

**Building on Tradition: Repositioning
the University for Excellence in
the New Century: Part II**

Chicago State University

Strategic Plan

2006

**Building on Tradition:
Repositioning the University for
Excellence in the New Century: Part II**

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Introduction

The 2006 Chicago State University strategic plan, *Building on Tradition: Repositioning the University for Excellence in the New Century: Part II*, is presented in two parts: part one contains the strategic plan while part two provides the context for planning. More specifically, part one contains the mission statement, vision statement, 2006 goals and subgoals and the 2006 strategic plan with goals, subgoals, strategies, the names of responsible persons and assessment indicators. As required by North Central Association of Colleges and Schools (NCA), the findings from the 2003 Evaluation Team's report have been integrated into the plan. The plan though comprehensive is not "a wish list" but a compilation of institutional needs as they relate to issues in higher education. Subgoals and strategies marked "NCA" are priority items because they must be addressed before the next accreditation review in 2013. This plan will guide the university's actions and decisions for the next five to seven years.

Part two contains significant information about how the strategic plan was developed at Chicago State University, its relevancy in addressing institutional problems as well as trends in higher education and accreditation issues. Specifically, this section contains:

- a brief history of strategic planning at Chicago State University,
- a definition and explanation of the purpose of strategic planning,
- how long-range planning and strategic planning are related, and
- the institutional context and the trends in higher education which were studied in order to produce the subgoals and strategies.

The planning process, initiated in spring 2004, was spearheaded by the Strategic Planning Steering Committee and eight task forces. Preliminary recommendations were made; feedback was solicited during three spring campus assemblies and three hearings held in May 2005. In addition, relevant actions from the Administrative Retreat, not already included as strategies, were integrated into the plan.

Chicago State University Mission

Chicago State University, a public, comprehensive, urban institution of higher learning located on the south side of Chicago, strives for excellence in teaching, research, creative expression and community service. The mission of the university is to: 1) provide access to higher education for residents of the region, the state and beyond, with an emphasis on meeting the educational needs, undergraduate through doctoral levels, of promising graduates from outstanding secondary schools as well as educating students where academic and personal growth may have been inhibited by lack of economic, social, or educational opportunity; and 2) produce graduates who are responsible, discerning, and informed global citizens with a commitment to lifelong-learning and service. To accomplish its mission, the university is committed to:

- recruiting, retaining and graduating a culturally and economically diverse student body including undergraduate, master's and doctoral-level students;
- employing a dedicated, caring and culturally diverse faculty whose teaching is informed by research and embodies engaging learning experiences that enable students to flourish academically and personally;
- offering curricula that address major dimensions of the arts, humanities, and encourage the development of communication skills and critical thinking as well as cultural and social awareness;
- providing students in liberal arts and professional programs with broad knowledge, university-level competencies and specialized courses that are intellectually challenging and academically rigorous;
- fostering a collaborative and intellectually stimulating community that promotes academic freedom, mutual respect and integrity for its graduate and undergraduate students, faculty and staff; and
- working in partnership with local organizations and agencies active in the region and assisting in the development of socially economically viable and sustainable communities.

Chicago State University Vision Statement

Chicago State University is a comprehensive, metropolitan, communitary committed to its evolution as a center of academic excellence and a doctoral granting institution. The university is dedicated to maintaining a culturally diverse community of scholars engaged in the collaborative creation and dissemination of knowledge. Placing its students first, CSU prepares its graduates to meet the challenges of the emerging global community.

By the year 2010:

- All faculty and students will be actively engaged in research, scholarship and creative expression.
- The university community will measure its success by what its students learn or the educational value it adds to the lives of its students.
- The university will be fiscally credible, responsible in all its operations, expand its revenue sources and enhance its endowment.
- The university will maintain and expand its physical facilities and infrastructure as well as technologies to support its teaching, learning and research goals.
- The university will actively engage its internal community and external constituencies in its economic development interests and community engagement projects.
- The university will use its athletic program as a means of achieving greater visibility and a positive image as well as enhancing recruitment and fundraising initiatives.
- The university's academic programs will emphasize majors in business, healthcare, education, scientific and technological areas while continuing to provide strong and rigorous programs in the liberal arts, humanities and the social sciences.
- All members of the university community will adhere to the CSU community Code of Excellence.
- The university will provide a strong cultural and intellectual climate and will enhance the quality of student life through an array of activities.
- The university will expand strategies for recruiting, retaining and advancing highly qualified faculty, students, staff, administrators and alumni in order to achieve its mission.

Overview of the 2006 Strategic Plan: Goals and Subgoals

Strategic Goal 1: Improve the recruitment, retention and graduation rates of a culturally and economically diverse student body while increasing the number of well-prepared and academically able students entering a nurturing environment that facilitates the development of the whole person to become an accomplished, balanced, civil, competent, caring and creative global citizen (NCA).

Subgoal 1.1: Develop an effective enrollment management program that links to the academic departments' needs (NCA).

Subgoal 1.2: Improve the positive visibility of CSU in high schools and community colleges.

Subgoal 1.3: Review and align all enrollment-related offices, programs, services and activities (NCA).

Subgoal 1.4: Develop strategies that enable students to complete degree requirements in five years.

Subgoal 1.5: Enhance the current academic advising process.

Strategic Goal 2: Enhance the ability and accountability of all divisions and levels of the university to provide excellent service, sufficient resources, efficient operations and a humane atmosphere to all students, faculty, administrators and staff.

Subgoal 2.1: Eliminate the backlog of deferred maintenance.

Subgoal 2.2: Enhance the accountability, performance and professionalism for administrators and staff.

Subgoal 2.3: Provide staff development and training for all employees (NCA).

Subgoal 2.4: Move CSU to the forefront of Illinois state universities in using technology throughout the university's daily life (see 6.4).

Subgoal 2.5: Inspire CSU students, faculty and staff to continue their dynamic growth as a vibrant, caring and nurturing learning community for everybody (NCA).

Subgoal 2.6: Enhance CSU's focus on realizing its educational mission in creative and cost effective ways.

Subgoal 2.7: Create and implement best practices which challenge the university's boundaries and enhance CSU's excellence.

Subgoal 2.8: Obtain and apply the best practices and technologies to strengthen qualitatively the university's administrative and financial support services.

Subgoal 2.9: Make excellent customer service at CSU a way of life, especially in dealing with students, faculty and fellow staff in the Office of Financial Affairs.

Subgoal 2.10: Set in place organizational structures to create the desired improvements in the university's administrative and financial areas.

Strategic Goal 3: Strengthen the commitment of the entire CSU community to outstanding undergraduate, graduate, distance and continuing educational programs characterized by disciplinary depth and rigorous breadth with a high level of direct interaction between faculty and students.

Subgoal 3.1: Emphasize the development of fluency in oral and written communication, quantitative reasoning and critical thinking skills, skill with technology relevant to the field of study, creativity, professional and personal ethics and diligence in all educational programs.

Subgoal 3.2: Incorporate and enhance research experiences and applied internships in business, industry and/or in the community so that students apply knowledge gained in the classroom and in all educational programs.

Subgoal 3.3: Promote curricular reform and innovation in all areas of the academic program.

Subgoal 3.4: Offer a variety of quality, well-supported graduate degree programs including doctoral programs that are consistent with the university's educational mission.

Subgoal 3.5: Recruit and train existing and new faculty to start doctoral programs.

Subgoal 3.6: Expand CSU's continuing and distance education programs to populations CSU has not served in the past.

Subgoal 3.7: Secure needed laboratory, classroom and workspace for faculty, staff and students (NCA).

Subgoal 3.8: Support the centrality of the library.

Subgoal 3.9: Promote and support the efficient and effective use of academic and administrative technology to enhance curricular needs (see 6.5).

Strategic Goal 4: Diversify revenue resources to increase the contributions of the private sector and the federal government and employ excellent management practices of human, financial and physical resources to increase effectiveness and efficiency in all areas.

Subgoal 4.1: Establish an ongoing university-wide cost containment process in which the demand for service determines office and department staffing.

Subgoal 4.2: Reallocate funds from lower to higher priority division or college programs.

Subgoal 4.3: Increase the generation of new revenues as state funding continues its projected decline (NCA).

Subgoal 4.4: Implement a model during the next five years that applies indirect cost revenues according to a formula that provides funds to support services that the university offers (cost recoveries), upgrades and renovates facilities used for research and supplies incentive funds for colleges, departments and general university reserves.

Subgoal 4.5: Develop a new institutional advancement model to increase restricted and unrestricted giving (NCA).

Strategic Goal 5: Continue to recruit and retain a dedicated, caring and culturally diverse faculty whose teaching is informed by research and embodies engaging learning experiences that enable students to flourish academically and personally.

Subgoal 5.1: Support and enhance the professional stature of faculty (NCA).

Subgoal 5.2: Support faculty members to secure the time, financial support and collaborations to maximize their success in research, scholarship, grantsmanship and other creative activities.

Subgoal 5.3: Implement and strengthen existing policies that will result in improved communication between faculty and administration, greater faculty input into the decision making process and an enhanced sense of shared responsibility for the management of the university (NCA).

Strategic Goal 6: Reorganize and strengthen Information Technology, Media Production and Media Services so that they will support both the academic and administrative functions of the university and the deployment of new and innovative teaching and research technologies as they become available.

Subgoal 6.1: Provide an adequate and predictable mechanism for funding informational and institutional technologies so that CSU will meet the technology needs of its students, staff and faculty now and in the future.

Subgoal 6.2: Strengthen maintenance and upgrading of the Information Technology infrastructure, facilities and hardware.

Subgoal 6.3: Strengthen Information Technology and instructional and technology service and support.

Subgoal 6.4: Move CSU to the forefront of Illinois state universities in using technology throughout the university's daily life (see 2.4).

Subgoal 6.5: Promote and support efficient and effective use of academic and administrative technology to enhance faculty and curricular needs (see 3.9).

Strategic Goal 7: Foster a collaborative and intellectually stimulating community that promotes academic freedom, mutual respect, integrity, high expectations of academic and professional achievement and work productivity for its graduate and undergraduate students, faculty administrators and staff and provides community rituals and programs in order to engender loyalty, commitment and a sense of community.

Subgoal 7.1: Establish procedures that change the shared norms, values and patterns of behavior relative to work at CSU by improving the educational atmosphere (NCA).

Subgoal 7.2: Develop an integrated system of communication that includes the entire campus (NCA).

Strategic Goal 8: Contribute to society, in general, and the local community, in particular, through economic development activities, mutually beneficial partnerships with elementary and secondary schools, community colleges, other universities, business, industry, government and community organizations and significantly increase CSU's role as an international institution of higher education.

Subgoal 8.1: Support collaborative partnerships with schools, businesses, corporations, government agencies, community and community development organizations, religious institutions and civic organizations to provide, develop and implement community building efforts.

Subgoal 8.2: Join elementary and secondary education to improve teaching and learning at all levels.

Subgoal 8.3: Promote internal and external activities that cultivate positive perceptions of CSU (NCA).

STRATEGIC GOALS	RESPONSIBILITY	TIMELINES	ASSESSMENT INDICATORS
Strategic Goal 1: Improve recruitment, retention and graduation of a culturally and economically diverse student body while increasing the number of well-prepared and academically able students entering a nurturing environment that facilitates the development of the whole person to become an accomplished, balanced, civil, competent, caring and creative global citizen.			
Subgoal 1.1: Develop an effective enrollment management program that links to the academic departments' needs (NCA).			
1. Regularly disseminate enrollment and retention data by college and department, including surveys of all students who transferred, stopped out and who were admitted but chose to go elsewhere.	Director Institutional Research and Executive Director of Enrollment Services	2006 and Ongoing	1. Comparison of the number of departments receiving retention data year-to-year. 2. Comparison of the retention rates of each academic program year-to-year.
2. Develop effective strategies and materials (brochures, pamphlets, etc.) to recruit more able freshman students.	Executive Director of Enrollment Services and Director of Admissions	Immediately and Ongoing	1. Comparison of the number and type of strategies used to recruit more able students year-to-year. 2. Comparison of the number and type of recruitment materials used year-to-year. 3. Comparison of the ACT scores of these students year-to-year. 4. Comparison of the CSU grade point averages of these students year-to-year.
3. Maintain frequent and regular contact with students by well-trained faculty in all departments.	Provost	2006	1. Comparison of the number and frequency of faculty making regular contact with students year-to-year. 2. Comparison of the retention rates and grade point averages of these students year-to-year.
4. Systematize student enrollment and retention efforts across colleges and academic units using appropriate technology (data-based management systems and assessments) and coordination (see 2.6.3) (NCA).	President, Provost and Department Chairs	2006 and Ongoing	1. Comparison of the number of common enrollment practices across units year-to-year. 2. Comparison of the number of common retention practices across units year-to-year. 3. Comparison of enrollment and retention rates for each academic program year-to-year.
Subgoal 1.2: Improve the positive visibility of CSU in high schools and community colleges.			
1. Establish clear articulation agreements with Chicago area community colleges.	Provost and Transfer Coordinator	2006	1. Comparison of the number of articulation agreements with Illinois community colleges year-to-year. 2. Comparison of the number of students that transfer from each Illinois community colleges to CSU year-to-year.

2. Develop partnerships with teachers and counselors in area high schools and colleges (see 2.6.6).	Deans and Department Chairs	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number of partnerships with K-12 teachers and counselors year-to-year. 2. Comparison of the number of partnerships with community college teachers and counselors year-to-year.
3. Identify highest quality academic programs and market them more aggressively.	Provost and Executive Director of Enrollment Services	2006	<ol style="list-style-type: none"> 1. Number of applicants interested in these programs from year-to-year. 2. Comparison of enrollment in these programs year-to-year.
4. Aggressively target talented African American and Latino middle and high school students as future CSU students by enrolling them in precollege programs (see 2.6.5 and 4.3.2).	Executive Director of Enrollment Services	2006	<ol style="list-style-type: none"> 1. Comparison of the number of African American and Latino students in middle and high schools enrolled in precollege CSU programs from year-to-year. 2. Comparison of the number of these students that actually enrolled as freshmen at CSU from year-to-year. 3. Comparison of degree completions by race/ethnicity and gender year-to-year (IBHE).
Subgoal 1.3: Review and align all enrollment related offices, programs, services and activities (NCA).			
1. Rigorously assess all recruitment, admission and retention offices, practices and policies (NCA).	Provost, President, Graduate Dean and Directors of Functions Involved	2006	<ol style="list-style-type: none"> 1. Comparison of the policies and practices related to recruitment and admissions that are reviewed from year-to-year. 2. Number of changes and improvements made in recruitment and admission practices from year-to-year. 3. Comparison of retention practices reviewed from year-to-year.
2. Consider using a written essay as part of the undergraduate and graduate admissions processes.	Provost and Director of Admissions	2007	<ol style="list-style-type: none"> 1. Comparison of the number and type of essays written as part of the admission process from year-to-year.
3. Continue to develop resources to award outstanding achievement through scholarships, awards and other types of stipends.	Director of CSU Foundation and Graduate Dean	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number and amount of resources made available to students from year-to-year.
4. Continue to enhance the use of the Banner Strategic Enrollment Management Module and the Banner student, finance and human resources modules to improve the efficiency of the Offices of Admissions, Financial Aid, the Registrar and Business Affairs (see 2.4.1).	Vice President Administration and Financial Affairs and Chief Information Officer	Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number and type of improvements made in these offices from year-to-year.

5. Reinstate and enhance the Banner Student Team to develop and review policies and procedures to support student recruitment and retention (see 2.10.1 and 6.3.1).	Provost and Chief Information Officer	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number of policies developed or reviewed year-to-year. 2. Comparison of the number of meetings held year-to-year.
6. Develop a system for monitoring student complaints in the Office of Financial Aid and for making improvements.	Director of Financial Aid and Provost	Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number of student complaints about the Office of Financial Aid from year-to-year. 2. Comparison of the number and type of changes made in the Office of Financial Aid from year-to-year.
7. Implement a system of formal information exchange and communication among accounts payable, bursars/ cashiers and financial aid so that financial awards are posted directly to a student's account and debits are also made directly to the same account (NCA).	Vice President Administration and Financial Affairs and Director of Financial Aid	2006	<ol style="list-style-type: none"> 1. Comparison of the ratings of student satisfaction with financial aid from year-to-year. 2. The number of information exchanges held year-to-year.
8. Improve the services provided by the bookstore by making an adequate number of textbooks for all courses available at the beginning of each semester and the bookstore's appearance as well.	Bookstore Manager and Vice Presidents	Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number of classes that lack sufficient books from semester-to-semester. 2. Comparison of ratings of student satisfaction with the bookstore on the climate survey year-to-year.
9. Expand the "University College Model" to include all incoming freshmen and transfer students.	President	2007	<ol style="list-style-type: none"> 1. Comparison of the number of students using the "University College Model" from year-to-year. 2. Comparison of the retention rates of students using the "University College Model" from year-to-year.
10. Review and expand the programs and activities for students in the Residence Hall (NCA).	Assistant Provost for Student Development and Director of Residence Hall	2006	<ol style="list-style-type: none"> 1. Comparison of ratings of student satisfaction with the Residence Hall from year-to-year. 2. Comparison of the programs and activities in the Residence Hall from year-to-year.
11. Develop and conduct a strong student activities program that includes rituals and community ethos building activities as well as co-curricular and student leaders' programs (NCA).	Assistant Provost for Student Affairs and Director of Student Activities	Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number and types of co-curricular and leadership programs offered from year-to-year. 2. Comparison of the number of ritual and community ethos building programs offered from year-to-year.
12. Improve the coordination, marketing and implementation of campus life activities (NCA).	Assistant Provost for Student Affairs and Director of Student Activities	2006	<ol style="list-style-type: none"> 1. Comparison of the marketing techniques and student participation in activities year-to-year.
13. Implement a strong intramural and recreational program to provide students with opportunities to participate in sports programs.	Assistant Provost for Student Affairs and Associate Vice President for Administrative Services	Ongoing	<ol style="list-style-type: none"> 1. Number of intramural programs offered from year-to-year. 2. Number of recreation programs offered from year-to-year.

14. Consider the development of an one-stop student service center to facilitate collaboration and align practices (NCA).	Provost	2006	1. Number of meetings held and recommendations made by a committee established for this purpose year-to-year. 2. Number of programs housed in the center.
Subgoal 1.4: Develop strategies that enable students to complete their degree requirements in five years.			
1. Reduce the number of cancelled courses by holding chairs and deans accountable for what is offered.	Provost and Deans	Fall 2007	1. Comparison of the number of cancelled courses from semester-to-semester. 2. Comparison of the number of departments and academic programs offered by colleges from semester-to-semester.
2. Develop and implement procedures that ensure that students are informed about cancelled classes in a timely manner (see 2.7.12).	Department Chairs and Deans	Fall 2007 and Ongoing	1. Number of departments with established procedures that contact 100% of their students from year-to-year. 2. Comparison of the procedures offered from year-to-year.
3. Provide sufficient data to assist the chairs and deans with scheduling classes that will minimize the number of cancelled classes and independent studies.	Provost, Department Chairs, Deans and Director of Institutional Research	Fall 2006	1. Comparison of the number of cancelled classes from year-to-year. 2. Comparison of the number of independent studies offered from year-to-year.
4. Develop and implement a plan that offers a sufficient number of courses and sections.	Provost, Department Chairs and Deans	Fall 2006 and Ongoing	1. Number of meetings and recommendations of a committee established for this purpose. 2. Percent of first-time, full-time degree seeking freshmen who complete their degrees within five years from year-to-year.
5. Secure sufficient classroom space to cover course needs.	Provost and President	Fall 2006 and Ongoing	1. Comparison of the number of courses that do not have classrooms for class meetings from semester-to-semester.
6. Hire sufficient faculty to cover courses.	Provost and President	Fall 2006	1. Comparison of the number of courses not having faculty coverage when classes begin each semester.
7. Explore designating 12-15 hours as full-time status so that students pay the same tuition for 15 credit hours as they do for 12 credit hours to encourage students to register for 15 credit hours each semester (see 2.7.9).	Board of Trustees, President and Provost	Spring 2007	1. Comparison of the number of students who enrolled for 15 hours each semester. 2. Comparison of the retention and graduation rates of these students from year-to-year.

Subgoal 1.5: Enhance the current academic advising process.			
1. Hold deans and department chairs responsible for the quality of advising in their departments which may include the removal of problematic advisors.	Deans and Department Chairs	Fall 2006	<ol style="list-style-type: none"> 1. Number of problematic advisors who are identified and given new duties from year-to-year. 2. Comparison of student ratings of advisors and the advising process from year-to-year. 3. Comparison of the number of departments that provide surveys that evaluate advising from year-to-year.
2. Reinforce the partnership between faculty advisors in departments and professional advisors by holding meetings between faculty advisors and professional advisors each semester.	University Advising Coordinator	2006	<ol style="list-style-type: none"> 1. Comparison of the number of training workshops and other activities in which both participate from year-to-year. 2. Comparison of the number of professional advisors who participate in advising activities from year-to-year.
3. Encourage faculty to include the evaluation of advising as a primary duty in the department DAC.	Provost, Department Chairs and Contract Administrator	Fall 2006	<ol style="list-style-type: none"> 1. Comparison of the number of departments that include advising as a primary duty in the department DAC year-to-year.
4. Advise and register freshman students during the summer. Advisors should contact new fall freshman admits during the summer for advising and registration.	University Advising Coordinator and Director of Institutional Research	Fall 2006	<ol style="list-style-type: none"> 1. Comparison of the number of advisors available for summer advising and registration from year-to-year. 2. Comparison of the number of new fall freshman admits advised and registered during the summer from year-to-year. 3. Percent of first-time, full-time degree seeking freshmen who complete their degrees within five years from year-to-year.
5. Implement fully the degree audit program (CAP) or some technologically-based data management system to maintain student records and track their academic progress in each academic department. Until then, departments should develop checklists that can be used by students to monitor students' progress (NCA).	Chief Information Officer, Deans, Department Chairs and Academic Advisors	Fall 2007	<ol style="list-style-type: none"> 1. Comparison of the number of academic programs in each college using the degree audit program from year-to-year.
6. Develop online advising by utilizing phone and e-mail mechanisms.	University Advising Council	Fall 2006	<ol style="list-style-type: none"> 1. Comparison of the number of advisors using phone and/or e-mail advising from year-to-year. 2. Comparison of the student ratings of phone and e-mail advising from year-to-year.

7. Extend summer advising cues to graduate student advisors.	Assistant Vice President for Contract Administration and Academic Personnel	2007	<ol style="list-style-type: none"> 1. Comparison of the number of graduate advisors receiving advising cues from year-to-year. 2. Comparison of the number of graduate students receiving summer advisement from year-to-year.
8. Increase the number of trained Board of Governors advisors and improve communication between the Board of Governors program and the rest of the campus.	Provost and Dean of Continuing and Non-Traditional Programs	2007	<ol style="list-style-type: none"> 1. Comparison of the number of trained BOG advisors from year-to-year. 2. Comparison of the ratings of campus constituents about improved communication with the BOG program on surveys from year-to-year.

Strategic Goal 2: Enhance the ability and accountability of all divisions and levels of the university to provide excellent service, sufficient resources, efficient operations and a humane atmosphere for all students, faculty, administrators and staff.			
Subgoal 2.1: Eliminate the backlog of deferred maintenance.			
1. Continue to conduct an annual survey of all buildings to determine compliance with safety code, ADA, deferred maintenance and basic cleanliness.	Director Physical Plant	Ongoing	1. Comparison of the number of violations of safety codes, ADA regulations, critical deferred maintenance issues and serious hygiene problems identified from year-to-year. 2. Number and type of violations found in each building from year-to-year.
2. Continue to seek additional funding from the General Assembly to correct all conditions resulting from deferred maintenance, ADA violations as well as safety and hygiene problems.	President and Director of the Budget Office	Ongoing	1. Comparison of the amount of funding received from the state to correct deferred maintenance year-to-year.
Subgoal 2.2: Enhance the accountability, performance and professionalism of administrators and staff.			
1. Continue to charge Institutional Research to survey all personnel who report to each administrator to evaluate each administrator's performance annually.	Director Institutional Research	Ongoing	1. Comparison of the number of administrative personnel evaluated by employees they supervise from year-to-year. 2. Comparison of the number of employees that participate in the evaluation of their supervisors from year-to-year.
2. Require all administrators to submit an annual performance contract to their supervisors to ensure accountability throughout CSU.	All Supervisors	Ongoing	1. Comparison of the number of administrators who submit annual performance contracts year-to-year. 2. Comparison of the number of improvements made in each administrator's area year-to-year.
3. Maintain and implement personnel policies and procedures consistent with collective bargaining agreements that ensure high levels of performance in all units throughout CSU.	Assistant Vice President for Academic Personnel and Contracts, Deans, Vice Presidents and Director of Human Resources	Ongoing	1. Comparison of the number of personnel who received unsatisfactory evaluations year-to-year. 2. Comparison of the number of employees who receive high level performance evaluations from year-to-year.
4. Review of the Office of Human Resources by external reviewers to assess staffing, problem areas and quality of service for the university community (NCA).	Director Human Resources	2006	1. Number and degree of problems identified year-to-year. 2. Number of improvements made year-to-year.
5. Establish an ongoing outcomes assessment process for the Office of Human Resources (NCA).	Director Human Resources	2006	1. Number of problem areas identified year-to-year. 2. Number of changes made linked to findings year-to-year.

Subgoal 2.3: Provide staff development and training for all employees (NCA).			
1. Expand the membership of the existing Communication Customer Service Team and continue workshops and other initiatives.	Communication Team	2006	1. Comparison of the number of members from year-to-year. 2. Comparison of the number and type of activities offered from year-to-year.
2. Provide customer service training for all staff, department chairs and other administrators as well as faculty advisors that is consistent with collective bargaining agreements.	University Advising Coordinator and Vice Presidents	2006	1. Comparison of the number of faculty, advisors, administrators and staff participants from year-to-year. 2. Comparison of the number and type of training provided from year-to-year.
3. Provide progressive discipline training for administrators.	President and Vice Presidents	2006	1. Comparison of the number of workshops presented from year-to-year. 2. Comparison of the number of participating administrators from year-to-year.
4. Establish secret spotters to monitor campus-wide service.	President and Vice Presidents	2006	1. Number of secret spotters used from year-to-year. 2. Comparison of the ratings of customer service items on surveys from year-to-year.
5. Conduct university-wide customer service unit-level surveys on the campus atmosphere and the service orientation of all units.	Assistant Provost for Academic Development and Director of Assessment and Quality	2006 and Ongoing	1. Comparison of the number of units providing customer service surveys from year-to-year. 2. Comparison of the number of units that make changes based on findings from year-to-year.
6. Video tape customer service training workshops.	Director Media Services	2006	1. Number and type of CSU produced video training workshops offered from year-to-year. 2. Number and type of units using CSU video produced tapes from year-to-year.
7. Develop a mentor/mentee program for all new employees.	Director Human Resource	2007	1. Comparison of faculty, staff and students' ratings on customer satisfaction surveys from year-to-year. 2. Comparison of the number and type of mentors and mentees participating in the program from year-to-year.
Subgoal 2.4: Move CSU to the forefront of Illinois state universities in using technology throughout the university's daily life (see 6.4).			
1. Implement full utilization of all Banner SCT systems other than financial, e.g., strategic enrollment management, student course scheduling, faculty load, automated staff hiring, student status tracking and online budget access for personal services (see 1.4.4 and 6.4.1).	Chief Information Officer	2006 and Ongoing	1. Comparison of the usage of all Banner SCT nonfinancial applications e.g., automated staff hiring, student course scheduling status and tracking, strategic enrollment management and faculty load from year-to-year.

2. Acquire and install related software, including Admissions Genie, P-Card (purchasing) and student campus card.	Vice President Administration and Financial Affairs and Chief Information Officer	2006 and Ongoing	1. Comparison of enrollment from year-to-year. 2. Comparison of retention and graduation rates from year-to-year. 3. Comparison of student, faculty and staff ratings on campus climate surveys year-to-year.
3. Perform process redesign and implement third party software where appropriate.	Vice President Administration and Financial Affairs and Chief Information Officer	2006 and Ongoing	1. Comparison of money savings from year-to-year. 2. Comparison of the amount of time on tasks from year-to-year.
4. Update security and disaster recovery plans to ensure consistency with Homeland Security precautions in use of telecommunication infrastructure.	Chief Information Officer	2007	1. Comparison of the type and number of accessible, clearly documented security, emergency and recovery plans year-to-year.
5. Routinely upgrade and expand hardware and related software (employ standard business practice of acquiring one generation cycle behind most innovative advances; the state of the art hardware and software apply only for computer science study and research).	Vice President Administration and Financial Affairs and Chief Information Officer	2007	1. Comparison of the amount of leased equipment and software regularly upgraded by a predetermined cycle year-to-year.
6. Complete the installation of tracking software on campus notebook computers.	Chief Information Officer	Immediately and Ongoing	1. Comparison of the number of misplaced or lost computers from year-to-year. 2. Comparison of the number of audit points from year-to-year.
7. Investigate and replace PBX based telephony with VOIP and IP services.	Chief Information Officer	2008	1. Comparison of the amount of cost savings from year-to-year.
8. Investigate and implement Wi Fi and consider electronic village option availability through local and state government entities or private-public joint venture.	President, Vice President Administration and Financial Affairs and Chief Information Officer	2007 and Ongoing	1. Number of wireless devices routinely supported on campus and possibly in the surrounding community from-year-to-year.
Subgoal 2.5: Inspire CSU students, faculty and staff to continue their dynamic growth as a vibrant, caring and nurturing learning community for everybody (NCA).			
1. Reify the CSU mission.	President, Faculty and Staff	2006 and Ongoing	1. Comparison of the number and type of university activities that refer to the mission from year-to-year. 2. Number of places on campus where the CSU mission is stated from year-to-year.

2. Reinforce positively the CSU Code of Excellence.	President, Faculty and Staff	2006 and Ongoing	1. Number of programs and activities offered that exemplify the Code of Excellence e.g. service and ethics training sessions offered from year-to-year.
3. Perform climate surveys of students, faculty and staff with regular feedback.	Assistant Provost of Student Affairs, Provost, Vice President Administration and Financial Affairs	2006 and Ongoing	1. Comparison of the results of the climate survey from year-to-year. 2. Comparison of the unit customer service surveys from year-to-year. 3. Comparison of the improvements made because of survey results from year-to-year.
4. Inculcate positive customer service attitudes and efforts university-wide.	President	2006 and Ongoing	1. Comparison of the ratings of customer service-related items on surveys from year-to-year. 2. Comparison of the number and type of university-wide customer service-related efforts from year-to-year.
5. Market the "best buy" value (comparative cost and quality education) of CSU among regional colleges and universities.	Executive Director of Enrollment Services	2007 and Ongoing	1. Comparison of the cost of attending CSU with that of other state universities year-to-year. 2. Comparison of the publicized contributions of CSU graduates from year-to-year. 3. Comparison of the number and type of media used to publicized the "best buy" value of CSU from year-to-year.
6. Publicize information about successes of CSU students and alumni.	President and Director of Public Affairs	2006 and Ongoing	1. Comparison of the number and type of success stories publicized from year-to-year. 2. Comparison of survey items related to CSU's positive image from year-to-year.
7. Expand customer service training and student recruitment training to include faculty and staff, demonstrating that everybody is a CSU ambassador.	President, Provost and Executive Director of Enrollment Services	2006 and Ongoing	1. Comparison of the number and type of customer service and student recruitment training offered to faculty and staff from year-to-year. 2. Comparison of the number and type of student recruitment training offered to students from year-to-year. 3. Comparison of the number of students, faculty and staff involved in student recruitment from year-to-year.
8. Urgently, communicate the most current activities and changes via CSU website, broadcast, campus newspaper, strategically placed posters and student e-mail.	Provost, Deans, Faculty and Staff	2006 and Ongoing	1. Comparison of the amount of student-related information located on websites and in other media from year-to-year.

Subgoal 2.6: Enhance CSU's focus on realizing its educational mission in creative and cost effective ways.			
1. Increase the value of existing resources (people and physical plant) by more thoroughly monitoring the critical computerized budget and accounting information, producing such results as overtime work reductions, faster filling of vacancies, optimized preventive maintenance and reallocation to strategic initiatives.	President's Executive Council	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number of reallocations to strategic initiatives from year-to-year. 2. Comparison of the number of reductions in overtime from year-to-year.
2. Develop and implement space management plans and procedures consistent with planned growth of student enrollment, faculty and staff.	Director of Physical Facilities and Vice Presidents	2007 and Ongoing	<ol style="list-style-type: none"> 1. Number of planned classrooms, laboratories, and offices consistent with growth of student enrollment, faculty and staff year-to-year. 2. Number and type of employees involved in space management and planning and the number of meetings held from year-to-year.
3. Systematize student enrollment and retention efforts across units utilizing appropriate technology and coordination (see 1.1.4).	President, Provost, Deans and Faculty	2006 and Ongoing	<ol style="list-style-type: none"> 1. Number and type of common efforts that are coordinated across units from year-to-year. 2. Number and type of programs that use appropriate technology across units from year-to-year.
4. Review university admissions' policies and procedures.	Provost and Director of Admissions	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number and type of CSU employees that participate in the review from year-to-year. 2. Number and type of policies and procedures made from year-to-year.
5. Aggressively target talented African American and Latino middle school and high school students as future CSU students and alumni by enrolling them in precollege programs (see 1.2.4 and 4.3.2).	Executive Director of Enrollment Services and Faculty	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the ACT scores of African American and Latino students targeted while in middle or high school from year-to-year. 2. Comparison of the number of African American and Latino students in these programs who enrolled at CSU from year-to-year.
6. Build positive relationships with teachers and counselors in K-12 schools and community colleges (see 1.2.2).	Provost, Department Chairs and Deans	2006 and Ongoing	<ol style="list-style-type: none"> 1. Number and type of positive relationships developed with teachers and counselors in K-12 from year-to-year. 2. Number and type of positive relationships established in community colleges from year-to-year.
7. Enhance employee benefits package whenever possible, including providing current information about individual contributions.	Vice President Labor and Legal Affairs	2006 and Ongoing	<ol style="list-style-type: none"> 1. Number and type of employee benefits made from year-to-year. 2. Amount of information provided about employee contributions from year-to-year.

8. Update, document and practice (with drills) university critical incident responses (pre-planned reactions) to crisis, such as fire, flood, siege, assailants and terrorists.	Campus Police Chief and Director of Physical Facilities	2006 and Ongoing	1. Number and type of documented plans available for critical incidents from year-to-year. 2. Number and type of practice drills from year-to-year.
Subgoal 2.7: Create and implement best practices which challenge the university's boundaries and enhance CSU's excellence.			
1. Review previously established priorities, in light of these emerging ones and determine assigned departmental priorities consistent with CSU's overall emphasis, e.g., increasing accountability and update long-range planning budgets to accurately reflect early stages of new strategic plan priorities.	President and President's Executive Council	Immediately and Ongoing	1. Number of resource allocation in the long-range planning consistent with aligned strategic priorities from year-to-year. 2. Number of departments with programs aligned with strategic priorities from year-to-year.
2. Assign monthly strategic planning goals accomplished reporting to top management (PEC level) until the accountability is enmeshed in CSU culture (see 2.10.3).	President and President's Executive Council	2006 and Ongoing	1. Comparison of the number of top level managers providing strategic goal accomplishment reports monthly and from year-to-year. 2. Comparison of the number of goal accomplishments that positively impact students year-to-year.
3. Negotiate where possible performance based monetary and non-monetary awards for faculty and staff.	Director of Human Resources, Vice President Administration and Financial Affairs	2006 and Ongoing	1. Comparison of the number of monetary and non-monetary awards offered from year-to-year. 2. Comparison of the number of offices/ departments that have high performing employees year-to-year.
4. Institute training for supervisors/administrators on the use of contract guidelines for the various unions in order to evaluate and manage employee performance effectively.	President and Union Leadership	2006 and Ongoing	1. Comparison of the number of training opportunities for supervisors on the use of contract guidelines for the various unions from year-to-year. 2. Comparison of the number of supervisory participants in contract training from year-to-year.
5. Provide training and reward team building activities consistent with collective bargaining agreements.	President and Director of Human Resources	2006 and Ongoing	1. Comparison of the number and type of reward and recognition activities offered from year-to-year. 2. Comparison of the number of training workshops and participants from year-to-year.
6. Promote uniform personnel policies and enforcement practices in employee leaves, transfers, cross training opportunities, professional development and career path advancement that are consistent with collective bargaining agreements.	Director of Human Resources	2006 and Ongoing	1. Comparison of the number of employee leaves, transfers, professional development and career path advancements from year-to-year.

7. Consider making the acquisition and use of computer hardware and software very attractive by subsidizing computer acquisitions for students.	Vice President Administration and Financial Affairs and Chief Information Officer	2007 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number of students who have computer hardware and software subsidized from year-to-year. 2. Comparison of the student ratings of the subsidy program from year-to-year.
8. Engage institutional public relations and/or an advertising firm and the Department of Art & Design to enhance CSU's image and accomplishment reporting, i.e., market CSU systematically.	President, Director of Public Affairs and Chair of Art & Design	2007	<ol style="list-style-type: none"> 1. Comparison of the number and types of accomplishments reported from year-to-year. 2. Comparison of the types of media used for reporting purposes from year-to-year.
9. Explore designating 12-15 hours as full-time status so that students pay the same tuition for 15 credit hours as they do for 12 credit hours to encourage students to enroll for 15 credit hours each semester (see 1.4.7).	Tuition and Fee Committee	2006	<ol style="list-style-type: none"> 1. Comparison of the number of students who enroll for 15 credit hours per semester from year-to-year. 2. Comparison of the retention and graduation rates of these students from year-to-year.
10. Reduce tuition/fees to match the University of Illinois Springfield's competitive rates for online courses for all student users.	Board of Trustees' Tuition and Fee Committee	2007	<ol style="list-style-type: none"> 1. Comparison of tuition rates of online courses with the University of Illinois and other state universities year-to-year.
11. Improve and expand quality of online course offerings, including corporate training by offering certificates or continuing education training.	President, Provost and Deans of Continuing Education	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the enrollment in newly upgraded courses from year-to-year. 2. Comparison of student ratings of courses from year-to-year.
12. Communicate, energetically, most current student activities and changes (including class changes, closings, etc.) via CSU website, broadcast, newspaper, strategic postings, Blackboard and student e-mail (see 1.4.2).	Provost and Director of Public Affairs	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number of venues used to provide student information from year-to-year. 2. Comparison of student survey ratings on communication-related items year-to-year.
13. Plan and implement financial planning workshops or a course for all students.	Provost	2007 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number of workshops or courses offered from year-to-year. 2. Comparison of students' ratings of workshops/ courses from year-to-year.
14. Develop campus-wide, systematic and managed university partnerships with targeted audiences, e.g., CSU alumni and their families, private and corporate foundations, local and statewide businesses (e.g., UPS, CRCP), Chicago Public School administration, City Colleges, federal, state and local government entities. Potential results could be more generous funding, in-kind contributions and coordinated outcomes, yielding educational credits for work.	President, President's Executive Council and CSU Foundation	2007 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the amount and nature of contributions (monetary and in-kind) resulting from CSU partnerships from year-to-year. 2. Comparison of the projects/programs for students and faculty with the targeted sources from year-to-year.

Subgoal 2.8: Obtain and apply the best practices and technologies to strengthen qualitatively the university's administrative and financial support services.			
1. Implement Sarbanes Oxley (SOx) Act with its accountability, transparency and reporting requirements including ethics statement, safeguards against fraud and abuse, conflict of interest and related controls as well as a Board of Trustees' Audit Committee.	Vice President Administration and Financial Affairs	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number of faculty and staff who have been informed about the SOx Act from year-to-year. 2. Comparison of the number and type of methods used to inform faculty and staff about the act year-to-year. 3. Number of members participating on the Board of Trustees' Audit Committee year-to-year.
2. Install controls (General Acceptable Accounting Principles and Government Accounting Standard Board) to eliminate audit points.	Vice President Administration and Financial Affairs	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number and type of audit points from year-to-year.
3. Label and record all CSU property, using Banner system application for tracking and reporting.	Vice President Administration and Financial Affairs	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the amount of CSU property recorded and accounted for in the correct location from year-to-year. 2. Comparison of the number of audit points from year-to-year.
4. Pilot and expand P (procurement) Card processing for purchasing.	Vice President Administration and Financial Affairs and Chief Information Officer	2007 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number of offices/ departments that use P-Cards from year-to-year.
5. Provide automatic clearing house direct deposit for student refunds.	Vice President Administration and Financial Affairs and Chief Information Officer	2007 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of student ratings on financial aid related items from year-to-year.
6. Install positive pay criteria for disbursement accounts to increase safeguards and reduce opportunity for fraud or errors.	Vice President Administration and Financial Affairs and Chief Information Officer	2007 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number of errors made from year-to-year. 2. Comparison of the number of safeguards implemented from year-to-year.
7. Automate warrant (state appropriations) processing with the state system processes.	Vice President Administration and Financial Affairs and Chief Information Officer	2007 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the amount of time spent in processing the receipt of state appropriations from year-to-year.

8. Purchase and install self-paced computer-based and online Banner training and enforce a training schedule for staff.	Vice President Administration and Financial Affairs, Chief Information Officer and Director of Human Resources	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number of personnel participating in the training sessions year-to-year. 2. Comparison of the ratings of customer service items on surveys from year-to-year.
9. Manage vendor relationships as leverage to further CSU's strategic goals, e.g., internships for students and faculty research.	Vice President, Administration and Financial Affairs and Provost	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number of vendor-funded student internships from year-to-year. 2. Comparison of the number of vendor-funded faculty research projects from year-to-year.
10. Automate the check reconciliation process.	Vice President Administration and Financial Affairs and Chief Information Officer	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of student ratings of satisfaction with the check disbursement process from year-to-year.
11. Establish return on investment standards and feasibility analysis for use throughout CSU for all decisions.	Vice President Administration and Financial Affairs	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number of offices/ departments using the processes from year-to-year.
12. Automate book vouchers.	Chief Information Officer and Vice President Administration and Financial Affairs	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of student ratings of the bookstore and financial aid on surveys from year-to-year.
13. Establish data warehouse, acquire and install SCT Intelligence software, plus provide sample reports to all potential users to display the potency of mining the data warehouse.	Vice President Administration and Financial Affairs and Chief Information Officer	2007 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number and type of data utilized from year-to-year. 2. Comparison of how acquired data are used in decision making as required by accrediting agencies year-to-year.
14. Investigate automating the travel and expense report processing and plan its implementation.	Vice President Administration and Financial Affairs and Chief Information Officer	2007	<ol style="list-style-type: none"> 1. Comparison of the amount of time used in the travel and expense reporting processing from year-to-year. 2. Comparison of survey ratings of users from year-to-year.
15. Perform process redesign and implement online purchase requisitions and purchase orders to shorten the purchasing cycle and go paperless.	Vice President Administration and Financial Affairs and Chief Information Officer	2007 and Ongoing	<ol style="list-style-type: none"> 1. Amount of time saved during the purchasing process from year-to-year. 2. Number of office/departments that use online purchasing from year-to-year.
16. Tie CSU vendor purchasing options to the UIC generated (purchasing consortium vendors) catalog to offer more choices and lower prices for CSU buyers.	Vice President Administration and Financial Affairs and Chief Information Officer	2008 and Ongoing	<ol style="list-style-type: none"> 1. Number of items sold to CSU buyers at lower prices from year-to-year.

17. Auxiliaries: Re-examine and renegotiate vendor contracts to explore more inventive solutions to current projects and services including new vendors and auxiliaries.	Vice President Administration and Financial Affairs	2007 and Ongoing	1. Number and type of inventive solutions identified and utilized from year-to-year. 2. Comparison of users' ratings on surveys from year-to-year.
18. Bookstore: Survey students, faculty and staff, possibly a sampling of neighbors on the products and services most wanted or needed by them, e.g., DVDs, toys, gifts, etc.	Vice President Administration and Financial Affairs	2007 and Ongoing	1. Comparison of survey ratings on products and services needed in the bookstore from year-to-year. 2. Comparison of the number and kind of products sold from year-to-year.
19. Food Service: Consider take home meals for afternoon and evening customers through reopening the Cyber Café especially during off-hours and at night.	Vice President Administration and Financial Affairs	2006 and Ongoing	1. Comparison of the number of these new food service users from year-to-year. 2. Comparison of users' ratings on surveys from year-to-year.
20. Encourage the use of direct deposits for all employees.	Vice President Administration and Financial Affairs	2006 and Ongoing	1. Comparison of the number of employees using direct deposits from year-to-year.
21. Acquire and install a data imaging system to easily track documents and provide easier access to information.	Vice President Administration and Financial Affairs and Chief Information Officer	2007	1. Comparison of the number of documents that are installed from year-to-year. 2. Comparison of the number of documents that are accessed from year-to-year.
22. Automate employee leave reporting to reduce overtime and employee burnout.	Vice President Administration and Financial Affairs, Director of Human Resources and Chief Information Officer	2008	1. Comparison of the amount of overtime used from year-to-year. 2. Comparison of the employee perceptions of burnout on climate surveys year-to-year.
23. Implement web-based time entry (card) for payroll to increase processing speed.	Vice President Administration and Financial Affairs	2008	1. Amount of time to process payroll from year-to-year.
Subgoal 2.9: Make excellent customer service a CSU way of life, especially in dealing with students, faculty, and fellow staff members in the Office of Financial Affairs.			
1. Inculcate customer service attitudes and efforts department-wide.	Vice President Administration and Financial Affairs	2006 and Ongoing	1. Comparison of the number of offices and staff who have attended customer service training from year-to-year. 2. Comparison of the ratings on climate surveys regarding customer service items from year-to-year.

2. Model a campus-wide customer service approach with special attention given to student contact areas, e.g., Bursar's Office and payroll.	Vice President Administration and Financial Affairs	2006 and Ongoing	1. Comparison of the number of office/departments involved in customer service training from year-to-year. 2. Comparison of survey ratings of customer service issues from year-to-year.
3. Instill continuous improvement process via training, cross training, feedback surveys, frequent updates and public reporting of constructive reactions to changes.	Vice President Administration and Financial Affairs	2006 and Ongoing	1. Comparison of the number and types of items used to instill continuous improvement from year-to-year. 2. Comparison of the number of offices and employees involved in continuous improvement training year-to-year.
4. Offer incentives to students to respond in a timely manner for registration and financial aid requirements.	Provost, Vice President Administration and Financial Affairs	2006 and Ongoing	1. Comparison of the number of students who respond to information received on a timely basis from year-to-year.
Subgoal 2.10: Set in place the organizational structures to create the desired improvements in CSU administrative and financial areas.			
1. Establish professional Banner project teams with target dates and accountable results (see 1.3.5 and 6.3.1).	Vice President Administration and Financial Affairs	2006 and Ongoing	1. Comparison of the number and type of projects meeting target dates from year-to-year. 2. Comparison of the nature of the results and how they improve programs year-to-year.
2. Make process redesign the highest priority work after all system installations in order to reduce workload and improve controls.	Vice President, Administration and Financial Affairs	2006 and Ongoing	1. Comparison of the number of reduced workloads from year-to-year.
3. Assign monthly Strategic Planning Goals accomplished reporting to top management (PEC level) until strategic thinking becomes enmeshed in CSU culture (see 2.7.2).	President, President's Executive Council, Vice President Administration and Financial Affairs	2006 and Ongoing	1. Comparison of the number and type of goal accomplished/completed from year-to-year. 2. Comparison of the number of top management reporting goal accomplishments monthly.
4. Require online systems and procedures documentation to ensure training.	Vice President Administration and Financial Affairs and Chief Information Officer	2006 and Ongoing	1. Number and type of online systems and procedures' documentation from year-to-year.
5. Establish creative uses of new convocation center such as a regional entertainment venue and provider of public lecture series (to engage city, state and nation in conversation, research and debate). (See 4.3.5.)	Vice President Administration and Financial Affairs	2007	1. Number and type of activities offered from year-to-year.

Strategic Goal 3: Strengthen the commitment of the entire CSU community to outstanding undergraduate, graduate, distance and continuing educational programs characterized by disciplinary depth and rigorous breadth with a high level of direct interaction between faculty and students.			
1. Provide greater attention to the analysis of assessment and other data and how these data impact program improvements, institutional decision making and the delivery of services (NCA).	Director of Assessment, Department Chairs, Assessment Coordinators, Program Directors, Deans and Vice Presidents	2006	1. Comparison of the number of institutional decisions linked to assessment data year-to-year. 2. Comparison of number of programs making changes in the curriculum and other activities based on these measures year-to-year.
2. Include evaluations by employers of CSU graduates and alumni into program review in all academic departments.	Department Chairs, Assessment Coordinators, Institutional Research and Career Development	Ongoing	1. Comparison of the number of programs soliciting employer and alumni input year-to-year. 2. Number of programs making changes in curriculum based on this input year-to-year.
3. Enhance the Office of Institutional Research to support all evaluations, assessment and planning efforts.	Director of Institutional Research	Ongoing	1. Comparison of the amount and type of support provided year-to-year.
4. Encourage departments to adopt common syllabi with common content and common learning outcomes for multiple session courses.	Provost, Department Chairs and Deans	Ongoing	1. Comparison of the number of departments with multi-section courses with common learning outcomes and common content from year-to-year. 2. Number of faculty who participate in multi-section meetings on developing course syllabi year-to-year.
5. Continue to require and support all departments and programs to pursue external accreditation, if available in the disciplines.	Provost	Ongoing	1. Number of departments that can be accredited from year-to-year. 2. Number of departments seeking and achieving accreditation year-to-year.
6. Monitor the impact of the reliance on non-tenure track employees on the workload of tenured faculty members and long-term program quality (NCA).	Provost, Deans and Department Chairs	2006	1. Comparison of the number of non-tenure track faculty and the courses taught compared to the number of tenure track faculty and courses taught year-to-year. 2. Comparison of the final grades given by tenure track faculty and non-tenure track faculty from year-to-year.
7. Encourage all departments to maintain currency in syllabi and other instructional materials (NCA).	Provost, Deans and Department Chairs	2006 and Ongoing	1. Number of department chairs that encourage faculty to update course syllabi year-to-year. 2. Number of faculty who update course syllabi from year-to-year.

Subgoal 3.1: Emphasize the development of fluency in oral and written communication, quantitative reasoning and critical thinking skills, skill with technology relevant to the field of study, creativity, professional and personal ethics and diligence in all educational programs.			
1. Encourage departments to revise the DAC to require the use of relevant technology and writing assignments in classroom teaching performance of primary duties (see 3.9.1).	Provost, Deans and Department Chairs	2006	1. Number of departments requiring technology and writing assignments in the DAC from year-to-year.
2. Provide sufficient support for the writing center and training for faculty to use technology and writing as instructional tools.	Deans, Provost and President	2006	1. Amount of funding provided for training year-to-year.
3. Continue to evaluate basic skills requirements and the developmental programs to determine if they are meeting the current needs of CSU students.	Provost and Coordinators of Basic Skill Programs	Ongoing	1. Comparison of CSU's developmental programs and requirements to those of other state universities in Illinois and professional associations year-to-year. 2. Number of students who pass basic skills proficiency tests from year-to-year. 3. The number of improvements made year-to-year.
Subgoal 3.2: Incorporate and enhance research experiences and applied internships in business, industry and/or in the community so that students apply knowledge gained in the classroom into all educational programs.			
1. Encourage all majors to include opportunities and/or internships in applied settings in which students can apply knowledge and gain practical experience.	Deans	Ongoing	1. Comparison of the number of majors that include internships in applied settings year-to-year. 2. Number of students that participate in internships from year-to-year.
2. Seek corporate and other types of sponsorship of internships and student research (NCA).	Deans, Department Chairs and Director of CSU Foundation	Ongoing	1. Number of sponsored internships and student research from year-to-year. 2. Number of corporations funding research and internships from year-to-year.
3. Encourage all grant proposal developers to include both undergraduate and graduate student funded research and applied opportunities in their proposals (NCA).	Deans and Department Chairs	2006 and Ongoing	1. Number of proposal including student research from year-to-year. 2. Amount of funded student research from year-to-year.

Subgoal 3.3: Promote curricular reform and innovation in all areas of the academic program.			
1. Seek external funding to implement a Center for Teaching Excellence with a full program of curricula and instructional development materials and faculty development activities.	Director of CSU Foundation and Director of Faculty Development	Ongoing	1. Number of full proposals submitted year-to-year. 2. Amount of funding received from year-to-year.
2. Implement Provost/President's Teaching Innovation Award to recognize teaching innovations.	President and Provost	Ongoing	1. Number of Innovation Awards given from year-to-year.
<p>3. Establish a campus-wide planning task force, called the Academic Planning Task Force (APT) made up of the chair of the University Curriculum Committee, a Faculty Senate representative, provost, the curriculum development officer and faculty members from each college. The task force would perform the following services:</p> <ul style="list-style-type: none"> a. Develop institution-specific guidelines for new program creation and implementation including: <ul style="list-style-type: none"> • guidelines for development-cost, potential customer base, projected revenues, faculty needs, space needs, equipment needs, etc. • inter-college-level impacts on new program development. • SWOT analysis for new program proposals. • connection between new programs and university mission. b. Serve as vehicle for communication down and up regarding institutional decisions about new programs, including what goes forward to IBHE and what does not and rationale. c. Serve as resource for the president and provost in lobbying efforts to gain state approval and support of program proposals. d. Prepare SWOT analysis for the Faculty Senate, provost and president on new program implementation for five years to check viability of new programs. e. Review the results of academic program reviews and communicate all results to the president and the Board of Trustees (see 5.3.6) (NCA). 	Board of Trustees, President and Provost	March 2006	<ul style="list-style-type: none"> 1. Comparison of the number of new programs developed using the task force's guidelines from year-to-year. 2. Comparison of the number of programs that the task force reviews and are submitted for IBHE approval year-to-year. 3. Comparison of the number of lobbying efforts year-to-year. 4. Comparison of the number of meetings with the president and the CSU Board of Trustees from year-to-year.

4. Identify instructional needs as well as student learning and instructional improvements made in all academic programs, particularly general education as a result of assessment (NCA).	Assessment Coordinators and General Education Assessment Committee	Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number of instructional needs identified and corrected from year-to-year. 2. Comparison of the number of academic programs that have student learning and instructional improvements linked to assessment results from year-to-year. 3. Comparison of the number of students affected by the instructional improvements from year-to-year.
5. Develop budgetary line for instructional needs tied to all academic assessment (NCA).	President, Provost and Deans	Fall 2006 and Ongoing	<ol style="list-style-type: none"> 1. Number of budget lines developed because of assessment results linked to instructional needs from year-to-year.
6. Increase the number of multidisciplinary programs and provide more campus-wide forums on these exemplary programs.	Provost and Deans	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number of multidisciplinary programs implemented from year-to-year. 2. Comparison of the number of students participating in these programs from year-to-year.
7. Review all multi-program departments with an eye toward improving the synergy among joined programs.	Provost and Deans	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number of multidisciplinary programs reviewed from year-to-year. 2. Comparison of the number of faculty members participating in the review process year-to-year.
Subgoal 3.4: Offer a variety of quality, well-supported graduate degree programs including doctoral programs that are consistent with the university's educational mission.			
1. Seek areas of opportunity where departments can collaborate in offering interdisciplinary graduate degrees.	Dean of Graduate Studies, Deans and Department Chairs	Ongoing	<ol style="list-style-type: none"> 1. Number and type of interdisciplinary graduate programs offered year-to-year. 2. Number of graduate students involved in these programs from year-to-year.
2. Continue to develop and seek IBHE approval of doctoral programs in psychology, pharmacy, mathematics, social work and physical therapy.	President, Provost, Dean of Graduate Studies, Deans and Department Chairs	Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number of doctoral programs developed and approved by IBHE year-to-year. 2. Comparison of the number of doctoral programs that admit students year-to-year. 3. Comparison of the number of graduates from doctoral programs year-to-year.
3. Identify areas of need where CSU has market advantages relative to other institutions and focus development and expansion of graduate studies programs in these areas.	Dean of Graduate Studies, Deans and Department Chairs	Ongoing	<ol style="list-style-type: none"> 1. Number of market advantage areas where CSU adds graduate programs from year-to-year.

4. Continue to seek external funding to establish research and teaching institutes in areas consistent with the university mission (For example: an Institute for the Study of Urban Public Policy, a Center for Research on Minority Health Issues and an Urban Education Center).	President, Provost, Director of CSU Foundation, Dean of Graduate Studies, Deans and Department Chairs	Ongoing	1. Number and type of proposals funded to establish institutes from year-to-year.
Subgoal 3.5: Recruit and train existing and new faculty to start doctoral-level programs.			
1. Identify needs of existing and proposed doctoral programs.	Dean of Graduate Studies, Department Chairs and Graduate Council	2006	1. Comparison of the needs of current and proposed programs year-to-year.
2. Develop guidelines and implement professional training for existing faculty to prepare for doctoral-level teaching.	Dean of Graduate Studies, Department Chairs and Graduate Council	2006	1. Comparison of the number of faculty participating in professional training programs for doctoral teaching from year-to-year. 2. Comparison of the number of faculty doctoral training recipients who teach in doctoral programs year-to-year.
3. Submit proposals to the president for immediate, short and intermediate hiring priorities for doctoral-level programs.	Dean of Graduate Studies and Graduate Council	2007	1. Comparison of the number of proposals submitted and implemented from year-to-year.
Subgoal 3.6: Expand CSU's continuing and distance education programs to populations CSU has not served in the past.			
1. Survey and identify areas in which CSU has a comparative advantage relative to other schools in the market and develop new and/or expanded continuing, graduate and distance education programs and weekend classes.	Dean of Continuing Education, Dean of Graduate Studies, Deans and Department Chairs	Ongoing	1. Comparison of survey results from year-to-year. 2. Number of areas where CSU adds programs based on these studies year-to-year.
2. Establish a review process and administration of the non-traditional degree programs that is the same as other academic programs.	Dean of Continuing and Non-Traditional Degree Programs and Provost	Ongoing	1. Comparison of the number of non-traditional degree programs reviewed using the same process and standards as the regular degree programs from year-to-year.
3. Expand the professional development, career advancement and leisure learning activities offered through Continuing and Non-Traditional Degree Programs.	Dean of Continuing and Non-Traditional Degree Programs and Director of Options Program	Ongoing	1. Comparison of the number of new activities and programs offered through Continuing and Non-Traditional Degree Programs year-to-year.
4. Enhance the distant education offerings to include courses in all departments of the university as well as certificate and degree programs.	Director of Distance Learning, Deans, Department Chairs and Dean of Continuing and Non-Traditional Degree Programs	Ongoing	1. Comparison of the number of distance education courses and degree programs offered year-to-year. 2. Comparison of student ratings of these courses year-to-year.

5. Initiate an outcome assessment program to evaluate student learning for Continuing and Non-Traditional Degree Programs (NCA).	Assistant Provost for Academic Development, Dean of Continuing and Non-Traditional Degree Programs and Director of Distance Learning	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the evidence of improved student learning from year-to-year. 2. Comparison of the use of assessment results to make programmatic changes year-to-year.
Subgoal 3.7: Secure needed laboratory, classroom and workspace for faculty, staff and students (NCA).			
1. Establish a committee of natural science and mathematics and computer science faculty to review research guidelines from appropriate agencies and other appropriate documents and develop a research facility proposal that includes a funding and implementation plan for purchasing and maintaining scientific equipment and laboratories (NCA).	President and Dean of College of Arts & Sciences	2006	<ol style="list-style-type: none"> 1. The number of faculty involved in developing and implementing the proposal year-to-year. 2. Number of meetings held year-to-year.
2. Seek external funds to support the construction of a state of the art research facility in the natural sciences.	Dean, College of Arts & Sciences, Natural Science and Mathematics and Computer Science Faculty	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number of foundations and agencies contacted from year-to-year. 2. Comparison of the amount of funding received from year-to-year. 3. Comparison of the number of faculty involved in the seeking of external funds year-to-year.
3. Establish a committee to determine instructional and workspace needs; include an evaluation of evening and weekend use and a funding and implementation plan (NCA).	President	2007	<ol style="list-style-type: none"> 1. Number of meetings held year-to-year.
Subgoal 3.8: Support the centrality of the library.			
1. Seek funds to renovate the current library building for additional classrooms, offices, conferences and storage space with input from all areas.	Provost	Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number of departments that make recommendations from year-to-year.
2. Solicit recommendations from all colleges and departments for essential journals, books and other library resources in their disciplines.	Dean of LIS	2006	<ol style="list-style-type: none"> 1. Comparison of the number of recommended books, journals and other library resources purchased year-to-year.
3. Encourage all faculty, staff, administrators and community members to support the Friends of the Library Fund.	President, Provost, Deans and Department Chairs	Ongoing	<ol style="list-style-type: none"> 1. Comparison of the amount of support from each group of Friends of the Library Fund year-to-year.
4. Seek additional funds to provide 21 st century information technology throughout the library and access to remote sources of information storage.	Dean of the LIS and Director of CSU Foundation	Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number of grant proposals submitted to federal, state and the private sector to support information technology needs year-to-year. 2. Comparison of the amount of funds secured to support information technology needs year-to-year.

5. Support enhanced library collections beyond Internet resources, especially to support graduate needs (NCA).	President, Dean of LIS and Director of CSU Foundation	2006	1. Comparison of the amount of funds received year-to-year.
Subgoal 3.9: Promote and support the efficient and effective use of academic and administrative technology to enhance curricular needs (see 6.5).			
1. Integrate technology into curricula across campus—including major programs and general education (see 3.1.1).	Department Chairs	2006 and Ongoing	1. Comparison of the number and types of courses integrating technology in relevant and significant ways year-to-year. 2. Comparison of the number of faculty integrating technology into courses year-to-year.
2. Assist students in using technology to enhance course work and increase their level of preparedness for their chosen field.	Department Chairs and Faculty	2006	1. Comparison of the number and types of courses offered from year-to-year.
3. Provide the technological infrastructure, technology tools and support systems that develop faculty's technological skills and enhance the work of students.	President and Faculty Development Coordinator	2006 and Ongoing	1. Comparison of the number and type of support provided to faculty from year-to-year. 2. Comparison of faculty ratings of the support provided from year-to-year.
4. Implement a comprehensive information/communication system that effectively and efficiently serves internal operations and external constituencies.	Chief Information Officer and Director of Public Affairs	2006 Ongoing	1. Comparison of faculty, staff and student ratings of the communication system from year-to-year.
5. Assess periodically campus-wide technology functions and use the feedback to determine: a. the extent to which subgoals have been reached. b. how short and long-range plans for technology should be modified.	Chief Information Officer and Director of Assessment and Quality	2007	1. Comparison of the evaluations of technology functions year-to-year. 2. Comparison of the number of goals that have been reached from year-to-year.

Strategic Goal 4: Diversify revenue resources to increase the contributions of the private sector and the federal government and employ excellent management practices of human, financial and physical resources to increase effectiveness and efficiency in all areas.			
Subgoal 4.1: Establish an ongoing university-wide cost containment process in which the demand for service determines office and department staffing.			
1. Review program and office costs on an annual basis relative to the demand for service.	Budget Director, Budget Committee, Directors and Deans	2006 and Ongoing	1. Comparison of the number of programs reviewed from year-to-year.
2. Consider the correlation of college and department costs with student credit hour generation and other factors.	Budget Committee, Budget Director and Deans	2006 and Ongoing	1. Comparison of the number of reallocations made because of student credit hour generation and other factors year-to-year. 2. Comparison of college and department costs with credit hour generation year-to-year.
3. Consider the correlation of non-instructional costs including overhead with the demand for service and other factors.	Budget Committee, Budget Director, Provost and Vice Presidents	2006 and Ongoing	1. Comparison of the number of reallocations made because of demand for service and other factors year-to-year. 2. Comparison of non-instructional costs with the demand for service year-to-year.
4. Achieve efficiencies and cost reductions by combining functionally related offices and programs.	Budget Committee, Budget Director and Vice Presidents	2006 and Ongoing	1. Comparison of the number of combined functionally related offices/departments year-to-year. 2. Comparison of the amount of cost savings year-to-year.
5. Establish a committee to review the university's NCAA Division I alignment and the resources needed to compete in Division I (NCA).	President and Associate Vice President for Administrative Services	2006	1. Number of meetings held by the committee year-to-year.
Subgoal 4.2: Reallocate funds from lower to higher priority divisional or college programs.			
1. Reallocate to: <ul style="list-style-type: none"> a. strengthen undergraduate education. b. support new ventures that have a demonstrated market demand. c. support entrepreneurial ventures with seed money. d. support mission-specific activities that may need reallocated funds to remain viable. 	Deans, Vice Presidents, Budget Committee and Budget Director	2006 and Ongoing	1. Comparison of the number of reallocations to strengthen undergraduate education year-to-year. 2. Comparison of the number of reallocations to fund mission-specific activities year-to-year. 3. Comparison of the number of reallocations to support entrepreneurial activities with seed money year-to-year. 4. Comparison of the number of reallocations for new ventures that have a demonstrated market demand year-to-year.

2. Continue to allocate funds generated from vacancies and grants to affected departments.	Deans, Vice Presidents and Budget Director	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number of departments receiving allocated funds generated from vacancies and grants year-to-year. 2. Comparison of the amount of allocated funds generated from vacancies and grants made to departments year-to-year.
3. Reallocate funds from faculty vacancies from lower to higher priority programs.	Deans	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number of reallocations from lower to higher priority programs year-to-year. 2. Comparison of the amount of reallocations year-to-year.
4. Reallocate funds from vacancies from non-instructional units from lower to higher priority programs.	Vice Presidents and Budget Director	2006 and Ongoing	<ol style="list-style-type: none"> 1. Amount of funds from vacancies from non-instructional units reallocated from lower to higher priority programs year-to-year.
Subgoal 4.3: Increase the generation of new revenues as state funding continues its projected decline (NCA).			
1. Increase enrollment to 8,000 students (14%) to yield about 3 million dollars in new revenue.	Director of Office of Admissions and Executive Director of Enrollment Services and Graduate Dean	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the enrollment year-to-year. 2. Comparison of the amount of revenue generated from enrollment year-to-year.
2. Diversify the student body by targeting Latino students and modifying lower division undergraduates to include younger (traditional) students and those who enroll full-time (see 1.2.4 and 2.6.5).	Executive Director of Enrollment Services and Director of Admissions	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of student enrollment by race/ethnicity and gender year-to-year. 2. Comparison of the number of Latinos and younger traditional students admitted year-to-year.
3. Apply incrementally the increase in new revenue from enrollment gains to the facilities budget for operation and maintenance until the budget reaches the FY 2003 state average of 13.62%.	Budget Director and Vice Presidents	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the amount of funds from tuition gains allocated to the facilities budget for operations and maintenance year-to-year.
4. Expand auxiliary enterprises by using funds generated from enrollment gains.	Budget Director and Vice Presidents	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number of auxiliary enterprises created from tuition gains year-to-year.
5. Provide seed money to cover the costs associated with the operation and marketing of the convocation and conference centers (see 2.10.5).	Budget Director and Vice Presidents	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the amount of seed money provided to fund marketing of each center year-to-year. 2. Comparison of the amount of money provided for operation of each center year-to-year.

Subgoal 4.4: Implement a model during the next five years that applies indirect cost revenues according to a formula that provides adequate funds to support services that the university provides (cost recoveries), upgrades and renovates facilities used for research and provides incentive funds for colleges, departments and general university reserves.			
1. Apply 10% of the incremental indirect costs revenues to address facility upgrades that support grant activity.	Budget Director and Director of Sponsored Programs	2006 and Ongoing	1. Comparison of the amount of funds applied to upgrade facilities that support grants from year-to-year.
2. Apply 10% of the incremental indirect cost revenues to cover the volume increase in university support services.	Budget Director and Director of Sponsored Programs	2006 and Ongoing	1. Comparison of the amount of funds and percentages applied to support services year-to-year. 2. Comparison of the number of support services that benefit from indirect costs from year-to-year.
3. Costs associated with grants that lose money must be covered by a reduction of indirect costs generated by other grants or by some other means.	Department Chairs and Deans	2006 and Ongoing	1. Comparison of amount of funds recovered from other means for grants that lose money from year-to-year.
Subgoal 4.5: Develop a new institutional advancement model to increase restricted and unrestricted giving (NCA).			
1. Seek greater corporate partnerships and dedicated funds for the following: <ul style="list-style-type: none"> • Scholarships to offset the transfer of the costs of a university education from state appropriations to tuition. • Athletics and Student Life. • Laboratories and Research Facilities. • Technology. • Library Acquisitions. • Endowed Chairs and Professorships. 	Director CSU Foundation	2006 and Ongoing	1. Comparison of the number of corporate partnerships year-to-year. 2. Comparison of the amount of dedicated funds year-to-year for each of the following: scholarships, athletics, student life, laboratories, research facilities, technology, library acquisitions, endowed chairs and professorships year-to-year.
2. Match corporate donors with their niche of interest to help foster partnerships for success (see 2.5.13).	Director CSU Foundation	2006 and Ongoing	1. Comparison of the number of corporate donors year-to-year.
3. Develop and implement a culture of philanthropy according to best practices with the Board of Trustees and the CSU Foundation having prominent roles in gaining external support (NCA).	Director CSU Foundation	2006 and Ongoing	1. Amount of funds received from the involvement of members of the CSU Foundation and Board of Trustees year-to-year. 2. Number of members of CSU Foundation and Board of Trustees involved in fundraising and related activities year-to-year.
4. Consider organizing current students into an alumni/ambassadorial group since upon graduation they become the institution's most loyal and proactive supporters (NCA).	Director CSU Foundation	2006	1. Amount of funds secured by alumni year-to-year. 2. Number of alumni involved in fundraising year-to-year.

Strategic Goal 5: Continue to recruit and retain a dedicated, caring and culturally diverse faculty whose teaching is informed by research and embodies engaging learning experiences that enable students to flourish academically and personally.			
Subgoal 5.1: Support and enhance the professional stature of faculty (NCA).			
1. Encourage the inclusion of regular evaluations and feedback for all full and part-time faculty.	Provost, Deans and Department Chairs	2007	<ol style="list-style-type: none"> 1. Comparison of the number of departments that evaluate part-time faculty year-to-year. 2. Comparison of the number of departments that evaluate full-time faculty year-to-year. 3. Comparison of the number of departments that have feedback procedures for all evaluated faculty year-to-year.
2. Provide a centralized space equipped with desks, phones and computers for all full and part-time faculty.	President and Provost	Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number of faculty utilizing the centralized office space for faculty year-to-year.
3. Work with the union to develop powerful incentives for excellence in teaching and research.	President	Immediately and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number of incentives offered for excellence in teaching year-to-year. 2. Comparison of the number of incentives offered for excellence in faculty research year-to-year.
4. Reinforce collegial programs among faculty to enhance teaching effectiveness.	Provost, Deans and Director of Faculty Development	Immediately and Ongoing	<ol style="list-style-type: none"> 1. Number of mutual assistance programs that increase instructional effectiveness among faculty year-to-year. 2. Number of faculty participating in these programs year-to-year.
5. Monitor the impact of the reliance on non-tenure track employees on the workload of tenured faculty and on long-term academic program quality (NCA).	Provost and the Assistant Vice President for Academic Personnel and Contract Administration	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the number of non-tenure track employees, the courses taught and grades given with tenured faculty year-to-year.
6. Develop and implement a plan in which tenure-eligible positions are filled (NCA).	Provost and Deans	2006	<ol style="list-style-type: none"> 1. Number of tenure-eligible positions filled from a prescribed plan year-to-year .
7. Include qualitative and quantitative standards for each of the levels of evaluation on the DAC for departmental faculty.	Department Chairs	Ongoing	<ol style="list-style-type: none"> 1. Comparison of qualitative and quantitative standards for each level of the department DAC year-to-year.
8. Maintain faculty salaries at competitive levels through increased appropriated funds.	President and Union	Ongoing	<ol style="list-style-type: none"> 1. Comparison of CSU's faculty salaries with those at other Illinois public universities year-to-year. 2. Comparison of CSU's faculty salaries and averages for all U.S. university year-to-year.
9. Differentiate faculty with graduate status in the university catalogs and other appropriated publications (NCA).	Provost and Dean of Graduate Studies	2006	<ol style="list-style-type: none"> 1. Number of graduate faculty identified in the catalogs and other publications.

Subgoal 5.2: Support faculty members to secure the time, financial support and collaborations to maximize their success in research, scholarship, grantsmanship and other creative activities.			
1. The Office of Sponsored Programs and CSU Foundation will directly facilitate research and grant writing efforts.	Director of Sponsored Programs, Director of CSU Foundation and Deans	Fall 2006	<ol style="list-style-type: none"> 1. Comparison of number of grant writing efforts that will directly facilitate research offered by the foundation and sponsored programs year-to-year. 2. Comparison of the amount of funded research year-to-year.
2. Reorganize the Office of Sponsored Programs and CSU Foundation so that the two offices will work more closely.	President, Director of CSU Foundation and Director of Sponsored Programs	Fall 2006	<ol style="list-style-type: none"> 1. Comparison of the number of joint projects offered year-to-year.
3. Hire additional grant writers to facilitate the faculty's grant writing/development opportunities.	President, Director of CSU Foundation and Director of Sponsored Programs	Fall 2006	<ol style="list-style-type: none"> 1. Comparison of the number and nature of grants written by each of the four grant writers year-to-year. 2. Comparison of the number and nature of funded grants written by each of the four grant writers year-to-year.
<p>4. Grant writing will emphasize faculty, student and instructional delivery components and dissemination to classroom teaching. Wherever possible, grant applications should include budget lines for:</p> <ol style="list-style-type: none"> a. contribution to library and instructional resources. b. student participation in grant activities and research projects. c. specific classroom applications and research and teaching assistants. 	President, Provost, Director of Sponsored Programs and Director of CSU Foundation	Fall 2006	<ol style="list-style-type: none"> 1. Comparison of the number of grant applications that have budget lines for the library and instructional resources, student participation in grant activities and research projects as well as specific classroom applications and research and teaching assistants year-to-year. 2. Comparison of the number of funded grants with budget lines for library and instructional resources, student participation in grant activities and research projects as well as specific classroom applications and research and teaching assistants year-to-year.
5. Reward grant acquisition through investing five percent of indirect costs in more support personnel and technology resources for faculty writing the grants.	President	Ongoing	<ol style="list-style-type: none"> 1. Comparison of the amount of indirect cost funds invested in support personnel for faculty writing grants year-to-year. 2. Comparison of the amount of indirect costs invested in technology resources for faculty writing grants year-to-year.

6. Provide start-up research monies for new faculty in the first two years of their appointments as an investment in their productivity.	President, Director of CSU Foundation and Director of Faculty Development	2006	<ol style="list-style-type: none"> 1. Comparison of the amount of start-up monies provided for new faculty in the first two years of their appointments year-to-year. 2. Comparison of the number of faculty receiving start-up monies for research during the first two years of their appointments year-to-year.
7. Increase funding for graduate and undergraduate faculty and student research (NCA).	President and Faculty	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the amount of funding received for faculty and student research year-to-year.
8. Award seed monies to conduct pilot research studies through an established committee on research.	President, Director of Sponsored Programs, Director of CSU Foundation and Director of Faculty Development	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the amount of seed monies provided to faculty for pilot studies through an established committee on research year-to-year.
9. Increase funds for professional development opportunities for faculty research, classroom instruction and travel (NCA).	President and Director of Faculty Development	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the amount of monies spent on professional development activities for faculty year-to-year. 2. Comparison of the amount of money spent on faculty travel year-to-year. 3. Comparison of the amount of money spent on professional development activities related to classroom teaching year-to-year.
Subgoal 5.3: Implement and strengthen existing policies that will result in improved communication between faculty and administration, greater faculty input into the decision making process and an enhanced sense of shared responsibility for the management of the university (NCA).			
1. The Senate shall become a principal conduit for the information flow from faculty to administration and vice versa by instituting monthly information exchanges with faculty, academic departments and by considering campus-wide assemblies each semester at which university issues can be discussed.	Senators	Fall 2006	<ol style="list-style-type: none"> 1. Comparison of the number of information exchanges offered by the Senate year-to-year. 2. Comparison of ratings of faculty on items related to improved communication between the administration and faculty on the climate survey year-to-year.
2. Senate committees shall be strengthened by increasing their membership and insuring that each committee includes the appropriate administrative officer by implementing Article IV.3.b of the Senate Bylaws.	Senate President and Membership, President and Provost	Fall 2006	<ol style="list-style-type: none"> 1. Comparison of the number of Senate committee meetings at full strength year-to-year. 2. Comparison of climate survey result indicating faculty ratings on communication between faculty and the administration year-to-year. 3. Comparison of climate survey results on faculty ratings of being valued by the university year-to-year.

<p>3. Revive and strengthen the Policy Monitoring Committee by implementing Article V.5 of the Senate Bylaws.</p>	<p>Senate and Senate President</p>	<p>Fall 2006</p>	<ol style="list-style-type: none"> 1. Comparison of the number of Senate committees at full strength and holding monthly meetings year-to-year. 2. Comparison of climate survey results indicating faculty ratings of communication between faculty and the administration year-to-year. 3. Comparison of climate survey results indicating faculty ratings of being valued by the administration year-to-year.
<p>4. Senate shall monitor meeting times and responsible parties for non-Senate committees to minimize duplication of effort and maximize coordination.</p>	<p>Senate Secretary and Committee Chairs</p>	<p>Spring 2007</p>	<ol style="list-style-type: none"> 1. Comparison of the functions of non-Senate and Senate committees year-to-year.
<p>5. All policies bearing on academics shall be ratified by the Senate prior to promulgation and implementation.</p>	<p>Senate President, President, Provost and Faculty</p>	<p>Fall 2007</p>	<ol style="list-style-type: none"> 1. Comparison of the number of academic-related policies ratified by the Senate year-to-year.
<p>6. Establish a campus-wide planning task force called the Academic Planning Task Force (APT) consisting of the chair of the University Curriculum Committee, Faculty Senate representative, provost, the curriculum development officer and faculty members from each college (see 3.3.3 for services) (NCA).</p>	<p>Board of Trustees, President and Provost</p>	<p>2006</p>	<ol style="list-style-type: none"> 1. Comparison of the number of meetings held year-to-year. 2. Comparison of the number of action items completed year-to-year.

<p>Strategic Goal 6: Reorganize and strengthen Information Technology, Media Production and Media Services so that they will support both academic and administrative functions of the university and the deployment of new and innovative teaching and research technologies as they become available.</p>			
<p>Subgoal 6.1: Provide an adequate and predictable mechanism for funding informational and instructional technologies so that CSU will meet the technology needs of its students, staff and faculty now and in the future.</p>			
<p>1. Support the annual budget request addressing costs of maintaining present Information Technology infrastructure components.</p>	<p>Chief Information Officer and/or Designated Representative(s)</p>	<p>Completed by Fall 2006</p>	<ol style="list-style-type: none"> 1. Comparison of the annual budget request identifying funds for technology infrastructure components year-to-year. 2. Comparison of the infrastructure components listed in the annual budget request year-to-year. 3. Comparison of master list of Information Technology infrastructure components year-to-year.
<p>2. Support the annual budget request addressing estimated costs of expanding upgrading and replacing Information Technology infrastructure components.</p>	<p>Chief Information Officer, Network Director, Assistant Provost, Technology and Learning Resources, Computer Lab Managers and Deans</p>	<p>Completed by end of Spring 2007</p>	<ol style="list-style-type: none"> 1. Comparison of the number of items, their nature and cost identified on a five year master budget plan for Information Technology that includes a prioritized list that accounts for projected increases in usage at the university, college and unit-levels year-to-year. 2. Comparison of the number of items on the five year master plan that have been implemented from year-to-year.
<p>3. Increase allocated funding for Information Technology.</p>	<p>President, Chief Information Officer and Budget Director</p>	<p>Ongoing</p>	<ol style="list-style-type: none"> 1. Comparison of the amount of allocated funding for technology year-to-year.
<p>4. Increase funding for Information Technology from gifts, grants and other non-state sources.</p>	<p>President, Chief Information Officer and Director of CSU Foundation</p>	<p>Ongoing</p>	<ol style="list-style-type: none"> 1. Comparison of the amount of gifts received for Information Technology year-to-year. 2. Comparison of the amount of grant funding received for Information Technology year-to-year. 3. Comparison of the amount of Information Technology funding received from non-state sources year-to-year.

5. Form partnerships with businesses and governmental organizations to lower technology costs for CSU.	Chief Information Officer, Information Technology Staff, Continuing Education, Distance Learning, Department Chairs, Deans, Provost and Assistant Provost for Technology and Learning Resources	Developing in FY 2006 and Ongoing through FY 2010.	<ol style="list-style-type: none"> 1. Comparison of the number of government and business partnerships established to support technology year-to-year. 2. Comparison of technology savings related to partnerships with businesses and government year-to-year.
6. Investigate technology equipment leasing and outsourcing of selected maintenance/upgrade responsibilities.	Chief Information Officer, Information Technology Staff and Technology Resources Staff	Fall 2006	<ol style="list-style-type: none"> 1. Comparison of the number of technology equipment leasing and outsourcing of selected maintenance and upgrades year-to-year. 2. Comparisons of the costs of outsourcing and leasing selected technology upgrades and maintenance year-to-year.
7. Use computer technologies to provide access to quality higher education and to improve the effectiveness of delivering education to students.	Provost, Assistant. Provost for Technology and Learning Resources, Director of Distance Learning, Deans, Department Chairs and Faculty	Developing in FY 2006 and Ongoing through FY 2010	<ol style="list-style-type: none"> 1. Comparison of the number of technologies used in the delivery of instruction year-to-year. 2. Comparison of the number of students and academic programs using computer technology in the delivery of instruction year-to-year.
Subgoal 6.2: Strengthen maintenance and upgrading of the Information Technology (IT) infrastructure, facilities and hardware.			
1. Provide adequate physical environments and monitoring for all network hardware, including the server room, switching cabinets and all other associated hardware in order to regulate and maintain an optimal hardware environment and to safeguard the university's investment in technology. "Adequate physical environments" means physical space, air conditioning, electric supply, backup capacity and fire suppression.	CSU Network Administrator, CSU Facilities Management Director, and Outside Consultants, If Necessary	January 2006 - December 2006	<ol style="list-style-type: none"> 1. Comparison of the number of technology facilities inventoried for adequate space environment (air conditioning, physical space, electric supply, backup capacity and fire suppression) year-to-year. 2. Comparison of the number of technology facilities inventoried for infrastructure capacity and age of equipment year-to-year. 3. Comparison of items on a plan that contains scheduled facility upgrades and expansions year-to-year.

<p>2. Institute safeguards and procedures to manage risks to the Information Technology environment and to provide for continuity and recovery of operations.</p>	<p>Chief Information Officer and Office of Budget and Risk Management</p>	<p>Acquisition of a Sunguard Hot Site for Remote Disaster Management. ASAP Purchase an Integration of On-campus Backup Levels With Full Implementation by End of Project. December 2006 - December 2007</p>	<p>1. Number of safeguards and procedures that manage risks to the Information Technology environment year-to-year. 2. Number and nature of different back-up levels of services on campus year-to-year.</p>
<p>3. Develop a comprehensive plan and mechanism to maintain a detailed inventory of all components of the technology infrastructure.</p>	<p>Chief Information Officer and Assistant Provost for Technology and Learning Resources</p>	<p>Complete Campus Equipment Inventory: September 2006 - October 2006, Remote Control System installed and Configured: November 2006 - February 2007 and Implementation of Other Remote Applications: Ongoing</p>	<p>1. Number and nature of items of a comprehensive plan that maintains a campus inventory of all equipment and components of the technology infrastructure year-to-year.</p>
<p>4. Develop a comprehensive plan to maintain, upgrade and/or replace all technology infrastructure components (including all campus desktops) on a regular and predictable basis. Investigate hardware leasing for cost savings (NCA).</p>	<p>Technology Advisory Board, Chief Information Officer and Purchasing Office</p>	<p>2006</p>	<p>1. The number and nature of the technology items placed on a list of inventoried equipment year-to-year. 2. The number and nature of prioritized technology upgrades, maintenance infrastructure and related items listed on a comprehensive technology purchasing plan from year-to-year. 3. Comparison of the number and nature of the items on the inventoried list with that on the comprehensive purchasing plan year-to-year.</p>
<p>5. Develop a comprehensive plan to evaluate unit-level Information Technology performance with service level agreements and performance reporting, consistent with existing collective bargaining agreements.</p>	<p>Technology Advisory Board, Chief Information Officer and Assistant Provost for Technology and Learning Resources</p>	<p>By Year End FY 2006</p>	<p>1. Comparison of the ratings of unit-level performance and services on surveys year-to-year. 2. Comparison of the number and nature of improvements made based on survey results year-to-year.</p>

6. Develop strategies for expanded use of network delivered applications and services, including Banner and Blackboard that include the purchasing of remote control software that allows Information Technology to inspect, repair and upgrade CPUs on campus.	Chief Information Officer, Network Administrator and Assistant Provost for Technology and Learning Resources	2006	<ol style="list-style-type: none"> 1. Comparison of the number and kind of strategies used for network delivered applications and services year-to-year. 2. Comparison of the number and nature of the repairs made by the "remote control" software program year-to-year.
Subgoal 6.3: Strengthen Information Technology and Instructional Technology service and support.			
1. Form a Technology Advisory Board (TAB) to oversee and coordinate all aspects of Information Technology training, service and support and to evaluate and make recommendations concerning acquisition and support of new technologies.	University President, Chief Information Officer and Assistant Provost for Technology and Learning Resources	Board Meets for First Time 2006. Board Begins Formal Oversight/Advisory Role Fall 2006. Board Coordinates all Campus-wide Information Technology Hardware and Software Purchases and Installations Beginning Fall 2007	<ol style="list-style-type: none"> 1. Number of year-to-year meetings of the Technology Board with the following membership: Chief Information Officer; Assistant Provost for Technology and Learning Resources; and representatives from Math/Computer Science, Technology in Education, Library, Faculty Development Committee, Distance Learning, Chairperson's Council, Banner Student Team, Student Government and the Dean of Library and Instructional Resources. 2. Number and nature of the Technology Advisory Board's recommendations year-to-year. 3. Number of technology recommendations implemented year-to-year.
2. Develop a comprehensive mechanism for evaluating new technologies and applications to determine their desirability and feasibility for CSU.	Technology Advisory Board	Fall 2007	<ol style="list-style-type: none"> 1. Number of new technologies evaluated for their feasibility and desirability based on the TAB members' technical expertise and the university's operational processes and priorities year-to-year. 2. Number of recommendations made to the president year-to-year.
3. Implement network authentication/access control across the CSU community to enhance network security and usability.	Chief Information Officer	Fall 2006 and Ongoing	<ol style="list-style-type: none"> 1. Number of university computers with single log-on year-to-year. 2. Number of campus computers with network authentication/access controls for security and safety enhancements year-to-year.
4. Consolidate the Help Desk, PC service, online services and technical training to offer one-stop hardware and software support, streamline operations and reduce costs. Investigate shared help desk services to reduce costs.	Chief Information Officer and Assistant Provost for Technology and Learning Resources	Fall 2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the amount of savings year-to-year. 2. Comparison of ratings of satisfactory service on unit-level and campus climate surveys year-to-year.

5. Develop a plan to provide all Information Technology personnel as well as departmental computer technologists with needed technical updates and continuous technical skills enhancement.	Chief Information Officer and Assistant Provost for Technology and Learning Resources	FY 2006	<ol style="list-style-type: none"> 1. Comparison of comprehensive plans that include the number and type of technologists and the needed technology updates year-to-year. 2. Comparison of the number and type of technologists who receive technology training updates year-to-year.
6. Leverage the expertise of the academic departments (e.g. Computer Science, Technology in Education) to help address and solve Information Technology issues and problems and to place campus-wide expertise within a unified framework.	Assistant Provost for Technology and Learning Resources	FY 2006	<ol style="list-style-type: none"> 1. Comparison of the amount of expertise from academic departments (Computer Science and Technology in Education) used by Information Technology year-to-year.
Subgoal 6.4: Move CSU to the forefront of Illinois state universities in using technology throughout the university's daily life (see 2.4).			
1. Implement full utilization of all SCT Banner beyond financial systems, e.g., strategic enrollment management, student course scheduling, faculty workload, automated staff hiring, student status tracking, and online budget access for personal services (see 1.3.4 and 2.4.1).	Chief Information Officer	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of the usage of SCT Banner applications such as automated staff hirings, course scheduling, student status tracking, faculty load and online budget access year-to-year.
2. Acquire and install related software, including Admissions Genie, P-Card (purchasing) and student campus card.	Vice President Administration and Financial Affairs and Chief Information Officer	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of enrollment from year-to-year. 2. Comparison of retention and graduation rates year-to-year. 3. Comparison of student, faculty and staff ratings on campus climate surveys year-to-year.
3. Perform process redesign and implement third party software where appropriate for money savings and increased efficiency.	Vice President Administration and Financial Affairs and Chief Information Officer	2006 and Ongoing	<ol style="list-style-type: none"> 1. Comparison of money savings year-to-year. 2. Comparison of the amount of time on task year-to-year.
4. Update security and disaster recovery plans to ensure consistency with Homeland Security precautions in use of telecommunication infrastructure.	Chief Information Officer	2007	<ol style="list-style-type: none"> 1. Comparison of the type and number of accessible, clearly documented security and recovery plans year-to-year.
5. Routinely upgrade and expand hardware and related software (employ the standard business practice of acquiring one generation cycle behind most innovative advances, the state of the art hardware and software apply only for computer science study and research).	Vice President Administration and Financial Affairs and Chief Information Officer	2007	<ol style="list-style-type: none"> 1. Comparison of the amount of leased equipment and software regularly upgraded by a predetermined cycle year-to-year.

6. Complete the installation of tracking software in campus notebook computers.	Chief Information Officer	Immediately and Ongoing	1. Comparison of the number of misplaced or lost computers year-to-year. 2. Comparison of the amount of cost savings year-to-year.
7. Investigate and replace PBX based telephony with VOIP and IP services.	Chief Information Officer	2008	1. Comparison of the amount of cost savings year-to-year. 2. Comparison of the number of audit points year-to-year.
8. Investigate and implement Wi Fi, considering electronic village option availability through local and state government entities or private-public joint venture.	President, Vice President Administration and Financial Affairs and Chief Information Officer	2007 and Ongoing	1. Comparison of the number devices routinely supported on campus year-to-year.
9. Implement Sarbanes Oxley (SOx) Act with its accountability, transparency, and ethics guidelines, reporting requirements at CSU, including creation of board level Audit Committee.	President, Vice President Administration and Financial Affairs	2007 and Ongoing	1. Comparison of the number of policies and procedures indicating that the act is being implemented year-to-year. 2. Comparison of the number and type of members participating on the Board of Trustees' Audit Committee from year-to-year.
Subgoal 6.5: Promote and support efficient and effective use of academic and administrative technology to enhance curricular needs (see 3.9).			
1. Integrate technology into curricula across campus—including major programs and general education (see 3.1.1).	Department Chairs	2006 and Ongoing	1. Comparison of the number and type of courses integrating technology in relevant and significant ways year-to-year. 2. Comparison of the number of faculty integrating technology into their courses year-to-year.
2. Assist students in using technology to enhance course work and increase their level of preparedness for their chosen fields.	Department Chairs and Faculty	2006	1. Comparison of the number and type of courses offered year-to-year. 2. Comparison of student ratings of these courses year-to-year.
3. Provide the technological infrastructure, technology tools and support systems that develop faculty technological skills and enhance the work of students.	President and Faculty Development Coordinator	2006 and Ongoing	1. Comparison of the number and type of technological support provided to faculty year-to-year. 2. Comparison of faculty's ratings of the support provide to them year-to-year.
4. Implement a comprehensive information/communication system that effectively and efficiently serves internal operations and external constituencies.	Chief Information Officer and Director of Public Affairs	2006 and Ongoing	1. Comparison of faculty, staff and students' ratings of the campus communication system year-to-year.

<p>5. Assess periodically campus-wide technology functions and use the feedback to determine:</p> <ul style="list-style-type: none"> a. the extent to which subgoals have been reached. b. how short and long-range plans for technology should be modified. 	<p>Chief Information Officer and Director of Assessment and Quality</p>	<p>2007</p>	<ul style="list-style-type: none"> 1. Comparison of the assessments of campus-wide technology functions year-to-year. 2. Comparison of the number and type of subgoals that have been accomplished from year-to-year.
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Strategic Goal 7: Foster a collaborative and intellectually stimulating community that promotes academic freedom, mutual respect, integrity, high expectations of academic and professional achievement and work productivity for its graduate and undergraduate students, faculty, administrators and staff and provides community rituals and programs in order to engender loyalty, commitment and a sense of community			
Subgoal 7.1: Establish procedures that change the shared norms, values and patterns of behavior relative to work at CSU by improving the educational atmosphere.			
1. Continue to institutionalize the CSU Code of Excellence as the CSU core values.	President, Provost, and Assistant Provost of Student Affairs	2007	1. Number of activities related to institutionalizing the CSU Code of Excellence from year-to-year.
2. Foster respect and tolerance among all cultural and ethnic groups as well as those with disability status represented on campus through sharing of ritual and other celebrations of customs.	Assistant Provost for Student Affairs and Entire CSU Community	Immediately and Ongoing	1. Comparison of ratings of levels of respect and tolerance on climate surveys year-to-year.
3. Provide opportunities through student activities for students to discover and claim their ethnic heritage and to learn about the ethnic heritage of others.	Assistant Provost for Student Affairs and Director of Student Activities	Immediately and Ongoing	1. Number of activities that provide participants opportunities to discover their ethnic heritage year-to-year. 2. Comparison of participant ratings of these activities year-to-year.
4. Continue to organize and expand the members of honor societies and programs.	Provost and Assistant Provost for Student Affairs	Ongoing	1. Number of honor societies at CSU year-to-year. 2. Number of honor society activities year-to-year.
5. Reinforce productivity with merit raises and recognition from the CSU president.	President	Immediately and Ongoing	1. Number of activities to honor high productivity year-to-year.
6. Develop and conduct university-wide recognition programs for outstanding staff, administrators and faculty.	President, Provost and Director of Human Resources	Immediately and Ongoing	1. Comparison of the number of activities to recognize staff and faculty year-to-year. 2. Comparison of ratings of faculty and staff feeling respected by the administration year-to-year.
7. Institutionalize a mandatory orientation for employees, which inculcates CSU values, traditions and academic expectations.	Director of Faculty Development and Director of Human Resources	Immediately and Ongoing	1. Comparison of the number of new faculty and staff orientations year-to-year. 2. Comparison of the number of participants in these activities year-to-year.

8. Establish the "I am CSU" campaign as a means of developing a shared vision, responsibility and success.	Director of Public Affairs	2006	1. Comparison of the number of activities used to promote the "I am CSU" campaign year-to-year. 2. Comparison of ratings of faculty and staff feeling respected on the campus climate surveys year-to-year.
9. Hold meetings between supervisors and staff regularly to determine how staff can be improved.	Vice Presidents	2006	1. Comparison of the number of supervisors who meet with their staff regularly year-to-year. 2. Comparison of the ratings of customer service related items on campus climate surveys year-to-year.
10. Develop "Issue Response Teams" to make sure that all constituents are aware of issues and are involved and responding.	Executive Assistant to the President and Assistant to the Provost	2006	1. Comparison of the number and nature of the issues to which the response team responded year-to-year.
11. Create university rituals to build cultural pride in CSU.	Faculty Senate	2006-2007	1. Comparison of the number and nature of rituals held year-to-year.
12. Place CSU accomplishments on the telephone "hold line."	Director of Telecommunications and Director of Public Affairs	2006	1. Comparison of the number and nature of CSU accomplishments placed on the telephone "hold line" year-to-year.
13. Display student and faculty artwork around campus.	CSU Curator	2006	1. Comparison of the amount of student artwork displayed across campus year-to-year.
Subgoal 7.2: Develop an integrated system of communication that includes the entire campus (NCA).			
1. Establish a computerized information kiosk in every building, make centralized information persons available during the day, evenings and weekends and include appropriate office signage and directories.	Director of Physical Plant and Director of Information Technology	2006	1. Comparison of the number and nature of inquiries made at the computerized information kiosks at each location year-to-year. 2. Comparison of faculty, staff and student ratings of campus communication on campus climate surveys year-to-year.
2. Maintain an up-to-date the phone directory and Internet campus calendars.	Director of Telecommunication and Director of Public Affairs	Spring 2006	1. The frequency in which the phone directory and calendars are updated.
3. Initiate an intelligence network (Rumor Corrections) on the CSU website.	President and Webmaster	2006	1. Comparison of the number of rumor corrections published on the website year-to-year.
4. Initiate a newsletter for all faculty in the Provost's Office.	Provost	Spring 2006	1. Comparison of the number of issues published year-to-year. 2. Comparison of ratings of improved communication between faculty and administration as indicated on surveys year-to-year.

5. Distribute up-to-date campus maps and campus directories in all parking booths.	Director of Physical Plant, Director of Public Affairs and Campus Police Chief	2006	1. The number of updated maps and directories distributed from the parking booths year-to-year.
6. Distribute a registration flow chart to faculty and key people in the Cook Administration Building.	Registrar and Bursar	2006	1. Comparison of the number of staff in the Cook Administration Building who receive the registration flow chart year-to-year.
7. Improve campus signage by involving the Department of Art & Design majors in the design project, the Department of Geography in the assessment of locations and the President's Office in the cost analysis.	Director of Physical Plant, Campus Police Chief and Assistant Dean of College of Arts & Sciences	2006	1. Comparison of the number, type and location of signs on campus year-to-year. 2. Comparison of the number of art and design majors involved in designing campus signage year-to-year. 3. Comparison of the number of sign developed by art and design majors year-to-year.
8. Use blackboard bulletins and so on to post activities.	Vice Presidents	2006	1. Comparison of the number of technology and other venues used to post activities year-to-year.

Strategic Goal 8: Contribute to society, in general, and the local community, in particular, through economic development activities, mutually beneficial partnerships with elementary and secondary schools, community colleges, other universities, business, industry, government and community organizations and significantly increase CSU role as an international institution of higher education.			
Subgoal 8.1: Support collaborative partnerships with schools, businesses, corporations, government agencies, community organizations, community development organizations, religious institutions and civic organizations to provide, develop and implement community-building efforts.			
1. Through a partnership with a private or not-for-profit developer, construct and manage housing for CSU graduate students, married students and students with children.	President	2007	1. Number of housing units available for CSU graduate students, married students and students with children year-to-year.
2. Develop appropriate commercial space on campus property that will serve both the university community and its surrounding neighbors.	President	2006	1. Number of commercial units available year-to-year. 2. Amount of revenue produced from these commercial units year-to-year.
3. Seek ways in which CSU can provide needed services, expertise and resources to the local communities that surrounds it including environmental concerns of the Heritage Corridor and the entire south side of Chicago.	President	2006 and Ongoing	1. Number of community oriented services provided by CSU year-to-year.
4. Increase efforts to recruit outstanding international students as undergraduate and graduate students at CSU.	Executive Director of Enrollment Services, Dean of Graduate Studies and Director of International Programs	2006 and Ongoing	1. Comparison of the number of international students applying for admission year-to-year. 2. Comparison of the number accepted year-to-year. 3. Comparison of the qualifications of these students year-to-year.
5. Increase opportunities for the CSU community to travel, serve and study abroad.	Director of International Programs	2006 and Ongoing	1. Comparison of the number of study abroad opportunities year-to-year.
Subgoal 8.2: Join elementary and secondary education to improve teaching and learning at all levels.			
1. Provide high school students access to college preparatory and enrollment opportunities.	Office of Admissions	Ongoing	1. Number of college preparatory activities provided year-to-year. 2. Number of high school student participants year-to-year.

2. Raise the standards collaboratively for initial preparation and continuing professional development of classroom teachers.	Dean of College of Education and Office of Teacher Certification	Ongoing	1. Pass rates on certification examinations year-to-year. 2. Number of professional development activities offered to classroom teachers year-to-year.
3. Increase pupil and teacher access and use of learning resources through Internet and other technologies.	College Deans, Dean of Graduate Studies and Office of Information Technology Division	Ongoing	1. Number of technological changes in teacher preparation curricula year-to-year. 2. Number of collaborative technology activities provided K-12 teachers and students year-to-year.
Subgoal 8.3: Promote internal and external activities that cultivate positive perceptions of CSU (NCA).			
1. Improve the quality of Tempo, the student newspaper by involving more faculty and student participation in classes and structured learning experiences.	Assistant Provost of Student Affairs and Chair of Department of English	2006	1. Comparison of the number of Tempo students who enroll in related journalism classes year-to-year. 2. Comparison of the number of students who participate in other structured learning experiences year-to-year. 3. Comparison of ratings of the quality of Tempo on surveys year-to-year.
2. Increase free and commercial publicity and advertising on TV and radio.	Director Public Affairs	2007	1. Comparison of the amount of advertisements on radio and television year-to-year. 2. Comparison of the amount of free publicity on radio and television year-to-year.
3. Explore developing a regularly scheduled CSU program on the Chicago Cable Access Network (CAN-TV).	Coordinator of Speech and Broadcast and Director of Public Affairs	2007	1. Comparison of the number of programs offered on CAN-TV year-to-year. 2. Comparison of the external community's ratings of CSU's image on surveys year-to-year.
4. Establish a campus-wide program that gives a standard response, "What can we do to improve that?"	Director of Public Affairs and All Vice Presidents	2006	1. Comparison of the number of responses of "What can we do to improve that?" to campus constituents year-to-year.
5. Continue and increase the success stories about CSU students, faculty and staff in the local media.	Director Public Affairs	2006	1. Comparison of the ratings of the external community's ratings of the university's image year-to-year. 2. Comparison of the number of success stories publicized in the media year-to-year.

Planning Tradition and Context A Context for Planning

Strategic Planning is defined “as a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization (or other entity) is, what it does and why it does it. At its best, strategic planning requires broad scale information gathering, an explanation of alternatives and an emphasis on the future implications of present decisions” (Bryson 1988). Strategic planning is intended to strengthen an organization and enhance its ability to understand its situation more clearly in order to respond more effectively to changing circumstances. As a future-orientated activity, strategic planning allows institutions to anticipate and analyze future developments so that appropriate decisions about the university’s policies, programs and services may occur in order to manage the institution more efficiently.

Many external and internal factors influence planning activities. Changes in enrollment, the number of tenured faculty, energy costs, collective bargaining, increased pressures for cost effectiveness and accountability along with technology and the roles of federal and state governments are examples. Together, all of these factors constitute a context for planning. To develop a planning process that improves decision making, the context for planning (external and internal factors) must be identified and described.

Two processes are necessary to describe the context for planning: (1) conducting institutional studies and (2) developing a strategic plan. Conducting institutional studies allows the university to examine current programs and resources (internal factors) and external influences that affect its operations. Information about such factors, embodied in institutional studies, are used to project the significant trends the university must consider as it formulate its plans. The strategic plan describes the major institutional direction and goals for the next five to seven years and provides the criteria for assessing the proposed plan.

Strategic Planning at Chicago State University

Strategic planning at Chicago State University has been an ongoing process for more than a decade. In 1989, the first strategic process was initiated with the purpose of providing background and planning issues for the new president. Although the new president (Dr. Dolores Cross) requested an additional refining of the process, several recommendations relating to student retention and faculty development were implemented through budget reallocation. Retention initiatives were expanded to include the early warning program, academic support counselors and academic skills courses (CSU 090, Social Science 097 and Natural Sciences 097). Likewise, a faculty development program with a coordinator was created; about \$150,000 was allocated for faculty to develop student retention initiatives and for faculty research and enrichment grants. In 1994, Dr. Dolores Cross, initiated a second planning process that identified six core goals around which each unit within the university would center its planning activities. This document, containing outcomes, strategies and success indicators, was expected to shape the direction of the university into the 21st century.

The current president of the university, Dr. Elnora D. Daniel, requested in 1998 that two areas of emphasis: strategic planning and long-range planning, be reflected in all planning cycles. Dr. Daniel also stressed the need for the university to focus on quality by improving academic programs and administrative services. The strategic plan developed in 2000 assisted the university in moving in this direction; its accomplishments are identified in a document entitled, *Goal Updates*, located on the Strategic Planning Resource website at www.csu.edu/strategicplanningresources.

Three fundamental questions are asked and answered as the strategic planning process unfolds.

Who and what are we?

What do we want to do and be in the future?

How do we plan to get from here to there?

Answering these questions results in identifying the essential functions that have enabled the university to accomplish its educational purpose. These functions include: (1) describing an institutional mission that portrays what the institution is and the individuals and programs to which the university is committed, (2) creating a vision that details what the institution desires to become and (3) establishing overarching goals, outcomes and strategies that generate a plan to assist in achieving the vision in all areas of the university.

Long-Range Planning: Integrating Budgeting and Assessment

Often many types of plans that do not appear to be related are developed. And frequently, planning occurs without sufficient budgeting information. For accreditation purposes, a long-range planning process integrating planning, budgeting and assessment with a planning guide was designed for use by each academic program and administrative unit in 1989. All budget requests for departments, offices, colleges and divisions are linked to the university's mission, strategic goals and assessment findings; data for academic program reviews are also included in the process. Instructions for developing and integrating planning, budgeting and assessment are outlined in a planning guide that is updated yearly.

Strategic and Long-Range Planning Cycles

Strategic and long-range planning are simple processes composed of discrete but interrelated steps that include – 1) planning: deciding what is to be accomplished, developing the strategies to be used, determining how outcomes will be measured and how success will be defined; 2) resource allocation; 3) program implementation: carrying out the strategies; 4) evaluation: assessment of outcomes; and 5) use of assessment feedback for program improvement in a new planning phase which brings the cycle full circle. When assessment findings are used to improve programs, the cycle becomes a continuous spiral that results in improvements throughout the university. When the implementation of these steps is tailored to the needs of a particular unit or department and is used by the faculty or staff of that unit to discover how well the unit is achieving its objectives through its teaching or other work, faculty or staff can make modifications in the program or department to enhance the unit's productivity.

Strategic Planning: Process and Procedures

Strategic Planning Goals

In March 2004, Dr. Elnora D. Daniel, president of Chicago State University, launched the new strategic planning process by appointing the New Millennium Strategic Planning Committee (NMC) and eight task forces. The overall purpose of the strategic planning process has been twofold: 1) to develop a workable university-level strategic plan that provides direction for the institution and the framework for smaller planning units (divisions, colleges, service units and departments) and 2) to integrate the concerns from the NCA Evaluation Team's visit (April 2003) into the plan so that they will be addressed prior to the next NCA visit in 2013.

Guiding Principles

The NMC accepted Bryson's (1988) definition of strategic planning as "a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization (or other entity) is, what it does and why it does." Similarly, certain guiding principles were accepted. The strategic plan must be linked to:

1. a collaborative, ongoing effort developed by members of the university by utilizing input and feedback mechanisms.
2. strategic plans for university divisions, departments and offices.
3. mission and vision statements as well as the needs of the university community as they relate to issues in higher education.
4. assessment indicators demonstrating performance and improvements in all aspects of the strategic plan.
5. other university decision making processes, particularly budget planning and resource re-allocation, activities such as program review, and the annual and performance reports.

The task forces were charged to assess the university's internal environment in relation to issues in higher education, analyze data and make recommendations for inclusion in the university-level strategic plan. Thus, the task forces analyzed these areas of the university: educational environment, student retention, faculty, finance, space and facilities, communication and administrative efficiency.

Planning Process

The strategic planning process, initiated in March 2004 and formally concluded in mid-September 2005, was characterized by four distinct phases.

- 1) an intensive review of the 2001 strategic plan to determine accomplishments and areas of concern;
- 2) the preparation of planning procedures, the development of common planning materials and the creation of strategic planning website (www.csu.edu/strategicplanningresources);
- 3) a comprehensive review of the university's internal environment and external factors as they relate to issues in higher education and findings from the 2003 NCA Evaluation Team's report; and
- 4) extensive opportunities for input and feedback from all university constituents.

The NMC spent several months reviewing the 2001 strategic plan, identifying accomplishments and preparing the new strategic planning process. As a result, common planning documents and a website were developed for all task forces to use. The website (www.csu.edu/strategicplanningresources) contains information on the process, goals, the planning calendar, task force activities, the accomplishments of the 2001 strategic plan and the recommendation reports of the various task forces. In addition, Blackboard was used to enable members of the Task Force on Technology to communicate, share and exchange information.

As the task forces studied all aspects of the university, the New Millennium Strategic Planning Steering Committee simultaneously reviewed issues in higher education, the CSU mission and vision statements. No changes were made in the mission and vision statements; the 2001 goals were accepted

without modifications. New subgoals and strategies were constructed based on a SWOT analysis of the findings and the identification of strategic issues defined as fundamental challenges affecting an essential function or aspect of the university.

The task force chairs presented reports to the CSU community at three campus assemblies held during spring 2005. Public hearings were also held to solicit input from all interested parties. Action items from the two day CSU Administrative Retreat, held during summer 2005, were also integrated into the strategic plan. During summer 2005, the Strategic Planning Committee met weekly to review each task force's report and developed the first draft of subgoals, strategies, relevant assessment indicators and timelines. At the fall 2005 campus assembly, an overview of the strategic plan was presented to the CSU community and later to the Faculty Senate. A complete document was given to the president and the CSU Board of Trustees for approval.

Organization

The New Millennium Strategic Planning Steering Committee will be responsible for facilitating the entire strategic planning and implementation process. Specifically, the committee will be responsible for:

1. facilitating, coordinating and monitoring the efforts of the divisions and other university units; collecting, reviewing and analyzing all strategic planning data; assessing the university's progress in accomplishing the goals; and developing the annual university-wide strategic planning reports. The Director of Assessment and Quality, Dr. Henderson, will coordinate the entire assessment component.
2. the flow of information about the strategic planning and its implementation to the campus community.

When revisions are necessary, the New Millennium Strategic Planning Committee will facilitate and provide the campus community with opportunities to participate in the revision of the university's strategic plan. When approved by the president and the CSU Board of Trustees, the revised document will be distributed to the campus community.

Strategic Planning Within the Divisions

The responsibility for strategic planning and its implementation in the divisions is delegated to the vice presidents of each division and the senior administrators of each management unit within the divisions (for example, deans, assistant and associate vice presidents, assistant provosts and some directors). The vice presidents will coordinate the strategic planning and implementation efforts of the management units within their divisions and will be expected to provide updates at the meetings of the President's Executive Council (PEC) and at campus-wide assemblies. Vice presidents will provide regular reports to the Strategic Planning Steering Committee according to a schedule to be developed by that committee. The committee will inform the president about the status of strategic planning in each division.

The senior administrator of each management unit will coordinate the strategic plan's implementation within his/her unit and will submit his/her strategic plans for the various programs within the unit together with a unit summary to his/her division vice president each year. Vice presidents, deans, assistant provosts, directors and department chairs may then use the findings in the formation of the long-range planning process that integrates assessment, planning and budgeting.

Annual reports within each division should include an update of each unit's strategic planning process. The vice presidents will submit their division's strategic planning reports containing summaries for the programs within their divisions to the steering committee and the president each year. The director of assessment and quality will develop annual university-wide strategic planning reports to be published on the university's website.

Specific Planning Directions

1. Vice presidents, deans, assistant provosts as well as assistant and associate vice presidents and directors (where appropriate) are to develop a strategic plan for their units using the format for the university-wide plan. The directors of these offices: financial aid, enrollment services, physical facilities and plant management, public affairs, CSU Foundation, athletics and the chief of the campus police should develop plans for their units.
2. Administrators should review the goals and subgoals enumerated in the *Strategic Planning Overview* and identify those relevant to their units in addition to pertinent strategies, timelines and indicators in the strategic plan. Administrators should also list themselves and other responsible persons in their units for each strategy.
3. As the plans are developed, additional strategies appropriate to particular units may be added, but no new goals and subgoals, timelines or indicators may be introduced. Although goals are listed according to priority, items marked "NCA" have high priority and should be addressed first.
4. Divisions and colleges must develop plans. A college may develop a common plan shared by all departments in the college. Likewise, assistant provosts, assistant and associate vice presidents are also expected to develop common plans for their units. However, individual departments other than those specified above may develop strategic plans as needed.
5. The New Millennium Strategic Planning Committee has responsibility for coordinating, monitoring and compiling strategic planning reports. The vice presidents will come to the committee and provide verbal and written updates of their division plans and their implementation according to a published schedule. Accordingly, vice presidents are expected to complete their division plans and come to the steering committee to explain their written plans on March 22, 2006. College deans, assistant provosts, assistant and associate vice presidents and some directors are expected to come to the steering committee to explain their written plans on May 24, 2006. Progress reports on the strategic plan's implementation will be due on December 1 of each year. The committee will provide the president with a written update after each reporting session.
6. Once implementation of the strategic plan has begun, the vice presidents will meet with the steering committee and provide updates according to a published schedule that includes names and dates. Vice presidents will also provide updates at PEC and campus assemblies as requested by the president of Chicago State University.

Assessment and Strategic Planning

The assessment component of the CSU's strategic plan will indicate whether the university is accomplishing its goals and strategies. It also provides internal targets that determine whether expectations are being met in regard to environmental factors such as technology, finance, government, faculty and student demographics. Obviously, if environmental conditions change significantly, then new strategies must be developed.

Assessing Strategic Issues

Indicators	Strategic Issue	Data Sources
1. enrollment, retention and graduation rates.	Enrollment (NCA)	<ul style="list-style-type: none"> • Student Data • First to-Second-Year Retention • Four, Five and Six-Year Graduation Rates
2. student satisfaction with services. 3. improved employee (faculty staff and administrators) satisfaction with services provided by internal offices. 4. improved employed faculty and staff perceptions that faculty and staff are valued by the administration. 5. improvements made in individual offices.	Campus Climate (NCA)	<ul style="list-style-type: none"> • Campus Climate Survey • Unit-Level Customer Surveys • National Survey of Student Engagement (NSSE) • College Student Inventory
6. faculty, staff and student perceptions of improved communication.	Communication (NCA)	<ul style="list-style-type: none"> • Campus Climate Survey • Unit-Level Customer Surveys
7. improved internal and public (external community) positive perceptions of the university.	CSU's Image (NCA)	<ul style="list-style-type: none"> • Focus Groups of External Community • Climate Surveys • Town Hall Meetings
8. increase in appropriated funding. 9. increase in grant funding. 10. increase in corporate giving. 11. increase in alumni giving.	Funding	<ul style="list-style-type: none"> • Department/Office Expenditures • Budget Requests and Budgets • Auditor's Reports • IBHE Financial Reports • Grant Expenditures • Operating Revenue Records • CSU Foundation Records • Sponsored Program Records
12. increase in cost savings.	Funding, Administrative Efficiency	<ul style="list-style-type: none"> • Department/Office Expenditures • Personnel Records • Purchasing & Accounts Payable Records

INSTITUTIONAL CONTEXT

Environmental Analysis

Despite challenges presented by the constrained budget climate, Chicago State University continues to serve its students by providing superior academic programs at an affordable price. The Chicago State University community has continued to find creative ways to deliver cutting-edge instruction in spite of limited resources. Because Chicago State University's students are from primarily minority populations, they face significant challenges both in access to higher education and the ability to finance it. The majority of CSU students work over 20 hours a week in order to meet family obligations and finance their educational endeavors. The financial challenges facing Chicago State University and its students have become more pressing as CSU, like other Illinois universities, has been forced to raise tuition in order to counteract the effect of lessening state and federal support for higher education.

Student Characteristics

The current budget constraints affecting Illinois colleges and universities have particularly dire effect on Chicago State University students and the university's ability to serve a population that "*may have been inhibited by lack of economic, social, or educational opportunity.*" Chicago State University students are characterized by several risk factors associated with persistence and degree attainment. A June, 2005 paper published by the National Center for Educational Statistics (NCES), *Waiting to Attend College: Undergraduates Who Delay Their Postsecondary Enrollment*, reports that students who delay their enrollment in postsecondary education programs one year or more after graduation from high school exhibit several common characteristics:

They are likely to:

- come from low-income families.
- be single parents.
- be Black, Latino or American Indian.
- have parents who never attended a postsecondary education.
- work more than thirty hours per week.
- attend two-year colleges.

They are less likely to:

- attend classes full-time.
- persist to completion of a postsecondary degree.

A large percentage of Chicago State University students share many of the characteristics that put them at risk for non-completion of their postsecondary baccalaureate degrees.

- Enrollment in postsecondary education delayed by one year or more: The average age of CSU undergraduates at entry is 20.5. The average age of CSU undergraduates overall is 29.
- Part-time enrollment: In fall 2004, 33.5% of CSU undergraduate students were enrolled part-time.
- Financial independence: 72% of CSU students are financially independent, with household incomes of approximately \$10,000 per year.
- Single parenthood: Many of CSU's majority-female population are single mothers.
- GED rather than a high school diploma: In fall 2004, 4% of new freshmen had a GED rather than high school diploma.
- Employment: 93% of CSU students work more than 20 hours per week.
- Children: 66% of CSU students have at least one child; 25% of students with children have more than one child.

In fall 2004, preliminary data indicated that 19% of freshmen were twenty years of age or older. In the same semester, 8.5% of freshmen students and 23% of transfer students were enrolled part-time. In short, in service to its mission, Chicago State University provides educational opportunities to students who because of their socio-economic status require substantial support to complete their degrees.

Further, like the subjects of the NCES study, many CSU students begin their postsecondary education at a two-year college.

Current Illinois Fiscal Climate

Since 2002, Illinois universities have experienced budget reductions, cash rescissions, and employee health care charges. The budget for FY 2005 was flat, with no increases for rising utilities costs and employee health care costs. The cumulative “cash loss” from FY 2002 to projected FY 2006 of over \$28 million has had the following effects on university operations (*Strategic Task Force Report on Finances, 2005*):

- Equipment budgets reduced 63%, effectively eliminating all equipment purchases except for essential information technology, telecommunications and library functions;
- Travel budgets reduced 78%, severely constraining faculty development activities;
- Non-federally funded work-study student employment eliminated, decreasing opportunities to offer financial support to students;
- Permanent-improvements budget line for deferred facilities maintenance eliminated, resulting in further depreciation of essential infrastructure and insufficient resources to address infrastructure breakdown;
- Insufficient resources to respond to rapidly rising utility prices;
- Significantly reduced the library acquisitions budget;
- Unfunded operation and maintenance for new library;
- Significantly reduced the information technology budget, decreasing the ability to develop technology-infused curricula and to increase administrative efficiency through the use of technology;
- Cancellation of vacant faculty and administrative positions, resulting in noticeable service degradations.

(*Strategic Task Force Report on Finances, 2005*)

Trends in Higher Education

While the challenges in higher education are numerous, only those issues relevant to Chicago State University and the specific charges of the strategic planning task forces are described in this section. Rather than studying what is known now, trends with some emphasis on future projections were examined so that the task force recommendations would more likely be long-term and systemic.

Funding in Higher Education

The American Association of State Colleges and Universities (AASCU) reports that for the second straight year public four year colleges and universities have had tuition and fee increases because of the poor economy. Likewise, AASCU reports that in-state tuition and fees for undergraduate students at public four year colleges and universities rose \$365 (7.1%) from 2004-2005 to 2005-2006.

While state funding for colleges and universities has been declining for the last five years, the American Association of State Colleges and Universities (2005) reports a slight rise in state funding for higher education. AASCU explains that following a 2.4 billion (3.8%) increase in state higher education appropriations for FY 2005, funding levels will continue to rise by as much as 5.5% (based on estimates). For instance, the Illinois General Assembly’s approved 2006 budget of \$2.2 billion for higher education represents a 2.0% (44 million) increase over 2005. However, this slight positive funding trend will not be sufficient enough to offset problems on public campuses that demand increased state appropriations. According to AASCU (*Tuition Hikes Continue to Shrink at State Colleges and Universities, 2005*), these problems include:

- Enrollment Growth. Due to the “baby boom” echo, many million more students are expected at public colleges and universities over the next ten years.
- Employee Compensation & Benefits. Salary increases have been nearly nonexistent for faculty and staff at many public universities. Similarly, the rising costs of health insurance and other benefits are crippling many colleges and universities.
- Deferred Maintenance & Infrastructure Problems. Deferred maintenance and upgrades in the technology infrastructure are the results of the economic slump begun in 2001-2002 academic year. In addition, the costs of building materials and utilities have intensified many institutions’ financial worries. For most colleges and universities, the only option has been to cut academic programs, staff and faculty and delay major purchases.

Enrollment and Demographics

- Accountability. Assessment performance measurements and indicators of administrative efficiency and faculty productivity are being used to hold colleges and universities accountable for meeting student, local, regional and state needs. In Illinois, the Illinois Board of Higher Education has identified three levels of performance indicators linked to the goals of the Illinois Commitment. These indicators have been specified as state level, core and mission specific.
- Affordability. Tuition and fees increases will prevent some students from attending and limit others to part-time status. The National Education Association (2004) reports that tuition has increased 10%. Efforts to stabilize tuition include prepaid tuition plans, tuition assistance for the children of veterans and guaranteed freshman tuition for 4 to 5 years depending on the program of study. Still low income students face problems with access to higher education. The Higher Education Re-authorization Act as proposed by the Bush Administration appears to include the removal of the Perkins Loans, Pell Grants, tech prep and precollege programs that tend to benefit low income students.
- Graduation and Retention Rates. Graduation and retention rates are being used by the federal and state governments to evaluate college and university performance and effectiveness. These rates may soon become factors in determining universities’ eligibility for federal financial aid funding. The Society for College and University Planning (SCUP) reports (*March, 2005*) that “only 55% of American students who start college complete within six years and only 41% of African American or Latino students.”
- For Profit and Virtual Institutions. For profit and distance education institutions are challenging the monopoly that traditional institutions once held. It is estimated that the University of Phoenix enrolls 200,000 students and is expected to expand to at least 500,000 by 2010. Using electronic processes and technology, it now has programs in 37 states (*Distance Education Report, 2003*).
- Enrollment. Ran Coble in a paper published by the North Carolina Center for Public Policy reports that the undergraduate enrollment at four year institutions is expected to increase to nearly 18 million by 2014. The Illinois Board of Higher Education is anticipating an enrollment increase of about 12% (87,000 students) by 2020 which will require significant changes in delivery systems and programs at all Illinois public institutions.
- Diversity. During the next decade, the student population shift will produce an ethnically diverse population. Since 1990, the Latino population has increased more than 50%. One out of every five people now entering the U.S. work force is Latino. The Latino share of bachelor degrees awarded has risen from 2.3% to 6.2% since 1982 (*Gehring, 2001*).
- Adult Learners. Older Americans are enrolling in college classes to improve their job skills prospects for promotion and salary increases and for personal enrichment. About 40% of American adults take at least one class. The demands for continuing education and summer classes will also increase as older Americans and retired Americans enroll in classes for personal gain (*University of Texas System, 2005*).
- International Students. The population of international students studying in the United States has decreased since the 1990’s, particularly since September 11, 2001. This is particularly true for students from the Middle East (*Society for College and University Planning, March, 2005*).

Transfer Students and Graduation Rates

A report from the University of Texas system indicates that students attend more than one college before they complete bachelor degree requirements. During the last twenty years, 59% of college students were either enrolled simultaneously at another college or had transferred from one. In addition, for public four year institutions, 28% attended two institutions, and 13% attended three.

Estela Lopez, vice chancellor for academic affairs in the Connecticut University System maintains that graduation rates are being measured inappropriately because full-time new freshmen no longer represent the majority of new students entering college each fall. In the Connecticut University System, only 43% of the new students who entered during the 2003-2004 academic year were new students and 46% of the students completing bachelor degree requirements entered the system as transfer students. Also, according to Lopez, similar pattern exists at other institutions. At Indiana University – Purdue University Indianapolis, only 33% of the fall 2003 class enrolled as first-time, full-time freshmen. In the Florida university system, only 39% of the 1997 cohort had a similar classification. Lopez concludes that the traditional measure of using first-time, full-time freshmen “cannot continue to be the sole indicator of institutional effectiveness.” (*A Better Yardstick? Measuring Graduation Rates in an Age of Swirling Students*).

Technology

- **Distance Education.** Distance learning in many ways is a revenue generating tool that enables universities to teach more students than their facilities permit. Distance Learning also has become an integral part of academic programming for most college and universities. In 2004, nearly one million American students took online courses. Hundreds of degree and certificate programs are found at traditional colleges and at not-for-profit universities such as the University of Phoenix. Despite these large numbers, the Society for College and University Planning (*March, 2005*) reports fewer institutions are offering distance education programs. The number has declined slightly from 67% in 2004 to 64% in 2005.
- **Technology.** Although technology has become an important factor in recruiting and retaining students, a major significant tool in teaching and learning and a major contributor in reducing cost and increasing administrative efficiencies, the Society for College and University Planning (*March, 2005*) maintains that technology spending “has begun to slow and that huge investments in hardware have resulted in the reduction of support personnel.” While students expect more technological support for administrative and personal function, they and their parents may not welcome additional technology fees along with increased tuition. The society also considers outsourcing and partnerships with not-for-profit organizations as possibilities.
- **Wireless Access.** Wireless access unlike other technology spending has been increasing at colleges and universities. Apparently, a recent SCUP survey shows that 79% of colleges reported having wireless networks as opposed to 45% in 2002 (*Society for College and University Planning, March, 2005*).

Student Learning

- **Student Learning and Quality Education.** The new university will be driven to change by new public demands, technology, harsh financial constraints, and growing intellectual opportunity. Student learning must be at the heart of the mission as the emphasis on producing a quality education in a cost effective environment continues. Student outcomes assessment to validate student learning increases as state and federal agencies and accrediting bodies demand accountability (*Daniel, 2005*).
- **Active Meaningful Learning.** SCUP reports that active and meaningful learning benefits the student and the community and that faculty should be encourage to include applied learning in their courses. (*Student Success in College, 2005*)

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