

**ILLINOIS STATE
UNIVERSITY**

**BOARD OF
TRUSTEES**

Report No. 2011.07/1100.01
Educating Illinois Progress Report

Executive Summary

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

- The University once again was recognized by *Kiplinger's Personal Finance* magazine for academic quality and affordability. Several initiatives supporting access and affordability are the Redbird Academic Scholarship, the Emergency Short-Term Loan program and ScholarshipFinder, an online searchable database for scholarships. A number of programs continue to serve transfer students and underrepresented students beginning with the application process through degree completion. Numerous programs have received recognition, including the American Democracy Project, which received the 2011 *New York Times* Political Engagement Project Program of Excellence Award. (Goal #1)
- A number of programs are in place in support of faculty and staff, such as the new Leadership Initiative program and the President's focus on salary competitiveness. Enhancements to academic support structures have progressed with the recently approved *Master Plan 2010-2030: Looking to the Future*, opening of the Student Fitness Center and McCormick Hall and other new construction and renovation projects throughout campus. External funding experienced a record high this past fiscal year of approximately \$37 million and international faculty exchanges and the scholarship of teaching and learning continue to see increased programming. (Goal #2)
- The University continues to hold a number of cultural and social events throughout the year, including several nationally-known speakers. Connections to faculty, staff, students, alumni and community members are made utilizing innovative initiatives, such as social media and the Redbird Pride activities. The Central Illinois Regional Broadband Network project is just one example of how the University has developed partnerships to further its mission. Several faculty, staff and students have received national recognition. (Goal #3)
- A new human resources information/payroll system (iPeople) and a new budget management and reporting system (Budget Wizard) were implemented in July 2011, initial steps in further development of an enterprise applications. The University continues to increase its resources through private funding and partnerships, such as the \$1.9 million gift from the State Farm Companies Foundation and its partnerships in public/private student housing. A new Staff Connect program was implemented to allow computer access to all employees. (Goal #4)

- The University has a number of initiatives in place for faculty, staff and students to participate that promote mental and physical health and safety, such as the new online Alcohol-Wise course for incoming students and the new contract for unarmed security services to assist University Police. Many sustainability projects and programs are infiltrated throughout campus, such as the Jesse Fell Project and the Student Sustainability Fund. (Goal #5)

Board of Trustees
Illinois State University
Educating Illinois Progress Report

The Board of Trustees, along with each of the University's shared governance constituencies, endorsed *Educating Illinois 2008-2014* in 2008. This report provides an overview of the strategies that have been implemented or that are underway to advance the following five goals in *Educating Illinois 2008-2014*.

- Goal 1: Illinois State University will position students to excel in a globally competitive, culturally diverse, technological and changing environment.
- Goal 2: Illinois State University will demonstrate excellence in scholarship, teaching and learning at the undergraduate and graduate levels.
- Goal 3: Illinois State University will enhance student, faculty, staff, alumni and community pride in, and allegiance to, the University.
- Goal 4: Illinois State University will be accountable and fiscally responsible to internal and external stakeholders.
- Goal 5: Illinois State University will promote a healthy, safe and environmentally sustainable campus.

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

Positioning Students to Excel

Educating Illinois 2008-2014 identifies a number of strategies to ensure students are positioned to excel in a globally competitive, culturally diverse, technological and changing environment (Goal #1). These strategies focus on access and affordability, transfer student orientation and transition, advisement, the recruitment and retention of students from underrepresented groups, best educational practices and multiculturalism and civic engagement.

Access and Affordability. Strategy #1 calls for making learning opportunities accessible and affordable to a diverse pool of students. The University has a number of recruitment initiatives in practice, particularly those that increase access to low income and underrepresented students. The Office of Admissions coordinated 52 application workshops in schools with high populations of low income students. It also produced materials for prospective students and their families in Spanish through an admissions brochure and the Paying for College brochure. The Office of Admissions also offered an Academic Department Recruitment Workshop to share information about recruitment strategies with departments throughout campus. These initiatives are just a few examples of what has been done to recruit a diverse group of students to the University. These initiatives have been important; admission of students from underrepresented groups has increased by 40 percent from fall 2007 to fall 2010.

The University realizes the importance of students selecting a major to be successful in timely degree completion and is working to help students choose wisely and increase those that are enrolled in a major. The Enrollment Management and Academic Services unit works with students not currently in a major to declare and apply for a major. The "Find Your Major" workshop, a joint effort among University College, the Career Center and Student Counseling Services, provides information and guidance on academic advisement, major exploration and career choices. The Office of Admissions offers FirstView as an option for potential students to explore academic and social opportunities available at the University. Students answer a series of questions online and then a customized online brochure is created for them so that they can view the options at the University that meet their needs. In FY2011, nearly 89 percent of degree-seeking undergraduates were in a declared major, an increase from the 86 percent in FY2008.

Illinois State strives to offer current and prospective students an affordable education. In January 2011, Illinois State was once again ranked (seventh straight time) as one of the “100 Best Values in Public Colleges” in the country according to *Kiplinger’s Personal Finance* magazine. The ranking is based on a number of factors pertaining to academic quality and affordability; Illinois State was one of only two institutions in Illinois to be recognized. Illinois State places importance on providing student financial aid to students in order to ensure that learning opportunities are affordable to a diverse pool of students. The University launched ScholarshipFinder, an online searchable database, for current and prospective students to search for scholarships through key terms, such as by major, minimum GPA and class level.

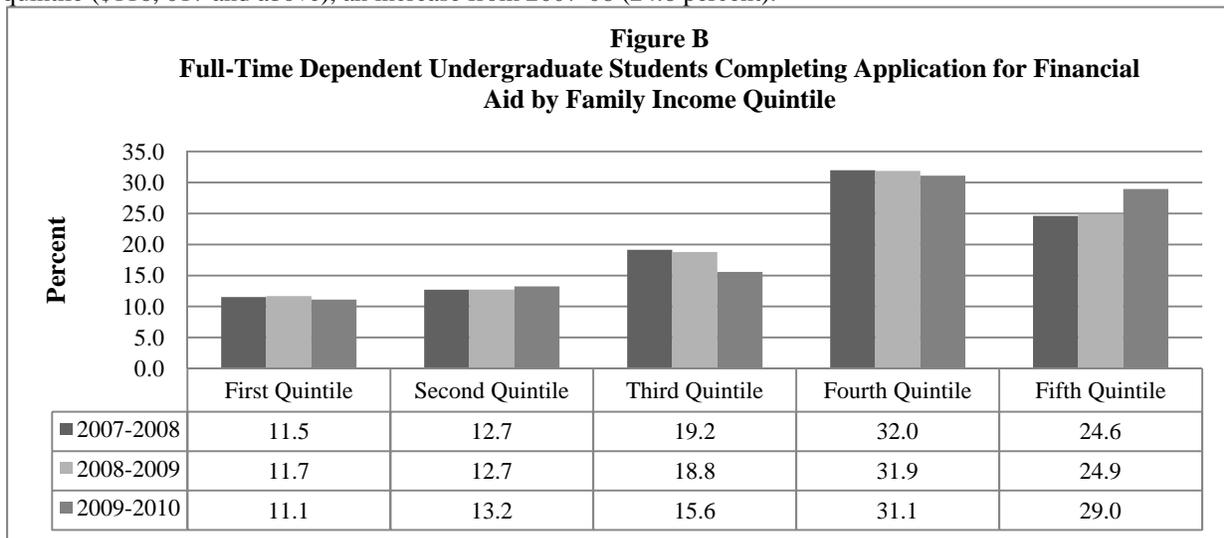
Beyond the hundreds of students who receive scholarship money through the Illinois State Foundation, the University offers a number of scholarships to students, including the Presidential Scholarship, University Scholarship and the Redbird Academic Scholarship. The Redbird Academic Scholarship is a new merit-based award beginning in fall 2011; \$500,000 will be allocated in FY2012 and will increase to \$2 million over the next four years. The University also assists students in financial need through the Illinois State University Access Grant, which supplements Monetary Award Program (MAP) grants. In FY2011, \$7.6 million was awarded, which was a \$3.4 million increase from FY2008. Illinois State also has an Emergency Short-Term Loan program that is available to assist students with education-related expenses in an emergency situation when the student’s enrollment is at risk. Examples of education-related expenses are books, supplies, rent, transportation and child care expenses.

	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>
# of students	14,738	15,367	16,391
% of students	73.3	72.5	78.9
Total Aid (\$ in millions)	\$150.0	\$174.6	\$200.9

Figure A shows information on the number of students at the University who received student financial aid and the amount of aid awarded in 2007-08 through 2009-10. Student financial aid totaled \$200.9 million from all sources (i.e. state and federal grants, loans, institutional aid, student employment) in 2009-10, an increase of \$50.9 million, or 33.9 percent, over 2007-08.

Figure B shows a breakout of the proportion of enrolled, undergraduate full-time students by family income quintile in academic years 2007-08, 2008-09, and 2009-10. The information presented in Figure B

is limited to dependent students who completed a Free Application for Federal Student Aid (FAFSA). In academic year 2009-10, approximately 11 percent of the University’s enrolled students were from families with annual incomes of less than \$30,006 (the first quintile); nearly 29 percent came from families with incomes in the highest quintile (\$116, 017 and above), an increase from 2007-08 (24.6 percent).



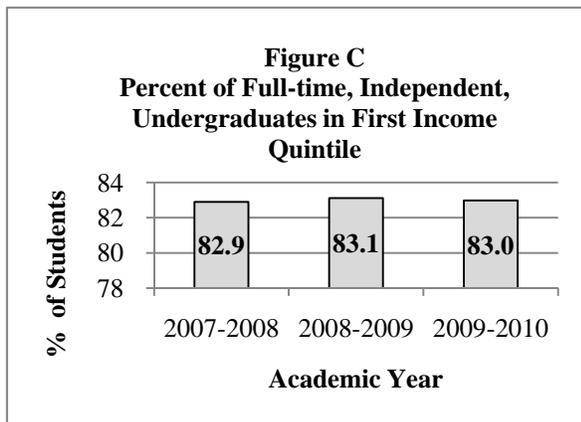


Figure C provides similar information for independent students (students who are not financially dependent upon their parents or guardians). The data presented are limited to undergraduate students who filed a FASFA application and are classified as independent. Of the total number of undergraduates who filed a FASFA application, 10.9 percent were independent. Eighty-three percent of independent students who filed applications for student financial aid in 2009-10 had annual incomes of less than \$30,006.

Figure D shows the average student loan debt the University's students have upon completing a baccalaureate degree. The FY2010 student debt load was \$22,847, which was a 13.6 percent increase from FY2009. Illinois State assists students in obtaining employment opportunities as a step towards increasing affordability and reducing loan indebtedness. Approximately 6,000 students are employed each year at the University earning approximately \$16 million towards their expenses. The campus also hosts an off-campus job fair for both undergraduate and graduate students seeking local part-time jobs and internships.

Figure D
Average Student Loan Debt

	Average Student Loan Debt	Change from Previous Year	
		Dollar	Percent
FY2008	18,854	801	4.4
FY2009	20,105	1,251	6.6
FY2010	22,847	2,742	13.6

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

	Masters	Doctoral
Fall 2007	\$ 900	\$ 1,451
Fall 2008	925	1,491
Fall 2009	958	1,531
Fall 2010	973	1,602

The University seeks to enhance support for graduate assistantships. Sixty-eight percent of full-time degree-seeking graduate students are supported by assistantships, which provide tuition waivers and a stipend. The University allocated 20 percent more to graduate student tuition waivers, as well as worked to increase the tuition waiver amounts at the same percentage of fall tuition increases. Figure E shows the average monthly stipend for full-time graduate assistants for the past four fall semesters. The average monthly stipends for both masters and doctoral students have steadily increased from fall 2007 to fall 2010. Stipends for masters students increased by 8.1 percent and stipends for doctoral students increased by 10.4 percent.

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

Figure F shows the number of transfer students, the number and percent participating in orientation programs and second-year retention rates for transfer students for the last four years. The number of transfer students increased by 6.6 percent from fall 2007 to fall 2010. Nearly 77 percent of the incoming transfer students for fall 2010 participated in orientation programs. The percentage of transfer students who enrolled at the University in fall 2009 with 30 or more credit hours and returned for a second fall was 81.6 percent. Retention rates for transfer students in the fall 2006, 2007 and 2008 cohorts were comparable to the second-year retention rates for the University's new beginning, first-time students (see Figure G).

**Figure F
Transfer Students**

	<u>Fall 2007</u>	<u>Fall 2008</u>	<u>Fall 2009</u>	<u>Fall 2010</u>
Number of Transfer Students	1,725	1,704	1,926	1,838
Number of Transfer Students Participating in Orientation Programs	1,122	1,293	1,407	1,409
% Participating in Orientation Programs	65.0	75.9	73.1	76.7
	<u>Fall 2006 Cohort</u>	<u>Fall 2007 Cohort</u>	<u>Fall 2008 Cohort</u>	<u>Fall 2009 Cohort</u>
% of Transfer Students Returning for Second Fall	85.4	84.6	84.6	81.6

The University has placed additional emphasis in the last few years on improving services for transfer students beginning with the admissions process and continuing on through retention programs. University College offers prospective students pre-admission advisement as well as admissions counseling during the student's final semester at a community college in order to provide guidance on majors, course patterns and time-to-graduation. A new program was started at Heartland Community College for incoming transfer students to Illinois State. In its inaugural year, approximately 40 students attended to learn more about transitioning to the University, signing up for transfer days, transferring credit and signing up for housing. Additionally, the University has extended the registration period for transfer students in order to better serve their needs.

Once transfer students enroll, there is targeted orientation programming for this specific population. Beginning in fall 2010, a special track designed for transfer students was offered during the Passages Welcome Weekend. Additionally, a new Passages program was initiated at the beginning of spring 2011 for incoming transfer students. During the first semester of enrollment, transfer students are encouraged to participate in the new Transfer Day Program, which offers a series of free non-credit workshops that focus on information about academic support services, getting involved in campus life and opportunities to meet other transfer students.

Advisement. Strategy #3 calls for the coordination, support and evaluation of student services and advisement systems to facilitate improvements in student graduation and retention rates.

Over the last several years, the Julia N. Visor Academic Center has increased programming opportunities geared towards the orientation and retention of students, such as Success 101, Project Success, Transfer Day Program and a variety of workshops, tutoring sessions and testing services. A new program in University College, StrengthsQuest, has been incorporated into a number of academic support services to assist students in learning their core strengths and applying them not only to their academic career, but to life beyond the classroom. As the demand for these programs increases, the University is realizing the benefits from the students who partake in them. For example, 86 percent of fall 2010 Success 101 students remained in academic good standing in spring 2011. University College is also exploring opportunities to expand its services through new innovative technologies in a cost effective manner.

During spring 2011, Illinois State hosted its second annual mini-conference on yearOne™ that was open to faculty, staff and graduate students. Approximately 90 participants attended the conference, which included internal and external speakers that shared information and programming relating to the first year of college for first-time freshmen and new transfer students.

Figure G
Second Year Retention Rates for New Beginning First-Time Students

	<u>Fall 2007</u> (2006 cohort)	<u>Fall 2008</u> (2007 cohort)	<u>Fall 2009</u> (2008 cohort)	<u>Fall 2010</u> (2009 cohort)
All Students	83.3	83.4	84.9	85.0
Black/Non-Hispanic	63.2	73.3	80.7	80.5
Hispanic	75.4	73.2	77.9	82.3

Figure G show retention rates for all new beginning, first-time students as well as for students with Black/Non-Hispanic and Hispanic racial designations. Eighty-five percent of the new beginning first-time students who enrolled in fall 2009 returned to the University for a second year in fall 2010. The second-year retention rate for Black/Non-Hispanic students was 80.5 percent; for Hispanic students it was 82.3 percent. Each of these retention rates for the 2009 cohort is an increase from the fall 2006 cohort.

Figure H shows six-year graduation rates for new beginning, first-time students. Over 70 percent of the first-time, new beginning students in 2004 graduated within six years – over five percentage points higher than the six-year graduation rate for the cohort beginning in 2001. The six-year graduation rates for both Black/Non-Hispanic and Hispanic students also increased from the cohort beginning in 2001.

Figure H
Six-Year Graduation Rates for New Beginning First-time Students

	<u>FY2008</u> (2001 cohort)	<u>FY2009</u> (2002 cohort)	<u>FY2010</u> (2003 cohort)	<u>FY2011</u> (2004 cohort)
All Students	65.1	69.9	68.8	70.4
Black/Non-Hispanic	50.7	52.0	45.2	51.6
Hispanic	56.3	53.6	50.0	57.7

Students from Underrepresented Groups. Strategy #4 calls for an increase in the enrollment of students from underrepresented groups as well as an improvement in retention and graduation rates for these students. Figures I-1 and I-2 show student headcount enrollment by racial/ethnic designation for fall 2007 through fall 2010. Minority students represented approximately 13.6 percent of the undergraduate student headcount (2.4 percentage points higher than fall 2007) and 9.5 percent of the graduate student headcount during fall 2010.

Figure I-1
Undergraduate On-Campus Headcount Enrollment by Race/Ethnicity

	<u>Number</u>				<u>Percent</u>			
	<u>Fall 07</u>	<u>Fall 08</u>	<u>Fall 09</u>	<u>Fall 10</u>	<u>Fall 07</u>	<u>Fall 08</u>	<u>Fall 09</u>	<u>Fall 10</u>
American Indian/Alaskan Native	57	67	79	66	0.3	0.4	0.4	0.4
Black or African American	975	939	1,015	1,032	5.5	5.2	5.5	5.7
Asian	320	338	364	359	1.8	1.9	2.0	2.0
Hispanic	622	655	816	905	3.5	3.6	4.4	5.0
Hawaiian or Pacific Islander ¹	--	--	--	12	--	--	--	0.1
Two or More Selections ¹	--	--	--	111	--	--	--	0.6
Minority Subtotal	1,974	1,999	2,274	2,485	11.2	11.1	12.4	13.6
White/Non-Hispanic	14,858	15,146	15,260	15,167	84.2	84.4	83.2	83.1
Not Reported	705	695	686	481	4	3.9	3.7	2.6
Non-Resident Alien	<u>118</u>	<u>109</u>	<u>124</u>	<u>121</u>	<u>0.7</u>	<u>0.6</u>	<u>0.7</u>	<u>0.7</u>
Total	17,655	17,949	18,344	18,254	100	100	100	100

¹New racial/ethnic report codes as of fall 2010

Figure I-2
Graduate On-Campus Headcount Enrollment by Race/Ethnicity

	Number				Percent			
	<u>Fall 07</u>	<u>Fall 08</u>	<u>Fall 09</u>	<u>Fall 10</u>	<u>Fall 07</u>	<u>Fall 08</u>	<u>Fall 09</u>	<u>Fall 10</u>
American Indian/Alaskan Native	9	7	8	6	0.4	0.3	0.3	0.2
Black or African American	98	104	106	103	4	4.2	4.2	4.1
Asian	61	62	51	55	2.5	2.5	2.0	2.2
Hispanic	55	53	55	74	2.2	2.1	2.2	3.0
Hawaiian or Pacific Islander ¹	--	--	--	--	--	--	--	--
Two or More Selections ¹	--	--	--	1	--	--	--	--
Minority Subtotal	223	226	220	239	9.1	9.0	8.8	9.5
White/Non-Hispanic	1,837	1,913	1,924	1,944	75	76.5	76.6	77.5
Not Reported	78	96	91	65	3.2	3.8	3.6	2.6
Non-Resident Alien	<u>311</u>	<u>266</u>	<u>277</u>	<u>260</u>	<u>12.7</u>	<u>10.6</u>	<u>11.0</u>	<u>10.4</u>
Total	2,449	2,501	2,512	2,508	100	100	100	100

¹New racial/ethnic report codes as of fall 2010

Figure J shows the number of applied, admitted and enrolled new beginning freshmen for fall 2007 to fall 2010. Sixty-seven percent of the new beginning freshmen who applied for admission to the University for fall 2010 were admitted; 48 percent of minority new beginning freshmen who applied were admitted. The percent of new beginning freshmen who were admitted and enrolled in fall 2010 was 35 percent; while the minority new beginning freshmen figure was 30 percent.

Figure J
Percent Admitted from those Who Applied and Percent Enrolled from those Admitted New Beginning Freshmen

	<u>Percent of Applicants Admitted</u>				<u>Percent of Admitted Applicants Enrolled</u>			
	<u>Fall 2007</u>	<u>Fall 2008</u>	<u>Fall 2009</u>	<u>Fall 2010</u>	<u>Fall 2007</u>	<u>Fall 2008</u>	<u>Fall 2009</u>	<u>Fall 2010</u>
Total	67%	64%	62%	67%	37%	39%	35%	35%
Minority	50%	44%	46%	48%	28%	31%	30%	30%

The University is committed to improving the enrollment and success of underrepresented groups. In recent years, the enrollment and retention rates of underrepresented groups have improved, while the graduation rates (see Figure H) continue to lag behind the total student population. Illinois State ranks second among the Illinois public universities in graduation rates of underrepresented students.

A number of programs are geared towards improving recruitment and student success of underrepresented groups, including the Birds Eye View program. Birds Eye View offers sessions during the Summer Open House for students and staff to share their perceptions of the campus climate and what it is like to attend an institution with the University's ethnicity make-up. In order to reach out to prospective Hispanic students and their families, the Office of Admissions and the Financial Aid Office now provide documents in Spanish. State Farm Companies Foundation financially contributed to the Minority Achievement Program, which brings first-generation college students to campus. University College provides services to underrepresented groups through the TRIO/Student Support

Services program in order to help participants realize success through graduation. A few examples of services provided to students in the program are personal and career counseling, investigation of graduate/professional school opportunities, college survival/study skills workshops, and cultural and educational activities.

The Center for Teaching, Learning and Technology offered the “Teaching Our Diverse Community of Learners” sessions for faculty to attend. These sessions discussed a variety of different ways to teach and interact with students from diverse backgrounds. A number of academic colleges and departments throughout campus, such as College of Arts and Sciences, Information Technology and Kinesiology and Recreation have programs aimed at underrepresented groups. The Lois Stokes Alliance for Minority Participation is a National Science Foundation funded alliance that seeks to increase the number of undergraduate and graduate students of African American, Latino, Alaskan Native, Native Pacific Islander and American Indian ethnicities pursuing careers in mathematics, science, engineering, technology and teacher education.

Best Educational Practices. Strategy #5 calls for a number of activities designed to ensure that University curricula and teaching reflect the best educational practices and create enduring learning experiences. Among these strategies are exploring opportunities for furthering the involvement of the Honors Program, expanding international linkages to provide more opportunities for students to study abroad, providing the information technology environment necessary to prepare students for a rapidly changing workforce and partnering with other institutions for course-sharing opportunities.

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

During FY2011, the Honors Program sought to strengthen its relationships with academic departments so that each department has a recognizable Honors presence. Figure K shows the number of students enrolled each fall in the University’s Honors Program from fall 2007 through fall 2010 as well as the number of honors courses offered. The number of students participating in the Honors Program has hovered at nearly 1,100 students and the number of courses offered has increased from 36 courses in fall 2007 to 47 courses in fall 2010.

In FY2011, Illinois State continued to expand its international linkages with foreign countries. The University had international partnerships with 80 study abroad programs, including 41 exchange programs, 25 one-way study programs, 14 third-party affiliate providers, and 41 memorandums of understanding. Furthermore, the University was involved with international exchange programs with academic institutions in 22 countries and one-way study programs and third-party affiliates in 16 countries. The number of students participating in Study Abroad programs increased from 375 in FY2008 to 537 in FY2011. The number of students participating in international exchange programs also increased to 122 students in FY2011 from 85 in FY2008.

A number of Illinois State’s programs have received national recognition. The American Bar Association granted approval to the Legal Studies Program, which enhances the profile of the Program at the regional and national level and makes graduates more competitive in the job market. The College of Business was recognized by *U.S. News & World Report* in the 2011 Best Business Schools listing and placed 93rd in *BusinessWeek*’s Best Undergraduate Business Schools 2011 rankings. The Professional Sales Institute was recognized by the University Sales Education Foundation in its Top Sales Education Programs of 2010 list. Additionally, the MBA Program was once again recognized in *Princeton Review* as one of the Best 200 Business Schools. Illinois State was ranked fifth in the country as a Peace Corps Master’s International school in the 2011 rankings of Peace Corps Master’s International and Fellows/USA Graduate Schools.

Illinois State’s chapter of the Student Education Association was awarded the Outstanding Local Excellence with More Than 200 Members Award for the fourth year in a row. The University’s TV station (TV-10) and radio station (WZND) once again were awarded with a number of state and national awards. Students and student groups competed in national championship competitions – School of Theatre students were honored at the National Kennedy Center American College Theatre Festival, the Agri-Marketing Association team reached the semi-finals in the National Agri-Marketing Association and the Speech Team won national championship awards. The student

computer programming team (Onward and Upward) competed in the World Finals at the 35th annual Association for Computer Machinery International Collegiate Programming Contest.

A few notable programming changes occurred during FY2011 that reflected best educational practices and enduring learning experiences. The Bilingual Paraprofessionals in Transition Program enhanced its program in order to meet the increasing demand for teachers who have bilingual and English as a Second Language certifications or endorsements. The program is funded by the Title Three grant issued by the U.S. Department of Education along with the Chicago Public Schools, the City Colleges of Chicago and other education organizations. Beginning in fall 2010, Milner Library modified the library portion of the Critical Inquiry course curriculum for COM110 and ENG101 as well as modified the component to include library faculty using online objects, person-to-person consultations and source assignments. The Library of Congress Teaching with Primary Resources program received funding for providing professional development on the use of primary sources for educators in Central Illinois and to support the Teaching with Primary Sources Midwest Region. The Center for Mathematics, Sciences and Technology launched Urban STEM-Ed in support of the STEM component of the Chicago Teacher Pipeline. In order to meet the growing demand of nurses, the Mennonite College of Nursing will open a new Clinical Simulation Lab in a modular facility, which will allow the College to expand its programs and offerings.

Several academic programs at Illinois State achieved notable pass rates on licensure exams. Mennonite College of Nursing graduates achieved a 97 percent pass rate on the National Nursing Licensure Examination (NCLEX-RN) on the first try in 2010. This surpasses the national average of 87 percent and a state average of 88 percent. Accounting student pass rates on the CPA exam were once again nationally recognized and were listed in the top five nationally in each of the four exam sections. Additionally, students in graduate programs taking the Praxis Exam in Speech Language Pathology (NESPA) during 2010 in the Communication Sciences and Disorder department received a 100 percent pass rate.

A number of information technology projects were taken on during FY2011. Total information technology spending increased from FY2008 (\$18 million) to FY2010 (\$19.2 million). These figures include spending on the Campus Technology Support Group, Business Intelligence and Technology Solutions, and others. Classroom Support met its goal to have all of the 174 general-use classrooms information technology-enabled. The University has completed its first year of a three year-plan to extend wireless coverage throughout campus. Watterson Towers is now wireless-enabled, which leaves three out of the four residence hall complexes complete (South Campus will be offline beginning fall 2012).

Multiculturalism and Civic Engagement. Strategy #6 calls for the infusion of multiculturalism and civic engagement throughout the curriculum and in co-curricular activities. Multiculturalism and civic engagement are represented through activities held throughout campus. Alternative Spring Break revamped its program to incorporate diversity and social justice through training sessions that participants take part in throughout the academic year leading up to Spring Break. Five groups participated in the program and travelled to New Jersey, Georgia, North Carolina and Florida for their service work. Diversity Advocacy hosted several T.A.L.K. sessions throughout the year, which are roundtable discussions that provide students the opportunity to engage in conversations regarding topics on diversity, social justice, and legal and political awareness. Additionally, the Illinois Court of Appeals held oral arguments on two different cases on campus that were open to not only the faculty, staff, and students, but to the public as well.

In the classroom, a number of activities and new initiatives occurred during FY2011. A new Civic Engagement and Responsibility minor was offered in fall 2010 by the University in partnership with State Farm. Illinois State is the first public university in Illinois to offer such a minor. The College of Business offered a new course in Corporate Social Responsibility.

In June 2011, Illinois State received the 2011 *New York Times* Political Engagement Project (PEP) Program of Excellence Award. The award recognizes the University for its leadership in developing politically engaged students as part of the American Democracy Project. Students are given opportunities in the classroom, on campus and in the community to develop skills related to political processes and leadership. The PEP is incorporated into Communication as Critical Inquiry (COM 110), a required course for students.

The University made strides in increasing community engagement opportunities for students. New Community Engagement Learning Grants were offered in spring 2011 to faculty who planned on including a community engagement component in a course. The grant reimburses up to \$300 of out-of-pocket expenses and is co-sponsored by the Civic Engagement and Responsibility minor, American Democracy Project and the Center for Teaching, Learning and Technology. A new Community Engaged Campus web portal is in development to expand community-based learning opportunities and infuse civic engagement principles and practices into the curriculum by connecting local organizations and faculty.

As part of the TEACHER+PLUS project through the Chicago Teacher Education Pipeline, passport (upper-tier) students have the opportunity to participate in the STEP-UP Program. The program is a paid, one-month Chicago-based summer internship experience that provides the student daily clinical experiences in the Chicago schools, service-learning opportunities with Chicago neighborhood community organizations and training sessions. Once successfully completed, students obtain a three-year teaching contract to work in the Chicago Public Schools. A couple examples of how the TEACHER+PLUS project has participated in the American Democracy Project occurred in spring 2011. Illinois State student mentors partnered with their mentees at Oliver S. Westcott Elementary through CONNECT (Civic Opportunities to Network Needs for Educational and Community Transformation) and planted and dedicated a new tree on the Westcott campus. They also participated in a community clean-up day.

Summary and Conclusions. The University has continued to make progress in Goal #1 towards ensuring that students are positioned to excel in a globally competitive, culturally diverse, technological and changing environment. The University has a number of programs in place that are successfully improving the enrollment and student success of two targeted groups - transfer students and underrepresented students. Access and affordability continue to be a priority at Illinois State and students are reaping the benefits from new initiatives, such as new merit-based aid awards. Multicultural and civic engagement opportunities abound at the University and the institution has received national recognition for its participation in the American Democracy Project. The University made further progress in information technology and the opportunities that are available to the campus.

Demonstrating Excellence in Scholarship, Teaching and Learning

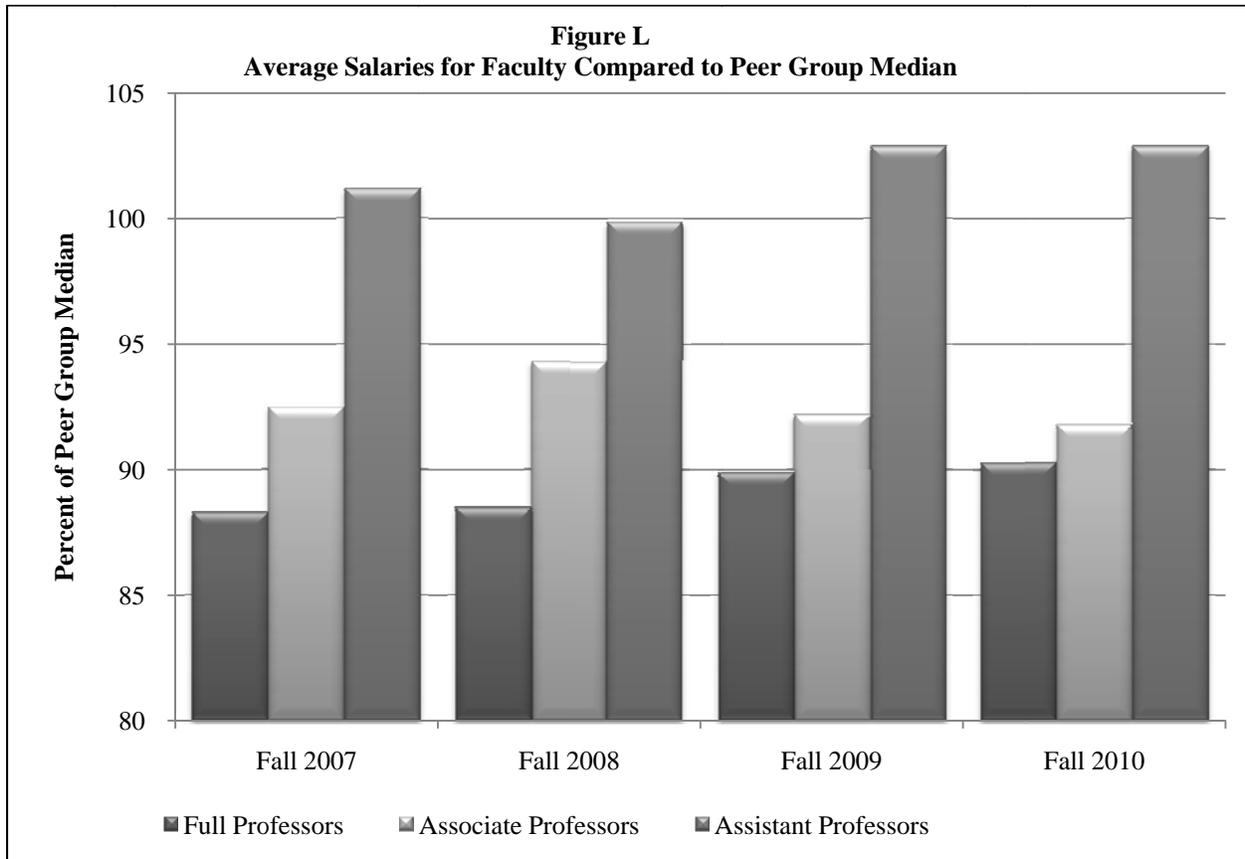
Strategies to advance Goal #2 of *Educating Illinois* focus on ensuring excellence in scholarship, teaching and learning at the undergraduate and graduate levels. The strategies focus on recruitment, retention and promotion of faculty and staff, academic support, innovative delivery methods of instruction, external funding, international faculty exchanges and the Scholarship of Teaching and Learning.

Faculty and Staff. Strategy #1 calls for outstanding faculty and staff that are committed to the University's core values. There are a number of activities that the University engages in to attract and retain talented and diverse faculty and staff. Illinois State piloted a new Leadership Initiative program during FY2011, offering leadership development opportunities to a diverse group of 32 faculty and staff interested in exploring advancement in higher education. The Center for Teaching, Learning and Technology hosts Early-Career Faculty Professional Development Circle meetings. These meetings are open for faculty in their first three years of teaching at Illinois State and go over a variety of topics and offer professional development and peer support.

A new endowed professorship (Hobart and Marian Gardner Hinderliter Endowed Professorship) was established in fall 2010 to help recruit, support and maintain outstanding faculty in the College of Business. The fringe-benefits support program for post-doctoral fellows budget process was reevaluated; beginning in May 2011 the University began providing funding to cap the fringe benefit rate assessed to post-doctoral fellows on grant proposals at 30 percent to all new proposals.

In fall 2010 the Division of Student Affairs initiated the Student Affairs Diversity Task Force that was charged with implementing a three-year diversity plan in fall 2011 for the Student Affairs division that will serve underrepresented staff and students in the areas of student success and persistence, employee recruitment and retention, and a welcoming environment and climate supporting success.

Maintaining faculty and staff salaries near or above peer group comparisons is important to recruiting and retaining a talented faculty and staff. Figure L shows the relationship of average salaries for faculty by rank at Illinois State University to the average salary for faculty at other institutions in the Illinois Board of Higher Education (IBHE) salary comparison group from fall 2007 through fall 2010. The average salary for Illinois State University professors was 9.7 percentage points below the median average salary for professors at the IBHE comparison group institutions in fall 2010, compared to 11.7 percentage points below in fall 2007. The average salary for associate professors at Illinois State lagged the median salary for associate professors at the other institutions by 8.2 percentage points in fall 2010, compared to 7.5 percentage points below in fall 2007. The average salary for assistant professors in fall 2010 was higher than the median of the comparison group by 2.9 percentage points, and higher than it was in fall 2007 at 1.2 percentage points above the median.



Source: American Association of University Professors

Figure M shows the average salary for administrative/professional staff compared to the average salary for staff with similar duties at public research institutions throughout the country. The average salary for administrative/professional staff was 8.6 percentage points above the average salary for staff in comparable positions at other institutions in fall 2010. Figure M also shows how the average salary for civil service staff compared to the average salary for civil service staff at other Illinois public universities. The average salary at the other institutions is based upon the salaries for individuals in civil service classifications in which Illinois State University had employees during the respective fall terms shown in the graph. The average salary for civil service staff at Illinois State hovered at or slightly above the average during fall 2007 through fall 2010.

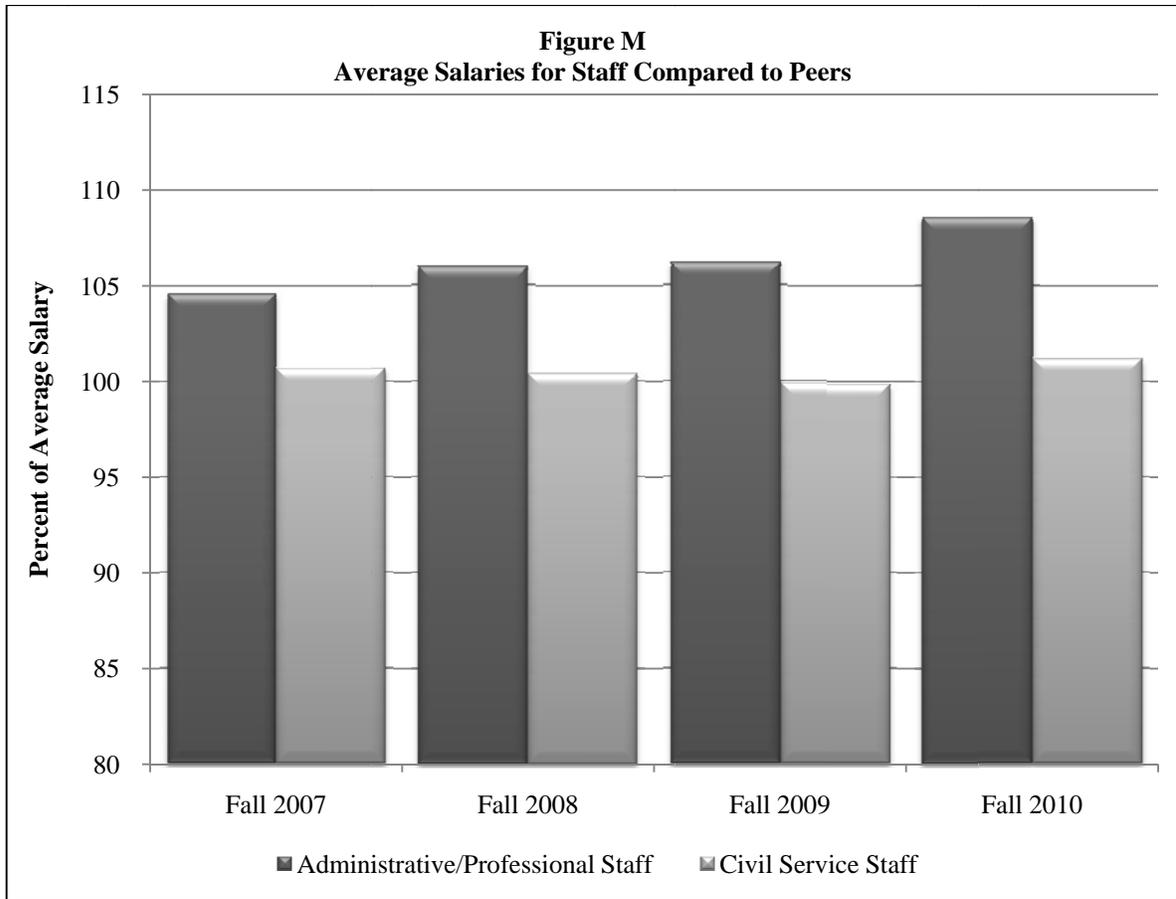


Figure N presents information regarding the retention of faculty and staff. The data reported in this table represent the proportion of each new fall cohort of full-time faculty and staff that return to the University for their sixth year of employment. Sixty percent of the new full-time, tenure-track faculty that were hired as assistant professors in fall 2005 returned for a sixth year in fall 2010. While the cohort of the new tenure-track professors six-year retention rate decreased from fall 2007 to fall 2010, administrative/professional and civil service staff each increased from fall 2007 to fall 2010.

Figure N
Faculty and Staff Retention

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

Figure N also presents information regarding the retention of minority faculty and staff. Six-year retention rates for minority administrative/professional and civil service staff in fall 2010 were higher than the retention rate in fall 2007, while the retention rate for new full-time, tenure-track professors was lower in fall 2010 than in fall 2007. It is important to note that the cohort of new minority employees is rather small in number, so the departure of one individual can have a great impact on the percentage shown.

Academic Support. Strategy #2 focuses on enhancing academic support structures that promote excellence in teaching, scholarship and creative activities. Figure O provides a snapshot of the number of print resources and electronic resources offered through Milner Library. The number of electronic resources continues to increase annually, with nearly 72,000 titles available online in FY2011 – approximately 30,000, or 74 percent, more than in FY2009. During FY2011, Milner Library received its last installment of an increased base operating support of \$1 million.

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

The University’s state capital budget request for FY2012 totaled \$251.5 million to address infrastructure needs in academic facilities. The request included \$73 million for rehabilitation of Milner Library which ranked first on the University’s capital priority list. Other funds in the state capital request for FY2012 include the Mennonite College of Nursing building, College of Education Facilities rehabilitation and construction, replacement of University High School and renovation of Williams Hall. In FY2010 state funds were appropriated for the Fine Arts Complex, but have not been released.

In February 2011, the Illinois State University Board of Trustees approved the *Master Plan 2010-2030: Looking to the Future*, which is a long-range plan for future development of the University’s physical facilities and environment. Several of the recommendations in the plan are already being implemented. Mennonite College of Nursing received Board of Trustees approval for a new 10,000 square foot modular facility that will help meet its instructional and laboratory needs and will feature state-of-the-art equipment for training students. The facility will open in fall 2011. The Cardinal Court Redevelopment project broke ground in spring 2011 and the new student housing site will be open for students in fall 2012. Several capital projects were completed during FY2011 - the Student Fitness Center and McCormick Hall was completed and opened in January 2011; the Stevenson Hall/Turner Hall Life Safety Improvement Project was completed in July 2010; University High School’s Stroud Auditorium was successfully renovated and upgraded; continued work was done on the East campus residence halls; Hovey Hall remodeling and repairs began in spring 2011.

Instruction. Strategy #3 focuses on activities related to facilitating the appropriate use of on-site, online and other innovative delivery methods of instruction. The Center for Teaching, Learning and Technology (CTLT) offers a wide array of courses, programs, workshops and more to the campus to assist those wishing to pursue innovation and excellence in teaching, learning and technology. CTLT offered a brown bag series on online courses during spring 2011 for faculty to share and discuss their experiences with online education with other faculty members. It also offers instructional consultation on online/blended course review. CTLT is once again offering a Summer Institute for the 21st Century Educator with the purpose of creating a more unified “curriculum” for faculty seeking ways to enhance their teaching. The Institute includes a number of workshops, short courses and learning circles. CTLT offered over \$50,000 in grants in areas such as, teaching-related scholarship, support for travel to teaching-related conferences and workshops, incorporating instructional technology use into teaching, and support of innovative instructional practices to incorporate civic engagement and sustainability into instruction.

New, innovative technologies are also driving new ways to offer and facilitate instruction. The University is in the process of planning for the replacement of the campus learning management system (Blackboard) by December 2012 with the new open source learning management software (Sakai Collaborative Learning Environment). Milner Library has added a number of new technologies into its instructional and service components. Milner Library transitioned several of its services online, including the majority of its serials collection. It also allows users to contact its reference and information desk via e-mail, instant messaging/chat and texts through a new dedicated telephone number.

During FY2011, approximately \$827,000 was spent on instructional technologies that went towards classroom support and learning management software. This is nearly a 20 percent increase in dollars allocated to instructional technologies from FY2008.

Figure P presents information on programming offered to faculty, staff and students through the Center on Teaching, Learning, and Technology (CTLT). CTLT has successfully worked to increase the professional development opportunities and the number of faculty, staff and students who participate in them. In 2010, 880 faculty, staff and students participated in programming offered by CTLT – a 11.5 percent increase from 2007. Furthermore, the hours faculty, staff and students spent in professional development opportunities offered by CTLT increased by 23.4 percent between 2007 and 2010.

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Number of Sessions				
Faculty/Staff	287	282	304	341
Students	85	94	43	51
Number of Individuals				
Faculty/Staff	690	765	840	801
Students	99	135	126	79
Total Hours Devoted to Professional Development				
Faculty/Staff	7,357	9,319	9,290	9,423
Students	885	1,253	1,031	751

External Funding. Strategy #4

focuses on activities designed to further assist faculty and staff as they seek external funding, work to publish and serve the University and its students. The *Strategic Plan for Research, Scholarship and Creative Expression* outlines seven goals - raise the profile and increase the support for research, scholarship and creative expression; improve facilities infrastructure; increase the level of external funding; increase interdisciplinary collaboration; strengthen graduate programs; and increase support for intellectual property and technology transfer. In recognition of those faculty members who have secured at least \$1 million in grants for research and other projects, the University created the Million Dollar Club (reinstated in 2009 after first being introduced in the 1990's). During FY2011, ten new faculty members were inducted, joining the nearly 100 members already in this elite club.

There are a number of programs in place to assist faculty and staff in seeking external grants and contracts. The Cross-Disciplinary Grant Development Program funds grant development awards to assist multi-disciplinary research teams in preparing major grant proposals to external funding agencies. The Cayuse424 system, a web-based system, was implemented to streamline the grant application process. Additionally, a new online training program, Collaborative Institutional Training Initiative, offers the University computer-based instruction and testing on various areas of research ethics and regulatory compliance. Courses cover human subject research, vertebrate animal research, good clinical practice, responsible conduct of research and the Health Insurance Portability and Accountability Act.

	<u>FY2008</u>	<u>FY2009</u>	<u>FY2010</u>
Number of Awards	305	315	320
Funds Awarded	\$22.3 million	\$18.0 million	\$21.6 million

Figure Q shows the number of awards and funds awarded in FY2008 through FY2010. The University secured external grants and contracts totaling \$21.6 million in FY2010, a slight decrease from FY2008. Although, the final tallies are not available for FY2011, it has been noted it was a record year with a total of approximately \$37

million to date. This was due in large part to the Central Illinois Regional Broadband Network project, which brought in a \$15.3 million grant. A couple of other notable external grants during FY2011: \$1.07 million from the U.S. Department of Education to prepare professionals to work with infants and toddlers with hearing loss and their

families and a \$285,000 National Science Foundation grant for a scanning microscope for biologists, physicists, chemists and geologists.

International Faculty Exchanges. Strategy #5 calls for expanding international faculty exchanges to enhance faculty knowledge and the internationalization of the curriculum. In FY2011, 18 faculty members were involved in implementing exchange programs and an additional 27 faculty members were engaged in non-exchange study abroad programs. Furthermore, in FY2011 there were 24 faculty-led study abroad programs and 118 visiting scholars.

Scholarship of Teaching and Learning. Strategy #6 calls for expanding the systematic reflection on, and study of, teaching and learning through continued national leadership in the Scholarship of Teaching and Learning (SoTL) initiative. SoTL is an international, cross-discipline initiative that is the systematic reflection and study of teaching and/or learning and the public sharing and review of such work through presentations, performances, shows or publications.

During FY2011, the office of the Cross Chair in SoTL funded a number of initiatives - five SoTL projects on learning outcomes of civic engagement/service learning opportunities; partially funded 14 instructors to attend and/or present at SoTL conferences; and began funding two teams working on SoTL research on learning outcomes from academic-based registered student organizations.

A number of faculty development activities supporting SoTL on campus were offered by the Cross Chair in SoTL. Workshops were held for faculty doing SoTL on civic engagement service learning experiences and for participants interested in civic engagement learning outcomes and writing an internal grant on the topic. Other activities include the Illinois State University SoTL NETWORK, individual consulting and SoTL writing circles.

Summary and Conclusions. The University continues to make strides in the strategies outlined in Goal #2 that seek to ensure excellence in scholarship, teaching and learning. Faculty and staff are provided quite a few professional development opportunities in order to improve knowledge and skill sets necessary for their careers. Academic support structures improvements are ongoing and the recently approved *Master Plan 2010-2030: Looking to the Future* will continue to keep these projects at the forefront for many years to come. External funding is at an all-time high and is a direct result of initiatives in place to support faculty and staff in their external grant and contract proposals. Programming in international exchanges; the Center on Teaching, Learning, and Technology; and the Scholarship of Teaching and Learning are also realizing great results.

Enhancing Pride and Allegiance

Educating Illinois 2008-2014 identifies a number of strategies to advance Goal #3 of enhancing student, faculty, staff, alumni and community pride in, and allegiance to, the University. The strategies involve cultural, social, recreational and intercollegiate opportunities; connections and partnerships; promotion of the University; and recognition of students, faculty and staff service to the University.

Cultural, Social, Recreational and Intercollegiate Opportunities. Strategy #1 calls for providing an array of high-quality cultural, social, recreational and intercollegiate athletic opportunities for the University and local community.

Illinois State holds countless events throughout the year that provide opportunities for the University and local community to participate. The University hosted many well-known speakers to the campus; such as Carlos Eire, Jeannette Walls, Soledad O'Brien, Irene Spencer and Jeff Corwin. During FY2011, which also coincided with its 40th anniversary, the College of Fine Arts delivered 470 events. Through the Shakespeare Alive! educational outreach program, 1,000 youth had the opportunity to participate in the Cultural Expressions Project in fall 2010. The Project presents socially and youth-relevant stories intermixed with Shakespearean scenes and monologues and is sponsored by State Farm, Jimmy Johns and the 100 Black Men of Central Illinois.

There are plentiful opportunities to support Intercollegiate Athletics through the 19 sports at Illinois State. The Intercollegiate Athletics program has many student-athletes receive awards throughout their tenure at the University both inside and outside the classroom. Most recently, a sophomore won the NCAA Division I Outdoor Track &

Field Championship in the javelin. Additionally, three student-athletes were named Robert G. Bone Student Scholars for the 2011-2012 year. During the last four years, attendance at athletics events has been as high as 237,000, although the most recent fiscal year experienced a decline in attendance.

In spring 2011 the Student Government Association hosted Diversity Week with events taking place each day including Diverse U, which showcased diverse groups throughout campus as a way of celebrating diversity. Another event occurring in spring 2011 was the Diversity Talent Show, presented by the University Program Board.

Connections and Partnerships. Important to advancing Goal #3 are strategies that enhance the University's connections among students and alumni and foster creative partnerships among faculty, staff and students. Connections with local, state, national and international partners are also important to Goal #3. Illinois State recognizes that the ability of technology to connect to such groups has evolved and continues to create engagement through social media. In FY2011, the University had approximately 14,000 "friends" on Facebook as opposed to 9,000 in FY2010. Illinois State has its own channel on YouTube, ISUtube 1857's Channel, and has had over 128,000 views of videos. The University also utilizes Twitter, LinkedIn, Flickr and mass e-mails using the Relay software program to reach out to the University community.

The Division of Student Affairs created a new Student Affairs Viewbook, which overviews departments in Student Affairs and has an outreach section for students. Milner Library unveiled a redesigned web site in January 2011, enhancing delivery of services to patrons through a new content management system of electronic resources, electronic reference services, digital collections and an institutional repository.

The Redbird Pride Committee was created to cultivate partnerships between Illinois State University and the surrounding community and includes representatives from local governments, business organizations and Illinois State departments. The committee seeks to improve pride in Illinois State through a number of initiatives, such as Redbirds on the Street, Redbird yard signs, vehicle decals, wearing red on Fridays, the Redbird Pride web site and CommUniversity - joint forces between the McLean County Chamber of Commerce and Illinois State Athletics to offer area companies opportunities to promote their businesses during an event prior to the first Saturday home football game.

The *Illinois State* magazine was rebranded so that it extends its audience to non-alumni faculty, staff and community members. New Redbird Welcome parties have been created in order for new, incoming students and their families to meet current students, alumni and other new students from their area prior to starting in the fall. The Redbird Welcome Party gives students a chance to ask questions and socialize with other University-affiliated Redbirds.

Illinois State is involved in a number of connections and partnerships with local, state, national and international entities. Locally, the University is leading the Central Illinois Regional Broadband Network project, a collaboration between Central Management Services and other Central Illinois partners. Funded by a \$15.3 million federal grant, this project will extend high-speed, low-cost Internet connectivity in unserved or underserved areas in Central Illinois. This project will also allow the public universities in Illinois to work together on back-up and storage of information. During spring 2011, the Center for Emerging Entrepreneurs presented a series of seminars to small business owners. The Center is a joint initiative between Illinois State and the Economic Development Council of the Bloomington-Normal area that fosters economic development by addressing the educational and business development needs of emerging entrepreneurs.

Another highlighted local connection and partnership is the Stevenson Center for Community and Economic Development. It received the 2010 Community Partner award from Mid Central Community Action, which recognizes outstanding community members and organizations. Mennonite College of Nursing's New Innovation for America's Promise project, which recently received a financial gift from State Farm Companies Foundation, creates partnerships between nursing faculty and students and school leaders in the community. An example of an outcome of this project is nurse practitioner students collaborating with faculty and a primary care physician to conduct school physicals in local schools. Furthermore, Intercollegiate student-athletes logged over 3,000 hours conducting service work in the local community.

Barbara Findley Stuart, a Normal resident, was the first recipient of the Grabill-Homan Community Peace Prize from the Illinois State University Peace and Conflict Resolution Studies Program, which recognizes individuals in

Bloomington-Normal for achievements in peacemaking, leadership, initiative, activism and inspiration within the community.

On the state level, Mennonite College of Nursing has formed a number of new partnerships that will serve the clinical and research needs of the College. Nationally, the Illinois State University/Illinois Wesleyan joint student chapter of Habitat for Humanity won the 2010 Habitat for Humanity Campus Chapter of the Year award. Additionally, the Illinois State University Relay for Life was awarded the Lifetime Achievement Award, the National Per Capita Award and a Heart of Relay honorable mention by the American Cancer Society.

Internationally, an emeriti distinguished professor of art worked as a Fulbright Senior Specialist in Pakistan where she used her expertise in art therapy to help young children who were displaced and traumatized by flooding in that nation. The Center for Teaching, Learning and Technology (CTLT) hosted a three-day workshop for 25 faculty members from Khon Kaen University in Thailand that helped enhance their understanding of innovations in teaching and learning and introduced them to a variety of faculty mentoring strategies. CTLT also hosted educators from China for a session on professional development practices at Illinois State.

Promotion. Strategy #4 calls for coordinated and consistent promotion of the University's contributions, services and successes to external constituencies. A "Community Partner" insert was placed in the *Pantagraph* in spring 2011 that highlighted a number of benefits the University provides the Bloomington-Normal community, particularly recognizing Illinois State as an economic engine for McLean County. An economic impact study conducted by University faculty researchers found that Illinois State faculty, staff and students directly contribute more than \$600 million to the McLean County economy along with another \$10 million in tax revenues generated from spending. Additionally, the money spent by faculty, staff and students directly and indirectly creates 10,000 jobs in McLean County. Another recognition of the University's contribution to the local community is Bloomington-Normal's 15th ranking in *The Atlantic* magazine's list of top 25 communities for recent college graduates.

University Marketing and Communications offers a number of opportunities throughout the year for interested faculty, staff and students to attend a series of presentations on a wide array of topics pertaining to marketing and communications at the University. A few examples of topics presented during FY2011 were Web Standards, "Tell Your Story", RELAY E-mail and Mobile Marketing. University Marketing and Communications also hosts a web site dedicated to relaying standards to be used throughout the University, such as graphic and editorial standards, presentation and desktop templates, as well as identity standards for logos, images of campus and other University branding material. This web site can be found at <http://universitymarketing.illinoisstate.edu/identity/index.shtml>.

University Marketing and Communications continues to receive local, regional and national recognition for its work. It received graphic design Addy awards from the local American Advertising Foundation. In a joint effort with Donor and Information Services, it received recognition regionally by the Council for Advancement and Support of Education District V Competition. Nationally, it was noted in the *Graphic Design USA* magazine for three award-winning pieces it submitted for competition.

Recognition. Strategy #5 calls for increasing the recognition of, and appreciation for, faculty, staff and student service to individuals, committees and organizations internal and external to the Illinois State community. A number of awards were given to members of the University community during FY2011 and the following represents a snapshot.

Shelly Malin was appointed as the Advocate BroMenn Professor in the Mennonite College of Nursing; the position works with faculty and Advocate BroMenn nursing leadership and staff to facilitate nursing excellence through research, evidence-based practice and professional development. Denise Wilson, Associate Professor in Mennonite College of Nursing was selected as the 2011 Illinois Board of Higher Education Nurse Educator Fellow; the fellowship grant program's purpose to aid Illinois higher education institutions in retention of well-qualified nurse educators so that they can continue to train nurses and address the high demand for registered nurses in the workforce. Two Illinois State seniors and one alumnus were awarded the Fulbright Scholarship for 2011-12. Q. Charles Su (Physics) was named the second University Professor in FY2011, which honors faculty members or administrators who hold the rank of full professor and who have achieved national recognition for scholarly research, creative production or leadership in creative or scholarly activities.

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

Summary and Conclusions. Illinois State has progressed in Goal #3 strategies to enhance student, faculty, staff, alumni and community pride in, and allegiance to, the University. The University continued to receive a number of recognitions, both as an institution and on the department and individual levels. The University executed a number of initiatives that improved the promotion of the institution and improved pride (i.e. social media, Redbird Pride committee). The University holds a diverse array of cultural, social and intercollegiate opportunities throughout the year that were well attended by the University and local communities. Illinois State also formed several partnerships in order to help forward the mission of the institution.

Accountable and Fiscally Responsible

Educating Illinois 2008-2014 identified a number of strategies to advance Goal #4 of being accountable and fiscally responsible to internal and external constituencies. The strategies identified pertain to financial planning, systematic review of processes and practices, linking funds to priorities, private fund sources, financial partnerships and network/data security.

Financial Planning. Strategy #1 calls for the establishment of an integrated, long-range financial planning process. A new budget management and reporting system was developed by Business Intelligence and Technology Solutions (BITS) and the Budget Office. The new system, named Budget Wizard, bridges the University's financial system and PeopleSoft's Human Capital Management application, linking personnel and operating budget and expenditure data to better inform financial planning and decision making at the University.

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

A new General Education Task Force was formed in January 2011 to review the University's General Education program with recommendations for program revisions due by May 2012. It has been a number of years since the program has undergone a complete and systematic review; 2005 was the last time significant changes were made to the program. Additionally, the University Review Committee reviewed the Faculty Appointment, Salary, Promotion, and Tenure (ASPT) policies and made revisions that were approved by the Academic Senate in spring 2011. The revisions included clarification and updates to the policies for faculty appointment and performance evaluation.

Two changes have been made to funding models in Academic Affairs. First, a new budget carryover program will begin in FY2013 that will allow general revenue dollars to be carried over from year to year to be used for a targeted purpose. This change will promote financial planning and the efficient use of resources. Second, beginning in FY2012, a new funding model, Full Cost Recovery, will allow departments and units increased flexibility in offering courses and programs that target special populations of students.

In July 2011 the new PeopleSoft Human Capital Management system was implemented on campus. The new system, named iPeople, provides human resource, payroll and time and labor applications that provide more effective and efficient systems for the University to utilize. The decision to implement a new system is the result of eMerge's systematic review of business processes related to human resources and payroll and the recommendation that a new system would benefit the University. eMerge has continued to provide business process assessments throughout the past year to other areas of the University.

Another example of systematic review of University processes and practices is compliance with accrediting entities that place standards upon different units throughout campus. In addition to approximately 30 academic programs accredited by various professional agencies, Intercollegiate Athletics prepared for its upcoming accreditation through the National Collegiate Athletic Association (NCAA) during FY2011. While the University complies with multiple external accrediting bodies of review, it also formally reviews academic programs internally. The Academic Planning Committee reviews programs each year on a rotating basis and conducted 26 full reviews during FY2011.

BITS implemented a number of initiatives as a result of process reviews in FY2011. A new Project and Portfolio Management solution allows the department to track and prioritize the work requested of the department. It also streamlined the work intake process so that customers have a single point-of-contact online when requesting work of BITS yielding great efficiency and effectiveness.

Linking Funds to Priorities. Strategy #3 calls for linking funds to the priorities identified in *Educating Illinois*. Units throughout Illinois State consistently seek to align projects and budget requests with the goals and strategies in *Educating Illinois*. Academic Affairs budget presentations and documents annually highlight units' contributions to *Educating Illinois* and the alignment of new fund requests to further advancing the University's strategic goals. The University's requests for state funding have been in alignment with the priorities of the strategic plan as well. Several examples of funds allocated to initiatives aligned with goals and strategies in *Educating Illinois* are: the campus-wide wireless project, merit-based aid, online instruction, professional development programs for faculty and staff, the new clinical laboratory for Mennonite College of Nursing, enhancements to residential halls and dining centers, innovative technologies to increase productivity and stay on the leading edge, and programs to address health and safety of faculty, staff and students.

Private Funds Sources. Strategy #4 calls for the University to increase funding from private sources. Figure R shows contributions from private entities and alumni in FY2008 through FY2010. The University received commitments for cash gifts from private contributors in FY2010 of \$13.3 million (30.4 percent increase from FY2008) and \$2.4 million from alumni contributors in FY2010 (a slight decrease from FY2008). Additional contributions came in the form of gift-in-kind and deferred commitments, which made up an additional \$1.3 million from private contributors and over \$700,000 from alumni contributors in FY2010.

Figure R			
Contributions to the University			
	<u>FY2008</u>	<u>FY2009</u>	<u>FY2010</u>
<u>Private Contributions</u>			
Cash Gifts	\$10.2 million	\$8.6 million	\$13.3 million
Gift-in-Kind	\$167,400	\$183,300	\$67,900
Deferred Commitments	\$792,000	\$1.4 million	\$1.2 million
<u>Alumni Contributions</u>			
Cash Gifts	\$2.5 million	\$2.3 million	\$2.4 million
Gift-in-Kind	\$28,700	\$42,500	\$16,500
Deferred Commitments	\$782,000	\$913,800	\$720,000

Illinois State held the Gladly We Give campaign for the third year in a row in FY2011 in an effort to further increase the number of faculty, staff and retirees that contribute to the University. In FY2011, 1,611 faculty, staff and retirees donated to the University, which was a 71 percent increase in the number giving since FY2008. Approximately seven percent of alumni contribute to the University annually.

As the University receives a declining amount of state funding, it is important to seek funding from outside sources, including private resources. The colleges continue to increase their individual endowments which resulted in increases in scholarships and funding for programmatic needs during FY2011. The University received a \$1.8 million gift from the State Farm Companies Foundation in spring 2011 that was allocated to programs in six colleges, Intercollegiate Athletics and campus-wide minority recruitment initiatives. A few programs that have benefitted from this gift were the Center for Actuarial Excellence, Katie School of Insurance and Financial Services, College of Education's Little Village and Auburn Gresham project, the Karin L. Bone Athletics Study Center and Minority Achievement Program. Additional examples of how private gifts have supported the academic programs at the University include a \$465,000 donation to Graphics Communications for software and a \$260,000 gift to Information Technology for its Information Assurance Laboratory.

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

During spring 2011, the University broke ground on its redevelopment of Cardinal Court. The Illinois State University Board of Trustees authorized a ground lease with the Collegiate Housing Foundation in summer 2010, for a new student housing complex located at the current Cardinal Court property site off of Gregory Street. The new complex will offer apartment-style housing accommodations for sophomores, juniors and seniors. The complex, which will be managed by Illinois State, is scheduled to open in August 2012. This public/private partnership allows the University to address the student housing need that will result from the decommissioning of the south campus residence complex in a way that is cost-effective and efficient.

Illinois State contracted with an Energy Service Company (ESCO) to do an audit of the University's facilities to determine where potential energy savings could occur in areas such as reducing energy consumption and utility costs. The audit identified 17 energy conservation measures totaling \$8.5 million that would result in savings in utility, operational and maintenance costs. A contract with an ESCO company was finalized in FY2011 and work will begin in early FY2012.

The new Central Illinois Regional Broadband Network project, a \$15.3 million federal grant, represents a partnership between Illinois State University, Central Management Services and other Central Illinois partners. The project will extend high-speed, low-cost Internet connectivity in unserved and underserved areas in Central Illinois. While the new infrastructure will provide services to education, public safety, healthcare, government, business, libraries, not-for-profits and service providers, it also has another benefit specifically to Illinois State: off-campus facilities, including off-campus students, will receive improved service at no additional capital investment.

Computer Network/Data Security and Reliability. Numerous activities were undertaken during the past year to enhance computer network and data security and reliability (Strategy #6). The IT Policy and Planning Council completed *Information Technology Strategic Plan 2011-2013*. This new plan identifies information technology service priorities and collaborative activities for providing service to the University. A new Data Stewardship and IT Service Council was formed to focus on the management of information as an institutional asset and to identify business needs and to prioritize among these needs.

Administrative Technologies formalized quality assurance processes and worked with the University Registrar, University Housing, Campus Dining, the Financial Aid Office, Comptroller's Office and others to implement to ensure that data and computer systems are secure and reliable. A new Enterprise Service Desk was created to provide University faculty and staff with assistance in using the University's enterprise applications (e.g., iPeople and Budget Wizard). The Board of Trustees authorized the use of staff augmentation vendors. These vendors will work with Administrative Technologies to provide temporary information technology staff in times of transition from one system to another, for large-scale projects when current staff cannot fully support them, and for technical skills and knowledge.

The University implemented the Staff Connect program in spring 2011 that strategically placed 45 computers to address electronic communication needs for employees who do not have ready access to computers at their worksite. One use of the computers will be for employees to access iPeople, the University's new human resource information system. The campus-wide wireless initiative began extending wireless connectivity throughout the campus during a three-year implementation, beginning in FY2011. Additionally, the University utilizes mobile computing through wireless access, off-campus network access, iSpot Ethernet ports in Milner Library and the Bone Student Center, and uPrint that enables users to print while mobile and pick up and pay for print jobs at a uPrint station.

Summary and Conclusions. The University furthered Goal #4 strategies of becoming more accountable and fiscally responsible. Funding priorities throughout the University continued to be tied to the goals and strategies in *Educating Illinois*. Several systematically reviewed processes resulted in changes to University systems, such as the newly implemented iPeople human capital management system. Contributions from alumni and private entities continued to increase along with partnerships with private entities, such as the new Central Illinois Regional Broadband Network project. The University continues to improve upon its computer network and data security and reliability services.

Healthy, Safe and Environmentally Sustainable

Educating Illinois 2008-2014 identified a number of strategies to advance Goal #5 of promoting a healthy, safe and environmentally sustainable campus. Strategies pertaining to mental and physical health, safety, capital improvements and sustainability are identified in the plan.

Mental and Physical Health. Strategy #1 calls for developing and implementing programs and activities designed to promote the mental and physical health of students, faculty and staff. The Student Fitness Center and McCormick Hall opened in January 2011 and saw great success during its first semester in operation. In FY2011, a new nutrition and healthy living graduate assistant was added to the Health Promotion and Wellness unit out of the Family and Consumer Sciences post-graduate internship program. The internship program brings 10 dietetic interns to campus for a two-year program and places them in several locations, both inside and outside the University (i.e. Community Cancer Center). The graduate assistant in Health Promotion and Wellness provides nutrient analysis and guidance to faculty, staff and students.

Beginning in fall 2010, new incoming students (freshmen and transfer students) were required to take the new Alcohol-Wise online course. Students took the course prior to participating in the Passages program, which takes approximately one hour to complete. Students examine their own drinking habits, learn how to drink in moderation and avoid bingeing and learn how to recognize others in distress or deal with those who are disruptive.

A series of events are offered throughout the semester that provides students late night alcohol-free opportunities. Milner Library hosted Friday Night Live on several occasions with themed nights, such as poetry readings, open music jams and Shakespearian performances. Reggie Nights are held at the Bowling and Billiards Center where students take part in such activities as bowling, billiards and karaoke. Midnight Munchies is an event held in the Student Services Building where students receive free food and refreshments such as Chinese food.

Educating Illinois also calls for maintaining staffing for the University's counseling services at levels recommended by related professional organizations. There were 14.4 full-time-equivalent staff in counseling services in FY2011, compared to 12.8 in FY2008. Professional Organization Guidelines suggest that institutions have one staff member for every 1,000-1,500 students. In FY2011, the University had one staff member for every 1,442 students, compared to one staff member for every 1,571 students in FY2008.

Safety. Strategy #2 calls for developing and implementing programs and activities that promote the safety of students, faculty and staff. A number of projects were initiated during FY2011 to address safety. University Police received a grant from the Illinois Law Enforcement Alarm System to retrofit four patrol cars with ruggedized laptop computers that allow officers access to state and national crime file and intelligence databases and communicate digitally with other law enforcement agencies across Illinois.

Bird Watch is a campus-wide crime prevention program based on the Neighborhood Watch Program. It focuses on education and common sense as it teaches the University and surrounding community how to help themselves by identifying and reporting suspicious activity when they see it. The program relies on observation and awareness as a means of preventing crime.

In fall 2010, Illinois State contracted with G4s Wackentut for unarmed security services in order to relieve University Police from non-core functions (i.e. access control). The security officers will be employed to open, close and check doors to campus buildings; act as safe walk escorts; assist faculty and staff who are locked out of buildings; assist with special event security; and direct foot patrols on campus.

Capital Projects. Strategy #3 relates to completing capital projects that address health and safety issues as well as providing efficient utility support. The FY2012 request to the state for capital improvements includes funds for Milner Library rehabilitation, a new building for Menonite College of Nursing, rehabilitation and construction of the College of Education (DeGarmo Hall rehabilitation and Thomas Metcalf School replacement), University High School replacement and renovation of Williams Hall. Governor Quinn signed a FY2010 appropriations bill that includes \$54 million for the Fine Arts Complex.

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

The University is nearing the completion of its multi-year residence hall and dining center improvements throughout campus. Interior and exterior renovation on Watterson towers continued during its multi-phase project and the Watterson Commons dining center project was completed. Exterior work was also done on Hewett and Manchester Halls.

Work began in Hovey Hall, which involves exterior repairs along with a first floor renovation that will provide a more suitable space for the Office of Admissions point-of-contact services and the relocation of the Financial Aid Office to Hovey Hall.

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

Figure S Expenditures on Deferred Maintenance Projects	
FY2008	23.9 million
FY2009	21.8 million
FY2010	22.6 million

Figure S shows annual expenditures for FY2008 through FY2010 for capital projects that address the backlog of deferred maintenance issues. It is important to note that these expenditures include funds from a variety of sources including state appropriated bond funds for major capital projects, University bond revenue funds, Academic Facilities Infrastructure and Technology Assessment revenue, tuition and state appropriated funds. Expenditures for major capital projects tend to cause spikes in expenditures during years where the bulk of work on such projects is completed. The current backlog of deferred

maintenance projects is projected at \$529.3 million; \$244.0 million in general-revenue supported facilities and \$285.3 million in bond revenue supported facilities.

Sustainability. Strategy #5 calls for developing and implementing a University policy on environmental sustainability. Illinois State’s policy on sustainability states that “A strong commitment to a sustainable future ensures that the University’s tradition of excellence will continue well into the future.... Illinois State University strives toward a sustainable campus environment through teaching, research and service to the people of Illinois, the nation and the world, by endeavoring to use environmentally sound business and operating practices and fostering a culture of sustainability among all members of the campus community.” A number of initiatives exhibit the University’s commitment to sustainability.

Illinois State once again received several recognitions relating to sustainability in FY2011. The University was recognized in *The Princeton Review’s Guide to 311 Green Colleges: 2011 Edition* and as a Tree Campus USA for the third year in a row by the Arbor Day Foundation.

The University’s radio station, WGLT, and the Office of Sustainability collaboratively created the Good to Go Commuter challenge beginning in fall 2010. The challenge promotes transportation alternatives other than driving alone and designates a timeframe in which individuals, teams and workplaces can compete with one another in a friendly competition. The challenge is open to the entire community, beyond the University. The challenge was repeated in spring 2011 and 313 people competed in the challenge, totaling 15,000 commuter miles using sustainable modes of transportation.

The Center for Renewable Energy was created in 2007 and is formally recognized by the State of Illinois. The Center has three major functional areas - supporting the Renewable Energy major at the University, serving the Illinois renewable energy community by providing information to the public and encouraging applied research on renewable energy at Illinois State and through collaborations with other universities.

The Jesse Fell Project was launched which offers grants and workshops that support the integration of sustainability principles into the classroom throughout the University. During summer 2011, the Center for Learning and Technology held a workshop for faculty who wanted to learn more about the project. Furthermore, beginning in summer 2011 the Jesse Fell Project Fellow program gave two to three faculty members the opportunity to redesign a course that is infused with sustainability concepts. Each fellow received \$1,200 and will offer the course during the 2011-2012 academic year.

The Student Sustainability Committee administered a new Student Sustainability Fund that will be given each year to students, faculty and staff for a one-time only project for furthering sustainability on campus. The Renewable Energy Society, a registered student organization, was the recipient in spring 2011. The fund will help to research and invest in a solar thermal water heating unit for Turner Hall.

Illinois State expanded its food composting operation to include non-residential unpulped food waste from businesses, schools and restaurants in the Bloomington-Normal community. The new community composting program began in January 2011 and is located at the University Farm (Lexington).

Summary and Conclusions. Illinois continues to advance the Goal #5 strategies of promoting a healthy, safe and environmentally sustainable campus. University faculty, staff, students and alumni took part in programming that seek to improve health and safety. A number of facilities were renovated along with a few new construction projects. Additionally, the University engaged in sustainable practices through new and ongoing programs.