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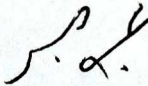


# Edwardsville Bulletin

To the Faculty and Staff of Southern Illinois University at Edwardsville

Vol. 12, No. 11

June 5, 1980

MEMO TO: The University Community  
FROM: Earl Lazerson   
SUBJECT: Report of the Planning Advisory Committee

When the Planning Advisory Committee convened in January of this year, I requested that it undertake a substantial series of activities. They included an assessment of all appropriate planning issues, the development of a series of institutional models for further study, the review of long-range directions for the University, the determination of means for implementation and the initiation of a process for continuous planning. The first phases of their task have been completed and a brief report is sent for your information. Further statements of their progress will be distributed, and suggestions will be solicited.

While this group has been engaged in the development of long-range plans and a planning process, others have been directing their attention to our immediate program and fiscal situation. A report on these topics will soon be forthcoming from the Planning and Budget Council.

I thank the members of the Planning Advisory Committee for their conscientious efforts and commend them on their accomplishments:

Jane Altes, (Chair)  
James Buck, Office of the President  
Miriam Dusenbery, Academic Directors  
Ria Frijters, Business Affairs  
Ronald Glossop, Planning and Budget Council (PBC)  
Shawn Cuyot, Student Senate  
Thomas King, Budget Review Committee, (PBC)  
Robert Koepke, Physical Facilities Committee, (PBC)  
Panos Kokoropoulos, Faculty Senate  
Randy Rock, University Staff Senate  
Scully Stikes, Student Affairs  
Donald Thompson, Program Expansion and Retrenchment Committee, PBC  
David Werner, Academic Deans  
Mark Drucker, ex officio  
John Reiner, ex officio

## REPORT OF THE PLANNING ADVISORY COMMITTEE

JUNE 1980

The Planning Advisory Committee was appointed by Acting President Lazerson and has been meeting since January, 1980. Charged to undertake a series of tasks, it wishes to indicate to the faculty, staff, and students of SIUE its progress toward their accomplishment. Among its duties were:

- . To define all issues which should be addressed in institutional plans,
- . To examine and consider strategies which could respond to those issues and which could increase the flexibility of the University in fiscal and program matters,
- . To assess interrelationships among such strategies, their costs and benefits, and any internal or external constraints which would impact their implementation,
- . To propose institutional priorities relative to these strategies, and to offer recommendations regarding the means for their attainment,
- . To establish a mechanism for continued planning.

Such an extensive undertaking could not be brought to a quick conclusion, and the PAC was not expected to concentrate on immediate activities and programmatic modifications -- matters under study by others in the University. Rather its basic role was to consider and recommend general directions for the institution. Its goals are to propose a cohesive set of objectives for the long term, to develop recommendations regarding implementation, evaluated as to their effect, and to institutionalize a process whereby the plan can be modified as circumstances warrant.

The Committee determined that an initial reexamination of the mission of the University would be less productive than an assessment of potential policy and programmatic alternatives. It therefore proceeded to create and examine an extensive list of higher education issues, and to develop broad policies related to them. The Committee, in establishing this set of issues and policies (summarized in the attachment to this report,) intentionally avoided what might have been premature assessment of their feasibility, practicality, efficiency and institutional merit. Rather it was their desire to put forward as complete a set of alternatives as possible so that no valuable idea, applicable to present or future circumstances, would be left unconsidered.

Having established this series of policies, the Committee moved to a discussion of their interrelationships and the institutional "types" that their selective combination might create. Based on a determination that the central concepts were program quality, the institutional market, and the inventory of academic offerings, a series of three models were developed for further examination. These models comprise a classification based on the relationship between the programs and those served by the University: The Demand Creating Institution, which expands the area of recruitment on the basis of program quality and uniqueness; The Demand Responsive Institution, which emphasizes program appropriate to the changing needs of its region; The Mixed Market Institution, which establishes program priorities based on both a local and an extended clientele. Within each of the models, a series of related policies and their implications were listed along with a rating system for noting whether that particular policy or implication was essential

to the model, whether that policy or implication was capable of attainment, and, based on the judgment of the Committee, whether that policy or implication was of positive or negative value. That evaluation is now being made and discussions of further implications and the implicit strategies which would be necessary for implementation occupy the Committee at this time. Following are brief descriptions of the models under review.

\* \* \* \*

#### Demand Creating Model

The Demand Creating model considered by the PAC would, we believe, require the early and explicit establishment of high program quality, and the extension of the SIUE student market beyond that currently attracted. These assumptions, themselves, have both necessary and probable implications: a policy of limited admissions and/or strengthened and enforced remediation; an availability of housing for students from outside the immediate area; a modified and expanded recruitment program directed to a larger potential clientele, focusing on program quality and on such institutional assets as location and the attractiveness of the campus. The assessment of programs would be based on their excellence and on their ability to attract an appropriate enrollment. Resource allocation would follow such worthy programs and those which were inappropriate to the inventory of a demand-creating university would be reduced or terminated.

Faculty, staff, and students would be rewarded for the quality of their endeavors, and that faculty research and experience which is necessary to scholarly reputation would be encouraged and supported. This model might well imply more traditional instructional and student activities.

While at this stage the model does not require either a liberal arts and sciences or a professional emphasis, the capacity of the institution to mount high quality programs appropriate to a wide student audience would need to be assessed and such a programmatic emphasis (or a mix thereof) decided upon.

This model would be a marked modification of the current institutional position in the Illinois higher education system, and would significantly change the role of SIUE in its region. Consideration of the competition in both the public and private sectors would need to be made, and of the magnitude of change necessary to institute this model. The availability of resources, human and financial, to implement modifications in the market, delivery and services would be assessed, as would the budget implications of probable change in short and long term enrollment levels. Finally a value judgment relative to the needs of the area and the ability of this institutional model to respond to those needs would be presented.

#### Demand Responsive Model

Though a Demand Responsive institution may well establish a broad recruitment area, SIUE has a populous region for its principal, if not exclusive, target. The clear mandate is to define the market, and to establish its programmatic needs, developing institutional priorities accordingly. An institution which has, as a major goal, responsiveness to student and employer demands for postsecondary education must be capable of the flexibility that such programming requires. Strategic planning, defined as the determination of resource use which combines internal and external opportunities and requirements, assumes a considerable degree of environmental scanning, procedures for predicting and responding to manpower and student needs, and a clear articulation

of institutional activities with those of other educational units and of the business, governmental and professional communities.

An institution which is responsive to student and employer requests for higher education must also direct appropriate attention to program quality. In this region, such attention suggests either a reduction of service to a significant portion of our current clientele, through limited admissions, or an emphasis on remediation and on the testing of entry skills and of subsequent skill attainment. Among program assessment criteria would be their capacities to match current and expected student demand while demonstrating a significant level of educational accomplishment and successful graduate school or employment placement.

In addition to student-responsive programming, instructional and service delivery would be modified to accommodate enrollees. Teaching format, schedules and sites might be changed. The expansion of academically sound alternatives to classroom credit would be explored, and placement would become a responsibility in which faculty might participate.

Given some knowledge of our regional market and our enrollment experience, a Demand Responsive model might well emphasize professional programming, though curricular modification stressing baccalaureate and graduate placement opportunities in liberal arts and sciences could be encouraged. In addition, of course, the intellectual and academic core appropriate to a university education could not be slighted, and the traditional disciplines would retain that involvement.

Job related and avocational continuing education, as well as credit programming in nontraditional formats and locations might expand. One might also expect greater emphasis on applied research and on public service. These activities are not only directed toward the needs of the region to which the institution is responsive, but also assist in student recruitment, education and placement.

#### Mixed Responsive-Creative Model

This model might accommodate a wider, though not unlimited, range of program offerings. It would offer instruction responsive to the needs of a market, but would define that market as one which can be generated by program uniqueness and quality as well as one based on proximity to the institution.

On the one hand, a recruitment program designed to extend knowledge of high quality programs and of institutional assets would be developed. On the other hand, an assessment of educational needs in the local region would be undertaken and the means established to respond to those instructional demands and to be flexible regarding them. Delivery formats and services appropriate to what might well be two rather different student bodies would need to be examined and instituted, and current policies, such as those regarding housing priority, would be reassessed.

All of the devices previously mentioned to insure program quality would be considered and, where possible, programs responding in an obviously excellent manner to the local market would be established as demand creating and recruitment undertaken accordingly. As in the other models, programs lacking quality and a demand sufficient to their role in institutional priorities would be reduced, merged or terminated. Human and financial resources thus freed would be used to improve program quality in high demand areas and to expand program offerings where appropriate.

While insuring that all disciplines necessary to the academic core were represented, an assessment of demand, both local and extended, would be an important means of establishing the mix of programs. The special capacities of faculty and of site and facilities would be used to encourage and to advertise unique program development at SIUE.

In research a combination of applied and basic activity would be supported. As befits a demand responsive program, public service interacting with instruction and meeting regional needs would also be appropriate, as would community education including credit and non-credit, on campus and off campus, job related and avocational continuing education.

\* \* \* \*

These models can, of course, be further subdivided and many of the policies and implications are applicable to more than one. They seem, however, to properly express a range for exploration. The components of each will now be assessed as to their salience for the models' basic objectives, as to the prospects for their attainment, and as to their apparent value. This examination should result in an explicit set of reasons for the exclusion of some objectives, and for the more detailed consideration of others. Information gathering and evaluation for those that remain will occupy the committee during its next major phase. No university plan was expected during this academic year, but the PAC completed its extensive review of higher education planning issues, and now moves to delimit options appropriate to this University. The faculty, students, and staff will be kept informed and will be asked to participate as the process continues.

## ISSUE AREAS AND POLICY ALTERNATIVES

### A Discussion Summary

The Planning Advisory Committee initially established as major issue areas in higher education: Program, Faculty/Staff, Students, Facilities/Equipment, Resources, Governance/Policy/Process, and Externalities. It then developed subsets of topics within each toward which policy might be directed. Following is a summary of those policy considerations. It is not comprehensive in that there is often listed only one of two opposite views of a policy, and the full range of options within a single policy direction may not be displayed. The creation of this list, and of the implications developed from it, was a substantial undertaking of the committee. Manipulation of the items contained here (and those suggested by the elements on the list) led to the establishment of the models discussed in this report. These models, and alternatives yet to emerge, will undergo detailed consideration by the PAC.

MAJOR POLICY AREA: PROGRAM

Instructional Standards:

Increase entrance requirements  
Demand skill attainment prior  
to matriculation  
Demand testing intermediate in  
collegiate curriculum  
Establish entry-exit examination  
as means of assessing impact  
Introduce minimum qualification  
examinations for graduation

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Establish standards for courses  
Establish standards for  
instructors/instruction  
Demand curriculum coherence  
Modify calendar as appropriate  
to instructional quality  
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Establish overall instructional  
program priority against which  
shall be examined:

New program proposals  
Possible program termination  
Resource requirements

Establish overall instructional  
program quality criteria  
against which shall be examined:

New program proposals  
Possible program termination  
Resource requirements

Establish quantitative criteria  
(demand, need, placement)  
against which shall be examined:

New program proposals  
Possible program termination  
Resource requirements

Instructional Activity: Technology  
Format, Non-traditional Education

Concentrate on traditional education  
in content and format  
Devote substantial effort toward  
developing non-traditional means  
to deliver instructional programs  
Adopt a position that nontraditional  
education (interdisciplinary programs,  
competency based education etc.)  
is and must be a part of our academic  
endeavors

Instruction General

Emphasize education for employment  
Emphasize education for life  
Adopt the professional model  
Adopt the liberal arts model  
Emphasize degree (or nondegree)  
instruction  
Emphasize noncredit instruction  
Develop capstone programs  
Consider interinstitutional  
activities

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Establish coherent general  
education component to be  
taken by all  
Abolish general education  
Retain current general education  
model

Research

Make a significant university  
commitment to the conduct of  
research as part of its role  
Expect all members of the university  
community to perform and support  
research as part of their regular  
responsibilities  
Make research, to a significant  
extent, self supporting  
As part of the mission, support  
research with state appropriations  
Emphasize "pure" research  
Emphasize "applied" research

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External Service

Make a significant university  
commitment to the performance of  
external service as part of  
its role  
Expect all members of the university  
community to perform and support  
external service as part of their  
regular responsibilities  
Make external service financially  
self supporting  
As part of the mission, support  
external service with state  
appropriations

University Service

Expect all members of the university  
community to perform university  
service as part of their regular  
responsibilities



MAJOR POLICY AREA: PROGRAM (cont.)

Academic Support

Develop a full set of skills programs  
Shift support from remediation to other programs  
Establish special support for "educationally advantaged"  
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Conduct advisement solely through the use of program faculty  
Undertake all academic support through the schools and departments, phasing out special support units  
Centralize all academic support services  
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Improve faculty support programs and resources (including clerical help, student assistance, computer services, library, audio visual materials, travel)

Student Support

Increase variety and amount of student support.  
Reduce specific student support activities (limiting health care to those who need it, phasing out enterprises which are not self supporting, reducing recreation, student organization and Center activities etc.)  
Extend different services to different student clientele (commuter v resident, day v night, part time v full time)  
Pay for student services as:  
flat fee  
fee for service  
reallocation of state funds  
Concentrate student support in a single functional area of the University  
Provide most student services by the academic units  
Expand and extend student services to clientele not currently served (night students, off campus students etc.)

Institutional Support

Modify the administrative structure and administrative roles as appropriate to long range program plans  
Consider cost effectiveness and efficiency in the implementation of:  
management information systems  
information processing systems  
budgeting models/systems  
evaluation models/systems

MAJOR POLICY AREA: STUDENTS

Enrollment

Plan for fewer students (related to changed demographics, quality concerns, program limitations etc.)  
Plan for more students (related to cost/budget issues, improving image and market position, directing programs to unmet clientele needs etc.)  
Plan for current enrollment levels (based on need for stability, presumptions of market, desire to retain program components etc.)  
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At whatever level, program for stable enrollment (allowing more effective planning, for budget projection etc.)  
Program for flexible enrollment (more adaptable to clientele needs, related to greater emphasis on continuing education etc.)

Special Clientele

Address the needs of the non-traditional student in institutional programming and instructional formatting.  
Make the non-traditional market an integral part of the enrollment plan of the University.  
Recruit students in the following (and other) areas:  
Adult students  
Part time students  
Off campus students  
Avocational students  
Handicapped students  
Minority students  
Foreign students  
Female students  
Educationally disadvantaged students

MAJOR POLICY AREA: FACULTY/STAFF

Recruitment

Direct recruitment more toward educationally disadvantaged (as our unique market) or to the superior student (a program quality issue)

Direct recruitment more toward graduate students (the adult market) or to undergraduate students (where less expensive education may be offered)

Direct recruitment toward our commuter area, or toward resident students (with implications for housing, program change, modification of IBHE and legislative perceptions.)

Direct recruitment toward those interested in professional programs (more demand) or toward the liberal arts and sciences (the basic components of a total university.)

Direct recruitment toward the part time student (non-traditional clientele) or the full time student (each alternative impacting scheduling, the nature and timing of curricula, faculty needs, student services etc.)

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Define the recruitment area as approximately 50 miles

Define a statewide recruitment area

Define a multi-state or national recruitment area.

Retention

Work toward improved retention (based on assumption that services and program can improve retention)

Assume a current or lower retention (based on assumption that lack of retention is: a behavior necessary for our clientele, or academically sound result of students being unable to meet appropriate standards)

Performance

Establish minimum performance criteria in the schools and a process for assessment and sanction for faculty and staff. Such criteria shall relate to overall employment expectations and shall be equitable across the institution.

Establish load definitions in the schools which include all components of university responsibility, which will be equitable, and which will be monitored

Conduct evaluation of faculty/staff against agreed upon standards of performance, such evaluation to serve as a means to determine:

- salary
- promotion
- tenure
- retention
- leaves
- other rewards

Professional Development

Encourage faculty/staff to participate in professional development programs designed to:

- improve teaching and other performance
- update knowledge in current field of work
- expand knowledge into other fields and disciplines

Reward faculty/staff for such participation and for the flexibility and improved performance which they subsequently demonstrate

Address present staff underutilization by means of professional development

Permit first opportunities for professional development for currently redundant personnel

Attitude

Develop common sets of goals so as to create an understanding of institutional direction

Develop and communicate plans for the future so as to reduce insecurity and anxiety which accompanies a lack of knowledge

Direct no specific activities and efforts to "attitude", rather rely on the implementation of plans to create a positive change

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MAJOR POLICY AREA: FACULTY/STAFF (cont.)

Expenditure Reduction

Recognize that people are more important than things. Avoid any reduction in personnel, instead improve support usage.  
Assume that existing people are more important than things. Avoid any forced reduction in personnel  
Recognize that faculty numbers are a critical problem and reduce faculty in units which are overstaffed.  
Recognize that personnel numbers (not merely faculty) are a critical problem and reduce them.  
Recognize that administrative and/or support costs are excessive and reduce budgets for those activities  
Determine faculty/staff/civil service/administrative needs based on a reassessment of program components appropriate to the University

Housing

Retain a principally commuter campus, adding no new housing  
Attempt to attract private builders to develop student housing adjacent to the campus  
Attempt to attract private builders to construct student housing on campus land  
Obtain a modification of the commuter designation for the University, and build state-backed student housing  
Work with local communities to increase availability of and knowledge of existing housing for students  
Reconsider use of current housing (e.g. restrict to students who are unable to commute, give preference to foreign students, require full time status etc.)  
Better manage current student housing

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MAJOR POLICY AREA: FACILITIES/  
EQUIPMENT

Space

Develop policies regarding space management and implement them  
Develop policies to increase the flexibility of space usage and implement them  
Reallocate underutilized space

Operation and Maintenance

Discontinue the charge back system for O&M, transferring the budgets to the units performing the services  
Improve accountability for O&M budgets, developing detailed budgets for categories of activity  
Establish O&M priorities, and eliminate or reduce low priority activities  
Reexamine and possibly renegotiate union contracts

Energy/Transportation

Change institutional configuration (decentralize program sites)  
Modify calendar and/or schedule  
Protect/improve enrollment as result of transportation activities

Equipment

Give appropriate priority in institutional budgeting to equipment essential to quality academic programming  
Base equipment replacement on a preestablished system of priority based on instructional requirements, condition of existing equipment, research needs etc.

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MAJOR POLICY AREA: RESOURCES

Special Resource Items

Consider all aspects of costs as means of  
reducing expenditures  
increasing flexibility  
Reexamine capital plans and priorities and modify them as appropriate to changed institutional objectives

MAJOR POLICY AREA: GOVERNANCE/  
POLICY/PROCESS

Revenues

Move activities to non-state monies (research, public service, support, auxiliary enterprises etc.)  
Modify the cost base formula of IBHE/legislature so as to increase state fund levels  
Modify tuition (in and/or out of state) so as to increase total revenues (direction not apparent)  
Modify fees so as to increase revenues (recognize that direction of modification not obvious)  
Increase philanthropic funding for university  
Increase total revenues for higher education (by modifying education as a budget priority)  
Operate revenue generating University businesses  
Increase enrollment, thus impacting both income fund and state general revenue appropriation  
Project revenues on basis of realistic expectations and determine institutional policy on those projections  
Modify distribution of funds within the SIU system

Resource Allocation

Examine and consider formula driven models (credit hour costs, revenue generation etc.)  
Establish performance criteria model (output)  
Relate allocation to institutional mission  
Establish a "demonstrated need" allocation process  
Apply convergence budgeting (Delphi method applied to money)  
Initiate zero base budgeting  
Establish PPBS  
Determine budget by fiat (with or without consultation)  
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Base facilities models on demonstrated need  
Base equipment allocation on need, obsolescence etc.  
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Establish personnel levels on basis of demonstrated need  
Assign personnel on a systemwide basis

Administration/Governance

Continue institutional division into academic, student and business affairs  
Reverse increasing fragmentation of administration and governance. Make more decisions centrally.  
Consider participation in governance a part of one's employment and expect such performance from each faculty/staff member.  
Select Deans "for life" unless specific and significant reasons arise for their dismissal, thus improving their ability to perform proper administrative functions.  
Make the selection of administrators (above the level of department chair) lie principally with:  
the Board  
senior administrators  
the faculty, staff, students  
the governance bodies  
other

Student Policy

In order to improve budget position and/or improve programming, consider the following for modification:  
Affirmative action  
Academic standards  
Admission  
Retention  
Grading  
Residence  
Tuition  
Fees (internal, board established)  
Housing  
Financial aid/work study  
Suspension/expulsion  
Withdrawals  
Readmission  
Program change (fee for)  
Registration  
Scheduling  
Academic Requirements  
General Studies (content and timing)

MAJOR POLICY AREA: GOVERNANCE/  
POLICY/PROCESS (cont.)

Faculty/Staff Policy

In order to improve budget position and/or programming, consider the following faculty/staff policies for modification:

- Affirmative action
- Tenure
- Sabbatical leaves
- Professional development leaves
- Load/overload/released time
- Promotion
- Salary levels and increases
- Appointment/termination
- Retention
- Vacation
- Grievance
- Retirement (early, mandatory)
- Flex-time
- Sick leave
- Summer appointment/schedule
- Evaluation
- Working conditions
- Employee assistance programs
- Other benefits (tuition for family members, reduced work week etc.)

Examine the academic calendar, including length of quarter, time of quarter start, for budget and program impact

Planning

- Separate program evaluation, as a means of improving program quality, from budgeting and resource allocation
- Make program evaluation an integral part of the budgeting and allocation process
- Incorporate institutional planning as an ongoing activity

SIU System

- Develop programs and activities with SIUC
- Maintain complete autonomy of SIUE
- Obtain approval from the Office of the Chancellor for long range plans and budgets of each separate institution
- Permit each institutional president freedom to pursue programs and budgets without the intervention of the board or system officers

MAJOR POLICY AREA: EXTERNALITIES

IBHE

- Make every effort to modify the IBHE position regarding student housing on this campus
- With other public institutions, make every effort to reduce the proportion of state support going to private institutions
- With other institutions, attempt to modify the ISSC process (formula, payment level, distribution) so that public institutions are more competitive
- Attempt to modify IBHE position regarding tuition levels

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- Attempt to move IBHE from its credit hour cost budgeting
- Attempt to modify the components of the formula used by IBHE (current exclusions etc.)
- Attempt to develop, with IBHE, a budget appropriate to long range plans

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- Attempt to impact IBHE through the legislature

Legislature

- Focus University attention on the legislature, as the body most directly responsible for the financing of the institution. Make all efforts to convince its members of the value of higher education and of this institution.
- As a significant element in the region and the state, press for legislation appropriate to the freedoms for which a university stands.

### Federal Government

Because actions of federal agencies and federal expenditures are significant to this institution, make all effort to influence such legislation and obtain representation in the significant higher education professional organizations which impact federal policy

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Allocate the costs of implementing federal policy (Title IX, Handicapped etc.) among the functional areas of the University

### International

Encourage enrollment of foreign students and offer support to such students

Develop and encourage international educational opportunities for our native students  
Exchange faculty across national boundaries

Wherever possible and appropriate, internationalize curricula

Promote a global perspective not only on campus but in the region

Work cooperatively with other institutions in developing and conducting international programs and activities

Work to acquire financial support for international education and for foreign students

### Demographics

As a response to demographic circumstances:

Adjust to lower enrollment  
Transfer emphasis to alternative student clientele

Modify programs to accommodate different kinds of students

Change recruitment  
Change assumptions about market area

Engage in area economic development to increase population

Change other demographic characteristics of area (proportion attending college etc.)

### The Economy

Establish program and enrollment plans that are sufficiently flexible for managing changing economic conditions

Endeavor, in cooperation with other institutions, companies and agencies, to indicate the positive economic impact of higher education

Do all in our power to aid the economic development of the region and to support such efforts of other agencies

Be responsive, in the academic programming, to manpower needs of the area and of the nation

Recognize economic issues (taxation, inflation, energy costs, consumer prices, unemployment) as important and incorporate them into courses and into the public positions taken by the University

### Other Institutions

Work with other institutions in the region and the state to:

Develop cooperative programs

Develop innovative activities/formats/courses

Reduce resource expenditures through the use of exchange faculty/students

Increase the attention to the community colleges of the area in order to:

Increase knowledge among their students of SIUE programs

Improve articulation and access