

**Summary of Major Accomplishments**  
**Division of Academic Affairs Annual Report**  
**2009-2010**



**Prepared**

**by**

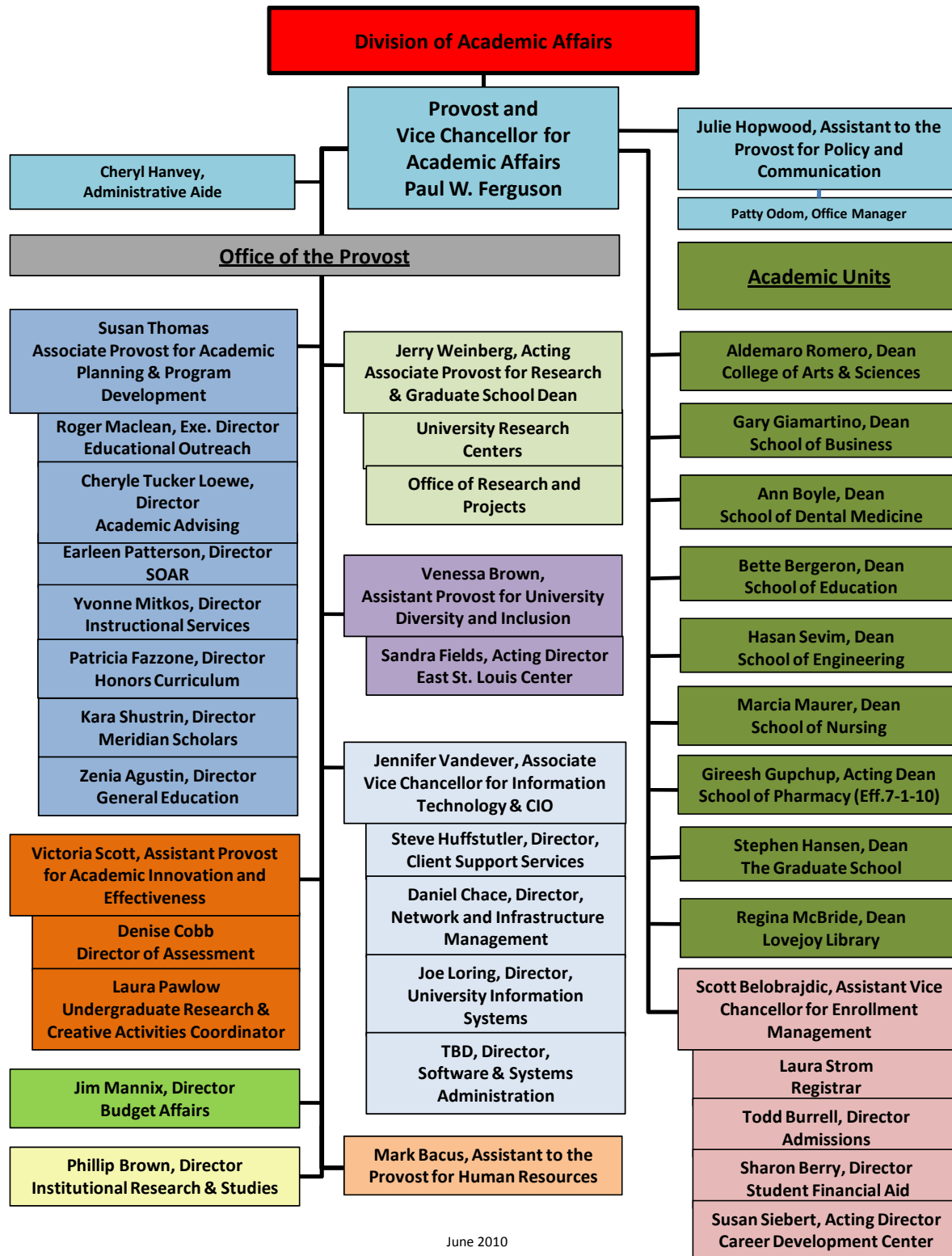
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**June 18, 2010**

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## I. The Academic Affairs Imperatives

Major accomplishments for the Division of Academic Affairs can be best structured around the five Academic Affairs Imperatives. These Imperatives were defined following the FY 07 year emerging from the first Deans Retreat and have provided overall guidance to strategic planning. The Imperatives were designed to capture the focus and intent of our academic vision and strategic program planning within the context of the University Strategic Plan. The following Academic Affairs Imperatives are intended to serve as strategic guidelines to promote and achieve an academic vision at SIUE characterized by vibrant learning and discovery, productive scholarship, insightful interaction, and professional achievement by faculty, staff, and students in an atmosphere of mutual support and collegiality.

### 1. Academic Quality/Effective Assessment.

SIUE will focus on the process of continuous improvement in the delivery of excellent undergraduate, graduate and professional academic programs using assessment data, creative pedagogy, state-of-the-art facilities and technology. SIUE will be nationally recognized for effectively promoting excellence through a unique academic program portfolio of contemporary liberal education and professional studies.

### 2. Student Success.

SIUE will improve student retention through innovative partnerships between Academic Affairs and Student Affairs that provide proactive, consistent, and effective University-wide academic advising, strategic and focused student support. SIUE will be nationally recognized for increasing graduation rates.

### 3. Faculty Development.

SIUE will enhance the number and quality of programs to support faculty development in teaching, scholarship, and service. SIUE will be known nationally for programs that uniquely balance and support the professor's capabilities in the classroom/laboratory with capabilities in scholarship/creative activity and service as measured by standards of peer review.

### 4. Enrollment Management.

SIUE will develop and implement a revised long range enrollment management plan that fully integrates optimum academic program size, campus capacity, comprehensive student recruitment plans (including student diversity and access, financial assistance, academic preparation), and student retention practices (including student support and facilitated course scheduling). SIUE will be known nationally for its comprehensive approach to enrollment management that supports a vibrant learning environment.

## 5. Educational Outreach.

SIUE will coordinate and expand the University's resources to enable undergraduate, graduate and professional students, often limited by preparation, time, place or resources, to complete their educational/professional goals in a timely and convenient manner as well as to enhance the leadership role of SIUE in the greater Metro East community through community service, educational outreach and professional development programs. SIUE will be known nationally for the excellence and impact of its academic offerings associated with its extended campus.



*Psychology, School of Education*



*School of Dental Medicine Clinic*



*Anthropology, College of Arts and Sciences*

## Academic Quality/Effective Assessment

### *FY 10 Specific Goals and Accomplishments*

1. Initiatives in General Education, New Freshman Seminar, and University 112 continue in review and planning for program implementation within appropriate budget guidelines. Under the general direction of Associate Provost Sue Thomas, reports have been received from committees and recommendations are being integrated into an overall plan.
  - *A recommendation has been made that UNIV 112 will not count toward a requirement in the Lincoln Plan. Work has begun to determine which UNIV 112 classes can be converted to New Freshman Seminar classes and which will be eliminated.*
  - *The inaugural Director of General Education, Dr. Zenia Agustin, Professor of Mathematics and Statistics, was hired in January 2010. Dr. Agustin has administrative responsibility for the effective implementation and functioning of the Lincoln Plan, including the New Freshman Seminar, to ensure high quality offerings and achievement of purpose. She has begun working with departments to finalize the implementation strategy. The strategy includes a plan to reduce the hours required for graduation from 124 to 120. For those degrees requiring more than 124 hours, a plan has been developed to reduce required hours by at least four. The Lincoln Plan will be sent to the Faculty Senate for approval in Fall 2010.*
  - *Dr. Agustin will establish a task force in Fall 2010 to develop a Bachelor of General Studies degree.*
  
2. Under the direction of Associate Vice Chancellor Jennifer Vandever, reorganization of the Office of Technology Services (ITS) was officially approved resulting in an organization of better integrated units with a shared set of priorities. Units are ITS Administration (Business, Project Management, Research and Special Projects), Network and Systems Infrastructure, University Information Systems, Software and Systems Administration, and Client Support Services. ITS is developing a strategic plan to enhance the quality and efficiency of campus services. The new ITS intends to meet the challenges of service in a challenging budget climate with adoption of an enterprise approach to serving the campus. Major accomplishments include:
  - *Implemented a new ITS Governance Structure integrating diverse campus constituencies into the process of IT cost-effective decision making. New groups include the IT Executive Committee, Academic Technology Steering Committee, University Information Systems Steering Committee, IT Security Committee, and Portal Governance Committee.*
  - *Increased available bandwidth by 33% from 150MB to 200MB.*
  - *Partnering with Marketing, provided new University Website (upgraded Web Content Management System).*
  - *Received \$1M grant for implementing campus portal.*
  - *Upgraded Banner with a new Banner server (most powerful in ITS history: 64 processors and 64GB memory.)*
  - *Decommissioned the University mainframe computer including migrating 24,000 versions of 420 reports and rewriting the Unit Cost Database and associated reporting system.*
  - *Installed technology for new Peck Classrooms.*

● *Upgraded the Blackboard System, Improved Textbook Rental System, Expanded CoursEval across campus.*

3. Under the direction of Assistant Provost Victoria Scott, and in association with the University Quality Council, the AQIP Systems Appraisal was completed, approved by HLC, and discussed with SIUE constituencies. Also, an SIUE team led by Dr. Scott attended the HLC Strategy Forum. Several AQIP Action Projects continue to support continuous quality improvement:

- *Lincoln Plan Implementation.*
- *Review of Policy and Practice for Freshmen Placement Testing.*
- *Improving Staff Engagement for Student Success.*
- *Evaluation of New Guidelines for Academic Program Review.*
- *Improving the Curriculum Review Process.*

4. The Voluntary System of Accountability (VSA) Working Group was formed by the Provost and reviewed appropriate assessment strategies for general education learning outcomes. Final recommendations for implementation of the general education assessment plan were received and plans for implementation were initiated.
5. Assistant Provost Scott, working with Coordinator Dr. Laura Pawlow, implemented the newly designed Undergraduate Research and Creative Activities Program (URCAP) which was expanded to serve 199 students with 122 faculty serving as mentors.
6. Assistant Provost Scott directed an increased participation in the Senior Assignment Showcase by 62% (115 students participated in 2009-10) as well as increased the participation in SRA development by academic departments. This year 29 faculty were allotted SRA funds to evaluate SRA outcomes. In 2009-10, 21 academic departments participated in SRA development compared with only 11 in 2005-06.
7. Successfully completed reaccreditation for the Nurse Anesthetist Program in the School of Nursing by The Commission on Accreditation of Nurse Anesthetist Programs.
8. The new Center for Integrated Science, Technology, Engineering, and Math Education (CISTEME) to promote STEM education, research, and outreach was inaugurated. Dr. Kevin Johnson led Center development as the Interim Director. Following a national search, Dr. Sharon Locke, a former NSF Program Officer from the University of Southern Maine, was hired as the Director and will begin July 2010.

#### **Additional FY 10 Accomplishments**

1. **New Health Sciences Baccalaureate Program Design.** The Provost formed a Task Force to fully evaluate current academic programming and structure relative to our undergraduate health sciences offerings and to propose a new undergraduate degree in the health sciences. The Task Force, led by Associate Provost Thomas, completed study and recommendation in Spring 2010. The group designed a phased-in implementation of: 1) new health sciences specializations in Kinesiology (designed for pre-physical therapy/pre-occupational therapy/pre-chiropractic medicine and pre-osteopathic medicine) and Environmental Science (environmental toxicology and environmental health); and 2) new BS degrees in Interdisciplinary Health Sciences, Health Informatics and Healthcare Management. A viable implementation schedule based upon available resources is being finalized.

2. **New Doctoral Programs.** Based upon conducted needs assessments and professional workforce demand, the new Doctor of Nursing Practice was approved by IBHE for implementation in 2010-2011. The new Doctor of Education (Ed.D.) in Educational Leadership is currently under review by IBHE.
3. **Carbondale Nursing Cohort.** SIUE worked with SIUC to coordinate the Edwardsville component of a new student Nursing cohort to begin in Fall 2010 on the Carbondale campus to provide additional educational opportunities for southern Illinois students and to better address the nursing workforce shortage. All students will be graduates of the SIUE School of Nursing. The initial class has been admitted, a new Program Director (Dr. Susan Winters) hired and in place, and facilities are being prepared for 2010-2011 instruction. A \$500,000 federal HRSA grant was awarded to SIUE to support the first year of operation in Carbondale.
4. **Honors Program/Meridian Scholars.** Progress continues to be made in development of a quality honors program and opportunities for our best student scholars.
  - *The Honors Program Director, Dr. Patricia Fazzone, in conjunction with the Honors Advisory Board, is developing a new honors curriculum based upon “engaged learning for engaged leaders.”*
  - *Dr. Fazzone is also working with Dr. Agustin to incorporate new Honors curriculum components into the Lincoln Plan implementation.*
  - *To more effectively achieve the desired goals of the Meridian Scholars Program, a redesign of the Meridian Scholars Selection Committee is currently under consideration.*
  - *Kara Shustrin, Director of the Meridian Scholars Program, is working closely with Dr. Earleen Patterson, Director of the Johnetta Haley Scholars, to increase collaboration between the two scholar programs.*
5. **The Office of Assessment.** Significant quality improvement activities were accomplished. The new Director of Assessment, Dr. Denise Cobb, Associate Professor of Sociology and Criminal Justice Studies, was selected and began working with Assistant Provost Scott in 2010:
  - *Implemented revised undergraduate and graduate program review.*
  - *Initiated and coordinated self-study process with 10 academic programs.*
6. **Academic Integrity Policies and Practice.** Under the leadership of Julie Hopwood, a renewed effort engaged and mentored faculty and departments in improving evaluation and compliance with University academic integrity policies.
  - *In FY 2010 The Office of the Provost effectively processed 81 cases of plagiarism (16 cases in 2009) and 16 cases of cheating (17 cases in 2009).*
  - *Implemented pilot program with the Department of Political Science to compare plagiarism detection software (Turnitin vs. Safeassign) to determine best faculty support infrastructure.*
7. **Budget Planning in Support of Academic Excellence.** Significant and unprecedented planning between the Office of the Chancellor, Office of the Provost (led by Budget Director Jim Mannix) , Deans and Academic Units occurred in FY 10 due to the highly uncertain and

changing fiscal climate in the State of Illinois. Extensive discussions occurred to develop a proactive approach to fiscal support of the academic agenda in an attempt to maintain a focus on quality and delivery of academic services to students and support faculty.

In Fall 2009 the Chancellor approved Academic Affairs to carry-over \$308,000 from FY 09 funding for the Library, Pharmacy, and the Office of the Provost. In addition, \$646,000 in non-recurring funding was approved for projects in the College of Arts and Sciences, ITS, Graduate Studies and Research, Nursing, Dental Medicine, the Library, and the Office of Assessment.

In November 2009 the Chancellor provided an update on the State's serious economic conditions describing the unique "cash flow problem" describing the lack of budget reimbursement by the State. Until the State covered that deficit the consensus decision by the Chancellor's Council and the University Planning and Budget Council was to prioritize and protect payroll. As a result, most expenditures not related to salaries were frozen or slowed. Travel was limited and usually approved only if the faculty member/student was presenting or participating as an official at a conference. Hiring for vacant staff positions was frozen. Faculty hiring was considered critical to the basic mission and not restricted for the FY 11 academic year.

The Provost and Council of Deans developed a set of "Core Principles for Budget Review." This document addressed the "New Normal" of fiscal reality for higher education and was used as a guide for a FY 11 Budget Planning Exercise. Academic Affairs was directed to devise two potential budget reduction scenarios: a 4% (\$564,151) or a 7.8% (\$1,410,024) reduction. In January 2010, the Provost presented the yearly Academic Affairs Budget Presentation to the University Planning and Budget Council. This document detailed the FY 2011 recurring funding request totaling \$2,011,000 (\$1,017,000 for retaining critical Faculty and Staff, 2% salary increase and \$994,000 for Strategic Academic Affairs Initiatives.). As anticipated, the fund request was not able to be approved. Additionally, the exercise proved accurate as the actual cut for FY 11 was \$1,364,589.

Also during this fiscal year, the Office of the Provost developed a working document detailing the frozen Administration and Staff positions with their cost savings. Several scenarios and exercises were developed focused on various potential current year budget cuts and their impact. Mid-Year Reappraisal of FY 10 funds was cancelled, the 2% Contingency Fund monies were frozen and an additional 2% was set aside at the Chancellor's level. Discussions were held to address the fiscal year closeout process. Specifically, discussions centered on what amount could carryover, what would be the effect of a large carryover amount, and whether or not to release any funds to the units prior to the end of the year in view of continuing uncertainty of cash flow. The Chancellor approved \$445,000 for equipment to Academic Affairs units.

8. **Office of Institutional Diversity and Inclusion.** Under the direction of Assistant Provost Dr. Venessa Brown, the former Office of Faculty Development and Diversity was transitioned to the new Office of Institutional Diversity and Inclusion to provide a more integrated and global approach to diversity, including closer supervision of the East. St. Louis Center.
9. **Noteworthy Academic Program Enhancements.**

- *The School of Education has improved its curriculum in the Elementary Education Program, including adding aspects of Stanford University's "dSchool" design as well as improving the diversity of preparation for students in the Secondary Education Program.*
- *The School of Business has moved the Core Curriculum Integration (CCI) initiative from design to implementation as an effort to enhance the undergraduate curriculum.*
- *The Graduate School developed a new Graduate Committee on Assessment as well as developed a new Responsible Conduct of Research (RCR) plan for students and faculty to ensure research integrity in compliance with NSF guidelines.*
- *The Graduate School conducted 5 program reviews and facilitated the elimination of the graduate program in Physics.*
- *The School of Engineering continues to successfully conduct three unique programs including the Cooperative Ph.D. Program in Engineering Science with SIUC (currently nine students are enrolled), the dual-diploma program in Industrial Engineering with Istanbul Technical University (the current, second cohort consists of 19 students and 34 new students are expected in Fall 2010), and the M.S. in Industrial Engineering began in Fall 2008 (currently has 15 students with 20 students expected in Fall 2010).*
- *The School of Dental Medicine opened its new Testing Center to offer 60 individual testing stations fully equipped with on-line computerized testing using the Respondus and Blackboard systems. SDM students are now trained in the use of the CERE CAD/CAM technology to enhance the quality and timely process of dental restoration. SDM students, through multiple curricular changes, enter clinical activity earlier in their program. SDM has also strengthened academic partnerships with the United States Air Force to provide clinical pediatric and special needs training to Advanced General Dentistry residents from Scott Air Force Base, St. Louis University Center for Advanced Dental Education Endodontics and Periodontics Program, and the Academy of General Dentistry to provide continuing education opportunities to SIU alumni.*
- *Within the College of Arts and Sciences, new interdisciplinary minors were developed in African Studies, European Studies, Latin American Studies, Asian Studies, Forensic Sciences, and Native American Studies.*



***School of Engineering***

## Student Success

### *FY 10 Specific Goals and Accomplishments*

1. Through close coordination and regular planning with the Division of Student Affairs, specifically through the efforts of Associate Provost Sue Thomas, the integration and move of organizational units into the Student Success Center was accomplished in 2009. The divisions worked to develop Mission, Vision, and Core Values for the Student Success Center.

Working with all units to strengthen Academic Affairs – Student Affairs connections; particular areas of focus for 2009-2010 included Housing (e.g., Faculty Fellows, MAP-Works, Focus-Interest Communities), Textbook Rental (e.g., member of Textbook Services Committee, working with academic units to follow textbook rental procedures, developing policy for off-campus programs), Health Services (e.g., H1N1 task force, Nursing students immunization documentation) and International Studies (e.g., developing procedures to enter into agreements with international institutions, establishing an international programs task force). With the Vice Chancellor for Student Affairs, a Student Success Advisory Council was established and charged with constructing a retention model unique to SIUE and developing and implementing activities, programs and events that contribute to student success. A preliminary report is expected in early Fall 2010.

2. Under the direction of Associate Provost Sue Thomas and new Director of Academic Advising Cheryle Tucker-Loewe, a University-wide Academic Advising Plan was fully developed and implemented to more actively and effectively meet student retention challenges.
  - *College of Arts and Sciences Undergraduate Advising Office. In October 2009, Brian Hinterscher became the first coordinator of the newly created CAS Undergraduate Advising Office. The search for new academic advisors to staff this office was delayed due to fiscal concerns; however, those issues have been resolved, and the unit currently has four academic advisors on staff. By the start of the Fall 2010 term, a full staff of eight academic advisors is expected to begin conducting all academic advising for students with majors and/or minors in CAS. Pre-health and pre-law advising will also be initiated. This represents the final step in transitioning the academic advisement of undergraduate students at SIUE from faculty advisors to full-time professional academic advisors.*
  - *Comprehensive Educational Plan. Freshmen who attended Springboard to Success in 2009 were introduced to a new advising tool called the Comprehensive Educational Plan. This document was created in order to assist students in taking ownership of their own education. When using this tool, students must intentionally consider the educational experiences they want to have during their college careers and then create a map that will enable them to achieve those goals. The plan requires students to list specific courses they plan to take, specific career development activities they intend to complete, and specific co-curricular experiences they want to pursue during each semester. It also includes key questions designed to help students understand their responsibilities as college students and the University resources available to them.*

- *MAP Works. In the Summer 2009, University Housing staff members invited academic advisors to participate in the ongoing implementation of MAP Works. MAP Works gives advisors access to information that students have provided regarding many areas of college life, including amount of time spent studying, expected grades, use of campus resources, personal concerns such as homesickness, and other information which helps the advisors assess the needs of each student more accurately.*
  - *Lincoln Plan. In Spring 2010, academic advisors were asked to evaluate each undergraduate major according to the requirements of the Lincoln Plan. This information is being used to project the need in some departments for more courses as well as to determine credit-hour deficiencies in other departments as a result of Lincoln Plan requirements. Academic advisors also evaluated each major in terms of the difficulty or ease of reducing the required number of hours to 120.*
  - *SWIC Dual Admit Program. Addressing the needs of transfer students plays an important role in the academic advisement process at SIUE. Toward that end, academic advising has increased its role in the Dual Admit Program at Southwestern Illinois College. Students participating in this program have access to an SIUE advisor beginning in their first semester at SWIC. The advisor works directly with this group of students through group presentations and individual appointments held on the SWIC campus. Students are encouraged to keep in regular contact with their SIUE advisor via email, phone, or campus visits.*
  - *A Training and Professional Development Committee has been established and coordinates professional development workshops for all advisors on campus. Over 90% of the advisors attended both workshops offered in the Spring 2010 semester – Appreciative Advising and Using Socratic Questioning in Advising.*
3. Under the direction of Associate Provost Sue Thomas and IS Director, Dr. Yvonne Mitkos, a new strategic plan including key components of addressing academic development needs, conducting on-line placement testing and centralized tutoring have been developed for Instructional Services.
- *Activities in the Writing Center continued to serve a significant number of students.*
    - ✗ *The Writing Center had 9,237 student contacts with 2,897 different students during fall, spring and summer terms for individual work, conferences on papers, and English 100. This was similar to previous year.*
    - ✗ *A total of 479 students registered for English 100, a decrease of 28 from AY 08-09.*
    - ✗ *Individual conferencing produced 2,418 contacts with 1,367 students (2,949 contacts with 1,698 students in 08-09), a decrease most likely due to increased classroom presentations, the move to the SSC, and lower number of ENG 100 students.*
    - ✗ *WC staff conducted 51 workshops/presentations that reached over 1,000 students. Several of the presentations discussed papers the students were currently working on and thus eliminated the need for more formal appointments since questions were answered for a whole class.*
    - ✗ *Tutortrac™ management software was implemented in place of the multiple systems used by the Writing Center, the Math Resource Area, the Speech Center, and SOAR. This change will allow for homogeneous data collection and related*

*reports. English as Second Language students comprised approximately 14% of total appointments – approximately the same as last year.*

- *The Math Resource Area (MRA).*
  - ✘ *The number of Math Resource Area contacts increased to 3,402 (724 individuals) in AY 09-10. In Spring 2010, MRA averaged 81.5 contacts/week and averaged 76.4 tutor hours/week.*
  - ✘ *Partnership with Math Club and Pi Mu Epsilon Honor Society for the “first ever” math finals prep event. On Sunday night May 2, two Professors – Dr. Adam Weyhaupt & Dr. Yukiko May, together with 7 tutors, (2 MRA Student Worker volunteers and 5 event volunteers) worked with 28 tutees preparing for finals. Free refreshments were provided. The MRA Coordinator provided oversight.*
  - ✘ *Math contests were held at the conclusion of Fall and Spring semesters. This event is the culmination out-of-class activity for interested Intermediate Algebra students who choose to spend a Friday afternoon in team competition with their classmates using their recently honed skills. The computerized Jeopardy game format serves as a review activity in preparation for the final exam. Guest judges, students, and staff all enjoy the festive occasion held in honor of the late Lavera Stallings whose daughter comes to campus in order to offer words of appreciation on behalf of the family.*
  
- *Supplemental Instruction (SI). SI saw an increase in the number of sections (18 to 33), students served (920 to ,1355), and percent of participants in targeted courses (23.5% to 30.6%).*
  
- *The Speech Center (SC). A proposal is being developed to move full responsibility for the Speech Center to Instructional Services.*
  - ✘ *AY 2010 attendance highlights include 698 appointments/visits. This attendance represents an increase of 151 appointments from AY 2009. The SC provided support for 14 undergraduate classes, with SPC 103 and SPC 105 utilizing the Center most frequently (93% of appointments).*
  - ✘ *AY 2010 classroom presentation highlights include 68 classroom presentations with a total audience of 1,842 students. The presentations were made to 20 different undergraduate courses and two graduate courses. The 68 classroom presentations for AY 2010 represent an increase from AY 2009 (57 presentations). The 1,842 students who were reached through classroom presentations represent an increase of 514 students from AY 2009.*
  
- *Testing Services (TS). The TS was instrumental in planning a state-of-the-art computer testing lab with 28 stations in the Academic Advancement Center. The office provides support for the University’s stakeholders in a variety of formats. They administer Proficiency Exams, CLEP Tests, American College Test (ACT), Miller Analogies Test (MAT), Graduate Record Exam (GRE), Community Health Education Specialist (CHES), Nursing Tests, Placement Exams, Michigan Test of English Language Proficiency, Pharmacy College Admissions Test (PCAT). They provide electronic scoring and optical scanning for departments across campus.*

- ✘ *Placement tests for 2009-2010 increased to 2,279 from 1,998 in 2008-2009 (14.1%). Beginning in Fall 2010, all placement testing will be conducted online through the use of COMPASS.*
- ✘ *Optical scanning services (for examinations and evaluations/surveys) decreased 10.4% from 109,858 to 98,538. This decrease is primarily due to a significant decrease in usage in Spring 2010 compared to Spring 2009.*
- *Summer Bridge Program (SB). SB has grown from one to two sections between 2001 and 2010. The participant second year retention rates are equal to or higher than those of all-freshman cohorts (for 2008-2009, the SB retention rate of 71% is equal to the University retention rate).*
- *Collaboration in the Upward Bound Math & Science Program (a six-week summer residential program for participants on the SIUE main campus). Upward Bound Math & Science has had a successful partnership with the College of Arts and Sciences, Instructional Services and the School of Engineering. Instruction and workshops are provided to program participants as part of Math & Science's summer residential component.*
- *Open-Access Tutoring. Tutoring at the University is changing. Many steps were taken during 2009–2010 to move to a more centralized model of tutoring, designed to be a one-stop-shop in a centralized location, under centralized leadership. During Fall 2009, the IS Director hired four chemistry tutors and made tutoring available at four residence halls in an effort modeled after the MRA tutoring offered in University housing. This soon expanded to include hours in the SSC. At the end of the Fall 2009 term a duplication of services was merged with Instructional Services Tutoring when the SOAR chemistry tutors joined the IS schedule. One F-T lecturer was assigned the responsibility of Science Tutoring Coordinator as 25% of his load. During Spring 2010 when fiscal expenditures were reviewed, additional SOAR tutors were transferred to the Instructional Services payroll. Additional subjects available for tutorial support ranged from accounting to statistics.*
- *University 112 Freshman Seminars. 33 faculty and staff taught 19 sections of UNIV 112 in AY10. Based upon the recommendation of the UNIV 112 Task Force, UNIV 112 will be eliminated as a New Freshman Seminar option in Fall 2011. Options to transform some UNIV 112 sections into viable New Freshman Seminar courses and the elimination of sections are currently being examined.*
- *100-level Skill Development Courses. The number of 100-level skill development course sections had a slight increase from AY 00-01 (19 sections) to AY 09-10 (24 sections). Three (1 fall and 2 spring) sections of Study Skills were dedicated to the ACT (Academic Choices and Transitions) Program. The purpose of the ACT Program is to assist students in making academic recovery through self-exploration, increasing self-confidence and personal responsibility; thus leading to increased academic success and ultimately graduation. The three main components of the program include an academic progress contract, a faculty mentor and a required academic recovery course. The class acts as a support group; students are encouraged to develop a bond with each other and share their experiences leading to academic difficulty and, more importantly, their ideas about how to transition to academic success.*
  - ✘ *267 students have completed the ACT Program in the past 15 semesters.*

- ✘ *Of the 267 students who have completed the ACT Program, over 77 % were eligible to return the following semester (avoided academic suspension) and over 59 % have returned to good academic standing.*
  - *Academic Development Courses. Instructional Services is responding to student demographics and the University mission. The number of AD 0-level sections declined from 94 in AY 00-01 to 75 in AY 09-10, and the number of staff declined commensurately.*
  - *Academic Survival Workshops/Assistance and Other Outreach Activities.*
    - ✘ *Writing Center workshops (26 workshops – 400 attendees) on plagiarism.*
    - ✘ *Writing Center-related topics presented in classes.*
    - ✘ *Writing assistance in the Writing Center for non-native English speakers.*
    - ✘ *Special sections of AD 115 for African-American males (Project GAME) and for students on academic probation (ACT Program).*
    - ✘ *Individual student referrals for reading and study skills development.*
    - ✘ *Test taking presentations for 215 nursing students.*
    - ✘ *Various other Study strategy workshops (Note-taking, time management, general test preparation and “How” to study) were presented to over 100 students.*
    - ✘ *Elementary education meeting with students regarding Instructional Services resources (240 students).*
    - ✘ *Open access tutorial assistance as Instructional Services moves to provide centralized tutoring services.*
4. Under the direction of Associate Provost Sue Thomas and Director Dr. Earleen Patterson the Student Opportunities for Academic Results (SOAR) Program continued to provide enrichment programming. SOAR instituted the following programs in conjunction with SIUE Black Studies Program during the 2009 – 2010 academic school year:
- *Common Summer Reading Project (Frederick Douglass autobiography)—A strategic reading initiative for 50 incoming FAME and GAME program participants that involved a series of reading compositions and correspondence activities.*
  - *National Underground Railroad Freedom Center (Cincinnati) —As an extension to the summer reading project and as a way of providing students with a culturally engaging communal learning experience.*
  - *Haley Outliers Project—This year-long project involved 160 SIUE Haley Scholars in a series of reading and blog posting activities. Each week, participants in the program submitted responses related to Malcolm Gladwell’s book Outliers on the black studies blog.*
  - *The Interactive Reading Group—During the 2009-2010 academic school year, 30 undergraduates (primarily GAME students) participated in an online discussion group focusing on illustrated narratives by Aaron McGruder and Kyle Baker.*
  - *Politically Inspiring Black Women—This Black Studies-sponsored exhibit, which took place September 17, 2009 and involved 50 undergraduate students (primarily FAME students), highlighted 28 political and inspiring black women such as Michelle Obama, Angela Davis, Toni Morrison, Robin Givhan, and Gwen Ifill.*
  - *The Black Studies Writing New York Project—For the second year, Director of Black Studies, Professor Howard Ramsby took a group of 10 SOAR students to New York City, May 6 – 10.*

### *Additional FY 10 Accomplishments*

**Student Welfare Committees.** Through participation by Julie Hopwood, the Office of the Provost continued to increase service and partnership on a greater number of University-wide committees committed to optimizing communication and action to reduce potential student problems including: Crisis Intervention Committee, Students of Concern Committee, the Campus Violence Prevention Committee, and the Registrar Appeals Committee for which 193 appeals were reviewed this year.



*Commencement*

## Faculty Development

### *FY 10 Specific Goals and Accomplishments*

1. Implemented an average 3.5% salary increase for faculty and unrepresented staff.
2. Developed increased integration and collaboration between the Provost's Office and the Faculty Senate Executive Committee.
  - *A joint planning retreat was held in Fall 2009 to set a broad agenda for improving faculty development and mutual understanding of shared governance.*
  - *Past President Duff Wrobbel completed a study of strategies to better align management structures between the Faculty Senate and Provost's Office.*
  - *Assistant Provost Vicki Scott led a joint effort with the Faculty Senate to develop and implement a university-wide, consensus-based student evaluation of teaching instrument.*
3. A first draft of the revised SIUE Faculty Handbook (2004) has been completed and is under review and editing.
4. A first draft of the new Faculty Immigration Policy Manual is under review and editing.
5. Under the direction of Dr. Venessa Brown and in association with The University Diversity Council major strategies were identified to enhance campus climate for faculty recruitment and retention. The Council proposed a framework for the integration of Core Values and Practice of Inclusion and Intercultural Excellence at SIUE and presented a draft of the University Diversity Plan to the Provost. Also, working with the new Peer Consultant and Mentoring Program (PCMP) Executive Committee, the PCMP was firmly established with a new website.
6. New and innovative Faculty Development Workshops were offered throughout the year.
  - *The Office of Assessment sponsored 22 Workshops for 423 faculty participants on such general topics as Use of Clickers in Instruction, Classroom Assessment Techniques, Measuring Good Teaching, Faculty Evaluation.*
  - *The Office of Research and Projects scheduled approximately 25 workshops to 201 faculty focusing on grant funding policies, procedures and opportunities.*
7. Faculty and student scholarship were promoted through presentations, publications, juried creative activities and grantsmanship to achieve national recognition as a premier Metropolitan University.
  - *For FY 2010, faculty and staff received approximately \$28M, exclusive of financial student aid. This is approximately a 30% increase from FY 06.*

### *Additional FY 10 Accomplishments*

1. **Policy.** As a result of extensive cooperation between the Provost's Office (led by Julie Hopwood), the Academic Deans, the Faculty Senate Welfare Council and General Counsel, a

number of faculty-related policies were reviewed and improved including: Department of Theater and Dance Operating Papers, Department of Psychology Operating Papers, Department of Curriculum and Instruction Operating Papers, Department of Kinesiology and Health Education Operating Papers, and issues-specific policies from the College of Arts and Sciences, Schools of Nursing, Pharmacy, and Dental Medicine, and Information Technology Services.

2. **Immigration Processing Support for Non-U.S. Citizen Faculty Hires.** Under the direction of Julie Hopwood, Assistant to the Provost for Policy and Communication, increased service and coordination have occurred in application processing for new faculty hires requiring support for obtaining appropriate visas. Working with the Senior Associate General Counsel, continued improvements were made to enhance tracking and coordination with faculty and outside Counsel. During FY 2010 13 H1B Applications (5 in 2009), 7 H1B Extensions (4 in 2009), and 2 TN Applications (2 in 2009) were processed. This represents a doubling of the case load this past year which has been challenged further by the increased scrutiny of H1B visas by USCIS, the 2010 Federal Amendments to the H1B Visa Application requiring 60 additional days to complete, and additional complexity related to applicant family and country of origin issues.
3. **University Policy Council.** Working with the Office of General Counsel and Office of the Chancellor, a new Policy Council was organized to facilitate University policy review and implementation, including the policies developed by the Faculty Senate.
4. **Non-Tenure Track Faculty Contract.** Mark Bacus, Assistant to the Provost for Human Resources, has been working with University Human Resources, a Planning and Negotiating Team, and the NTTFA to administer the current Non-Tenure Track Faculty Labor Contract and coordinate current contract renewal negotiations.
5. **Distinguished Scholars Council.** The Office of Research and Projects created this Council, consisting of senior members of the faculty, to mentor faculty in their preparing grant proposals.
6. **Faculty Mentoring Student Athletes Program.** Under the direction of Assistant Provost Brown, a new program was implemented to foster positive mentoring relationships between University Faculty and the Men's Basketball Team.
7. **Diversity Film Series.** Over 300 faculty, staff, and students participated in this three-part film series sponsored by the Office of Institutional Diversity and Inclusion that explores the concept of race from a genetic and historical standpoint.
8. **New Faculty Orientation.** The Annual New Faculty Orientation and New Non-Tenure Track Faculty Orientation were conducted by the Office of the Provost under the direction of Dr. Brown to approximately 60 faculty. This annual event effectively introduces the new faculty to the SIUE University community in order to facilitate their success.
9. **Faculty Development Support for Diversity.** The Office of Institutional Diversity and Inclusion provided \$96,109 in support for travel, graduate assistant support, and stipends to approximately 27 faculty to promote faculty development, minority recruitment and retention, cultural and social diversity.

## Enrollment Management

### *FY 10 Specific Goals and Accomplishments*

1. For Fall 2009 SIUE experienced increases in new student applications over last year (6.7%), admitted students (3.94%), and enrolled students (2.4%) across all levels including freshmen, transfers, and graduate students.
2. For Fall 2009 SIUE had its largest enrollment ever (13,940) including the largest first-time full-time freshman class (1,950). Total enrollment at SIUE has increased each of the past three years. The Fall 2009 student body was the most culturally diverse group since 2003.
3. For the Fall 2009 entering class SIUE, under the leadership of Assistant Vice Chancellor Scott Belobrajdic, implemented a recalibrated scholarship program including Haley, Cougar Pride, eguarantee (need-based) awards and a GEO (geographic enhancement) tuition rate. For Fall 2009, 454 scholarship offers were made and 156 students (34%) with an average ACT of 28.60 accepted the awards. The revised plan for Fall 2010 has offered 930 scholarships, to date, which have been accepted by 254 students (27%) with an average ACT of 28.0.
  - For Fall 2009, we implemented the first eguarantee Scholarships for students with an EFC of zero and a family income level at or below federal poverty guidelines.
  - In November the Chancellor's Council approved a new special tuition rate "scholarship" program for students with an ACT  $\geq$  23 from 8 targeted counties in Missouri. The program is designed to make our out of state tuition rate competitive in our primary market and is being implemented for Fall 2010.
4. SIUE has experienced a significant increase in financial aid activity. To date, the Office of Student Financial Aid has processed 2009-2010 aid for 6% more students than last year and 14% more students than 5 years ago. Aid requests for 2010-2011 are running nearly 14% ahead of the 2009-2010 numbers. More than 14,000 students have requested aid for 2010-2011.
5. Enrollment Management and Financial Aid continued the development of specialized enrollment matrices to analyze enrollment and retention patterns for SIUE students. In 2009-2010 additional matrices were developed for first generation students and for 2<sup>nd</sup> year retention analysis of the Fall 2007 freshman cohort. Specific yield matrices were developed for the Schools of Engineering and Business to support discussions of moving to direct admission.
6. Implemented Student Tracker through National Student Clearinghouse. Through the Office of the Registrar and the Office of Student Financial Aid, this data base will provide additional critical enrollment and retention information for Fall 2010 and beyond.

### *Additional FY 10 Accomplishments*

1. The Enrollment Management Council met throughout the year and updated enrollment projections through 2016 using historic enrollment and retention data. Specific enrollment

targets for new freshmen, transfers and graduate students were evaluated. Specific discussion took place regarding international enrollment and the potential for enrollment growth through Educational Outreach. An updated 2010-2016 version of the 2002 -2007 EM plan will be presented to the Provost in Fall 2010.

2. The Office of Admissions hired, placed and managed a new Chicago area admission representative in Fall 2009. As of late May, 2010 applications from Chicago have increased nearly 18% to more than 500 over Fall 2009.
3. Successfully planned and implemented the upgrade of Image Now software.
4. Successfully planned and implemented upgrade to Banner 8.
5. Planned and acquired space for the Transfer Center.
6. Released access of CAPP to students through CougarNet enabling students to monitor degree progress in those programs that have successfully tested programs.
7. Successfully implemented the new GI Bill Chapter 33 in the Offices of the Registrar and Financial Aid.
8. In Fall 2009 delivered a totally re-formatted undergraduate catalog befitting the quality of SIUE's academic program. The 2010 edition was updated and ready for print in just five months and was made available as a yield enhancement for all new freshmen and transfers beginning May 2010.
9. Successfully transitioned the Commencement Ceremony responsibilities to a new leadership team within Enrollment Management.
10. Specific and Notable Academic Unit Enrollment Trends.
  - *The School of Nursing admitted 166 Traditional Nursing Students in Fall 2009 after receiving 339 applications compared with 265 applications in 2006. This new class of nursing students represented 18% minority students compared with 2005 minority admissions of 12%.*
  - *The College of Arts and Sciences experienced a 22.9% increase in Fall 2009 graduate student enrollment over 2007. Although notable reduction in a number of majors has occurred, overall undergraduate enrollments remained similar with the most significant increase in the Department of Music (66%). The total College enrollment has remained approximately 60% of total SIUE enrollment.*
  - *The School of Business maintained a total undergraduate headcount (Business and pre-business) of approximately 1,128 compared to Fall 2006 (1,125) even in the face of declining interest of college freshmen declaring business degrees (2009 UCLA HERI Survey of College Freshman). Graduate enrollments declined in 2009 following graduation of a large MBA cohort from Fall 2008.*
  - *The School of Engineering experienced an increase in student enrollment in Fall 2009 to 926, an 8 % increase over Fall 2007 (854 students). Fall 2009 graduate enrollment of*

230 students was similar to 2007(231) after a decrease in 2008 (210). Female student enrollment in Fall 2009(103) increased by 36% over Fall 2008 (76).

- The School of Education experienced a total enrollment increase of 13% in 2009 (1,843) over 2007 (1,636) primarily related to graduate student growth (41%) to 752 students in 2009.



*School of Business*



*School of Education*



*School of Engineering*

## Educational Outreach

### *FY 10 Specific Goals and Accomplishments*

In its second full year under the direction of Associate Provost Sue Thomas and Executive Director, Dr. Roger Maclean, the Office of Educational Outreach continued to make significant strides in community service, educational outreach and professional development programs through partnerships with regional community colleges, school districts, corporate and chamber partners.

- *Off-campus Enrollment. From Summer 2009–Spring 2010, off-campus enrollment increased 9.6%.*
- *Summer Enrollment. With a ratio of 46% of summer enrollment to fall enrollment, SIUE leads all Illinois public universities. From Summer 07–Summer 09, enrollment increased 5.2%.*
- *On-line Enrollment. Comparing Summer 07 to Summer 09 semesters, on-line enrollment increased 241%. Comparing Fall 07 to Fall 09 semesters, on-line enrollment increased 39%.*
- *Non-credit Enrollment. Leisure learning decreased a total of 108 participants (15.6%) from FY 09–FY 10. This decrease is the result of the strategic plan to move dance and tai chi classes to Lewis and Clark Community College. This move resulted in a reduction of 266 students. Lifelong Learning enrollment decreased by 2.9% from FY 09 to FY 10 (from 849 to 824).*
- *Conferences and Institutes (C&I). Booked 562 events that generated net sales for the University of \$576,869. For FY 09, C&I booked 612 events that generated net sales of \$706,529. The decline is due to the transition of special events to the Morris University Center Events Services Office.*
- *Proposed and received approval for a new revenue sharing budget model for the Masters in Healthcare Informatics to be delivered at BJC Healthcare.*
- *Received Preferred Provider status with Boeing.*
- *Began development of “certificate” program and MS degree in Health Informatics with BJC Healthcare.*
- *Developed a partnership with the Edwardsville Chapter of the NAACP in which they sponsored 15 local high school students to attend the University’s ACT Review class.*
- *Offered noncredit Spanish classes to employees of Anderson Hospital and to residents of Meridian Village Retirement Community.*
- *Partnered with The Gardens and Doug Conley to offer a Spring Gardening Series.*
- *Worked collaboratively with Admissions, Registrar, and Advising to expand the Dual Admit program at SWIC. The OEO office at SWIC has become a main point of contact for dual admit students seeking information, transfer and advising support.*
- *Worked collaboratively with the School of Education, the Graduate School, and Dr. Jason Stacy to assist students with the NEH grant, “Teaching American History.”*
- *Worked with the Graduate School and Dr. Caroline Pryor to coordinate and deliver two NEH workshops during summer 2010.*

- *Worked with The Regional Office of Education (ROE) to coordinate and support ten professional development programs at the MUC serving approximately 300 teachers and administrators.*
- *Implemented a new non-credit online registration system.*

### **Additional FY 10 Accomplishments**

#### **1. School of Business.**

- *The Seventh Construction Leadership Institute was delivered to 19 participants.*
- *The Project Management Professional Program served 89 workshop attendees.*
- *The Project Management Symposium served 240 participants.*
- *The BJC Healthcare Program in Healthcare and Clinical Informatics served 42 professionals.*
- *The Summer Financial Management Institute (FMI) was offered for the second time to advanced mechanical engineering students from Fachhochschule Hannover, Germany.*

#### **2. School of Education.**

- *The Early Childhood Off-Site Program (EChOS) provides opportunities for working adults to complete an undergraduate college degree with certification in Early Childhood Education. A new cohort will begin in East St. Louis for Head Start staff.*
- *Grow Your Own (GYO) is a continuing partnership with East St. Louis School District 189 and SWIC to encourage non-traditional students to seek careers in special education/communication disorders.*
- *In collaboration with the East St. Louis School District 189, the MAT to prepare math, science and foreign language teachers will be delivered in East St. Louis beginning Summer 2010.*
- *The School is now offering four clinics on campus that directly serve the community including The Attention and Behavior Clinic (Psychology), The Weight Management Clinic (Kinesiology), Cougar Literacy Clinic (C&I), and the Speech-Language-Hearing Clinic (SECD).*
- *Expanding P-12 graduate programs into the community has resulted in a 33% growth in students served over the past three years. In 2009-10, 153 students were served at seven different locations.*

#### **3. School of Dental Medicine.**

- *The SIU CARES Program provides care for children in underserved areas of southern Illinois. 1,231 children aged 2-12 have been treated in the East St. Louis Clinic.*

#### **4. College of Arts and Sciences.**

- *CAS offered several events for the community through the annual Arts and Issues Program including such noteworthy presentations from Maya Angelou, T.S. Monk, Beyond Abbey Road, and Neal Conan.*
- *Arts programming was offered to many individuals in the community through the Departments of Art and Design (St. Louis ArtWorks, Sculpture on Campus, ArtEAST Studio Tour, Exhibitions in the Wagner Gallery and MUC, Wagner Pottery Sale, Annual Art Auction, Saturday Studios for K-12), Music (Stage performances, Suzuki Camps,*

- Friends of Music, Birch Creek Artists in the Schools Program), and Theatre (Stage performances, Summer Theatre Workshop).*
- *High quality science, math, and social sciences programming was offered to hundreds of people in the community through the Departments of Chemistry (Cougars Volunteering for Science, Probst Lecture), Math and Statistics (ICTM Regional Math Contest), Office of Science and Math (Science Olympian, Science Fair) Physics (Annual SLAPT Physics Contest, Physics Plays, Haunted Lab), and Anthropology (Archeology Field School).*
  - *High quality language, literature and humanities programming was offered to hundreds of students and community members through the Departments of Foreign Language and Literature (Foreign language conversation hours, summer writing camp), English Language and Literature (The Promise of Poetry Project, Poetry Café) and Philosophy (Undergraduate Philosophy Conference).*

## 5. School of Engineering.

- *The School offers 3-5 courses each year at Boeing to meet the company's continuing education needs.*
- *The School of Engineering has developed or is developing several articulation programs: 2+2 Baccalaureate Program with Kaskaskia Community College, and 1+1 Master's Degree Program with several international partners (Henan University of Science and Technology in China and Istanbul Technical University in Turkey).*
- *The Department of Construction co-directs the Construction Leadership Institute certificate program with the School of Business. 29 students participated in 2009.*
- *The Greater St. Louis Botball Regional Tournament was hosted at SIUE for 250 students from 20 schools in 4 states. SIUE will host the Global Conference on Educational Robotics in July 2010.*
- *Math Counts competitions and Robotics mini camps were organized for local high school students.*
- *The Southwest Illinois Advanced Manufacturing Center (SIAM) received \$238,000 in federal funding to enhance capabilities in areas of automation, device control, data acquisition, prototype fabrication, and material testing. In 2009, SIAM completed 12 projects through partnerships with regional corporations including BASF, FMB Maschinenbau, and Ocean and Wind Energy Sciences.*
- *The Environmental Resources and Training Center (ERTC) provided educational opportunities for employees in the wastewater treatment and drinking water supply industry in Illinois and Missouri. ERTC trained over 1,000 students awarding 3,000 CEUs. Also, the ERTC received \$400,000 from the Illinois Clean Energy Community Foundation and Illinois EPA to build an alternative energy demonstration project.*

## 6. East St. Louis Higher Education Center. The Office of the Provost worked with Deans of the Academic Units to facilitate programming support for TRIO, Head Start programs, and the Charter High School.

- *An extensive reorganization of the East St. Louis Center was accomplished with Dr. Venessa Brown, Assistant Provost for Institutional Diversity and Inclusion, assuming a new leadership role in facilitating transformational change including new leadership in the Charter School consistent with new Race to the Top legislation and improved administrative processes in TRIO and Head Start programming.*
- *The School of Engineering sponsored high school students in the Regional Robotics Competition.*

- *The School of Education sponsored Project PRIME, Project ASPIRE, provided technology enhanced instruction, faculty development in literacy, student tutors, secured private donations for instructional materials, and established the Professor-In-Residence Program (Dr. Jennifer Bolander).*
- *The School of Dental Medicine and School of Nursing provided clinical services to children and families.*
- *The Departments of Biology, Chemistry, Mathematics, English Language and Literature, and Foreign Language and Literature in the College of Arts and Sciences worked with Upward Bound to provide a summer campus experience for about 150 secondary students.*
- *The Department of Theatre in the College of Arts and Sciences continued to provide mentoring opportunities through workshops for Center teachers.*
- *Extensive financial, programmatic and legal support was provided to the TRIO Programs in responding to the USDE OIG audit and criminal investigation of several former TRIO employees.*
- *The Office of the Provost and the School of Education successfully collaborated with the Charter High School Administration to renew the Charter Agreement with East St. Louis School District 189.*

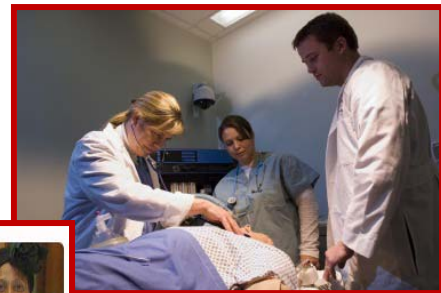
### **School of Nursing**

- *The School of Nursing offered eight major continuing education programs during 2009-10 to approximately 780 participants in partnership with the Southern Illinois Asthma Coalition, The Tenth District Nurses Association, The Academy of Med-Surg Nurses Metro East Chapter, the Epsilon Eta Chapter and Sigma Theta Tau Chapter of the International Nursing Honor Society, and the SIU School of Medicine.*



*School of Pharmacy*

***SIUE...  
reaching out***



*School of Nursing*



*East St. Louis Center*

## II. General Academic Affairs Goals for FY 11 Consistent with University Strategic Goals

### 1. *Engaged Students and Capable Graduates*

- *Lincoln Plan—Finalize a specific implementation strategy for the Lincoln Plan (including New Freshman Seminar) and seek Faculty Senate approval in Fall 2010.*
- *Student Success Advisory Council—Consider recommendations (report expected in Fall 2010) and begin initial implementation.*
- *University-Wide Advising—Fully staff the CAS Advising Office, develop pre-health and pre-law advising, develop an advising assessment plan, examine the possibility of specialized advising units and select a student performance monitoring software program.*
- *Instructional Services—Develop specific plan for addressing academic development needs, fully implement on-line placement testing, finalize centralized tutoring and Instructional Services should fully assume oversight of the Speech Center.*
- *Student Opportunities for Academic Results (SOAR)—Develop a formative assessment process for SOAR, FAME and GAME.*
- *Explore the concept of creating the Academy of Student Engagement to promote extensive co-curricular involvement of students for better preparation and success in the global environment.*

### 2. *Innovative High Quality Programs*

- *Health Sciences—Begin initial implementation of Health Sciences baccalaureate degree/specializations recommendations.*
- *General Studies—Advisory group to Director of General Education will begin to design a General Studies baccalaureate degree in Fall 2010; transition the full coordination of the curriculum review process to the Director of General Education.*
- *Instructional Services— Establish Virtual Study Skills Workshop activities. To make workshop activities available to students 24/7, the Study Skills Area Head will work to develop modules that can be accessed and utilized online. Collaborate with departments to increase Supplemental Instruction course members and types of courses and sections served. Explore offering learning communities (AD courses with General Education courses, i.e. AD 092/SPC 105; links with freshman seminars; and courses specific to majors or electives, i.e. AD 116/Nursing, AD 115/AD Math).*
- *New Programs —Obtain final approval for the Doctor of Education Degree (Ed.D.), the Doctor of Nursing Practice (DNP) and the Center for Integrated Science, Technology, Engineering, and Math Education (CISTEME) and facilitate full implementation.*
- *AQIP—Develop/implement the AQIP Action Projects emerging from the HLC Strategy Forum.*
- *AQIP—Refine the AQIP portfolio by creating an electronic version.*
- *VSA—Develop plan to implement the VSA Learning Outcomes Testing and General Education Assessment Plan.*
- *Dual Diploma —Develop a standardized format for implementing dual diploma programs such as with Istanbul Technical Institute and the School of Engineering.*
- *ITS—Develop University-wide strategic plan for online learning, develop faculty mentor program for technology, implement portal.*

### 3. *Committed Faculty and Staff*

- *Faculty Handbook*—Complete revision and update of the SIUE Faculty Handbook ensuring contemporary and relevant policies governing faculty development, performance, and evaluation.
- *Faculty Immigration Policy Manual*—Complete working manual to ensure consistency and continuity in the processing of immigration files.
- *Faculty Development and Shared Governance*—Examine vision, mission and structure for a new “Leadership Academy” to provide administration development opportunities for faculty.
- *Faculty Development and Shared Governance*—Develop and implement the best strategy for creating a new Center for Teaching and Learning Excellence.
- *ITS*—Develop strategic human resources plan, improve communication with constituencies, develop helpdesk, professional development plans for ITS staff.

### 4. *Harmonious Campus Climate*

- *SOAR*—African American Health Initiative will involve raising health awareness among African Americans and underserved populations in the region. The project will target 20–30 SOAR students with particular interests in health-related fields and will serve 50 health information recipients.
- *University Diversity Plan*—Finalize the University Diversity Plan by the University Diversity Council.

### 5. *Active Community Involvement*

- *Educational Outreach*—Complete development of a 12 credit professional development sequence and Masters of Healthcare Informatics degree for BJC with first course to be offered October, 2010; work with SWIC to expand access to Dual Admit program and explore other joint partnerships; work with Boeing to develop new program opportunities in line with the completion of the Preferred Provider Agreement; transition Conferences and Institutes from a special events office to an office that serves the professional development needs of faculty and staff, departments and schools/college, community organizations and corporations.
- *NCERC*—The NCERC should build more collaborative partnerships with other universities through its enhanced research and development capacity. Continue to optimize starch (corn) based ethanol production and position NCERC for advanced biofuels research (corn kernel fiber, cellulosic ethanol). Complete implementation of the corn fractionation initiative.
- *East St. Louis Center*—Finalize reorganization and measure improvement in management practices under the leadership of Dr. Venessa Brown, particularly in the TRIO programs, Head Start and the Charter School (with the School of Education and East St. Louis School District).

### 6. *Sound Physical and Financial Assets*

- *Banner*—Continue to support Banner implementation and to enhance communication with relevant SIUE User Groups to ensure efficient and timely operations.

- *Time and Effort Reporting*—The Office of Research will implement the Time and Effort Task Force recommendations for an automated system for effort reporting to meet needs for grants, auditing, and the IBHE in order to continually promote successful financial audits.
- *Capital Campaign*—Support and encourage participation of all academic units in the University Capital Campaign and promote optimum communication between Deans, Development Directors and the Office of University Relations. Continue participation and strategic planning through the Development Advisory Group.
- *Instructional Services (IS)*—IS will apply to become an ACT Center testing location. As such, SIUE's Testing Services would administer computer-based licensure and certification tests for national credentialing organizations, plus two of ACT's own test products—COMPASS and WorkKeys.
- *ITS*—Continue to update network infrastructure, increase security awareness, implement remote access policy, implement risk assessment plan, update campus survey software.

## 7. *Excellent Reputation*

- *Scholarship*—Promote faculty and student scholarship through presentations, competitions, publications, juried creative activities and grantsmanship to achieve national recognition.
- *Student Recognition*—Develop a formal program to identify and mentor outstanding SIUE students to receive nationally recognized scholarships and fellowships such as the Goldwater, Truman, Rhodes, and Fulbright awards.
- *Honors Program*—Finalize the *Engaged Learning for Engaged Leaders* curriculum and connect to the *Lincoln Plan* implementation.



*Undergraduate Research and Creative Activities*

### III. Major Challenges for FY 11

#### I. **Promote the Evolution of the Campus Culture Consistent with National Recognition For Excellence.**

- A. *Promote a Vigorous Academic Vision.*** The Office of the Provost will continue to promote an academic vision of excellence through the framework of the Academic Affairs Imperatives. By focusing on this academic vision for the University, the “next level” can be clearly articulated. This should permit both long term and short term priorities to be set and provide a framework for establishing initiatives and distributing resources.

Emerging from the 2010 Deans Planning Retreat (“Doing Better with Less”), the following major academic benchmarks, founded on the current major strengths of SIUE, may describe such a vision leading SIUE to become a “National Model of an Engaged University”:

1. Every student will be engaged in a quality co-curricular experience in order to become better prepared for success in the globally-connected environment. Such an experience could include participation in the Undergraduate Research and Creative Activities Program, Senior Assignment, Regional and National Discipline-Based Competitions, Co-ops and Internships, or other relevant experience.
  2. Faculty will be nationally recognized as actively engaged in scholarship and creative activities that enhance their teaching, advance their disciplines through peer-evaluated regional, national, and international communication, and contribute to community development.
  3. Faculty will be nationally recognized for active engagement in student learning using contemporary pedagogical methodologies.
  4. The Academic Program Inventory, particularly with growth and strength in the health sciences, will be flexible and responsive to regional needs and global realities, informed by the institutional mission, and engage students to learn beyond traditional disciplinary boundaries.
- B. *Promote True Shared Governance and the Development of Faculty Champions to Develop the Vision.*** To move the University forward, the Provost’s Office must work together with faculty in a truly collaborative manner: engaging progressive and productive faculty who are committed to University advancement. The Office of the Provost and the Faculty Senate Executive Committee will continue to work in an integrated and collaborative manner to further the academic vision of excellence. To “do better with less,” it is imperative that the faculty and administration work together to realize key initiatives. To achieve this, leadership development opportunities for faculty must be implemented.

- C. *Focus on Student Retention.*** To significantly improve graduation rates, everyone on campus – faculty, staff and administrators – must take responsibility for helping students succeed in their coursework and graduate from the University by: (1) Enhancing faculty mentoring, (2) Establishing a more effective academic intervention system, and (3) Integrating all student support services (academic, financial, personal, etc.).
- D. *Incentive-Based Budget Model for Off-Campus and On-Line Programs.*** If the University is to achieve the goal of expanding its resources to enable undergraduate, graduate and professional students, often limited by preparation, time, place or resources, to complete their educational/professional goals in a timely and convenient manner as well as to enhance the leadership role of SIUE in the greater Metro East community through community service, educational outreach and professional development programs, it is imperative that the new budget model recently adopted be widely used and supported. The role of off-campus/on-line enrollment must become a clearly articulated part of the model.
- E. *Continuing to Match Expectations of Academic Units with Growth Demand and Budget Realities.*** FY 11 budget planning process with units, particularly business, nursing and CAS (sciences), will begin this summer to ensure adequate resources and course availability for both lower and upper division coursework. To continue to elevate the academic support services, increased professional development and heightened professional expectations are required.
- F. *Continued Revision of the Campus Enrollment Management Plan.*** It is critical to develop a realistic view of campus size and capacities, review course capacities to ensure effective course management and faculty loads, and ensure effective tracking of new students to facilitate early identification and facilitation/advising of new majors. A revised Enrollment Management Plan (2010-2016) will be presented to the Provost in Fall 2010.

## II. Enhancement or Consideration of Key/Innovative Academic Programs

- A. *Health Sciences.*** For a baccalaureate degree in the health sciences to become a reality, collaboration between the basic science and professional school programs is imperative and an innovative phased-in approach utilizing limited resources will need to be employed.
- B. *General Studies.*** The successful implementation of the *Lincoln Plan* will be dependent upon the successful leadership of the Director of General Studies and the willingness of the departments to support the plan. The General Studies baccalaureate degree must be designed so that it maintains academic integrity while providing flexibility in requirements.
- C. *Carbondale Nursing Cohort.*** Continued collaboration between SIUE and SIUC is required to ensure a successful SIUE Nursing Program on the Carbondale campus. The budget model will need to be followed closely.
- D. *Honors Program.*** As the *Engaged Learning for Engaged Leaders* curriculum is finalized, the faculty will need to embrace the additional involvement required of a premier honors program and innovative ways to support the program (such as incorporating into the Lincoln Plan implementation) will need to be developed.

***E. Targeted and Relevant Doctoral Programs.*** In order to optimize opportunities for faculty and student scholarship contributing to national recognition, as well as to meet the academic needs of the region, SIUE will continue to explore a focused approach to development of a small suite of doctoral programs within its established mission. This year, doctoral programs in education and nursing will be implemented in response to specific regional need. Additionally, initial interdisciplinary niche-based doctoral programs, such as a Ph.D. in Interdisciplinary Health Sciences, can be a focus of discussion.



*School of Nursing*



*School of Pharmacy*

## IV. Selected Academic Points of Pride for Academic Units FY 10

### School of Business

- In Fall 2009, student performance on the Major Field Test in Business for Accounting, CMIS and Economics & Finance scored in the 80<sup>th</sup>, 65<sup>th</sup>, and 90<sup>th</sup> percentile, respectively, of students taking the test nationally.
- Accounting students ranked third (36.8%) in pass rates on the Illinois CPA Exam when compared with six other Illinois public institutions behind Illinois State (47.9%) and the University of Illinois, Urbana-Champaign (41.7%).
- During 2009-10 faculty published 28 articles and book chapters and gave 49 presentations.
- Extramural funding obtained by faculty and staff from grants and contracts was \$1,081,924 2009-10, similar to \$1,118,762 in 2008-09.
- The School of Business received \$266,704 in total donor contributions (9% increase over last year).
- For the fourth consecutive year, Princeton Review named the School of Business a “Best Business School.”

### School of Dental Medicine

- The 2009 first-time pass rate for the National Board Part I examinations (Class of 2011 taken in July 2009) was 98%. The SDM mean score was 82 compared with the National mean score of 79.4.
- The 2009 first-time pass rate for the National Board Part II examinations (class of 2010 taken in December 2009) was 91.1%. The SDM mean score was 78.8. The National mean score is not known yet.
- The SDM is in the third year of a five year \$1.5M grant from the Illinois Children’s Healthcare Foundation in support of its SIUCARES (Southern Illinois Underserved Children’s Access through Rotational Education and Service) Program. The first three students of the Rural Scholars Program have participated in the curriculum.
- The SDM is in the fourth year of a five year \$587,322 unrestricted educational grant from Implant Innovations, Inc. to assist in the implementation of clinical implant education into the SDM curriculum.
- In 2009-10 SDM faculty published 29 articles, abstracts, and book chapters (compared with 15 in 2008-09) and received 7 external grants totaling \$190,308.
- In 2009-10 to date, the SDM has received through donor development a total of \$333,032 (compared with \$339,800 in 2008-09).

### School of Education

- 2008-09 student pass rates (97-100%) on the Assessment of Professional Teaching were consistent with the State Pass Rate (99-100%).
- Speech-Language Pathology students 2010 pass rate on the National Examination in Speech-Language Pathology was 93% compared with a 2008 national pass rate of 85% (2009-2010 data currently unavailable).

- In FY 2010 Faculty published approximately 59 peer –reviewed articles, abstracts, books, and book chapters and participated in approximately 236 conference presentations.
- In FY 2010 Faculty obtained \$1,971,875 in external funding (compared to \$1,401,667 in FY 2009). This represents a three year increase of 85%.
- Dr. Caroline Pryor, Associate Professor of Curriculum and Instruction, was elected as Chair of the Research, Evaluation, and Assessment Division of the mid-Western Educational Research Association.
- Dr. Karen Lux, Assistant Professor of Kinesiology and Health Education, was recognized for research excellence by the Journal of Physical Education, Recreation, and Dance.

### School of Engineering

- In 2009, SIUE Engineering Faculty produced a school record of 103 publications; the highest amount in three years and a 49% increase since 2008. Faculty gave 65 conference presentations.
- Engineering Faculty obtained \$2,040,000 in extramural funding in 2009, doubling the amount of external funding since 2008.
- Engineering Student Chapter of Chi Epsilon received the national Susan C. Brown Outstanding Performance Award (indicating a top 10% organization).
- SIUE School of Engineering Design Teams excelled in regional, national and international competitions:
  - ✘ Mini Baja SAE Challenge (17<sup>th</sup>/106 teams)
  - ✘ Autonomous Golf Cart Mini Grand Challenge (3<sup>rd</sup>/12 teams)
  - ✘ IEEE Robotics Competition (7<sup>th</sup>/27 teams)
  - ✘ ASCE Concrete Canoe Team qualified to compete in Nationals.
  - ✘ ASCE Steel Bridge Team qualified to compete at Nationals.

### School of Nursing

- Faculty scholarly productivity included 33 publications and gave 18 presentations.
- Family Nurse Practitioners and Nurse Anesthetists successfully passed their 2009 certification exams (100%, 91%, respectively) at or above the national rate.
- Dr. Valerie Yancy was the first Nursing Faculty Member to be awarded the top University Academic Book Award, the 2010 SIUE Teaching Excellence Award, and the Ben Franklin Book Award for her book, *Welcome Them Home, Spiritual Care for Returning Military and Their Families*.
- Dr. Rebecca Leubbert and Dr. Christine Durbin were selected as Academic Fellow by the IBHE for course development in psychiatry and health law, respectively.
- Dr. Anne Perry received the 2010 NANDA-I International Mentor Award.

### School of Pharmacy

- The initial 2009 pharmacy graduating class achieved a 97.26% passing rate on the North American Pharmacist Licensure Examination (NAPLEX) nearly 2% above the national average.
- Pharmacy faculty published 77 articles, book chapters and abstracts and gave 98 conference presentations.

- Dr. Chris Herndon, Assistant Professor of Pharmacy Practice hosted the first ever Pharmacy Pain Summit at SIUE bringing pain specialists from across the country.
- In collaboration with St. Louis University, Dr. Bill Neumann, Assistant Professor of Medicinal Chemistry, received a \$974,024 grant from NIH to explore new ways to relieve pain.
- Dr. Kenn Witt, Assistant Professor of Pharmaceutical Sciences, received a \$250,000 grant from NIH to study new drugs for treating Alzheimer's Disease.
- Dr. Gireesh Gupchup, Associate Dean for Student Affairs, was designated a Fellow of the American Pharmacists Association.
- Several SIUE Pharmacy Students received recognition at regional and national meetings for their service and scholarship:
  - ✦ Lacey Gamblin received the Lemke Outstanding Poster Award at the Malto Medicinal Chemistry Annual Meeting.
  - ✦ Tim Gleason received the Ganat Award at the Illinois Pharmacists Annual Meeting.
  - ✦ Michael Geisler received the RESPy Award from Pharmacy Times and Wal Mart Pharmacy.

### Lovejoy Library

- The Library has completed the first year of *Digital LIS*, an initiative to digitize unique, noteworthy, library collections to better support faculty and student research.
- The annual “gate count” of the number of individuals entering the Library increased in 2009-10 to approximately 386,207. This is a general measure of Library use.
- Through the efforts of Friends of Lovejoy Library and the LIS Director of Development, \$411,240 were raised in support of the Library. The Friends also sponsored the annual writers contest for area high school students. Sixty-five metropolitan high schools in eleven Illinois counties were invited to participate.

### College of Arts and Sciences

- Adrian Matejka in the Department of English Language and Literature received the 2010 William and Margaret Going Endowed Professorship.
- Dr. Edward Navarre, Assistant Professor of Chemistry, and Dr. Jason Stacy, Assistant Professor of Historical Studies, each received the Vaughnie Lindsay New Investigator Award from the SIUE Graduate School.
- Professor Reggie Thomas was one of the top clinicians for Jazz at the Lincoln Center's internationally acclaimed “Essentially Ellington” music education program in Summer 2009.
- Dr. Andrew Theising, Associate Professor of Political Science, edited an E-Book on DVD: *St. Louis Currents: The Bi-State Region after a Century of Planning*, that was the basis for a PBS project receiving a national Emmy Award.
- A \$572,417 NSF-MRI grant for Major Research Instrumentation (MRI) was awarded to an interdisciplinary faculty team from the Departments of Anthropology (Dr. Julie Holt), Biology (Dr. Luci Kohn), and Chemistry (Dr. Judy Zhang and Dr. Mike Shaw).
- Biological Sciences Faculty received \$795,696 in external research funding.
- The Department of Chemistry was ranked first nationally in the number of Master's Degrees granted by Master's only Universities and was thirteenth nationally in the number of Master's Degrees granted by all universities.

- The Department of Foreign Languages and Literature has hosted two Fulbright scholars from Nigeria and Egypt.
- During 2009, the College of Arts and Sciences received 3,329 gifts from 1,528 donors for a total development effort of \$648,076.
- This year the Faculty in the College of Arts and Sciences published approximately 163 journal articles, books, entries, and proceedings; 494 presentations; and 372 exhibitions and performances.
- Tara Morton of Edwardsville, IL has been awarded the prestigious International Sculpture Center's Outstanding Student Achievement in contemporary Sculpture Award for 2010. Tara is a BFA student at SIUE.
- Assistant Professor Jennifer Miller was awarded the American Historical Association's Bernadette E. Schmitt Grant for Research in European, African, or Asian History.
- SIUE Suzuki Tour group will do four concerts in Spain and visit the cities of Madrid, Brugos, Lerma, Palencia, Salamanca, Avila, Segovia, and Toledo.
- Art and Design's MFA Group Exhibition debuted in Chicago featuring eight new artists from the St. Louis metropolitan area. The exhibit included various media: Printing-making, painting, mixed media, ceramics, sculpture, metalsmithing and photography. Featured artists included Kristen Bartel, Ilene Berman, Andy Magee, Jill Palone, Katherine Perryman, Amanda Pfister, Evan Wagman, and Nick Ramey. The exhibit opened June 11 at the Chicago Art District Exhibitions Space.
- Current students and recent graduates of the Mass Communications Department participated in the 2010 St. Louis 48 Hour Film Project in which a team must write, shoot and edit a short film in a 48 hour period. The SIUE team film screened at the Tivoli theater in St. Louis on June 15 at the "Best of" screening. The team was 15 out of more than 70 film entries. They won the award for "Best Editing."

### **Graduate Studies and Research**

- The Eugene B. Redmond Collection was donated to SIUE and the Graduate School is working with Lovejoy Library to inventory and curate the collection.
- The Institute for Urban Research (IUR) formed the Area Research Collaborative to provide research support for local government.
- Under the direction of Dr. Kathleen Brown, the Illinois Education Research Council (IERC) remained active in the state-wide American Diploma Project (Gates Foundation), the data management project (ISBE and IBHE) and the Quality Index for Principals (Joyce Foundation). Additionally, the IERC worked with state leaders in responding to the proposal for Race to the Top funding from the U.S. Department of Education.
- The National Corn to Ethanol Research Center (NCERC) underwent a major internal reorganization responding to the current budget climate as well as incorporating new aspects of a strategic plan addressing advanced biofuel research. A new corn fractionation system has been designed in cooperation with CPT, Inc., who has provided a major equipment donation to facilitate this capital expansion. NCERC hosted a major NCERC-USDA Stakeholders Meeting on the SIUE campus in June, 2010 attended by approximately 50 leaders in the biofuels industry.