**SIU Higher Learning Commission Reaccreditation Steering Committee**

**Meeting Minutes**

Monday, September 25, 2017; 1-Three pm.

Morris Library, room 752/754

Members Present: Ruth Ann Rehfeldt, Jim Allen, Chris Behan, Laurie Bell, Joshua Bowens, Lisa Caringer, Judy Davie, David DiLalla, Johnathan Flowers, Jim Garvey, Gary Giacomelli, Reza Habib, Fran Harackiewicz, Phil Howze, Andrea Imre, Elaine Jurkowski, Yueh-Ting Lee, Christie McIntyre, Ruth O’Rourke, Julie Partridge, Cynthia Sims, Mandara Savage, Marianne Shields, Arlene Tan, Tamara Workman, Melinda Yeomans, Kim Little, Lisa Knight

Welcome: Associate Provost for Academic Administration, Dr. David DiLalla, gave the welcoming remarks thanking everyone for their time and their investment in this endeavor.

New committee members were welcomed.

Survey – Dr. Rehfeldt has met with Applied Resources Consultants (ARC) to discuss implementation of a Campus Climate Survey. A draft of the survey will be sent to committee members for review. ARC will administer the survey to the focus groups and provide feedback.

**REVIEW AND COMMENTS ON SUB COMMITTEE CRITERIONS**

**Criterion One – Mission**

Dr. Michael Eicholz, Chair for the Criterion One Sub-Committee was not present. Dr. Ruth Ann Rehfeldt was his proxy.

Discussion on how the SIU Mission needs to be more visible on the SIU campus and in the community took place.

It was noted a vision survey had been done some time ago. The committee might be able to retrieve some concepts from this survey as to how the mission statement can be made more visible.

Concern was voiced as to whether the criteria asking if the mission is being reflected throughout the SIU campus is being addressed. The SIU mission is not being clearly seen across campus. It was suggested to use social media to promote the SIU Mission. Dr. Rehfeldt replied the Criterion One Subcommittee was discussing ways to use social media to promote the SIU Mission.

The suggestion was presented to use key words in the SIU Mission making it is easier for students to remember.

It was also suggested student orientation would be a good event to promote the SIU Mission. More thoughts and ideas are needed on how to present the SIU Mission.

Criterion One is very well written but is not being applied in all areas at SIU.

The Criterion One Sub Committee asked steering committee members to review Criterion One and make suggestions.

**Criterion Two – Ethical and Responsible Conduct**

Chair: Judy Davie

Policy outline on ethics from the Board of Trustees to individual departments was discussed.

The questioned was presented as to whether SIU can offer unbiased counseling for faculty. Since the SIU ombudsman office has been eliminated, need another source for faculty counseling. In response it was noted faculty and staff contracts mediate behavior but more could be done.

Data from the Campus Climate Survey will determine how well SIU is meeting ethical and responsible conduct. The survey will also provide data on how well SIU is addressing diversity concerns.

Clarification of the criterion, the institution is committed to freedom of expression and the pursuit of truth in teaching and learning, was requested. The meaning of this criterion was explained in a clear, forth right and free manner. The Board of Trustee policy and employee handbooks outline what should be posted on social media. It was noted that the auditor’s office has data that could be contributed.

Concern was voiced about the undergraduate grievance policy and how it is presented to the undergraduate body. The undergraduate grievance policy is not as well define as other colleges. A response was given that the undergraduate grievance processes are there but undergraduate students are not shown how to access the processes.

**Criterion Three – Teaching and Learning: Quality, Resources and Support**

Co-Chairs: Ras Michael Brown and Kimberley Little

Correct faculty is teaching in each program across campus.

More focus is needed for ThreeD tutoring.

The program Saluki Cares has greatly impacted retention.

Programs that favorably assist students and faculty are Disability Student Services, Center for Teaching Excellence, University Core Curriculum, Morris Library and the Center for International Education. Degree Works and Student Success Collaborative are having a good impact on how students are advised. It was mentioned that criteria in Criterion Three is also working for Criterion Four.

Concerned was voiced as to whether graduate students were represented in Criterion Three. This concern was assured that Criterion Three does include graduate students. The committee was asked to let the Criterion Three chairs know if any graduate websites were missed. More graduate research is being discussed.

It was noted that Criterion Three outline is typical of a self-study. Is actual coordination occurring with the assurance argument and language of Criterion Three? This concern was answered that Criterion Three is all comprehensive and meets the assurance argument and language. Criterion Three incorporates all like programs across campus.

Another concern was voiced as to whether all programs are doing comprehensive assessment. There is a lot of collaboration going on across campus and is the data resulting from this collaboration being added? This concern was addressed with the response that there is a technology platform to bring the data together.

It was noted that there is a lot of education that can be offered by the world but few samples in Criterion Three. The Criterion Three co-chair stated more references are going to be added and they are in the process of researching this subject. If any of the committee members have any ideas regarding this subject, let Co-Chair Kimberley Little know.

It was asked if it would be okay to see what other Universities are doing in regarding to Criterion Three issues. Kimberley encouraged committee members to look at other universities and if they see something that would benefit Criterion Three, to let her know. There are a lot of ideas and connections for students that are possible.

Dr. Rehfeldt mentioned that assurance arguments from other universities are being reviewed.

**Criterion Four – Teaching and Learning: Evaluation and Improvement**

Chair Christie McIntyre

Chair Christie McIntyre stated the Criterion Four committee has met three times. Their focus is on which links give the best picture for what they want to accomplish.

A steering committee member stated that assessment data can be collected from the University Core Curriculum.

Suggestion was made to add a quality and articulation proponent to the 4A components.

It was noted that component 4C focuses on specific enrollment information but doesn’t have much consistent enrollment data across departments. Recommends a process be in place across colleges for all areas. The department chairs have been asked to submit enrollment data and retention data to the deans. Chair McIntyre hasn’t received this data. The outcomes of the campus-wide retention committee report have not been distributed.

For the components regarding registration, a task force reviewed academic policies for 18 months. Changes recommended by the task force were implemented. The Associate Provost for Academic Affairs has the task force document.

It was noted there is no graduate information in criterion four. The Graduate School Dean stated there are several reports on graduate enrollment and retention. The graduate school will provide these reports to Chair McIntyre.

It was mentioned that one department has a prioritization report which provides a snapshot of programs. However, the report is labor intensive. The criterion four committee will need to check with the department to see if they can use this report.

**Criterion Five – Resources, Planning and Institutional Effectiveness**

Co-Chairs: Andrea Imre and Julie Partridge

The biggest challenge for the Criterion Five committee is locating current documents on resource allocation and budgeting. This is difficult because of high level administrators coming and going and the uncertainty of the Illinois State budget. Decreasing enrollment also makes it challenging on how to move forward.

The Criterion Five committee has looked at how other universities utilize their resources to give them some insight with preparing their evidence.

The Co-Chairs welcome any feedback on addressing the criterion of “The institution engages in systematic and integrated planning”. A suggestion was made that the colleges need a plan in place that is similar for planning. Currently, the colleges use different processes for planning. It was also suggested the co-chairs need to look at what significant investment has been made and if there is anything that needs to be added.

Not having a budget for two years has created drastic adjustments. Dr. Rehfeldt stated the Higher Learning Commission is aware of this but we still need to address how we are handling and managing the budget we do have. It was stated that when addressing the budget, the message needs to be consistent.

It was asked what mechanisms are being use to collect data. The Co-Chairs replied they are looking at what has been in place. The climate survey data will also be included. The Criterion Four Chair, Christie McIntyre, stated that some of the same data under Criterion four will be used for Criterion Five. Recommendation was made to contact SIU Vice President Brad Coleman for information on the line of credit from SIUE and SIU School of Medicine.

Concerned was raised on how it will look to HLC that the faculty have not been receiving pay increases as stated in their union contract. The co-chairs responded they only need to focus on questions asked by the HLC. The HLC is asking about professional development and not about salary increases. Data regarding salaries will be collected from the climate survey.

It was noted by a steering committee member that this is the most difficult criterion. This same member recommended working with the Chancellor’s office and Judy Marshall, Executor Director for Finance. Almost all the other criterions depend on criterion five.

Mention was made that many civil service positions have taken on extra work due to empty positions not being filled. However, the civil service employees have met this challenge and have kept moving forward. This scenario is difficult to report because it is not documented. Maybe the civil service functions being reallocated can be included in the assurance report.

A member explained that when developing assurance arguments, don’t be second guessing. The case needs to be made with data backing it up. We need to honestly show what we are doing. Feedback is needed with improvement shown. Don’t show negative information. Can’t pre-judge what HLC will do.

The meeting adjourned at 3:15 pm.

Attached: Criterion One

 Criterion Two

 Criterion Three

 Criterion Four

 Criterion Five

**SIUC Mission Statement:**

SIU embraces a unique tradition of **access and opportunity**, **inclusive excellence, innovation in research and creativity**, and **outstanding teaching** focused on **nurturing student success**. As a nationally ranked public research university and **regional economic catalyst**, we **create and exchange knowledge** to shape future leaders, **improve our communities**, and **transform lives**.

 **Criterion One. Mission**

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

*Core Components*

**1.A. The institution’s mission is broadly understood within the institution and guides its operations.**

**1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.**

Sothern Illinois University is a public land grant university established in 1869 and includes two campuses, a main campus in Carbondale, IL and a medical school in Springfield, IL. SIUC is governed by a board of trustees that also governs a sister university “Southern Illinois University Edwardsville”. The Current Mission statement was developed during a collaborative two-year strategic planning process by a 72-member planning committee that included representatives of faculty, students, staff, the SIU Alumni Association, the SIU Foundation, Research Park, and the community. The Strategic Plan “Pathways to Excellence” and associated Mission Statement was approved by the SIU Board of Trustees on 10 July 2013.

**2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.**

The SIUC mission statement highlights seven primary components of the university’s mission (access and opportunity, inclusive excellence, innovation in research and creativity, outstanding teaching, nurturing student success, regional economic catalyst, and community outreach and human services). The vast majority of university activities are associated with supporting or promoting at least one of these seven components.

***Access, Opportunity, and Success*** – SIUC is unique in that it is classified by the Carnegie Commission on Higher Education as a Higher Research Activity Doctoral University but emphasizes access by striving to provide educational opportunities for first generation college students, individuals with various levels of physical and learning disabilities, mental health disabilities or chronic health problems, as well as other often under-represented groups.  With the goal of access and opportunity in mind from, 2010-2016 SIUC has admitted approximately 71% of the first time freshman applicants and 79% of transfer applicants. The Disabilities Support Services and Achieve Program were developed specifically to provide extra support for students with physical and learning disabilities, mental health disabilities, and long-term illnesses. Additionally, by recognizing first generation students often have a much more socially, ethnically, and culturally, divers background than more typical college students, SIUC developed Student Support Services (TRIO) and the School of Medicines MEDPREP to help students adjust to college life and build a solid foundation for success. SIUC also helps ensure student success by supporting students financially with more than $10 million in student scholarships.

SIUC recognizes that we will only achieve our mission of providing access and opportunity to students that vary in ability if special mechanisms are in place to assure these students are successful. SIUC maximizes student success through programs such as the Center for Learning and Support Services, Achieve, New Student Programs, Night Safety Transit, Non-Traditional Student Services, First Scholars, Project Upward Bound, Saluki Cares, Students' Legal Assistance, Student Multicultural Resource Centers, Student Rights and Responsibilities, School of Medicine Student Affairs, Veterans Services, and Academic Advisement.

***Inclusive excellence***- Administrators and faculty at SIUC feel strongly that maintaining student success requires students be included in the various activities associated with the typical college experience. To promote inclusivity, SIUC has developed programs specific to students with various physical and mental abilities (Access Inclusive Recreation), cultural backgrounds (Student Multicultural Resource Center), ethnicities (Black Resource Center, Hispanic/Latino Resource Center, School of Medicine’s Office of Equity, Diversity, and Inclusion), sexual orientations (LGBTQ Resource Center, Gender-inclusive Housing, Center for Inclusive Excellence, Gender Neutral Restrooms). SIUC has also established several policies to ensure inclusivity and offices to ensure adherence to those policies (e.g., Office of Equity and Compliance, Gender Based Violence Policy). Additionally, SIUC has a long tradition of supporting the education of our veterans and providing veteran services. Through the extended campus office, SIUC supports online courses and off-campus sites at 68 locations in 13 states including 20 military bases. These activities have earned SIUC recognition by Victory Media as a “Military Friendly School”, by Military Times Magazine as “Best for Vets: Colleges 2017”, and by Military Advanced Education & Transition magazine as “Top School” designation in its “2017 Guide to Colleges and Universities.

***Innovation in Research and Creativity*** - As a Carnegie classified Higher Research Activity Doctoral University, SIUC has historically and continues to provide strong support for research and creative activities at both the Undergraduate and Graduate levels. Undergraduate students at SIUC are provided the opportunity and encouraged to begin their involvement in research and creative activities as they enter their freshman year. These opportunities are made available through formal programs managed by the Office of the Vice Chancellor for Research (OVCR) such as the Center for Undergraduate Research and Creative Activities, Creative and Scholarly Saluki Rookies, McNair Scholars, Undergraduate Assistantships, Illinois Louis Stokes Alliance for Minority Participation, Research-Enriched Academic Challenge, and University Honors. Additionally, more than 1,000 undergraduate students each year are provided a research and creative activity experience by working directly with and assisting graduate students and faculty on externally funded projects.

SIUC supports Graduate Students and Faculty research and creative activity through the Office of Sponsored Projects Administration (OSPA) administered through OVCR. OSPA provides administrative support for external and internal grants, provides annual grant-writing and tech –transfer workshops, supports research facilities such as the Integrated Microscopy and Graphics Expertise facility, Vivarium, McLafferty Research Annex, Mass Spectrometry Laboratory, Core Ecosystem Analysis Facility, and the Laser Spectroscopy Laboratory. With the support of these programs, between 2010 and 2016, faculty and staff at SIUC received approximately $60 million per year of external funding to support research and creative activities of graduate students and faculty. Research income through overhead return is used to support the library, information technology, academic units, and research support, benefitting all students and faculty.

The SIU Research Park, in conjunction with the Office of Economic and Regional Development, supports and promotes technology and knowledge-based enterprise development on campus and throughout southern Illinois. The Saluki Innovation Lab provides an environment for proof of concept activities. Operation Mousetrap, a 12 week entrepreneurship course to university scientists, teaches those innovators the art of commercializing their research into university “spin-outs.” In 2015 the Association of Public and Land grant Universities designated SIU as an Innovative and Economic Prosperity Campus.

The Department of Theater provides four to six full mounted productions each year in addition to multiple workshop productions, play readings, and master classes with guest artists. The School of Music supports a large selection of performance opportunities open to all students including small chamber ensembles, large concert bands, jazz ensembles, choral groups, opera, musical theater, and marching band.

***Outstanding Teaching***- SIUC promotes outstanding teaching by providing formal and informal training opportunities and awards for teaching excellence. The Center for Teaching Excellence serves as the one central unit for expert assistance in sound pedagogy, instructional technology, and overall enhancement for on-campus and distance education courses. The CTE provides support for faculty, teaching assistants, and staff through a variety of services and solutions designed to meet SIUC's changing needs in teaching and learning. At the university level, teaching awards are provided annually for Tenured/Tenure Track and Non-Tenure faculty. Furthermore, many colleges and departments provide annual teaching awards for faculty and teaching assistants.

***Regional Economic Catalyst*** -

SIU is located in rural southern Illinois, a regional typically considered economically distressed with agriculture and coal mining as its primary economic catalysts. In addition to serving as the region’s largest employer, SIU strives to support environmentally sustainable growth through a variety of programs. Those programs include the Office of Economic and Regional development, the Office of Technology Transfer, and the Office of Community Relations, to name a few. More specifically, SIU supports the Dunn-Richmond Economic Development Center, which houses the Small Business Development Center, Illinois Manufacturing Excellence Center, International Trade Center, Center for Innovation and Center for Delta Studies.

These programs and activities have culminated in SIU being named Forbes Magazine’s 27th most entrepreneurial university in the country in 2015. As a result of these resources available to the community, WalletHub ranked Carbondale, Illinois as the second best “small city” to start a business in the United States in 2017.

***Community Outreach and Human Services*** – Because of the rural and generally economically distressed nature of the region, many human services provided by public or private agencies in more urban settings are unavailable to many southern Illinois residence. SIUC is unique in that it is a Carnegie classified Higher Research Activity Doctorial University, geographically located near the center of a rural, generally economically distressed region. This places the university in the unique position of providing human services otherwise unavailable for many southern Illinois residence. SIUC recognizes this role in both its’ planning documents as well as its daily activities. From a planning standpoint, the SIUC strategic plan uses the language of “community relations” instead of “community outreach.” Community relations are defined as follows: “SIU plays a prominent role in the vitality and stewardship of the economy and culture of our region. Maintaining the positive symbiosis that exists is essential for the community, region and the University. Maintaining the positive relationship also requires an investment of time, energy and resources from each.”

The School of Medicine’s SIU HealthCare is a multi-specialty physician practice organization providing direct patient care to the citizens of central and southern Illinois. SIU HealthCare offers high quality services in seven clinical disciplines – family medicine, internal medicine, neurology, obstetrics/gynecology, pediatrics, psychiatry, and surgery – and various subspecialties. Multidisciplinary cancer care is provided by faculty and staff of the Simmons Cancer Institute. In addition to the patient care provided by SIU Physicians in the SIU Clinics in Springfield, Carbondale, Decatur, and Quincy, the medical school partners with hospitals, clinics, and community agencies throughout Illinois to offer primary and specialty care in over 100 clinical outreach sites in nearly 50 Illinois communities. In FY13, 240 teaching physicians and 300 other, non-physician health care providers served 112,000 patients. There were 370,400 outpatient visits to the SIU Clinics. When inpatient services are included, SIU physicians provided over 477,700 encounters, making SIU HealthCare one of the largest multi-specialty practices in downstate Illinois.

SIUC also supports the region through more informal daily activities. SIUC provides health and family services through the SIUC Center for Rural Health and Social Service Development, Community Dental Clinics, Clinical Center, Center for Autism Spectrum Disorders, Center for Alzheimer’s Disease and Related Disorders, Neuroscience Institute, and Office of Regional Programs, Project 12 Ways, and Legal Clinics. SIUC supports k-12 public education in the region through programs such as Physician Pipeline Preparatory Program and Head Start. SIUC provides environmental experiences and education through programs such as Touch of Nature and Graduate Research Assistants Supporting Science. Recreational opportunities are provided through athletic events and the SIUC Recreation Center. Finally, regional sustainability is supported through SIU Sustainability and regional public political engagement through The Paul Simon Public Policy Institute.

SIUC’s Office of Conference and Scheduling Services (CSS) teams with degree-granting departments and programs around campus to provide summer camps for children in the community, including such camps as baseball, LEGO camps, architecture, and many others. CSS coordinates over 200 non-credit conferences, workshops, and programs each year to residents of the region and continues the University's commitment to lifelong learning. In FY13, this one-stop conference and program unit coordinated 205 programs serving over 12,000 clients, such as attorneys, medical professionals, middle school and high school teachers, and environmental scientists.

The university provides a remarkably rich array of cultural activities for the public that would otherwise not be available in such a rural region in specially designated venues such as McLeod Theater, University Museum, Shryock Auditorium, and the Student Center Ballrooms and Auditorium. These facilities support perfomrances by faculty and students in the Department of Theater, the School of Art and Design, the School of Music, and the Department of Cinema and Photography. Programs in these academic units enrich the listening and viewing public from the community, which is welcome, frequently free of charge, to these events and exhibits. For example, in FY13, the Department of Theater offered 21 plays, presented by 480 students and 48 faculty members, though many of them appeared in multiple roles during the year. Fully 15,523 ticket-holders attended, at least a third of whom were from off-campus, again with a number of return visits for much of that audience. These theatrical productions cost a total of $244,465, $155,895 of which was offset by ticket sales. Additional sources came from the Fine Arts Fee ($18,000) paid by students, donations to the McLeod Summer Playhouse ($50,909), and the university’s budget from the general revenue fund ($65,000). Major annual events in the arts include the Big Muddy Film Festival (in September and October), the Southern Illinois Symphony Orchestra series (from September to April), the Art Over Easy faculty and student exhibit and art sale (in December), and senior BFA and MFA student exhibits (in April), including the Rickert-Ziebold Trust Award exhibition for advanced students. This selective list of cultural activities considerably enhances the quality of life in southern Illinois, such more than a 1,000 school-children who are invited to the University Museum each year.

WSIU Public Broadcasting is an integral part of the College of Mass Communication & Media Arts on the Carbondale campus with a vision to be an essential public resource that combines the power of media with the power of people to strengthen our communities. Started in 1958, WSIU mission is to improve the quality of life of the people through programs, services and outreach and WSIU partners with other community organizations to promote positive change, and to support the academic and public service missions of Southern Illinois University Carbondale. The WSIU stations serve more than three million people across five states and beyond through three digital television channels, three radio stations, an HD radio channel, a website, local production units, and an education and community outreach department. Additional services include the Southern Illinois Radio Information Service (SIRIS), operated by WSIU Radio, which helps nearly 1,000 individuals who are blind or whose physical condition prevents them from reading stay connected to the world. WSIU also offers professional development in the broadcast industry to hundreds of students each year.

The Daily Egyptian is the flagship student led newspaper of the School of Journalism that celebrated its 100th year of publication in 2016. This award winning newspaper printed once a week and online every day reaches students across the campus and the Carbondale community. The news organization is funded through advertising and a $9 student publication fee approved by SIU’s Board of Trustees in December 2013.

About 12,500 copies of the Daily Egyptian are freely distributed at nearly 200 locations across campus, throughout Carbondale, and other surrounding communities. Research shows that 99 percent of SIUC students, almost 75 percent of faculty and staff, and 50 percent of the Carbondale community read the DE at least once a week\*. Thousands more read the Daily Egyptian every day online. 97% of college newspaper readership has read the print version while 47% have read the online version. 68% of readers read the entire issue. On average, readers spend 14 minutes reading the print edition. 86% of college newspaper readers use coupons. Nearly 40 SIUC students work as editors, reporters, photographers, multimedia reporters, social media managers, page designers, graphic artists, advertising sales representatives, production technicians and circulation drivers. Five professional staff members work as advisers and department managers.

SIUC believes an important component of student development is developing a student’s desire to serve the community. In an effort to develop this perspective, in February 2012, the Center for Service-Learning and Volunteerism (CSLV) was established. Resources have been allocated to the Center to enhance programs and to carry out its mission. The strategic plan specifically calls for an expansion of community-engaged culture through increase in service-learning courses, community development, and in co-curricular student life. This center not only provides an opportunity for students to develop their commitment to service and society, but students enrolled in the program support thousands (**will include average number of annual hours here**) of service hours benefitting many not for profit and public agencies and programs throughout the community. SIUC recognizes outstanding community outreach and service at three campus-wide events in April every year – at a regular monthly meeting of the SIU Board of Trustees (for the Lindell Sturges Award), at the Civic Engagement Achievement Awards Ceremony, and at the Annual Student Leadership and Involvement Award Ceremony.

Library Affairs provides a wealth of engaging and topical programs for SIUC members as well as the community as a whole. In addition to providing free public access to computers, reference materials, and a state-of-the-art facility, Library Affairs offers public lectures on local and global issues, houses exhibits including the opening of “Petticoats and Slide Rules,” which covers the historical role of women in Engineering, and provides tours to community organizations, including 350 school-children in FY2013. In addition, librarians visit community groups around the region, presenting on preservation issues and library science.

A recent shift in the university’s recruitment efforts targets merit-based scholarship students with an interest in public service. All Presidential and Chancellor’s Scholars, about 50 students, are required to undertake at least ten hours a semester of service work both on and off campus. Similarly, the 750 student participants in the University Honors Program engage in community service each year as part of the program’s tri-partite focus in learning, leading, and serving.

Students who complete 30 or more hours of co-curricular community service and document their service with the Center for Service-Learning and Volunteerism receive a notation on their transcript. The notation indicates it is not for credit or grades but “Voluntary Community Service.” SIU is the only four-year public university in the state of Illinois to do so.

Together, these services and community outreach have enabled SIUC to reach the designation of Community Engagement by the Carnegie Classification of Institutions of Higher Education.

See 1.C.1 For detailed description of enrollment profile.

**3. The institution’s planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)**

***(Will use and cite text of Criterion 5 which deals specifically with budget allocation)***

**1.B. The mission is articulated publicly.**

**1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.**

The SIUC mission is most clearly articulated in the current strategic plan “Pathways to Excellence” and the 5 “Values” derived from the mission statement within the plan. This plan identifies goals and mechanisms for achieving the goals in support of the SIUC mission. SIUC also publicizes daily activities associated with our mission through monthly e-mails from the SIU system President’s Office, SIUC Chancellor’s office, and a weekly electronic newsletter entitled “SIU Today” published by University Communications and Marketing. Additionally, SIUC Communication and marketing maintains a frequently updated web page entitled “Points of Pride” which highlights various accomplishments by SIUC faculty, students, and staff.

Within the university, the mission statement is now prominently displayed on all class syllabi and on the opening page of Salukis Online, the university’s online platform for communication between faculty, staff, and students.

**2. The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.**

The primary source of information detailing SIUC’s mission is published in the SIUC strategic Plan “Pathways to Excellence” which was approved by the SIU Board of Trustees in July of 2013. The strategic plan is available to the public as well as students, faculty, and staff at SIUC through a link on the Chancellor’s Web page and outlines the mission, values derived from the mission, short and long-term goals, objectives, and mechanisms to achieve those objectives.

The strategic plan identifies 5 values that are linked to the SIUC mission statement:

• We are proud of our status as a nationally ranked public research university.

• We emphasize student achievement and success because achievement and success are essential if we are to shape future leaders and transform lives.

• We celebrate our unique tradition of access, opportunity, and inclusive excellence.

• We pride ourselves on innovation in research and creative activity, and outstanding teaching.

• We understand our role as a regional economic leader and catalyst for economic development.

The strategic plan then specifically identifies student success; research, scholarship, and creative activity; diversity and inclusiveness; campus community; community relations; and finance, infrastructure, and resource allocation as important areas of focus.

The “student success” component of the strategic plan addresses the “outstanding teaching”, “nurturing student success”, and “transform lives” component of the mission statement. This component of the plan identifies 9 objectives and 30 potential mechanisms to achieve those objectives.

***Student Success Objectives***:

• Focus first and foremost on the academic needs of our students.

• Increase the number and dollar amounts of scholarships.

• Every academic and support department will articulate knowledge and learning outcomes necessary to be a successful student.

• Continue to develop programs that strengthen each student’s connection to the University community.

• Cultivate, recognize and reward excellent teaching.

• Encourage the development and utilization of new teaching approaches.

• Encourage mentoring at every level: peer-to-peer student mentoring, mentoring of undergraduates by graduate students, and mentoring of all students by faculty and staff.

• Expand and optimize our undergraduate research and creative activity opportunities.

• Expand service-learning opportunities to include apprentice models, internships, externships, and volunteer projects.

Although the transformation of lives is not specifically identified, successfully achieving these objectives will no doubt transform the lives of the SIUC student body.

The next component of the strategic plan “Research, Scholarship, and Creative Activity” directly addresses the “innovation in research and creativity” and “create and exchange knowledge” components of the mission statement. This component provides 4 objectives and 18 proposed mechanisms to achieve those objectives:

***Research, Scholarship, and Creative Activity Objectives***:

• Strengthen our status as a Carnegie Research University (High Research Activity).

• Celebrate all forms of research, scholarship and creative endeavors.

• Enhance research communities and workspaces.

• Promote the unambiguous integration of our teaching and research missions by demonstrating that research facilitates student access to and participation in the creation of knowledge, and promotes interaction and mentorship among faculty and students that enhances learning, and provides valuable hands-on training and paraprofessional experience.

The ”Diversity and Inclusiveness” component of the strategic plan addresses the “access and opportunity and inclusive excellence” component of the mission statement. The strategic plan provides 16 mechanisms for achieving the 6 objectives.

***Diversity and Inclusiveness Objectives***:

• Increase awareness of our institutional commitment to diversity.

• Develop and institute a plan for recruiting and retaining an undergraduate and graduate student body that reflects state and national statistics of the college bound population.

• Develop and monitor a plan for hiring, retaining and promoting diverse staff, faculty and administrators based on state and national statistics of the qualified population.

• Manage and monitor the climate on campus to ensure that all students, faculty, staff, and administrators feel welcome, satisfied, included and supported.

• Promote and highlight diversity pedagogy, research, and scholarship.

• Obtain and strengthen endowments and scholarships for underrepresented/underserved students.

The “Community Relations” component of the strategic plan addresses the “regional economic catalyst and improve our communities” components of the mission statement. The strategic plan provides 11 mechanisms to address the 4 objects:

***Community Relations Objectives***:

• Develop connections with the broader community to enhance service learning, public service, and cultural and artistic mindfulness.

• Maximize the capacity of the University’s boundary-spanning entities.

• Optimize the impact of our research activities on the region and state and become a leader in basic, applied, translational research in key focus areas where the University already has noticeable strengths and that build on our commitment to outreach to our broader community.

• Engage employers and industry partners in our pursuit of offering relevant high-quality degree programs that develop highly prepared graduates.

An additional component of the strategic plan that is peripherally related to the mission in that it will help the university successfully achieve the other components of the mission is the “Finance, Infrastructure, and Resource Allocation” component of the plan providing 16 mechanisms to address 5 objectives.

***Finance, Infrastructure, and Resource Allocation Objectives***

• Increase revenue from all sources.

• Foster an entrepreneurial spirit within the University.

• Seek financial efficiencies wherever possible.

• Define the current resource allocation process and pursue improvements where appropriate.

• Make greater use of the talents and skills of our faculty, staff and students.

**3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.**

To achieve its mission, SIUC provides a diverse range of programs that promote individual student creativity and supports acquisition of knowledge and technical advancement, assuring student success through and after graduation, while supporting the needs of the region and state.

SIUC begins assuring student success with University College. University College was designed to help students succeed through their first year of college by connecting students to information about events, university updates, employment opportunities, pending academic deadlines, tutoring schedules, speakers, and services in order to assure students achieve their goals. SIUC provides a core curriculum that exposes all students to a variety of creative experiences, research opportunities, and community service.

Creative experiences are provided primarily in the College of Liberal Arts and College of Mass Communication and Media Arts. The College of Liberal Arts is comprised of 18 academic departments including departments in Arts, Humanities, and Social Services. In these departments and programs, students can take a wide range of majors and minors. Similarly creative programs can be found in the departments of Cinema and Photography and the Department of Radio, Television, and Digital Media, two components of the College of Mass Communication and Media Arts.

Through its endeavors to conduct original research and acquire new knowledge, The Colleges of Science; Applied Sciences and Arts; Engineering; and Agricultural Sciences provide opportunities for both undergraduate and graduates students to acquire research experience while conducting original research and developing technological advancements, directly benefitting both student success and the regional community.

Programs and departments in the College of Applied Sciences and Arts, College of Science, and College of Engineering ensure student success by offering highly technical degree programs which are in high demand by regional and national industries (e.g., health care; aviation and automotive technologies; computer science; microbiology; and civil, environmental, electrical, computer, and mechanical engineering; and mining and mineral resources).

Research beneficial to a rural, agricultural based economy can be found in the previously mentioned departments of the Colleges of Applied Arts and Sciences and Engineering as well as the College of Sciences Departments of Zoology; Plant Biology; Geology; and College of Agricultural Sciences Departments of Animal Science Food and Nutrition; Forestry; and Plant, Soil, and Agricultural Systems.

Finally, like most rural regions, it is difficult for communities in southern Illinois to maintain educators and health care. The College of Education and Human Services and School of Medicine produces new professionals with degrees in these critically important fields and provides multiple incentives for graduates to remain in the region post-graduation.

**1.C. The institution understands the relationship between its mission and the diversity of society.**

**1. The institution addresses its role in a multicultural society.**

During the 7 years expanding 2010-2016 the undergraduate student body was approximately 70% Caucasian, 18% African American, 9% Hispanic, and 2% Asian American with total minorities ranging from 28-30% during this time period. These proportions are similar to those from the 2000 census of Illinois residents where 68% were Caucasian, 15% were African American, 12% were Hispanic, and 3% were Asian American. The SIUC Student Multicultural Resource Center supports numerous resources specific to minorities ensuring minorities feel included and are successful such as the Black Resource Center; LGBTQ Resource Center; Women’s Resource Center; Gender-inclusive Housing; Office of Equity and Compliance; School of Medicine Office of Diversity, Equity, and Inclusion.

**2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.**

The Student Multicultural Resource Center serves as the lead in organizing activities that support the multiple cultures of students that attend SIUC with the mission “We promote an environment of collaboration with the entire SIU campus to educate, affirm, evaluate and advocate for excellence and inclusivity in all areas. We support student success in learning and development while nurturing an institutional climate of social justice and equity.” For example, in 2017 SIUC held a Salukis United in Diversity Conference. Additionally, 50 registered Student Organizations supported by SIUC support activities for minorities, non-traditional students, students with limited physical or mental abilities, first generation students, and veterans.

**1.D. The institution’s mission demonstrates commitment to the public good.**

**1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.**

SIUC is governed by the SIU Board of Trustees which is appointed by the governor, thus, public obligation is directed.

(See more detailed description of public Community Outreach and Human Services under section 1.A.1

**2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

SIUC is a public university governed by a Board of Trustees appointed by the Governor of Illinois. As such, the only investors are the residents of the state of Illinois, there are no financial returns and no outside investors. Detailed information regarding income and expenditures can be found in (Criterion 5.A.?)

**3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.**

The Center for Service Learning and Volunteerism has an Advisory Council that consists of community members, faculty, staff, graduate and undergraduate students. It meets each semester and to determine policies and priorities for the Center’s work. For instance, it provides individual consultation to faculty, graduate students and staff interested in service-learning, volunteerism, and community engagement.

The Office of Economic and Regional Development (OERD) and the Connect SI Foundation conducted six listening sessions throughout southern Illinois in 2013. Those listening sessions were held to help determine the needs of the region. Regional assets and challenges were identified. As a result, regional opportunities emerged – including expanding efforts in training for small business development. In 2017 OERD initiated an Entrepreneur-in-Residence program matching seasoned entrepreneurs with start-up businesses.

A second opportunity identified from the region was to provide education and training to foster an entrepreneurial culture. OERD was instrumental in helping to establish high school “CEO” classes in nine southern Illinois counties starting in 2015. These classes are funded by the private sector and held outside of the classroom. Students are taught many aspects of entrepreneurship and also start their own businesses while taking the class.

**Karen Stallman (SIUC Director of Community Relations) will be providing additional text here.**

Finally, numerous individual programs such as the Profession Science Master’s in Wildlife Administration and Management solicit input for curricular development and modification from an external advisory board of public and private agencies and industries that hire program graduates.

**HLC Criterion 2**

**Outline 9/2017**

**2A.** Institution operates with integrity in its financial, academic, personnel and auxiliary functions

 I. Financial

 a. Budget and planning committee

 b. Financial Statement (BOT and SIUC)

 c. Tuition/Fees committee recommendation structure (BOT and SIUC)

 d. State Procurement codes and conflict of interest policies

 II. Academics (polices concerning academic affairs)

 a. IBHE policies

 b. Southern Illinois University BOT Board Legislation-Policies

 c. Southern Illinois University System University Guidelines

 d. Undergraduate Catalog

 e. Graduate Student Catalog

f. SIUC Student Conduct Code

g. College specific undergraduate student handbooks

h. SIUSOM Student Handbook <https://www.siumed.edu/oec/policies/student->handbook.html

III. Personnel

 a. Hiring policies and affirmative action

b. Grievances and Collective Bargaining Agreement

1. Judicial Affairs Board

2. Labor and Employees Relations and Ethics

3. Sexual Harassment Policy

4. Research Ethics and Compliance (SOM/OSPA)

5. SIU Office of General Counsel

6. SIUSOM Grievance Policy – Civil Service (intranet <http://intranet.siumed.edu/finandadmin/hr/Policies/grievanceproced.htm>)

7. SIUSOM Grievance Policy – Faculty and Administrative Professional <http://intranet.siumed.edu/finandadmin/hr/Policies/PDFs/grievance_%20FAPAA.pdf>)

c. Climate Survey data (work environment that encourages creativity, excellence and high moral)

 1. Response committee

2. Strategies to respond to issues raised in climate survey

 IV. Auxiliary

 1. University Ethics Office/training

 2. Title IX training

3. Office of Equity and Compliance

4. SIUSOM Compliance and Ethics (https://www.siumed.edu/compliance)

5. Compliance with state regulations such as Freedom of Information Act

 <http://policies.siu.edu/other-policies/>

**2B.** Institution presents itself clearly and completely to students and the public with regard to programs, requirements, costs, control and accreditation relationships

I.Websites providing transparent view of university

 a. SIU system dashboard

b. SIUC admissions portal- campus life

 i. Costs

ii. Available resources to assist students

iii. Academic support

iv. Campus safety

c. SIUSOM <https://www.siumed.edu/>

i. Costs

ii Available resources to assist students

iii. Academic Support

iv. Campus safety

d. SIUSOM Medicine (HealthCare, physician practice) <http://www.siuhealthcare.org/>

 II. Undergraduate Catalog

 a. faculty listing (also departmental websites)

b. degree requirements

 c. course listing with accurate information of faculty teaching the courses

 III. Graduate Catalog

a. faculty listing (also departmental websites)

b. degree requirements

 c. course listing with accurate information of faculty teaching the courses

IV. SIUSOM resources

a. SIU SOM Student Yearbook https://www.siumed.edu/sites/default/files/u791/viewbook\_draftrb.

b. curriculum resources https://www.siumed.edu/oec/curriculum-resources.html

 III. Accreditation transparency

 a. Institutional Research and Studies

 b. Office of Assessment and Program Review

 c. Departmental and program sites (including logos)

d. SIUSOM LCME accreditation project site (intranet) <https://intranet.siumed.edu/lcme/>

e. SIUSOM LCME accreditation decision press release <http://www.siumed.edu/pr/highlights/medical-school-again-earns-maximum-accreditation.html>

**2C.** The governing board is sufficiently autonomous to make decisions in the best interest of the institution and to insure its integrity

1. The governing board’s deliberations reflect priorities to preserve and enhance the institution

a. BOT appointment guidelines

 i. BOT strategic plan

 ii. SIUC strategic plan alignment with BOT

2. The governing board reviews and considers the reasonable and relevant interests of the institutions internal and external constituencies during its decision making deliberations

a. BOT minutes

 i. BOT consideration of interests of internal and external constituencies

 ii. Policy development

 3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.

 a. BOT structure and University Guidelines

4. The governing board delegates day to day management of the institution to the administration and expects the faculty to oversee academic matters

a. Board Bylaws concerning role of BOT, President and Chancellor as “Chief Operating Officer”

<http://siusystem.edu/board-of-trustees/legislation/board-legislation-bylaws.shtml#ivsect1>

b. BOT Guidelines for Academic Planning

c. SIUC Employee Handbook/ SIUC Faculty Association (FA)/ NTTFA/GAU

**2D.** The institution is committed to freedom of expression and the pursuit of truth in teaching and learning

I.BOT policy

II. Employee Handbook and

a. Policy on Academic Freedom; Rights and Responsibilities

 b. Social media policy

III. Academic Freedom provisions in applicable Collective Bargaining Agreements

**2E.** The institution’s policies and procedures call for responsible acquisition, discovery and application of knowledge by faculty, staff and students

1. The institution provides effective oversight and support services to ensure the integrity of our research and scholarly practice conducted by faculty, staff and students

 a. University handbook

 i. Code of Ethics-Faculty

 ii. Research Misconduct Policy

 iii. Responsible Conduct of Research policy and training

 iv. Conflict of Interest Policy

b. University sponsored support

i. New Faculty Orientation

 iii. Leadership workshops for academic administrators

 b. Office of Sponsored Projects

 i. SIUC

1. **SIUC Human Subjects Committee**

 2. Institutional Animal Care and Use Committee

3. Institutional Biosafety Committee

4. Online training offered by Collaborative Institutional Training Initiative (CITI)

5. Financial Conflict of Interest

ii. SIUSOM

1. SIUSOM Springfield Committee for Research Involving Human Subjects https://www.siumed.edu/scrihs

2. Division of Laboratory Animal Medicine

3. On line training offered by MyCourses

4. SIUSOM Conflict of Interest/Commitment Policy <https://www.siumed.edu/compliance/conflict-interest-and-commitment.html>

3. SIUSOM Industry Relations Policy <https://www.siumed.edu/compliance/industry-relations.html>

4. Infection Control and Safety Committee

4. SIUSOM Misconduct in Science Committee (https://www.siumed.edu/oec/policies/student-handbook.html#misconduct)

2. Students are offered guidance in the ethical use of information resources.

 i. Student Conduct Code

iii. New Student Orientation

iii. UCOL 101, Communication Studies 101 (Library), ENG 101, ENG 102 and Media and Information Literacy (MCMA) 200.

iv. IT advisement

v. SIUSOM Medical Student Use of Electronic Devices policy <https://www.siumed.edu/oec/policies/medical-student-use-electronic-devices-during-patient-encounters.html>

3. The institution has and enforces policies on academic honesty and integrity

 i. Code of Ethics-Faculty

 ii. SIUC Student Conduct Code/ Saluki Creed

iii. SIUSOM Student Honor Code <http://www.siumed.edu/oec/policies/student-handbook.html#honor>

 iii. Plagiarism Policy

**Criterion Three. Teaching and Learning: Quality, Resources, and Support**

Co-Chairs:Michael Brown & Kim Little.

The institution provides high quality education, [wherever and however its offerings are delivered](https://www.hlcommission.org/Criteria-Eligibility-and-Candidacy/glossary-new-criteria-for-accreditation.html).

* 1. **The institution’s degree programs are appropriate to higher education.**

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| 1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded. |
| **Examples** | **Evidence** |
| I. Faculty Oversight – Various Curriculum Committees (University and College/School level) and their procedures and duties | Operating Papers of Faculty Senate, Graduate Council, and CollegesAgendas and Minutes |
| II. Program Review | Procedures Reviews |
| III. Program Accreditations | List of accreditationsDescriptions of key accreditations Procedures |

SIUSOM Curriculum Schedules (lists courses/units/clerkships) <https://www.siumed.edu/oec/curriculum-calendars.html>

**Operating Papers:**

Agricultural Sciences:

Applied Sciences and Arts: <http://asa.siu.edu/about/operating-paper/>

Business: <http://business.siu.edu/_common/documents/fac_res/CoBOperating_Paper.pdf>

Education and Human Services: <http://ehs.siu.edu/_common/documents/operating-papers/COEHS-OP.pdf>

Engineering: <http://engineering.siu.edu/_common/documents/College%20Operating%20Paper.pdf>

Liberal Arts: <http://cola.siu.edu/infofor/faculty-staff/Offices-Committees-Councils/cola-operating-papers.pdf>

Mass Communication and Media Arts: <http://mcma.siu.edu/_common/documents/operatingpapers_CMCMA>

Science: <http://science.siu.edu/_common/pdfs/oppaper>

Graduate School: [file:///C:/Users/siu850001240/Desktop/Operating%20Paper%20for%20the%20Graduate%20School%20\_%20Policies%20\_%20SIU.html](file:///C%3A/Users/siu850001240/Desktop/Operating%20Paper%20for%20the%20Graduate%20School%20_%20Policies%20_%20SIU.html)

School of Law:

School of Medicine: [file:///C:/Users/siu850001240/Desktop/Operating%20Paper%20\_%20SIU%20School%20of%20Medicine.html](file:///C%3A/Users/siu850001240/Desktop/Operating%20Paper%20_%20SIU%20School%20of%20Medicine.html)

University College:

Intercollegiate Athletics: <http://policies.siu.edu/policies/iaac.php>

**Dean’s data – Policies for Hiring, Promotion and Tenure:** [**http://cslv.siu.edu/\_common/documents/hiring-tenure-promotion-policies.pdf**](http://cslv.siu.edu/_common/documents/hiring-tenure-promotion-policies.pdf)

Faculty Operating Paper: [file:///C:/Users/siu850001240/Desktop/Operating%20Paper%20of%20the%20Faculty%20\_%20Policies%20\_%20SIU.html](file:///C%3A/Users/siu850001240/Desktop/Operating%20Paper%20of%20the%20Faculty%20_%20Policies%20_%20SIU.html)

AP Staff Council Operating Paper: [file:///C:/Users/siu850001240/Desktop/Operating%20Paper%20of%20the%20A\_P%20Staff%20Council%20\_%20Policies%20\_%20SIU.html](file:///C%3A/Users/siu850001240/Desktop/Operating%20Paper%20of%20the%20A_P%20Staff%20Council%20_%20Policies%20_%20SIU.html)

Range Employees Operating Paper: [file:///C:/Users/siu850001240/Desktop/Range%20Employees%20Committee\_%20Operating%20Paper%20\_%20Policies%20\_%20SIU.html](file:///C%3A/Users/siu850001240/Desktop/Range%20Employees%20Committee_%20Operating%20Paper%20_%20Policies%20_%20SIU.html)

Civil Service Council By-Laws: [file:///C:/Users/siu850001240/Desktop/Civil%20Service%20Council%20Bylaws%20\_%20Policies%20\_%20SIU.html](file:///C%3A/Users/siu850001240/Desktop/Civil%20Service%20Council%20Bylaws%20_%20Policies%20_%20SIU.html)

Program Review: [file:///C:/Users/siu850001240/Desktop/Program%20Review%20\_%20Southern%20Illinois%20University.html](file:///C%3A/Users/siu850001240/Desktop/Program%20Review%20_%20Southern%20Illinois%20University.html)

**List of Accreditations:** [**file:///C:/Users/siu850001240/Desktop/Southern%20Illinois%20University%20-%20Institutional%20Research%20&%20Studies%20\_%20Accreditations.html**](file:///C%3A/Users/siu850001240/Desktop/Southern%20Illinois%20University%20-%20Institutional%20Research%20%26%20Studies%20_%20Accreditations.html)

**Descriptions of Key Accreditations and Procedures:**

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| 2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post- baccalaureate, post-graduate, and certificate programs. |
| **Examples** | **Evidence** |
| I. Program Descriptions (levels) | UG and Grad Catalogs Graduate School Policies |
| II. Learning Goals (UCC and Programs) | Assessment PlansUG and Grad Catalogs |

SIUSOM curriculum goals and guidelines <https://www.siumed.edu/oec/policies/student-handbook.html#goals>

SIUSOM graduation goals <https://www.siumed.edu/sites/default/files/u1031/objectives_for_graduation_revised_4-8-13.pdf>

**Undergraduate Catalog:** [**http://registrar.siu.edu/pdf/ugradcatalog1718.pdf**](http://registrar.siu.edu/pdf/ugradcatalog1718.pdf)

**Graduate Catalog:** [**http://gradschool.siu.edu/about-us/grad-catalog/catalog-17-18.php**](http://gradschool.siu.edu/about-us/grad-catalog/catalog-17-18.php)

**School Policies:** [**http://policies.siu.edu/**](http://policies.siu.edu/) **and** [**http://policies.siu.edu/other-policies/**](http://policies.siu.edu/other-policies/)

**School of Law Rules - Complete:**

[**http://law.siu.edu/\_common/documents/rules-code/SOL%20Rules%20for%20AY%2017-18.pdf**](http://law.siu.edu/_common/documents/rules-code/SOL%20Rules%20for%20AY%2017-18.pdf)

**School of Law – Honor Code:** [**http://law.siu.edu/\_common/documents/rules-code/honor-code.pdf**](http://law.siu.edu/_common/documents/rules-code/honor-code.pdf)

**SIUC Student Conduct Code:** [**http://dos.siu.edu/\_common/documents/scc.pdf**](http://dos.siu.edu/_common/documents/scc.pdf)

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| 3. The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality). |
| **Examples** | **Evidence** |
| I. Assessment | Assessment Policies, Plans, and Reports |
| II. Overview of Extended Campus | Policies and reports |
| III. Concurrent Enrollment | Policies and reports |

 **Assessment:** website under construction

 **Extended Campus Policies and Reports:** [**http://extendedcampus.siu.edu/compliance/**](http://extendedcampus.siu.edu/compliance/) **and** [**http://extendedcampus.siu.edu/compliance/mou-protocol.php**](http://extendedcampus.siu.edu/compliance/mou-protocol.php)

* 1. **The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.**

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| 1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. |
| **Examples** | **Evidence** |
| I. University Core Curriculum | UCC website and chapter in catalog |
| II. UCC & LEAP | Faculty Senate resolution 2012 |
| III. UCC “Redesigns” (UCOL replaces Interdisciplinary & hours reduction) | Documents on UCOL 101 developmentRecords of the CCRI and related bodies |

**UCC Website:** [**http://corecurriculum.siu.edu/**](http://corecurriculum.siu.edu/)

**UCC Chapter 3 from Undergraduate Catalog:** [**http://registrar.siu.edu/pdf/ugradcatalog1718chap3.pdf**](http://registrar.siu.edu/pdf/ugradcatalog1718chap3.pdf)

**UCC Checklist:** [**http://corecurriculum.siu.edu/program-overview/UCC%20Checksheet%202017-2018.pdf**](http://corecurriculum.siu.edu/program-overview/UCC%20Checksheet%202017-2018.pdf)

**UCC Proficiency Credit:** [**http://corecurriculum.siu.edu/ways-to-satisfy-core-curriculum/proficiency-credit-by-examination/**](http://corecurriculum.siu.edu/ways-to-satisfy-core-curriculum/proficiency-credit-by-examination/)

**UCC Advanced Core Curriculum Courses:** [**http://corecurriculum.siu.edu/ways-to-satisfy-core-curriculum/advanced-core-curriculum-courses/**](http://corecurriculum.siu.edu/ways-to-satisfy-core-curriculum/advanced-core-curriculum-courses/)

**UCC Honors Courses:** [**http://honors.siu.edu/courses/**](http://honors.siu.edu/courses/)

**UCC Faculty Senate Resolution 2012:** [**http://facultysenate.siu.edu/\_common/2016/appendix/apr-2016-appendix-a-ucc-assessment-resolution.pdf**](http://facultysenate.siu.edu/_common/2016/appendix/apr-2016-appendix-a-ucc-assessment-resolution.pdf)

**Essential Learning Outcomes - LEAP:** [**http://corecurriculum.siu.edu/\_common/documents/leap-essential-learning-objectives.pdf**](http://corecurriculum.siu.edu/_common/documents/leap-essential-learning-objectives.pdf)

**UCC Redesign: in D2L shell – Criterion 3 -**

**UCOL 101 Development: In D2L shell – Criterion 3**

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| 2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess. |
| **Examples** | **Evidence** |
| I. University Core Curriculum Learning Outcomes | UCC website and chapter in catalogLEAP Learning Outcomes (Faculty Senate 2012) |
| II. UCC Assessment | Assessment Plans and Reports UCC Director and CCEC reviews |
| III. UCOL 101 | Documents on UCOL 101 development Assessment of UCOL 101 |

**UCC Website:** [**http://corecurriculum.siu.edu/**](http://corecurriculum.siu.edu/)

**UCC Chapter 3 from Undergraduate Catalog:** [**http://registrar.siu.edu/pdf/ugradcatalog1718chap3.pdf**](http://registrar.siu.edu/pdf/ugradcatalog1718chap3.pdf)

**UCC Checklist:** [**http://corecurriculum.siu.edu/program-overview/UCC%20Checksheet%202017-2018.pdf**](http://corecurriculum.siu.edu/program-overview/UCC%20Checksheet%202017-2018.pdf)

**UCC Faculty Senate Resolution 2012:** [**http://facultysenate.siu.edu/\_common/2016/appendix/apr-2016-appendix-a-ucc-assessment-resolution.pdf**](http://facultysenate.siu.edu/_common/2016/appendix/apr-2016-appendix-a-ucc-assessment-resolution.pdf)

**UCC Redesign: in D2L shell – Criterion 3**

**UCOL 101 Development: In D2L shell – Criterion 3**

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| 3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. |
| **Examples** | **Evidence** |
| I. Program Learning Goals | Program descriptions (web and catalog) Assessment Plans and ReportsProgram Reviews |

* + 1. Process of Assessing Program Learning Goals

Assessment plans and reports Program Reviews

SIUSOM Problem Based Learning <https://www.siumed.edu/academy/problem-based-learning.html>

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| 4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work. |
| **Examples** | **Evidence** |
| I. Multicultural requirement in the University Core Curriculum | UCC website and chapter in catalog LEAP Learning Outcomes |
| II. Center for Inclusive Excellence | Strategic Plan and reports |
| III. Teacher Education Program’s Diversity in Educator Program | Assessment |

SIUSOM Policy and Plan for Diversity and Inclusion <https://www.siumed.edu/diversity/form/policy-and-plan-diversity-and-inclusion.html>

**UCC Website:** [**http://corecurriculum.siu.edu/**](http://corecurriculum.siu.edu/)

**UCC Chapter 3 from Undergraduate Catalog:** [**http://registrar.siu.edu/pdf/ugradcatalog1718chap3.pdf**](http://registrar.siu.edu/pdf/ugradcatalog1718chap3.pdf)

**UCC Checklist:** [**http://corecurriculum.siu.edu/program-overview/UCC%20Checksheet%202017-2018.pdf**](http://corecurriculum.siu.edu/program-overview/UCC%20Checksheet%202017-2018.pdf)

**UCC Proficiency Credit:** [**http://corecurriculum.siu.edu/ways-to-satisfy-core-curriculum/proficiency-credit-by-examination/**](http://corecurriculum.siu.edu/ways-to-satisfy-core-curriculum/proficiency-credit-by-examination/)

**UCC Advanced Core Curriculum Courses:** [**http://corecurriculum.siu.edu/ways-to-satisfy-core-curriculum/advanced-core-curriculum-courses/**](http://corecurriculum.siu.edu/ways-to-satisfy-core-curriculum/advanced-core-curriculum-courses/)

**UCC Honors Courses:** [**http://honors.siu.edu/courses/**](http://honors.siu.edu/courses/)

**UCC Faculty Senate Resolution 2012:** [**http://facultysenate.siu.edu/\_common/2016/appendix/apr-2016-appendix-a-ucc-assessment-resolution.pdf**](http://facultysenate.siu.edu/_common/2016/appendix/apr-2016-appendix-a-ucc-assessment-resolution.pdf)

**Essential Learning Outcomes - LEAP:** [**http://corecurriculum.siu.edu/\_common/documents/leap-essential-learning-objectives.pdf**](http://corecurriculum.siu.edu/_common/documents/leap-essential-learning-objectives.pdf)

**UCC Redesign: in D2L shell – Criterion 3**

 **Program Learning Goals:**

 **Programmatic Assessment:** [**http://assessment.siu.edu/assessment/programmatic\_assessment/index.php**](http://assessment.siu.edu/assessment/programmatic_assessment/index.php)

 **Assurance of Learning:** [**http://assessment.siu.edu/\_common/documents/assurance\_of\_learning\_materials\_jan\_2011.pdf**](http://assessment.siu.edu/_common/documents/assurance_of_learning_materials_jan_2011.pdf)

**UCOL 101 Development: In D2L shell – Criterion 3**

 **Center for Inclusive Excellence:** [**http://smrc.siu.edu/**](http://smrc.siu.edu/)

 **TEP Diversity in Educator Program:** [**http://ehs.siu.edu/about/diversity.html**](http://ehs.siu.edu/about/diversity.html)

 **College of Business Minority Affairs:** [**http://business.siu.edu/services/minority-affairs/**](http://business.siu.edu/services/minority-affairs/)

 **College of Business Mentor Program:** [**http://business.siu.edu/services/mentor/**](http://business.siu.edu/services/mentor/)

 **College of Engineering Success in Engineering Through Excellence and Diversity:** [**http://engineering.siu.edu/about/success-in-engineering.html**](http://engineering.siu.edu/about/success-in-engineering.html)

 **College of Engineering Professional Mentoring Program:** [**http://engineering.siu.edu/about/Professional-mentoring-program.html**](http://engineering.siu.edu/about/Professional-mentoring-program.html)

|  |
| --- |
| 5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission. |
| **Examples** | **Evidence** |
| I. Faculty research and creative activities | Activity Insight (and previous reporting artifacts) |
| II. Undergraduate and Graduate student research and creative activities | Documents and events from VCR, CURCA and related programs |

SIUSOM Medical Student Research Policy [https://www.siumed.edu/oec/policies/student-handbook.html#research\_policy](https://www.siumed.edu/oec/policies/student-handbook.html%22%20%5Cl%20%22research_policy)

 **Activity Insight:** [**http://ospa.siu.edu/\_common/documents/Faculty%20Guidance%20on%20Use%20of%20Activity%20Insight.pdf**](http://ospa.siu.edu/_common/documents/Faculty%20Guidance%20on%20Use%20of%20Activity%20Insight.pdf) **and** [**http://ospa.siu.edu/resources/reports/activity-insight.php**](http://ospa.siu.edu/resources/reports/activity-insight.php)

 **CURCA: closed – need documentation**

**3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.**

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| 1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning. |
| **Examples** | **Evidence** |
| I. Faculty Qualifications | Activity Insight, CVs, Banner |
| II. Faculty Service to Curricula | Minutes and Reports from department and college committees, Faculty Senate (UEPC), |

Graduate Council, and Core Curriculum Executive Council

* + 1. Faculty & Assessment Assessment Plans and Reports

SIUSOM Policies for Promotion and Tenure <https://www.siumed.edu/sites/default/files/u233/siusom_tenurepromotion_guide2010.pdf>

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| 2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs. |
| **Examples** | **Evidence** |
| I. Instructor Qualifications | Activity Insight, CVs, Banner |

SIUSOM Policies for Promotion and Tenure <https://www.siumed.edu/sites/default/files/u233/siusom_tenurepromotion_guide2010.pdf>

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| 3. Instructors are evaluated regularly in accordance with established institutional policies and procedures. |
| **Examples** | **Evidence** |
| I. Instructor Evaluations | Department and College policies and evaluationsNTT FA Contracts |

SIUSOM Policies for Promotion and Tenure <https://www.siumed.edu/sites/default/files/u233/siusom_tenurepromotion_guide2010.pdf>

 Instructor Evaluations: <http://cte.siu.edu/instructional-evaluation/>

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| 4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development. |
| **Examples** | **Evidence** |
| I. Instructor Evaluations | Department and College evaluationsCenter for Teaching Excellence programming and participation (including assessment of programming) |

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| 5. Instructors are accessible for student inquiry. |
| **Examples** | **Evidence** |
| I. Instructor office space and hours | Office assignments NTT FA contracts |

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| 6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development. |
| **Examples** | **Evidence** |
| I. Staff Qualifications and Training | Resumes/Academic Advisor PortfoliosAdvisory Council on Academic Advisement- ACE Program |
| II. Staff Professional Development | Annual Summer Summits Fall and Spring Advisor DayFall Advisor Workshop |

SIUSOM Student Affairs <https://www.siumed.edu/studentaffairs>

 Staff Qualifications and Training:

* 1. **The institution provides support for student learning and effective teaching.**

SIUSOM Education and Curriculum <https://www.siumed.edu/oec>

SIUSOM Academy for Scholarship in Education <https://www.siumed.edu/academy>

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| 1. The institution provides student support services suited to the needs of its student populations. |
| **Examples** | **Evidence** |
| I. Co-curricular Oversight – Various Co- Curriculum Committees (University and College/School level) and their procedures and duties | Operating Papers of University-wide and Colleges Co-Curricular opportunitiesAgendas and Minutes |
| II. Program Review | ProceduresReviews |

* + - 1. Extensive student/faculty support services

Morris Library: <http://www.lib.siu.edu/>

 Course Reserves for Instructors: <http://www.lib.siu.edu/reserves>

 Ask a Librarian: <http://libguides.lib.siu.edu/askalibrarian>

Librarian Liaison Program: <http://libguides.lib.siu.edu/liaisonprogram>

Library Affairs Strategic Plan: [file:///C:/Users/siu850001240/Downloads/Library%20Affairs%20Strategic%20Plan%202014.pdf](file:///C%3A/Users/siu850001240/Downloads/Library%20Affairs%20Strategic%20Plan%202014.pdf)

Campus-wide Tutorial Services:

Writing Lab (on-campus and online) Math Lab: <http://write.siu.edu/>

Center for Inclusive Excellence: <http://smrc.siu.edu/>

Center for Service Learning and Volunterism: <http://cslv.siu.edu/>

Undergraduate Academic Advisement: <http://advisement.siu.edu/>

Graduate Advising: <http://gradschool.siu.edu/academics/>

Veterans Services: <http://veterans.siu.edu/>

Articulation and Evaluation: <http://articulation.siu.edu/>

Non-Traditional Student Services: <http://nontrad.siu.edu/>

TRIO Programs: <http://triostudentsupport.siu.edu/>

Upward Bound <http://projectupwardbound.siu.edu/>

Student Support Services <http://triostudentsupport.siu.edu/>

McNair Scholars <http://mcnair.siu.edu/>

Student-facing technology platforms:

 Degree Works <http://mydegree.siu.edu/>

 SSC Campus <http://advisement.siu.edu/SSC%20Campus.php>

 Enrollment Services

Admissions <http://admissions.siu.edu/>

Financial Aid <http://fao.siu.edu/>

 Housing

 Specialty Housing <http://www.housing.siu.edu/specialty-housing>

 Freshmen Interest Groups (FIG) <http://housing.siu.edu/residence-halls/communities>

 Academic Peer Advocates (APAs) and RAs <https://www.housing.siu.edu/positions/resident-assistant>

 Housing Leadership <http://www.housing.siu.edu/leadership>

 EWIP – UCC – Early Warning Program – see APAs

Student Involvement <http://getinvolved.siu.edu/>

Registered Student Organizations <http://getinvolved.siu.edu/search-rso.php>

 SalukiTech <http://oit.siu.edu/salukitech/>

Extended Campus <http://extendedcampus.siu.edu/>

Student Recreation Center <http://rec.siu.edu/>

Student Center <http://studentcenter.siu.edu/>

Student Rights and Responsibilities <http://srr.siu.edu/>

Student Involvement and Leadership Development <http://getinvolved.siu.edu/>

Saluki Cares <http://salukicares.siu.edu/>

Saluki Express <http://studentcenter.siu.edu/services/saluki-express/>

Saluki Family Association <http://salukifamily.siu.edu/>

SIU/Saluki Advantage – Co-Curricular Transcript <http://getinvolved.siu.edu/advantage/>

Counseling and Psychological Services <http://shc.siu.edu/counseling/>

Student Emergency Dental <http://shc.siu.edu/dental/>

Student Medical Clinic <http://shc.siu.edu/medical-clinic/>

Student Pharmacy <http://shc.siu.edu/pharmacy/>

Student Handbooks Health Services

Technology Tutorials: <http://oit.siu.edu/salukitech/tutorials/>

University College <http://universitycollege.siu.edu/>

Achieve Program <http://achieve.siu.edu/>

Career Services: <http://careerservices.siu.edu/>

Center for Learning Support Services: <http://tutoring.siu.edu/>

Disability Support Services <http://universitycollege.siu.edu/unit/>

Provisional Advisement <http://exploratory.siu.edu/>

Exploratory Student Advisement Probation Support Services <http://exploratory.siu.edu/>

First Scholars <http://firstscholars.siu.edu/>

New Student Programs and Orientation <http://nsp.siu.edu/>

Project Upward Bound <http://projectupwardbound.siu.edu/>

Testing Services <http://testingservices.siu.edu/>

Trio Student Support Services <http://triostudentsupport.siu.edu/>

UCOL 101 <http://ucol101.siu.edu/>

Student Employment <http://studentjobs.siu.edu/start/money-matters.php>

STARS (College of Business) <http://business.siu.edu/services/stars.html>

Center for Teaching Excellence <http://cte.siu.edu/>

Campus-Wide Retention Committee – website under construction

Student Involvement and Leadership <http://getinvolved.siu.edu/>

University Honors Program <http://honors.siu.edu/>

Veterans Services <http://veterans.siu.edu/>

SIUSOM Student Affairs <https://www.siumed.edu/studentaffairs>

SIUSOM Student Wellness

<https://www.siumed.edu/studentaffairs/wellness-programming-and-resources.html>

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| 2.The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared. |
| **Examples** | **Evidence** |
| I. Co-Curricular Descriptions (levels) | Admissions University CollegeProvisional Admissions AchieveExploratory Student Advisement (undecided) Undergraduate Student AdvisementGraduate Student Advisement Student-facing Technology PlatformsDegree Works SSC CampusSIU Online (D2L)EWIP – University Core Curriculum – Early WarningNew Student Programs Week of Welcome (WOW)New Student Orientation Learning Support Services Writing CenterMath Lab |
| II. Learning Goals (UCC and Programs) | Assessment PlansAcademic Advisement Syllabus (by college or major)UG and Grad Catalogs |

SIUSOM MEDPREP <https://www.siumed.edu/medprep>

|  |
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| 3. The institution provides academic advising suited to its programs and the needs of its students. |
| **Examples** | **Evidence** |
| I. Assessment | Assessment Policies, Plans, and Reports |
| II. Overview of Extended Campus | Policies and reports |
| III. Committees and Councils | Policies and reportsMeeting agendas and minutes Advisement surveys |

* + - 1. Technology (student facing and non- student facing)

Degree Works <http://mydegree.siu.edu/>

SSC Campus

<http://advisement.siu.edu/SSC%20Campus.php>

Salukinet – INB and SSB

<http://oit.siu.edu/sis/>

ARGOS

Bolt-On X-tender

SIU online (D2L) Workflow

 <http://oit.siu.edu/sis/>

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| 4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings). |
| **Examples** | **Evidence** |
| I. Assessment | Assessment Policies, Plans, and Reports |
| II. Overview of Extended Campus | Policies and reports |
| III. Concurrent Enrollment | Policies and reports |

SIUSOM Academy for Scholarship in Education <https://www.siumed.edu/academy>

Memorial Center for Learning and Innovation <https://www.themcli.org/>

SIUSOM Folse Surgical Skills Center <https://www.siumed.edu/surgery/surgical-skills>

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| 5. The institution provides to students guidance in the effective use of research and information resources. |
| **Examples** | **Evidence** |
| I. Program Descriptions (research) | REACH ProgramCenter for Undergraduate Research and Creative Activities (closing effective June 30, 2017)Graduate Research |
| II. Learning Goals (Programs) | Assessment PlansAcademic Advisement Syllabus (by college) Student Handbooks and websites |

SIUSOM Mentored Professional Enrichment Experience <https://www.siumed.edu/oec/y1/mpee.html>

* 1. **The institution fulfills the claims it makes for an enriched educational environment.**
		1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.

SIU MD-MPH Degree program <http://www.siumed.edu/popscipolicy/mdmph.html>

|  |  |
| --- | --- |
| **Examples** | **Evidence** |
| I. Emphasize student learning opportunities across the curriculum. | UCC Redesign and Implementation Committee MeetingsStudy Abroad – Center for International EducationSaluki Advantage – Co-Curricular transcript |

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| --- |
| 2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development. |
| **Examples** | **Evidence** |
| I. Support Services | Center for Undergraduate Research and Creative Activities (closed effective June 30, 2017)Center for International Education Small Business Incubator |
| II. Program Descriptions (levels) | UG and Grad Catalogs Graduate School Policies |
| III. Learning Goals (UCC and Programs) | Assessment PlansUG and Grad Catalog Review -Form 90/90As |

 SIUSOM Student Viewbook <https://www.siumed.edu/sites/default/files/u791/viewbook_draftrb.pdf>

SIU Performance Report … get from SIU VP/Academic Affairs

**Criterion Four. Teaching and Learning:**[**Evaluation**](https://www.hlcommission.org/Criteria-Eligibility-and-Candidacy/glossary-new-criteria-for-accreditation.html)**and Improvement**

### Chair: Christie McIntyre

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

| **Criteria component or sub-component element** | **Narrative** | **Evidence** | **Other/issues** |
| --- | --- | --- | --- |
| **4.A.1. The institution maintains a practice of regular program reviews.** | S. Walters | Links between web sites<http://assessment.siu.edu/assessment/index.php>  | Need firewall for some information |
| **4.A.2. The institution evaluates credit that it transcripts for prior learning (or relies on responsible third parties)** | R. FrazierT. Stone | Transfer Student Services office | Link does not work |
| **4.A.2. The institution evaluates credit that it transcripts for experiential learning (or relies on responsible third parties)** | Dawn, Student AffairsUCC Director (Study Abroad for UCC Multicultural substitute) | Transfer Student Services officeStudy Abroad <http://cie.siu.edu/sa/> , COEHS, COB, Prof Certification programs, Internship Credit | Link does not work |
| **4.A.3. The institution has policies that ensure the quality of credit that it awards in transfer** | R. FrazierJill Gebke (CoB) | Program Policies Articulation of core & programsTransfer standards for 300-400 level Business courses as required for AACSB accreditation |  |
| **4.A.4. The institution maintains and exercises authority over the prerequisites for courses in all programs (including dual credit)** | R. FrazierT. WorkmanProgram coordinators | Advisement |  |
| **4.A.4. The institution maintains and exercises authority over the rigor of courses in all programs (including dual credit)** | S. WaltersBoyd | Course Approval Policy <http://pvcaa.siu.edu/enrollment-mgmt/index.php> Program Review <http://assessment.siu.edu/assessment/index.php>AccreditationSIUSOM Curriculum Committees (some elements on intranet) https://www.siumed.edu/oec/curriculum-committees.html |  |
| **4.A.4. The institution maintains and exercises authority over expectations for student learning in all programs (including dual credit)** | S. WaltersBoydChristie | Assessment Plans <http://assessment.siu.edu/assessment/index.php>Program Review AccreditationSIUSOM Curriculum Committees (some elements on intranet) https://www.siumed.edu/oec/curriculum-committees.html |  |
| **4.A.4. The institution maintains and exercises authority over access to learning resources in all programs (including dual credit)** | Kelly CarringerS. TullisRenada GreerArlene Tan | Library, CTE, DSS<http://cte.siu.edu> <http://disabilityservices.siu.edu> Center for Learning Support Services (CLSS)<http://tutoring.siu.edu> Student Support Services –TriO (SSS) <http://triostudentsupport.siu.edu> Achieve Program<http://achieve.siu.edu> SIUSOM Medical Library https://www.siumed.edu/lib | Survey? |
| **4.A.4. The institution maintains and exercises authority over faculty qualifications in all programs (including dual credit)** | Provost, Chancellor, Dilalla | Search Approval ProcessGraduate Faculty Status qualifications <http://gradschool.siu.edu/about-us/grad-catalog/> AccreditationsSIUSOM Policies for Promotion and Tenure <https://www.siumed.edu/sites/default/files/u233/siusom_tenurepromotion_guide2010.pdf>  |  |
| **4.A.4. The university ensures that dual credit/programs for high school students are equivalent in learning outcomes to regular courses** | M. SavageT. Workman | <http://ehs.siu.edu/academics/ell-dual/dual.html>  |  |
| **4.A.4. The university ensures that dual credit/programs for high school students are equivalent in levels of achievement to regular courses** | M. SavageT. Workman | <http://ehs.siu.edu/academics/ell-dual/dual.html>  |  |
| **4.A.5. The institution maintains specialized accreditation for its programs, as appropriate to educational purposes**  | S. Walters | <http://accreditation.siu.edu>  | Need Firewall |
| **4.A.6. The institution evaluates the success of its graduates** | Career Services – Doug or Jamie Holt, Tom Whittington, T. StoneBusiness Placement Center – Danna Lewis | Assessment Reports <http://assessment.siu.edu/assessment/index.php>Clearinghouse Data ??NACE – First Destination Report <http://careerservices.siu.edu/employers/naceresources.php> Graduation exams (bar, licensure, CPA, etc.)SIUSOM AAMC Mission Management Tool Report .. get from Gary Giacomelli |  |
| **4.A.6. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes** | Center for Service-Learning and Volunteerism - Mythili Rundblad Career Services- Doug or Jamie Holt, Tom Whittington, T. StoneBusiness Placement Center – Danna Lewis | Americorps<http://cslv.siu.edu/students/americorps/AmeriCorp%20Recruitment.php> NACE – First Destination Report<http://careerservices.siu.edu/employers/naceresources.php>Assessment Reports<http://assessment.siu.edu/assessment/index.php>Clearinghouse DataGraduation exams (bar, licensure, CPA, etc.)SIUSOM Liaison Committee on Medical Education http://lcme.org/directory/ |  |
| **4.A.6**. **For all programs, the institution looks to indicators it deems appropriate to its mission (e.g. employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps))** | Career Services- Doug or Jamie Holt, Tom Whittington, T. StoneCenter for Service-Learning and Volunteerism - Mythili Rundblad Business Placement Center – Danna Lewis | Program Prioritization Reports Assessment Reports <http://assessment.siu.edu/assessment/index.php>Clearinghouse DataGraduation exams (bar, licensure, CPA, etc.)SIU Performance Reports see SIU Vice President/Academic Affairs website |  |
| **4.B.** |  |  |  |
| **4.B.1. The institution has clearly stated goals for learning** | Sharon, Christie, Boyd | Assessment Plans <http://assessment.siu.edu/assessment/index.php>SIUSOM curriculum goals and guidelines https://www.siumed.edu/oec/policies/student-handbook.html#goalsSIUSOM graduation goals https://www.siumed.edu/sites/default/files/u1031/objectives\_for\_graduation\_revised\_4-8-13.pdf |  |
| **4.B.1. The institution has effective processes for assessment of student learning** | Sharon, Christie, Boyd | Assessment Plans |  |
| **4.B.1. The institution has effective processes for achievement of learning goals** | Sharon, Christie, Boyd | Assessment Reports  |  |
| **4.B.2. The institution assesses achievement of the learning outcomes that it claims for its curricular programs** | Sharon, Christie, Boyd | Assessment Reports |  |
| **4.B.2. The institution assesses achievement of the learning outcomes that it claims for its co-curricular programs** | Sharon, Christie, Boyd | Assessment Reports |  |
| **4.B.3. The institution uses the information gained from assessment to improve student learning** | Sharon, Christie, Boyd | Assessment Reports | Need to establishDQP ? |
| **4.B.4. The institution’s processes and methodologies to assess student learning reflect good practice** | Sharon, Christie, BoydPat Manfredi | EWIP <http://corecurriculum.siu.edu/program-overview/>  | Need to establishDQP? |
| **4.B.4. The institution’s processes and methodologies to assess student learning include substantial participation of faculty and other instructional staff members** | Sharon, Christie, BoydPat ManfrediAthletics? | Assessment ReportsEWIP – Faculty, Advisement, Retention Specialists, Housing, CLSS<http://corecurriculum.siu.edu/program-overview/> Progress Reports to Faculty and support services? |  |
| **4.C.** |  |  |  |
| **4.C.1.The institution has defined goals for student retention that are ambitious but attainable** |  | Retention Committee Report (L. Achenbach) |  |
| **4.C.1.The institution has defined goals for student persistence that are ambitious but attainable**  | T. Stone, Jill GebkeCraig Antz  | COEHS – STEPS, <http://ehs.siu.edu/_common/documents/pdfs/UG-student-handbook-15-16.pdf> COB – STARS, <http://business.siu.edu/services/stars.html> Architecture – NEAT <http://asa.siu.edu/_common/documents/mmu/MMU_2016-1-18.pdf>  |  |
| **4.C.1.The institution has defined goals for student completion that are ambitious but attainable** |  | Chancellor requests for enrollment goals in fall |  |
| **4.C.1. The institution’s goals for retention are appropriate to its mission, student populations, and educational offerings** | Recruitment & Retention Committee – Rachel Brewster in Admissions | Department Chair reports to Chancellor.Campus-wide Retention Committee Report | Look for peer institutions |
| **4.C.1. The institution’s goals for persistence are appropriate to its mission, student populations, and educational offerings** |  | Department Chair reports to Chancellor.Campus-wide Retention Committee Report | Look for peer institutions |
| **4.C.1. The institution’s goals for completion are appropriate to its mission, student populations, and educational offerings** |  | Department Chair reports to Chancellor.Campus-wide Retention Committee Report | Look for peer institutions |
| **4.C.2. The institution collects information on student retention, persistence and completion of its programs** | L. Bell, T. StoneDr. Reza Habib | EXP2 Provisional Program <http://exploratory.siu.edu/exploratoryprovisional/> PSYC 211 redesign |  |
| **4.C.2. The institution analyzes information on student retention, persistence and completion of its programs** | L. Bell, T. StoneDr. Reza Habib | EXP2 Provisional Program<http://exploratory.siu.edu/exploratoryprovisional/> PSYC 211 redesign Recent Math initiatives |  |
| **4.C.3. The institution uses information on student retention, persistence and completion of programs to make improvements warranted by the data** | Dr. Reza HabibL. Bell, T. Stone, Nick Weshinski | Math Pilot – housingChem – DFW ratePsychology – EWIUCOL 101A Lab - EXP2 Provisional Program <http://exploratory.siu.edu/exploratoryprovisional/>  | Are we being strategic? |
| **4.C.4. The institution’s processes for collecting information on student retention, persistence and completion of programs reflect good practice** |  | Department Chair reports to Chancellor.Campus-wide Retention Committee Report | Determine how to judge/define good practice. |
| **4.C.4. The institution’s processes for analyzing information on student retention, persistence and completion of programs reflect good practice** |  |  | Determine how to judge/define good practice. |

**CRITERION 5. RESOURCES, PLANNING, AND INSTITUTIONAL EFFECTIVENESS: The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.**

**5A. The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.**

**5A.1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.**

1. Budget overview
2. Fiscal Resources
	1. State support
	2. Tuition/fees
	3. Development Support
	4. Grants and Contracts
3. Human Resources
	1. Payrolls (faculty, staff, student workforce)
4. Physical Infrastructure
5. Technological Infrastructure

• Budget reports - Factbook - <http://www.irs.siu.edu/quickfacts/index_pdf_fb.php>
• Audit reports
• VP for SIU System Operating Budget Requests - <http://vpfinance.siu.edu/plngbud.htm> and latest budget & planning schedule from FY15 <http://vpfinance.siu.edu/FY%202015%20Budget%20Book.pdf>
• Factbook - external grants and contracts 4 FY year data p. 72-73 <http://www.irs.siu.edu/quickfacts/pdf_factbooks/factbook16.pdf>
• SIU Foundation reports - <http://www.siuf.org/our-financials/reports/>

• payrolls (faculty, staff, AP, student workforce) - IPEDS <https://nces.ed.gov/ipeds/datacenter/login.aspx?gotoReportId=6>
• IPEDS data on human resources - <https://nces.ed.gov/ipeds/datacenter/login.aspx?gotoReportId=6>
• Factbook (employee numbers)

• BoT minutes on capital projects (e.g. University Housing Residence Halls, Feb 2017) - referencing specific project approvals e.g. <http://siusystem.edu/board-of-trustees/meetings/2017/0217agenda-combined.pdf> (M-1)
• Campus Master Plan
• Housing Master Plan - <http://www.housing.siu.edu/system/documents/68/original/University_Housing_Master_Plan_2011.pdf?1323880771>
• Facility improvements - map at <http://www.pso.siu.edu/facility-improvements/> - (include research facility improvements, e.g. McLafferty)
• list or documentation about capital projects, construction projects, classroom upgrades, deferred maintenance

• SalukiTech News - <http://oit.siu.edu/salukitech/news.php>
• CTE related items – D2L and other CTE supported technologies <http://cte.siu.edu/index.php>
• Portfolio of Information Technology projects <http://oit.siu.edu/about/>

**5A.2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.**

Resource allocation process / Alignment of budget with Strategic plan or Mission Statement

* Teaching
* Research
* Service to the Region
* As non-profit state institution, no revenues are generated for outside entities

• Fact Book info on revenues, expenses and changes in net position – e.g. FY16 p. 64 of <http://www.irs.siu.edu/quickfacts/pdf_factbooks/factbook16.pdf>
• Operating & Capital Budgets Budget and planning schedules (SIUC system) - <http://vpfinance.siu.edu/FY%202015%20Budget%20Book.pdf>
• Non-academic program review - <http://chancellor.siu.edu/_common/doc/budget/non-instructional-program-review-report-november-2016.pdf> and <http://chancellor.siu.edu/_common/doc/messages/NIPR-report-feedback-and-prioritization.pdf>
• Financial Sustainability Plan dated July 2017 - <http://chancellor.siu.edu/_common/doc/budget/financial-sustainability-plan-7-11-17.pdf>

**5A.3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.**

* Distribution of resources (highlighting areas that receive special focus)

• SIUC Strategic plan - <http://chancellor.siu.edu/strategic-plan/index.php>
• SIU School of Medicine Strategic Plan – <http://intranet.siumed.edu/ipmi/strategicplan/>• scholarship information
• fronting MAP grants when state provided no grant money

**5A.4. The institution’s staff in all areas are appropriately qualified and trained.**

* Qualifications of staff
* Evaluation of employees
* Training / professional development
* Employee climate survey

• hiring policies (civil service, faculty and AP staff) - <http://policies.siu.edu/employees-handbook/chapter2/appt-policies/civil-service/index.php> ; <http://policies.siu.edu/employees-handbook/chapter2/appt-policies/faculty-ap-staff/index.php>
• affirmative action policy - <http://policies.siu.edu/personnel-policies/chapter2/ch2-all/aaeo.php>
• SIU policies on employee performance evaluation - Civil Service - <http://policies.siu.edu/personnel-policies/chapter3/ch3-cs/perfevap.php> and AP staff- <http://policies.siu.edu/personnel-policies/chapter3/ch3-faps/perfevcs.php>
• Promotion and tenure procedures - http://pvcaa.siu.edu/academic-administration/promotion-and-tenure-information/index.php

• New employee orientation documents
• documentation about mandated trainings (statewide ethics, Cleary, Title IX)
• workshops for faculty, administrators, staff, GAs (Promotion and tenure - <http://pvcaa.siu.edu/academic-administration/promotion-and-tenure-information/p_t-workshops/index.php>, CTE workshops and support for GAs <http://cte.siu.edu/graduate-teaching-support/index.php> and for faculty <http://cte.siu.edu/facdev/index.php>, new administrator training – need documentation or URL)
• Promotion and Tenure documentation - <http://pvcaa.siu.edu/academic-administration/promotion-and-tenure-information/index.php>
• Employee climate survey

**5A.5. The institution has a well-developed process in place for budgeting and for monitoring expense.**

* Budgeting process
* Monitoring expenses
* Audits

• Resource Allocation and Management Program (RAMP) planning, operations, and budget request, most recently available FY18, p. 108-115 <http://siusystem.edu/board-of-trustees/meetings/0916agenda-combined.pdf> • Chancellor's budget website - <http://chancellor.siu.edu/budget/index.php> and specifically <http://chancellor.siu.edu/budget/resources/index.php> • Chancellor Budget Committee - meeting minutes will be needed
• Chancellor’s Messages related to budget - <http://chancellor.siu.edu/messages/index.php>
• SIU Operating Budget Decision Rules - <http://vpfinance.siu.edu/Budgetary%20Decision%20Rules.pdf>
• Audit reports

**5.B The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.**

**1. The governing board is knowledgeable about the institution; it provides oversight of the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.**

**2. The institution has and employs policies and procedures to engage its internal constituencies— including its governing board, administration, faculty, staff, and students—in the institution’s governance.**

**3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.**

The Board and its role (or reference to HLC assurance argument 2.C)
 Policies/procedures related to shared governance

1. President's Office
2. Chancellor's Office
3. Faculty Senate
4. Grad Council
5. Civil Service Council
6. AP Council
7. GPSC
8. USG
9. University Committees, and role of
	1. Administrators – Deans Council, Chancellor's Cabinet, Chancellor's Planning and Budget Committee, Task Forces, search committees, diversity council
	2. Faculty - Faculty Senate, its committees, Grad Council, SOM Faculty Council,
	3. Staff -
	4. Students
10. Collective bargaining agreements

• Board Legislation - Statutes <http://siusystem.edu/board-of-trustees/legislation/board-legislation-statutes.shtml#iisect1>

•Board policy on Financial and Administrative Affairs - <http://siusystem.edu/board-of-trustees/legislation/board-legislation-policies.shtml#5A>

• Requirement of Fiscal Year reports per Board charter <http://siusystem.edu/board-of-trustees/legislation/board-legislation-charter.shtml#9>

• Appointment to positions and position approval <http://siusystem.edu/board-of-trustees/legislation/board-legislation-policies.shtml#2B>

• Bargaining agreements - board ratification - <http://policies.siu.edu/personnel-policies/chapter4/ch4-all/collbarg.php>

• Audit reports

• SIUC policy on campus governance - <http://policies.siu.edu/employees-handbook/chapter1/cdale-campus/campgov.php>

• role of Faculty Senate (UEPC) in recommending changes on personnel, governance, and academic policy issues <http://policies.siu.edu/employees-handbook/chapter11/opffs.php>

• role of Grad Council in setting policies regarding graduate programs and research activities <http://gradcouncil.siu.edu/_common/documents/other/GS_Operating_Paper.pdf>

• SoM Faculty Council - SIUSOM Faculty Standing Committees (intranet) <http://intranet.siumed.edu/fc/standfac.html>

• Contractually required processes ensuring faculty involvement / engagement in some program change proposals (e.g., new degrees, elimination of degrees – IE, Article 9) - <https://siucfa.files.wordpress.com/2017/03/2017-2018-siucfa-contract-final-signed.pdf>

• Civil Service Council - <http://cscouncil.siu.edu/>

• AP Council Operating paper - <http://apstaff.siu.edu/_common/documents/aug-2017-ap-operating-paper.pdf>

• GPSC Bylaws <http://gpsc.rso.siu.edu/files/2017/04/CONSTITUTION-with-bylaws.2-.pdf>

• USG Constitution <http://usg.rso.siu.edu/_common/documents/new-documents/USG%20Constitution%20OFFICIAL.2.13.pdf>

• Employee Climate Survey

• Student Climate Survey

**5.C. The institution engages in systematic and integrated planning.**

 **1. The institution allocates its resources in alignment with its mission and priorities.**

Resource allocation aligned with mission and core values (referencing Criterion 1 as appropriate)

1. Supporting students – scholarships, fronting MAP grants, research assistantships
2. Retention efforts
3. Enrollment management efforts / approaches

**2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.**

1. Impact of program reviews and accreditation reviews on resource allocation
2. Analysis and use of institutional research data in planning and budgeting

**3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.**

1. Role of shared governance in budget planning
	1. Chancellor’s Budget Advisory Committee
	2. Academic program prioritization process
	3. Non-instructional program review process

**4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.**

1. Fundraising efforts
2. The role of enrollment forecasting in budgeting
	1. Enrollment projections
	2. Grad school application processes
3. Unpredictable state support
4. Budget cuts
	1. Protected areas
	2. Reduction formulas

**5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.**

1. Course offerings
	1. Course scheduling
	2. Expanding online class offerings (grants to faculty to develop online courses)
	3. Offering online only degrees (grants to develop full programs – Distance Ed)
	4. Offering new degrees and interdisciplinary programs (Fermentation science)
	5. Summer course grants to students
2. MOUs with international universities
3. Articulation agreements with Community colleges
4. Technological and physical infrastructure plans

• Board of Trustees - Draft Strategic Plan - <http://siusystem.edu/board-of-trustees/pdf/draft%20strategic%20plan.pdf>

• Reduction formulas (role of credit hour generation, enrollment numbers)

• Academic Program prioritization - <http://facultysenate.siu.edu/_common/2016/attachments/senate-resolution-recommend-jtfreport-with%20report.pdf>

• Non-academic program review - http://chancellor.siu.edu/\_common/doc/budget/non-instructional-program-review-report-november-2016.pdf and <http://chancellor.siu.edu/_common/doc/messages/NIPR-report-feedback-and-prioritization.pdf>

• Fundraising efforts (Foundation reports <https://www.siuf.org/about-siuf/financials/reports/index.php>)

• Scheduling courses based on declining capacity so that required courses are offered to facilitate graduation

• Physical plant - space utilization studies

• Financial Sustainability Plan dated July 2017 - http://chancellor.siu.edu/\_common/doc/budget/financial-sustainability-plan-7-11-17.pdf

• Form 100 to regulate enrollment based on projected and actual enrollment - http://registrar.siu.edu/staff/classroomchange.php

• Graduate school application management (adjusting deadlines to improve processes resulting in more precise predictions)

• OSPA and VCR reports on grant income

• MOUs with international universities – Center for International Education

• Documentation of increase in online offerings to tap into non-traditional students

• Articulation agreements

**5.D. The institution works systematically to improve its performance.**

**1. The institution develops and documents evidence of performance in its operations.**

* The role of assessment in fiscal planning
	+ Offices collecting data used for assessment (Institutional Research)
	+ School of Medicine Data Center

**2. The institutional learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities and sustainability, overall and in its component parts.**

* Fund allocations and their relationship with strategic initiatives/ core values
	+ Retention studies
	+ Improving student success and retention
		- UCOL 101 / University College
		- Software purchases to support student success (Student Success Collaborative)
		- Early warning system
		- Scholarship offerings
		- Provisional student admission requirement changes
		- Disability Support Services/Achieve Program
		- Undergraduate Student awards (REACH, ROOKIE awards)
* Accreditation for non-academic programs
* Carnegie Community Engagement designation
* Performance reports to state offices about fiscal health and efficiencies
	+ Shared services with other state schools (particularly with SIUE for us)
	+ Non instructional program review and efficiencies
* Campus sustainability initiatives
	+ Space Utilization plans by Physical Plants
	+ Classroom scheduling to reduce maintenance costs
	+ Green Campus initiatives

• Institutional Research and Studies - <http://www.irs.siu.edu/webRoot/index.htm>

• Retention reports by Farnum - <http://pvcaa.siu.edu/_common/documents/retention-assessment-teresa-farnum-2013> and <http://pvcaa.siu.edu/_common/documents/t-farnum-retention/retention-plan-0514.pdf>

• Non-instructional program review - <http://chancellor.siu.edu/_common/doc/budget/non-instructional-program-review-report-november-2016.pdf> and <http://chancellor.siu.edu/_common/doc/messages/NIPR-report-feedback-and-prioritization.pdf>

• FY Performance report submitted to the BoT annually (SIU System, SIUC, SIUE, SOM)

• Internal audits

• SIUC Sustainability Projects- <http://sustainability.siu.edu/green-fee/campus-sustainability-projects/index.php>

|  |
| --- |
| **CRITERION 5. RESOURCES, PLANNING, AND INSTITUTIONAL EFFECTIVENESS: The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.**  |
| **Criterion component (in yellow) and subcomponent list** |  **Narrative**  | **Offices/People to contact** | **Evidence**  | **Other/issues** |
| **5.A. The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.** |
| **5.A.1. The institution has the *fiscal resources*  sufficient to support its operations wherever and however programs are delivered.** | • state support or lack thereof• tuition/fees• development support• grants and contracts |   | • budget reports - Factbook - http://www.irs.siu.edu/quickfacts/index\_pdf\_fb.php• audit reports• VP for SIU System Operating Budget Requests  - http://vpfinance.siu.edu/plngbud.htm and latest budget & planning schedule from FY15 http://vpfinance.siu.edu/FY%202015%20Budget%20Book.pdf • Factbook -  external grants and contracts  4 FY year data p. 72-73 http://www.irs.siu.edu/quickfacts/pdf\_factbooks/factbook16.pdf• SIU Foundation reports - http://www.siuf.org/our-financials/reports/ |   |
| **5.A.1. The institution has the *human resources* sufficient to support its operations wherever and however programs are delivered.** | • HR info |   | • payrolls (faculty, staff, AP, student workforce) - IPEDS https://nces.ed.gov/ipeds/datacenter/login.aspx?gotoReportId=6• IPEDS data on human resources - https://nces.ed.gov/ipeds/datacenter/login.aspx?gotoReportId=6• Factbook (employee numbers) |   |
| **5.A.1. The institution has *physical infrastructure* sufficient to support its operations wherever and however programs are delivered.** | • Physical Infrastructure |   | • BoT minutes on capital projects (e.g. University Housing Residence Halls, Feb 2017) - referencing specific project  approvals  e.g http://siusystem.edu/board-of-trustees/meetings/2017/0217agenda-combined.pdf (M-1)• Campus Master Plan (maybe associated with Southern at 150 from 2006, Saluki way)• Housing Master Plan - http://www.housing.siu.edu/system/documents/68/original/University\_Housing\_Master\_Plan\_2011.pdf?1323880771 • Facilty improvements - map at http://www.pso.siu.edu/facility-improvements/   (include research facility improvements, e.g. McLafferty)• list or documentation about capital projects, construction projects, classroom upgrades, deferred maintenance |   |
| **5.A.1. The institution has *technological infrastructure* sufficient to support its operations wherever and however programs are delivered.** | • Technological Infrastructure |   | • SalukiTech News - http://oit.siu.edu/salukitech/news.php• CTE related items - D2L and other CTE supported technologies http://cte.siu.edu/index.php• Portfolio of Information Technology projects - http://oit.siu.edu/about/ |   |
| **5.A.2. The institution’s resource allocation process ensures that its educational purposes are *not adversely affected by elective resource allocations* *to other areas.*** | • instruction and academic support are the largest operating expense categories• may reference 1.D.2 |   | •FactBook info on revenues, expenses and changes in net position - eg. FY16 p. 64 of http://www.irs.siu.edu/quickfacts/pdf\_factbooks/factbook16.pdf•Operating & Capital Budgets Budget and planning schedules (SIUC system) - http://vpfinance.siu.edu/FY%202015%20Budget%20Book.pdf  •Non-academic program review - http://chancellor.siu.edu/\_common/doc/budget/non-instructional-program-review-report-november-2016.pdf and http://chancellor.siu.edu/\_common/doc/messages/NIPR-report-feedback-and-prioritization.pdf• Financial Sustainability Plan dated July 2017 - http://chancellor.siu.edu/\_common/doc/budget/financial-sustainability-plan-7-11-17.pdf  | using system-wide reports may highlight separation of SIUC and SOM, use Factbook figures if possible |
| **5.A.2. The institution’s resource allocation process ensures that its educational purposes are *not adversely affected by disbursement of revenue to a superordinate entity.*** | • as a state institution, we generate no revenues for outside entities• may reference 1.D.2 |   |   |   |
| **5.A.3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.** | • Distribution of resources (highlighting areas that receive special focus)• striving to meet mission goals even during years without state appropriations |   | • SIUC Strategic plan - http://chancellor.siu.edu/strategic-plan/index.php • SIU School of Medicine Strategic Plan – http://intranet.siumed.edu/ipmi/strategicplan/ • scholarship information • fronting MAP grants when state provided no grant money | measuring success towards achieving goals in strategic plan and mission |
| **5.A 4. The institution’s staff in all areas are appropriately *qualified*.** | • Qualifications of staff • Evaluation of employees |   | • hiring policies (civil service, faculty and AP staff) - http://policies.siu.edu/employees-handbook/chapter2/appt-policies/civil-service/index.php; http://policies.siu.edu/employees-handbook/chapter2/appt-policies/faculty-ap-staff/index.php• affirmative action policy  - http://policies.siu.edu/personnel-policies/chapter2/ch2-all/aaeo.php• SIU policies on employee performance evaluation - Civil Service - http://policies.siu.edu/personnel-policies/chapter3/ch3-cs/perfevap.php and AP staff- http://policies.siu.edu/personnel-policies/chapter3/ch3-faps/perfevcs.php• Promotion and tenure procedures - http://pvcaa.siu.edu/academic-administration/promotion-and-tenure-information/index.php |   |
| **5.A 4. The institution’s staff in all areas are appropriately *trained*.** | • ethics• Title IX• Cleary• professional development / training • workshops for faculty, administrators, staff, GAs• Employee climate survey |   | • New employee orientation documents• documentation about mandated trainings• Promotion and Tenure trainings (workshops, documentation) - http://pvcaa.siu.edu/academic-administration/promotion-and-tenure-information/index.php• CTE workshops and support for GAs http://cte.siu.edu/graduate-teaching-support/index.php and for faculty http://cte.siu.edu/facdev/index.php• new administrator training – needs documentation or URL • Employee climate survey | needs new administrator training documentation |
| **5.A.5. The institution has a well-developed process in place for *budgeting*.** |   |   | • Resource Allocation and Management Program (RAMP) planning, operations, and budget request, most recently available FY18, p. 108-115 http://siusystem.edu/board-of-trustees/meetings/0916agenda-combined.pdf • Chancellor's budget website - http://chancellor.siu.edu/budget/index.php and specifically http://chancellor.siu.edu/budget/resources/index.php• Chancellor messages related to budget - http://chancellor.siu.edu/messages/index.php• SIU Operating Budget Decision Rules - http://vpfinance.siu.edu/Budgetary%20Decision%20Rules.pdf• Chancellor Budget Committee - meeting minutes  | Chancellor Budget Committee - meeting minutes - not currently posted (20170615) |
| **5.A.5. The institution has a well-developed process in place for *monitoring expense*.** |   |   | • SIU Operating Budget Decision Rules - http://vpfinance.siu.edu/Budgetary%20Decision%20Rules.pdf• Audit reports |   |
|   |   |   |   |   |
| **5.B. The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.** |
| **5.B.1. The governing board is knowledgeable about the institution; it provides oversight of the institution’s *financial policies and practices*.**  | • role of Board (may reference 2.C) |   | • Board Legislation - Statutes http://siusystem.edu/board-of-trustees/legislation/board-legislation-statutes.shtml#iisect1•Board policy on Financial and Adminstrative Affairs - http://siusystem.edu/board-of-trustees/legislation/board-legislation-policies.shtml#5A• requirement of Fiscal Year reports  per Board charter http://siusystem.edu/board-of-trustees/legislation/board-legislation-charter.shtml#9 |   |
| **5.B.1. The governing board is knowledgeable about the institution; it provides oversight of the institution’s *academic policies and practice*s.**  | • role of Board in policy setting (may reference 2.C.4) |   |   |   |
| **5.B.1. The governing board is knowledgeable about the institution; it meets the institution's *legal responsibilities*.**  |   |   | • appointment to positions and positions approval http://siusystem.edu/board-of-trustees/legislation/board-legislation-policies.shtml#2B• bargaining agreements - board ratification - http://policies.siu.edu/personnel-policies/chapter4/ch4-all/collbarg.php |   |
| **5.B.1. The governing board is knowledgeable about the institution; it meets the institution's *fiduciary responsibilities*.**  |   |   | • Audit reports |   |
| **5. B 2. The institution has and employs policies and procedures to engage its internal constituencies— including its governing board, administration, faculty, staff, and students—in the institution’s governance.** |   |   | • SIUC policy on campus governance - http://policies.siu.edu/employees-handbook/chapter1/cdale-campus/campgov.php |   |
| **5. B.3. *Administration* is involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.** |   |   |   | any documentation on the role of Dean's Council or Cabinet? |
| **5. B.3. *Faculty* is involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.** | • constituency groups (Faculty Senate and Grad Council)• operating papers (departmental and college level)• contractually required processes  |   | • role of Faculty Senate (UEPC) in recommending changes on personnel, governance, and academic policy issues http://policies.siu.edu/employees-handbook/chapter11/opffs.php • role of Grad Council in setting policies regarding graduate programs and research activities http://gradcouncil.siu.edu/\_common/documents/other/GS\_Operating\_Paper.pdf • Contractually required processes ensuring faculty involvement / engagement in some program change proposals (e.g., new degrees, elimination of degrees – IE, Article 9) - https://siucfa.files.wordpress.com/2017/03/2017-2018-siucfa-contract-final-signed.pdf • SoM Faculty Council - SIUSOM Faculty Standing Committees  (intranet)   http://intranet.siumed.edu/fc/standfac.html• Employee Climate Survey | how to deal with SoM governing bodies? |
| **5. B.3. *Staff* is involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.** |   |   | • Civil Service Council - http://cscouncil.siu.edu/• AP Council Operating paper - http://apstaff.siu.edu/\_common/documents/aug-2017-ap-operating-paper.pdf• SoM AP Council (include or rather treat SoM as a college?)• Employee Climate Survey | how to deal with SoM governing bodies? |
| **5. B.3. *Students* are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.** |   |   | •GPSC Bylaws http://gpsc.rso.siu.edu/files/2017/04/CONSTITUTION-with-bylaws.2-.pdf •USG Constitution http://usg.rso.siu.edu/\_common/documents/new-documents/USG%20Constitution%20OFFICIAL.2.13.pdf • Student Climate Survey |   |
|   |   |   |   |   |
| **5.C. The institution engages in systematic and integrated planning.** |
|  **5.C.1. The institution allocates its resources in alignment with its *mission*.** | • Reference to Criterion 1 |   | • Board of Trustees - Draft Strategic Plan - http://siusystem.edu/board-of-trustees/pdf/draft%20strategic%20plan.pdf  | • might be referenced by 1.A.3• budget planning based on historical allocation @VC level? - how to address this and switch to methods that rely more heavily on assessment |
|  **5.C.1. The institution allocates its resources in alignment with its *priorities*.** | • retention efforts• enrollment management efforts / approaches• protected areas during budget cuts (GA funds, admissions, enrollment) |   | • reduction formulas (role of credit hour generation, enrollment numbers) | might be referenced by 1.A.3 |
| **5.C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.** | • use of institutional research data in planning and budgeting |   | • Institutional Research  |   |
| **5.C.3. The planning process *encompasses the institution as a whole*.** |   |   |   |   |
| **5.C.3. The planning process considers the perspectives of internal constituent groups.** | •  Chancellor's Budget advisory committee•  Deans Council•  Academic program prioritization process•  Non-instructional program review process |   | • Academic Program prioritization - http://facultysenate.siu.edu/\_common/2016/attachments/senate-resolution-recommend-jtfreport-with%20report.pdf• Non-academic program review - http://chancellor.siu.edu/\_common/doc/budget/non-instructional-program-review-report-november-2016.pdf and http://chancellor.siu.edu/\_common/doc/messages/NIPR-report-feedback-and-prioritization.pdf | need info about Chancellor's budget advisory committee (charge,  minutes, membership) |
| **5.C.3. The planning process considers the *perspectives of external constituent groups.*** |   |   | • Fundraising efforts - Foundation reports https://www.siuf.org/about-siuf/financials/reports/index.php  |   |
| **5.C.4. The institution plans on the basis of a sound understanding of its current capacity.** | • enrollment projections• academic program prioritization• space utilization - course scheduling•Technological and physical infrastructure plans |   | • academic program prioritization task force report; • Scheduling courses based on declining capacity so that required courses are offfered to facilitate graduation • Physical plant - space utilization studies• Master plans for campus infrastructure  |   |
| **5.C.4. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.** | • budget cuts• lack of a state budget• enrollment forecasting |   | • Financial Sustainability Plan dated July 2017 - http://chancellor.siu.edu/\_common/doc/budget/financial-sustainability-plan-7-11-17.pdf   • Form 100 is used to regulate enrollment based on projected and actual enrollment - http://registrar.siu.edu/staff/classroomchange.php• Graduate school application management (adjusting deadlines to improve processes resulting in more precise predictions) • OSPA activities to increase funding |   |
| **5.C.5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.** | • expanding online class offerings;• new degrees (Fermentation science);• new online only programs• developing MOUs with universities in other countries to increase enrollment of international students at the undergraduate level; • Articulation agreements with community colleges  |   | • MOUs with international universities - get a list of these (CIE); • documentation of increase in online offerings to tap into non-traditional students• Articulation agreements |   |
|   |   |   |   |   |
| **5. D The institution works systematically to improve its performance.** |
| **5.D.1. The institution develops and documents evidence of performance in its operations.** | • description of offices collecting data used for assessment• Performance Reports to state offices about fiscal health and efficiencies • retention efforts |   | •Institutional Research•retention reports by Farnum  - http://pvcaa.siu.edu/\_common/documents/retention-assessment-teresa-farnum-2013  AND     http://pvcaa.siu.edu/\_common/documents/t-farnum-retention/retention-plan-0514.pdf |   |
| **5.D.2. The institutional *learns from its operational experience*.**  | • non-instructional program review - efficiencies• Retention studies• Provisional students are no longer admitted beyond May 1 and are provided adequate support to succeed. |   | •Non-instructional program review - http://chancellor.siu.edu/\_common/doc/budget/non-instructional-program-review-report-november-2016.pdf and http://chancellor.siu.edu/\_common/doc/messages/NIPR-report-feedback-and-prioritization.pdf• internal audits• Institutional Research can provide enrollment numbers for Provisional Students over last few years. |   |
| **5.D.2. The institution applies that learning to *improve its institutional effectiveness*, overall and in its component parts.**  | •student success efforts related to retention•non-intructional program review - efficiencies•Accreditation for non-academic programs |   | • UCOL 101 / University College • software purchases to support student success (Student Success Collaborative)• Early warning system• Provisional student admission requirement changes•Disability Support Services•Undergraduate Student awards |   |
| **5.D.2. The institution applies that learning to *improve its* *capabilities and sustainability*, overall and in its component parts.**  | • retention efforts• Student Success Collaborative• University College / UCOL 101 - creation, evaluation, hiring of dedicated instructors• Carnegie Community Engagement designation• Performance reports to state offices about fiscal health and efficiencies• Sustainability initiatives |   | • Labor Insight by Burning Glass Purchase to evaluate the potential market impact of SIUC programs•Carnegie Community Engagement - http://news.siu.edu/2015/01/010715tew15001.php•Shared services with other state schools - reports to BoT on shared services and initiatives, also BoT strategic plan draft and any follow up reports on shared services• Energy conservation projects (e.g. Space Utilization plans by Physical Plants; Classroom scheduling to reduce maintenance costs )• consortium for purchasing electricity• efficiencies in HR processes• efficiencies  in IT (print analysis and optimization initiative, IT service management, Virtual Desktop Infrastructure)• SIUC Sustainability Projects- http://sustainability.siu.edu/green-fee/campus-sustainability-projects/index.php |   |