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Southern Illinois University Edwardsville

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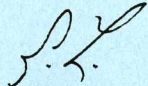


# BULLETIN

To the Faculty, Staff and Students of Southern Illinois University at Edwardsville

Vol. 23, No. 15  
November 20, 1992

MEMO TO: SIUE Community

FROM: Earl Lazerson 

SUBJECT: Priorities, Quality, Productivity: An Update

On September 22, 1992, I wrote to you to describe the initiatives of the Illinois Board of Higher Education (IBHE) regarding Priorities, Quality, and Productivity, or PQP. This memorandum has two purposes: First, to bring you up to date on PQP events which have occurred at the state level and at SIUE and, second, to describe plans for the next year.

## ACTIONS BY THE IBHE AND ITS STAFF

At its meeting on October 6, 1992, the IBHE considered several documents prepared by its staff regarding PQP. These documents have been distributed widely within the University, and copies are on reserve in Lovejoy Library.

One report titled "The Diversity of Illinois Public Universities" describes the current diversity among the public universities in Illinois as to a variety of factors and provides mission descriptions for the universities to further articulate that diversity. These mission statements, in effect, serve to revise the Board's 1976 "Master Plan" for higher education in Illinois. The mission statement proposed by the Board staff for SIUE follows:

*The Edwardsville campus of Southern Illinois University opened in 1965. The undergraduate students at Southern Illinois University at Edwardsville are primarily traditional college-aged, with many commuting from the surrounding area. Older, part-time, and minority students enroll at about the state average. The campus offers a balance of instruction, research, and public service programs consonant with its mission as the only public university in southwestern Illinois. Southern Illinois University at Edwardsville also administers the School of Dental Medicine at Alton and operates a center in East St. Louis.*

*The campus' strength lies in its high quality undergraduate and master's programs that provide career-oriented instruction in education, social services, business, engineering, and the health professions in order to improve the quality of life, economy, health care, and environment in the greater St. Louis metropolitan area. The University's highest priority at the graduate*



level should be to prepare practitioners and professionals in those fields that are particularly relevant to addressing the social, economic, and health care needs of the region. Off-campus programs should be limited to southwestern Illinois, except in fields such as nursing in which the University is distinctly positioned to offer off-campus completion programs for the entire southern Illinois area. The School of Dental Medicine should continue to address the need for dentists in the central and southern regions of the state.

This statement reaffirms SIUE's continued mission in instruction, research, and public service and the roles of the Schools of Dental Medicine and Nursing with respect to the southern region of Illinois. For the first time, the IBHE acknowledges the University's role in the larger St. Louis metropolitan area and the importance of engineering to our mission.

Another report titled "Staff Recommendations on Productivity Improvements at Public Universities," presents the specific recommendations of the Board staff in four sections. The first section of the report describes areas which the IBHE staff believe to require additional funding, including salaries for faculty and staff. The second section describes how the PQP process is to be used to reallocate funds to support the items identified in the first section. The third section titled "Recommended Productivity Improvements in Instructional Programs," provides staff recommendations for program terminations and other actions for each public university. The final section indicates that we can expect to receive further specific recommendations for productivity improvements from the Board during the next year.

The specific program recommendations of the Board staff for SIUE are:

Ed.D. in Instructional Process: In 1981, Board of Higher Education staff raised concerns about the Ed.D. in Instructional Process. Low retention rates and graduation rates, as well as lack of curricular focus were identified by the program review process. Although the program was continued, serious concerns were again identified in the fiscal year 1990 program review. Since 1986, there has been an average of eight graduates per year. Enrollments declined by 15 percent between fiscal years 1985 and 1991. The original program objective was to "enable educational personnel to prepare themselves as scholar-practitioners" in the schools. In the most recent catalog, the purpose of the program was to "prepare educators to lead in the improvement of instruction." Yet, in a survey conducted by the program, all but two students indicated their occupational objectives to be in management, leadership, or college teaching. The majority of graduates are employed in higher education. Thus, there appears to be a mismatch between student occupational objectives, and program objectives. It is recommended that the University consider eliminating this program.

M.A. in Philosophy: Graduation rates continue to be low, averaging two to three per year since the 1970s. Southern Illinois University at Edwardsville's program has the second lowest enrollment and degrees granted of the five master's programs in philosophy in the state. The program was declared not



economically and educationally justified by the BHE staff in July 1982 and little has changed since that time. Fall 1990 enrollments were 16. It is recommended that the University consider eliminating this program.

M.A. and M.S. in Political Science: Originally titled the M.A. in Government, this program was reviewed in the fiscal year 1991 RAMP and serious concerns were identified. Program reviews in 1984 and 1988 continued to identify concerns regarding program quality. In 1990, nine students enrolled and three graduated, the lowest in the state. In addition, the program produced only 192 credit hours in fiscal year 1990 in the discipline, the lowest of all graduate political science programs in the state. It is recommended that the University consider eliminating this program.

B.S. in Recreation: Statewide analysis shows low demand in recreation and fitness programs at the baccalaureate level. In 1985, following several years of review, Board staff concluded that the B.S. in Recreation should be eliminated. Subsequent reviews in 1988 and 1989 showed that some issues had been addressed, but between fiscal years 1985 and 1990 program enrollment dropped 57 percent to 12, the lowest of the seven undergraduate programs in the state. Degrees granted also decreased by 39 percent since 1985. It is recommended that the University consider eliminating this program.

B.S. in Health Education: Program reviews in 1986 and 1988 identified declining student demand in health education at Southern Illinois University at Edwardsville. Enrollments and degrees granted continued a downward trend between fiscal years 1985 and 1990. The program had six graduates in fiscal year 1990 and student demand is insufficient to sustain a quality program. It is recommended that the University consider eliminating this program.

B.S. in Business Economics: Enrollments in this program are low and the program granted no degrees in fiscal year 1990. Considering the low demand for the program and decreased occupational need, the University should consider eliminating the B.S. in Business Economics.

B.S. in General Science and Mathematics: Program reviews in 1986 and 1990 have questioned the viability and quality of the program. In 1990, there was one student enrolled and one graduate of this program. Since student demand for the program is minimal and has not increased as anticipated, the B.S. in General Science and Mathematics should be considered for elimination.

B.S. in Physical Science Education: Like the degree in General Science and Mathematics, the statewide demand for specialized education degrees has diminished. Enrollments fell to zero in 1990 for this program. In program reviews of 1986 and 1990, the problem of declining enrollments and demand were cited, although the University responded that new teacher certification



standards would have a positive impact on enrollments. That has not occurred and it is recommended that the University consider eliminating this program.

Fine Arts Programs: Within the School of Fine Arts, there are two baccalaureate programs in art with five specializations, two master's programs in art, one baccalaureate program with six specializations in music, one master's program in music, and one baccalaureate program with four specializations in theater and dance. The University should consider consolidation of the many specializations offered in the arts, music, and theater and elimination of those with limited student demand.

School of Dental Medicine: Specialty Certificates in Pedodontics, Periodontics, and Prosthodontics have had no enrollments for years and should be considered for elimination. The School should continue to serve the needs of central and southern Illinois through a quality dental program.

Research and Public Service Units: The University should consolidate its 12 research and public service units to reduce redundancy, achieve better focus and coordination, and decrease administrative overhead expenditures. The University should take steps to reduce reliance on state appropriations for public service and research centers so that state funds can be directed to instruction. The University should consider the priorities of southwestern Illinois in restructuring these research and public service units.

Reorganization of Schools: Southern Illinois University at Edwardsville encompasses eight Schools (Business, Education, Engineering, Fine Arts and Communications, Humanities, Nursing, Sciences, and Social Sciences), each requiring separate administrative structures. The University should consolidate these academic units in order to reduce redundancy of administrative functions.

The IBHE discussed these reports at its meeting of October 6, 1992, and is expected to formally receive them at its meeting of November 24, 1992. In so doing, the IBHE will instruct the governing boards to report by October, 1993 on the progress of the universities in addressing its specific productivity improvement recommendations. To permit the SIU Board of Trustees to report by that date, SIUE will need to have completed its work on the specific recommendations of the IBHE by the first week in June, 1993.

There will, no doubt, be a tendency to focus on the list of degree programs which the IBHE staff has identified as candidates for elimination. It would be a serious error to do so. First, neither the reallocations necessary to achieve the plans endorsed by the University Planning and Budget Council (UPBC) nor the reallocation plans described by the IBHE can be funded solely or even in large part by eliminating academic programs. Reallocation must come from administration, public service, research, and other elements of our program inventory if we are to make the needed reinvestments in SIUE. Second, we need to review our program inventory on a continuing basis and, in doing so, may identify programs for elimination which the IBHE has not. A program



or unit not on the IBHE list is not excused from a thorough review in the PQP process.

### THE PQP PROCESS AT SIUE

On March 23, 1992, the IBHE approved a set of guidelines for the universities to use in carrying out a review of priorities, quality, and productivity. Each of the functional areas of the University is now engaged in applying those guidelines to its programs and operations. The guidelines are organized under five major headings, as follows:

#### **Productivity of Instructional Units**

1. *Institutions should consider eliminating programs whose credit hours, enrollments, and degree production significantly deviate from the statewide or institutional average credit hours, enrollments, and degrees produced per program, particularly if other factors exist such as high program costs or low occupational demand.*
2. *Institutions should consider eliminating or reducing programs in fields of study in which projected statewide job openings are low or are projected to slow or decline, particularly if other factors exist such as high program costs, low program quality, or low occupational placement.*
3. *Institutions should consider eliminating fields that enroll a relatively small proportion of institutional and statewide enrollments and that enroll a small proportion of non-majors, particularly if there is also low occupational demand, low program quality, or high program costs.*
4. *Institutions should reduce the number of courses and specializations offered when necessary to achieve a cost-effective level of enrollment per course.*
5. *Institutions should consider elimination of instructional units that have been found to have quality deficiencies based upon their most recent program reviews.*
6. *Institutions should consider eliminating programs that exhibit low job placement rates, lack of student and alumni satisfaction and support, and low graduate admissions or pass rates on licensure exams.*
7. *Institutions should consider eliminating programs whose costs significantly deviate from the statewide average expenditures per FTE in the discipline, particularly if other conditions such as low student or occupational demand or low program quality exist.*



## Productivity of Public Service and Research Units

8. *Institutions should examine their research and public service institutes, centers, and functions and consider eliminating those that attract little support, particularly when other factors such as the quality of research and service provided and centrality to the institution's mission suggest low productivity.*
9. *Institutions should consider eliminating centers and institutes or consolidating activities when there is an imbalance in their capacities to carry out research and public service in relation to demand.*
10. *Institutions should eliminate low quality research and public service units based upon the most recent program reviews, including an assessment of faculty and staff contributions to the development and application of knowledge and delivery of services.*
11. *Based on the findings of most recent program reviews, institutions should consider eliminating research and public service units that are peripheral to the institution's mission and whose contributions to instruction and service to students do not serve institutional, regional, or statewide priorities.*

## Academic Productivity of the Institution

12. *Institutions should consider focusing the scope of their offerings to achieve appropriate student-faculty ratios, program-major cost levels, and enrollment and degree production levels across fields of study and by levels of instruction.*
13. *Trends in staffing patterns that adversely affect academic productivity and quality should be reversed.*
14. *Institutions should assure that any declining trends in instructional workloads are evaluated and should consider modifying workload policies when faculty workloads are significantly less than institutional, statewide, or national averages.*
15. *Institutions should consider shortening vacation schedules and semester breaks and modifying academic calendars so that students can pursue coursework on a year-round basis and institutional facilities and resources are effectively utilized.*
16. *Institutions should reexamine their policies related to faculty development and sabbaticals to ensure that they are effectively supporting scholarship and faculty renewal goals and that expenditures for faculty scholarship and renewal are in balance with direct instructional, research, and public service expenditures.*



17. Institutions should examine trends in resource commitments to academic support functions and technologies and reverse trends that are not promoting increased academic productivity.

18. Institutions should eliminate or consolidate formally organized academic units or off-campus sites that have low levels of direct expenditures in relation to overhead costs, that are less central to the mission of the institutions, and whose services are provided effectively elsewhere in the state.

19. Institutions, systems, and the Board of Higher Education should refine and streamline academic review and approval processes. Colleges and universities should expand resource sharing across academic units and with other institutions at off-campus sites.

#### **Productivity of Administrative Functions**

20. Institutions should consider eliminating or reducing administrative units and functions that are peripheral to their primary mission. Institutions also should reduce or eliminate state funds that support such units, particularly when state expenditures per student or per faculty staff-year significantly exceed the statewide average.

21. Institutions should consider reducing administrative units and functions that have grown excessively in recent years, particularly when state expenditures per student or per instructional, research, and public service dollar significantly exceed the statewide average.

22. Institutions, systems, and the Board of Higher Education should eliminate or consolidate functions that are redundantly provided by different administrative units.

23. Institutions should carry out comparative analyses of support costs across academic and administrative units and should incorporate efficiencies and technologies employed in relatively low overhead units to reduce costs in relatively high overhead units.

#### **Productivity of State-level Processes**

24. The staff of the Board of Higher Education will work with the governing boards and campuses to analyze changes that need to be implemented in statewide higher education administrative functions (i.e., program review, program approval, budget development, and information systems) to improve productivity.

25. The staff of the Board of Higher Education will work with governing boards and campuses to identify productivity improvements that can be achieved through modification of state government policies and procedures.



## FUNCTIONAL AREA REVIEWS

The Vice President for Administration has initiated a review of all unit operations, and, from that review, will establish a prioritized list of services and costs. Nonessential or duplicative services will be eliminated. The Office of Information Technology is working closely with units to improve efficiency through the use of technology. Plant Operations will seek cost reductions with the intent to use the resulting savings to address major repairs and renovations in accord with the recommendations of the UPBC. The Vice President for Administration will report results of his review by March 1, 1993.

The Vice President for Student Affairs has initiated a unit review based upon the IBHE guidelines. The outcome of the process will be a Productivity Improvement Plan that will identify functions to be eliminated because of high cost, low quality, or marginal relationship to mission. The units within Student Affairs will complete their reports on a schedule that will permit a comprehensive report for the functional area by March 1, 1993.

The Vice President for Development and Public Affairs has been engaged in a review of organization and operations for several years. During the next year, this functional area will concentrate on integrating its various units so they can operate as a single staff as opposed to unrelated entities. Prior to the recommendation of the IBHE to eliminate state support for intercollegiate athletics, plans were underway to reduce state expenditures for that purpose. Planning will continue with the goal of meeting the IBHE recommendation to eliminate direct state funds for intercollegiate athletics. The Development and Public Affairs Plan will be completed by March 1, 1993.

The PQP process is most complex in Academic Affairs, because of both its size and its breadth of operations. The formally organized public service units have already submitted PQP reports which are now under review by the Academic Affairs Conference. This review will form the basis for responding to the IBHE's concerns regarding the duplication of services of public service units, their administrative costs, and their excessive reliance on state funds. Administrative units have also completed their reports which will be reviewed by members of the Conference shortly.

The committee reviewing the Provost's proposal for a College of Arts and Sciences is expected to complete its report by December 1, 1992. This report will assist the University in responding to IBHE's recommendation that we consolidate our schools to reduce redundancy of administrative functions.

The Schools and Lovejoy Library are scheduled to complete their PQP reports by January 8, 1993. Those reports will review all academic programs, research, public service, and administrative activities relative to the IBHE guidelines. Based upon these reports and discussions in the Academic Affairs Conference, the Provost will forward his recommendations for proposed changes in our program inventory, organization of departments and administrative units, and changes in policies to me by January 11, 1993.

The Management Audit review will be completed in January, 1993, and will be used in conjunction with the functional area reports to respond to institutional and IBHE comments regarding administrative services.



## THE ROLE OF THE CONSTITUENCY SENATES IN PQP

The PQP process will yield various recommendations for institutional change. These recommendations will range from minor changes in administrative procedures to mergers of departments and/or schools, and the termination of academic programs. For example, the School of Dental Medicine has already decided to consolidate its seven existing departments into three and to eliminate the three specialty certificate programs mentioned by the IBHE. The Faculty Senate will be called upon to perform its traditional role in the consideration of these proposals. Accordingly, the Faculty Senate has been asked to be prepared to perform the following review functions:

1. **Academic Programs:** Advise the President on recommendations from the Provost or the units regarding the termination of degree programs or formal specializations or options within degree programs.

2. **Administrative Organization:** Advise the President regarding recommendations from the Provost or the units regarding the merger or abolition of departments, schools, and public service units. Provide comments to the President regarding nonacademic administrative reorganizations.

3. **Policy Modifications:** Advise the President on recommendations from the Provost regarding modifications of current University policies or the establishment of new policies. IBHE guidelines 14-16 ask the universities to examine policies on such matters as teaching loads, sabbaticals, research, faculty development, and scheduling. Such a review may lead to recommendations to modify existing policy. In addition, changes may be recommended in other policies, such as those on assessment and admissions.

The Student Senate and Staff Senate will also review proposals as appropriate.

### Tentative PQP Timetable for 1992-93

January 11: Recommendations forwarded to the Senate regarding the organization and expenditures of public service units.

January 18: Recommendations forwarded to the Senate on the IBHE's concern about the organization of the schools.

February 1: Recommendations forwarded to the Senate on programs identified by the IBHE for consideration for elimination. (Recommendations on some programs may be available before this date.)

Recommendations on programs not under immediate review by the IBHE or on other matters will be forwarded throughout the academic year.

June 1: Last date for the Senate to provide recommendations to the President regarding termination of programs and specializations and reorganization of schools, departments, and public service units in response to specific IBHE concerns. Preferred date for response on other recommendations not covered above.



July: SIUE 1993 Productivity Report to the SIU Board of Trustees.

September: SIU Board of Trustees acts on SIUE responses to IBHE recommendations.

October 1: IBHE informed of Board of Trustee actions.

A draft of the SIUE 1993 Productivity Report will be submitted to the Board of Trustees at its July, 1993 meeting as an information item, and a final draft will be on the September, 1993 meeting agenda as an action item. Drafting of the report will begin in January. Successive updates of the draft will be submitted to the UPBC on a monthly basis so that the Council can monitor the progress of the PQP process relative to its plans and guidelines.

### **PQP IN THE FUTURE**

The IBHE does not regard PQP as a one year phenomenon, but rather as a continuing process of review. The Board may well make additional specific recommendations for change similar to those listed above. Alternatively, it may choose to focus on specific topics in which it has already expressed an interest, such as graduation rates and the time it takes students to complete degree programs, faculty workload, research and public service, articulation and transfer, off-campus programs, and student financial aid policies. Whatever path the Board chooses, we can expect indefinite continuation of the PQP process.

### **CONCLUDING REMARKS**

We must avoid seeing PQP as something imposed on the University from the outside. What the IBHE has asked us to do is but a continuation of a process of internal review and reallocation in which this University has been engaged for over a decade. We have sought to define our priorities through our mission statement, and we must continue to translate that mission into action. We must focus our resources on our priorities to achieve the highest quality of which we are capable. Finally, we must make certain that we are productive and efficient in the use of our resources.

This University does a large number of things extraordinarily well. As we focus our resources on our highest priorities, we may find that we must eliminate or curtail some things which we do well because, despite their high quality, they are not a high priority. Eliminating these activities will be painful. But, if we attempt to maintain everything, we will endanger everything. I ask your thoughtful participation as we define our priorities, focus our resources to achieve the highest possible quality in offering our priority programs, and seek ways to be as productive as we can be.