that increases speed, efficiency, and reliability and will allow payrolls to be run from a desktop personal computer.

4I2 Targets for improvement for valuing people, specific improvement priorities targeted, addressing those priorities and communicating current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders

Through its Strategic Planning process, SIUE annually reviews progress towards achievement of both short and long term goals. Progress for each goal is related to specifically designated outcomes and targets. Targets specifically related to valuing people include demonstrable commitment and actions/programs to preserve a harmonious campus climate, provision of competitive salary and benefits packages, employee development opportunities and sufficient reward/recognition opportunities to highlight outstanding performance. A specific improvement priority is that faculty and staff salaries remain competitive with peer institutions. This is a long-term goal and is reflected in 8P5.

Employee service is another improvement priority. The Human Resources Department will continue to refine the Human Resources and Payroll SCT Banner System so that processes continue to be streamlined and automated. The department is also revamping its department web site, including new sections related to

Frequently Asked Questions (FAQ) for employment, benefits and payroll, so that the web site is more user friendly and to encourage employee self service.

Communication of these targets and priorities are annually associated with the Strategic Plan which is discussed by the Chancellor and Vice Chancellors, constituency groups, and posted on the Chancellor's website.