

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: **May 12, 2023**

College of Arts and Sciences

The Purpose of These Documents

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Deans will describe what is unique about their College, document progress on enrollment, program development, and faculty development; document and develop recruitment and retention initiatives; and, finally, record and celebrate faculty, staff, and student successes and achievements.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at http://www.wiu.edu/aasp/university_planning/. Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

WIU Vision

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

WIU Mission

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in interdisciplinary, regional and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

WIU Core Values

Academic Excellence

Central to our history and tradition is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. WIU's highly qualified, diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. Western is committed to an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

Educational Opportunity

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

Personal Growth

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

Social Responsibility

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

1. What is unique and special about your College?

My discussions are based upon the College of Arts and Sciences' (CAS) strengths; specifically, I focus on these strengths in concert with the CAS uniqueness, understanding 'uniqueness' as meaning 'distinctive' especially given President Huang's mission and vision for Western Illinois University. The College has recognized Fulbright Scholars, numerous experiential learning opportunities for students such as the Model United Nations and Model Illinois Government external simulations, and College-funded undergraduate research. While Fulbright Scholars may be faculty in other WIU Colleges, ours have the ability to touch most if not all of the university students through our general education courses. CAS faculty distinctiveness is that we are in a unique position to interact, teach, mentor many students through our general education courses.

Like the discussions above of the overall reach to the entire WIU student community, the CAS experiential learning opportunities range from internships to our Learning Assistant Program, as well as other hands-on learning opportunities. In a CHE article, 4/7/22 "A 'Stunning' Level of Student Disconnection," experiential learning is cited as alternative pedagogical model by Mallory Bower, at Suny-Oswego: "How can we change the model that we have in higher education," she said, "from coverage of disciplines to experiential learning, which is really connected to the careers that most of our students are going to have?" The answer, she believes, can help York and other colleges engage students more effectively. Additional examples of experiential learning include CAS-wide Funded Undergraduate Research and matching Graduate Student Research with two rounds of UGR competition – one in Fall and one in Spring as well as Political Science's Model UN and Model Illinois Government. Additionally the College's #1 funding priority for the WIU Capital Campaign is "Experiential Learning." The CAS also supports Mock Trials which include CAS students as well as students in other colleges at WIU. Also, please see the individual CAS departments' reports.

2. Enrollment growth possibilities in your College

Include in this description, where possible, market data, audience profiles, national trends, employment data, and other indicators of market potential.

The growth possibilities are limited at this point because of the barriers to growth listed below. With this said, please see attached documents from the Academic Units listed above. In addition, overall CAS opportunities include :

1. Using a tripartite model for the CAS presence in the Quad Cities: 1) Professional Programs including investing in the Psychology Major that is currently in its first year of program delivery; 2) Contributing more intentionally to the presence of the Engineering Program in Quad Cities (we have recently begun meeting and working to build on the strengths and synergies to effect a more collaborative partnership between Physics, Mathematics, and Engineering); 3) Review, assess, and make recommendations for our STEAM on the Mississippi programs primarily based in Environmental Science, Biological Sciences, English, and the Liberal Arts and Sciences. Please see additional comments at the end of this document under 'Conclusion'.
2. Both campuses: increased experiential learning opportunities; determining the goals and delivery of Mathematics 100 and 110 for the 21st century student; having a publicly known commitment to the presence of a unified system for student academic assistance and success - including learning assistant programs and embedded mentoring. We are also piloting HS/WIU dual enrollment Summer REUs with the Illinois Mathematics and Science Academy and the Department of Physics, using Foundation funds for a 3 hour course; focusing on targeting fundraising, our hope is to continue this experience for other high schools.
3. The demographic decline in college-age students as well as the current view of college as job- and career-training.

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

3. Barriers to growth in your College

We have overall various challenges common to any academic unit at WIU include decreased appropriated funds support, various brick and mortar issues regarding physical space, aging computers, technology availability, and upgrades pose as primary barriers.

4. Enrollment

Institutional Research will create a “College Profile” for Deans and Chairpersons/Directors. Please note that most information can be found in the Fact Book. Include the following:

- a. 5 years of headcount enrollment by new freshmen, new transfer, new graduate, and continuing undergraduate and graduate students in your College*
- b. 5 years of headcount enrollment by race/ethnicity, gender, and country of origin*
- c. 5 years total credit hour production by Department/School*
- d. Identify faculty-student ratio by College and Department/School, with explanation of disciplinary norms*

See Appendix.

5. Degrees conferred

Include the following:

- a. Total number of degrees conferred for most recent academic year*
- b. Total number of degrees conferred for most recent academic year per department and/or program*
- c. Number of degrees conferred for most recent academic year per race/ethnicity, gender, country of origin*

See Appendix.

6. Retention of students

List retention initiatives for the following:

- a. Current students*
- b. Transfer students*

The College and all CAS undergraduate programs have retention plans – these are living documents (They have been submitted to the provost and also see the individual CAS departments' reports). Here are some select highlights:

English

In an attempt to help late registering students for English 180 in the spring, one faculty member ran an experimental section which started two weeks later than all other sections.

Dr. Johnson, Director of the Writing Program, and one TA ran pilot sections of English 180 in Spring 2023 centered on anti-racism, cultural and linguistics competencies, and contract-based grading to try out new curriculum that still meets the mandated writing requirements for the State.

University Writing Center: Developed more of a social media presence to advertise the services the center offers. Consultants write about 2 posts on Facebook and Twitter per week. The posts encourage students to make appointments and also share writing tips

Chemistry

Hands-on High School Lab Activities program: Under this program a brochure and cover letter were developed and distributed to area high schools. The program invites science teachers to bring their students to WIU department of Chemistry to participate in one to three (1 to 1.5 hours per activity) organized “Hands-on Lab Activities” which the Chemistry faculty and their research students develop and lead. Undergraduate research students played a major role in

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

working with the high school students to assist them with the hands-on lab activities and made great teach-in speakers. They develop a sense of pride in their accomplishments, their major, and the university as they serve as leaders in working with younger students

Psychology:

Psychology Club restarted as a student organization whose goal is to build community among lower-division students. It meets monthly

During Spring semester, first year Psychology majors who are academically struggling in Introductory Psychology were contacted by instructors during Week 4

7. Recruitment of students

List recruitment initiatives for the following:

- a. First-year students*
- b. Graduate students*

Recruitment initiatives for first year students:

All CAS undergraduate programs participate in Discover Western and CAS Undergraduate Research Grant Program.

Many department chairs are writing notes to students who have visited their departments.

Also, please see the individual CAS departments' reports. Here are some select highlights:

English

Drs. Buchanan and White organized a writing festival for middle school students in November

Drs. Buchanan and White organized a Writing Day for area high school students. Various CAS Departments participate, hosting workshops in their disciplinary area.

Chemistry

Hands-on High School Lab Activities program.

A brochure and cover letter were developed and distributed to area high schools, inviting science teachers to bring their students to WIU Department of Chemistry to participate in one to three (1 to 1.5 hours per activity) organized "Hands-on Lab Activities" which the Chemistry faculty and their research students develop and lead.

Undergraduate research students play a major role in working with high school students to assist them with the hands-on lab activities. WIU Chemistry students make great teach-in speakers. They develop a sense of pride in their accomplishments, their major, and the university as they serve as leaders in working with younger students. 4 High School classes have been hosted already this academic year, 2022-2023, and 9 will occur prior to May 2023.

History

Drawing on a digital history game he developed in summer 2021, the department chair, supported by a WIU summer stipend received in 2022, continues to work with Illinois high school American history teachers to incorporate the game into their curriculum.

The Department of History started working with the Malpass Library archives staff to bring high school students to campus for exposure to the archives, visit a history class, and receive information about the department from the chair. Two high schools are visiting in spring 2023, and another is scheduled for fall 2023. One product of that initiative is that one of the department's World history professors, Dr. Ute Chamberlin, traveled to two high schools in Western Illinois in spring 2023 to give guest presentations.

Graduate Students - please see individual department reports in the appendix.

8. Recruitment and retention of faculty and staff

Describe the following:

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

- a. *Initiatives to retain faculty and staff*
- b. *Plans to hire faculty and staff*

- Describe initiatives to retain faculty and staff

One important way to retain faculty is to reduce the amount of overload faculty are carrying. Some of our departments are routinely assigning overload to cover personnel shortages. These departments include Chemistry, EAGIS (principally GIS and Meteorology programs). Current information regarding workload for both these departments:

1. CHEM: Unit A average number of ACEs: 24.6
2. EAGIS: Unit A average number of ACEs: 26

Use of ICR for research, travel, conference attendance and professional development.

One important way to recruit and retain office support staff is to increase shared office staff across departments to 100% assignment in one academic unit.

- Describe plans to hire faculty and staff

Our faculty and staff hiring plans are discussed on an annual basis via the Provost - College - Budget meetings that are held in the Spring. Plans need to be fluid.

CAS participates in the CT Vivian initiative when there are open personnel positions in departments.

College-wide:

Office Support Staff

I continue to request the return 100% office support coverage for our departments that have only 50% assignments. We continue to secure single positions that had been converted to joint positions per the 2018 reorganization by central administration including Chemistry/Physics, LAS (RRGMS)/FLL, EAGIS/IES, History/Political Science, Sociology & Anthropology/Mathematics & Philosophy. We were successful in restoring a 100% position in English using cost savings within that department and assigning 50% office support in LAS through a joint position with FLL. Given the recruitment and retention initiatives, this is a relatively low cost way to be more student friendly, ensuring that there is always front desk coverage for our departments and programs. This will also assist in the recruitment and retention of our office support staff.

9. Courses

Include the following:

- a. *Total number of general education courses*
- b. *Total number of FYE courses*
- c. *Total number of major courses*
- d. *Total number of independent study, internship, and other courses*
- e. *Total number of graduate courses*
- f. *Number of courses offered through Macomb campus*
- g. *Number of courses offered through QC campus*
- h. *Number of courses offered through Online campus*

See appendix.

10. Number of new and revised academic programs

Include the following:

- a. *New major options (include audience for the program and aspect of mission served by the program)*
- b. *New minors (include audience for the program and aspect of mission served by the program)*
- c. *New certificates, emphases, or other (include audience and aspect of mission served)*

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

See Appendix.

11. Eliminated academic programs

List eliminated majors, minors, other

See Appendix.

12. Faculty activities

Include the following:

- a. Achievements*
- b. Professional development*
- c. Outreach and significant service*
- d. Research (books, articles, conference presentations, other)*

a-c: Please see individual department reports included in the appendix.

d. Research:

Books: 6

Articles: 75

Conference Presentations: 108

Other: Creative Activities: 92

13. Grant activities and external funding

FUNDRAISING/DONOR SUPPORT:

Calendar year, 1/1/2022-12/31/2022 (12 months): \$2,105,751.14

Fiscal year, 7/1/2022-5/22/23 (10 +7/10ths months): \$2,033,115.10

GRANTS: Submitted - \$663,912 (5); Awards - \$176,910 (2)

Please remember that our faculty, especially in Chemistry and GIS have extremely high workloads making it difficult to work on research. While our plan was to use the open line for Dr. James Rabchuk to fund at least two positions to return workload to a level that allow for research, the funds were reallocated to QC positions in Chemistry and Physics supporting the Engineering program.

14. Value of programming

Explain how departments, programs, and other aspects of your College add value to the educational experiences of Western's students.

College of Arts and Sciences disciplines, programs, and faculty distinctions are that we are in a unique position to interact, teach, and mentor many students through our experiential learning activities and in our general education courses. Also, CAS is distinct in its funded Undergraduate Research Programs – We continue to have two rounds of UGR competition. Other CAS experiential learning opportunities include Model UN, Model Illinois Government, English Writing Festival.

A well-rounded, robust public education is a public good, with equal opportunity for deep, intellectual study available to all persons regardless of privileges of birth. First generation students are entitled to the same, quality education that legacy students at prestigious private colleges enjoy, which includes the exploration of disciplines outside the disciplinary major. This public good is desirable from a collective interest of having a well-educated citizenry as well as from an individual self-interested point of view of intellectual and personal growth that supports one's career and one's overall ability to be the best that one can be.

We are a regional, public university with a mandate to educate our citizenry so that they are productive, informed, and compassionate members of society, with meaningful careers, political and economic savvy, the ability to communicate regardless of the medium as well as possessing those skills and intellectual agility to move through their chosen careers or to pivot effortlessly into another. The courses in general education are the milieu in which this can and will happen.

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

15. Student success

List the following:

- a. *Student clubs and organizations in the College*
- b. *Results of any student surveys in your College, including surveys on student success, program development, student satisfaction, etc.*
- c. *All new initiatives in the College regarding student success*
- d. *All initiatives to support underrepresented student populations in your College*

Please see the individual CAS departments' reports. Here are some select highlights:

- a. Our CAS Student Council has been revived thanks to the efforts of Dr. Keith Boeckleman and Ms. Amy Crosby, co-advisors. Student council members contributed to retention efforts. They also hosted The Last Lecture this year, presented by Dr. Luciano Picanco, Chair of Foreign Languages and Literatures.
- b. n/a
- c. Please see individual department reports included in the appendix.
- d. DREAMer Scholarships: Political Science Professor Julia Albarracin-Green has established the Fund to provide the opportunity for undocumented students to attend Western. CAS Development Officer Amy Crosby, assists with fundraising efforts. (Funds raised will benefit all students regardless of College affiliation).

Amy Crosby has also worked with a donor to establish the African American Experiential Learning Scholarship (housed in RRGMS).

CAS has raised funds with a major donor to establish Bridge to Graduate School Research Inspiring Student Excellence (RISE) awards. This award (currently \$350) supports the cost of graduate school applications (GRE and/or GRE subject fees) and application fees. Students enrolled in the Biology, Chemistry, Geology, or Physics Master's Degree Programs who are applying for Ph.D. school will also be considered.

16. Alumni highlights

List notable highlights from College alumni.

See individual department reports included in the appendix. Some highlights include

Biological Sciences: Ms. Brianna Chandler, (May 2019, BS Biology degree, emphasis in Medical Sciences) has started medical school at the Indiana University School of Medicine. Brianna was also an undergraduate research student with Dr. Meshack Afitlhile.

Chemistry: Twelve chemistry students (5 chemistry graduate students and 7 undergraduate students with 2 majoring in Chemistry and 5 majoring in Forensic Chemistry) presented posters at the American Chemical Society (ACS) Fall 2022 National Meeting in Chicago in August 21-25, 2022. The students were accompanied by chemistry professors Drs. Ligu Song, John Determan and Brian Bellott.

English: All English Education students who completed their degrees in the last 3 years have been hired, often before they completed their student teaching.

Environmental Science: Dr. Michele Rehbien has accepted a position leading mosquito research at the Salt Lake County Mosquito Abatement Laboratory.

Political Science: Political Science alumnus, Mr. Kirk Dillard was reappointed to Illinois Supreme Court Historic Preservation Commission and has been appointed to the WIU Board of Trustees.

17. Community and/or regional engagement from College:

List notable community and regional engagement activities.

See individual CAS departments' reports. Some highlights include:

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

The Department of History organized a community presentation by faculty and students: Webinar, "Politics in the History Classroom," Wednesday, November 16, involving Dr. Ed Woell, MA student Emmanuel Ennin, and MA alumnus Joseph Ames. Attended by 33 participants, including current students, faculty, and Western Illinois regional high school teachers.

Environmental Studies Director, Professor Roger Viadero was interviewed by Colorado Public Radio about the proposed diversion of Mississippi River water to the Colorado River Basin. The interview was featured in "Parched," CPR's 10-part podcast that covers the impacts of the 20+ year-long drought in the southwestern US from different perspectives (<https://www.cpr.org/podcast-episode/the-boldest-idea-of-all/>). The podcast is also hosted and promoted on the National Public Radio website.

Prof. Viadero serves as a member of the Quad Cities Clean River Council, a group supported by the Walton Family Foundation to develop a clean water action plan for the Mississippi River with a focus on social and environmental justice issues and engagement. This work is coordinated by the Quad Cities Community Foundation. He is also principal investigator on project sponsored by the City of Moline to address nutrient loading issues in the Rock and Mississippi Rivers.

Tawnya Adkins Covert, Chair of the Department of Sociology and Anthropology and Tyler Leibnitz, MA Sociology Student and Randall and Delores Lindsey DEI Graduate Internship recipient collected data on course offerings in social science in regional high schools for a multi-year, interdisciplinary initiative to establish a social science professional development workshop for high school social science teachers. Meetings with local teachers and administrators regarding project goals and initiatives were held.

18. Conclusion

College of Arts and Sciences disciplines, programs, and faculty are in a unique position to interact, teach, and mentor many students through our experiential learning activities as discussed above and in our general education courses. The Teagle Foundation notes that "general education is the place in the undergraduate curriculum where students, who now overwhelmingly pursue pre-professional areas of study, should engage with challenging and inspiring works of literature, art, and philosophy—works that raise the sort of questions they are otherwise unlikely to encounter in their undergraduate career, and at a moment in their lives when they are open to confronting humanistic questions as part of their education." We cannot and indeed must not forget this.

One common theme throughout General Education discussions and demands for reform is the call for a well-educated citizenry whether the fear of specialization resided in entrenched efforts to turn undergraduates into mini-grads focusing only on their disciplines pre-198X or the current emphasis on workforce readiness. Might we find some path to rapprochement via civic education or some other common theme to be explored?

We must understand that a well-rounded, robust public education including K-12 and Higher Education is a public good, with equal opportunity for deep, intellectual study available to all persons regardless of privileges of birth. First generation students are entitled to the same, quality education that legacy students at prestigious private colleges enjoy, which includes the exploration of disciplines outside the disciplinary major. This public good is desirable from a collective interest of having a well-educated citizenry as well as from an individual self-interested point of view of intellectual and personal growth that supports one's career and one's overall ability to be the best that one can be.

It is not only the College of Arts and Sciences that must be given the time and space to re-vision general education – it is also the entire University. Importantly, educational outreach partnerships between K-12 and college programs such as our CAS Math tutoring initiative with Edison School are key to overcoming Covid losses and disparate preparation for advance education. We are a public university with a mandate to educate our citizenry so that they are productive, informed, and compassionate members of society, with meaningful careers, political and economic savvy, the ability to communicate regardless of the medium as well as possessing those skills and intellectual agility to move through their chosen careers or to pivot effortlessly into another. The courses in general education are the milieu in which this can, does, and will happen.

Appendix

4. Enrollment:

a. Majors of New Freshmen, Fall 2018-2022

| | <u>2018</u> | <u>2019</u> | <u>2020</u> | <u>2021</u> | <u>2022</u> |
|--|-------------|-------------|-------------|-------------|-------------|
| COLLEGE OF ARTS AND SCIENCES | | | | | |
| Biological Sciences | 63 | 48 | 66 | 58 | 66 |
| Biology | 62 | 46 | 63 | 57 | 64 |
| Clinical Laboratory Science | 1 | 2 | 3 | 1 | 2 |
| Chemistry | 33 | 41 | 55 | 35 | 24 |
| Chemistry | 12 | 8 | 22 | 9 | 8 |
| Forensic Chemistry | 21 | 33 | 33 | 26 | 16 |
| English | 11 | 9 | 6 | 11 | 12 |
| Foreign Languages & Literatures | 4 | 5 | - | 3 | 7 |
| Foreign Languages & Cultures | 1 | 5 | - | 3 | 7 |
| Spanish Education | 3 | - | - | - | - |
| Earth, Atmospheric & Geographic Info Sciences | 11 | 8 | 7 | 10 | 10 |
| Geographic Information Science | - | 2 | 2 | 3 | 3 |
| Geology | 3 | 1 | - | 1 | - |
| Meteorology | 8 | 5 | 5 | 6 | 7 |
| History | 6 | 8 | 9 | 11 | 11 |
| Mathematics & Philosophy | 5 | 8 | 3 | 6 | 8 |
| Mathematics | 4 | 8 | 2 | 6 | 7 |
| Pre-Engineering | 1 | - | 1 | - | 1 |
| Nursing, School of | 85 | 87 | 115 | 111 | 97 |
| Nursing Direct Admit | - | - | 10 | 8 | 4 |
| Pre-Nursing | 85 | 87 | 105 | 103 | 93 |
| Physics | 2 | 5 | 6 | 2 | 2 |
| Political Science | 12 | 6 | 10 | 11 | 11 |
| Psychology | 64 | 58 | 71 | 70 | 89 |
| Race, Religion, Gender & Multidisciplinary Studies* | 2 | 3 | - | 1 | 2 |
| Liberal Arts & Sciences | 2 | 3 | - | 1 | 2 |
| Sociology and Anthropology | 5 | 5 | 5 | 7 | 11 |
| Anthropology | 2 | 2 | 2 | 4 | 4 |
| Sociology | 3 | 3 | 3 | 3 | 7 |
| TOTAL ARTS & SCIENCES | 303 | 291 | 353 | 336 | 350 |

4. Enrollment.

a. 2. Majors of New Transfers, Fall 2018-2022

| | 2018 | 2019 | 2020 | 2021 | 2022 |
|--|------------|------------|------------|------------|------------|
| COLLEGE OF ARTS AND SCIENCES | | | | | |
| Biological Sciences | 22 | 21 | 25 | 29 | 22 |
| Biology | 21 | 21 | 24 | 27 | 22 |
| Clinical Laboratory Science | 1 | - | 1 | 2 | - |
| Chemistry | 6 | 9 | 5 | 9 | 7 |
| Chemistry | 1 | 6 | 2 | 2 | 3 |
| Forensic Chemistry | 5 | 3 | 3 | 7 | 4 |
| English | 7 | 4 | 7 | 8 | 11 |
| Foreign Languages & Literature | 2 | 1 | 1 | 1 | 1 |
| Foreign Languages & Cultures | 1 | 1 | 1 | 1 | 1 |
| Spanish Education | 1 | - | - | - | - |
| Earth, Atmospheric & Geographic Info Sciences | 7 | 9 | 4 | 9 | 9 |
| Geographic Information Science | 1 | 5 | 1 | 5 | 6 |
| Geology | 1 | - | 2 | 2 | 2 |
| Meteorology | 5 | 4 | 1 | 2 | 1 |
| History | 7 | 11 | 8 | 13 | 7 |
| Mathematics & Philosophy | 2 | 3 | - | 3 | 3 |
| Mathematics | 2 | 3 | - | 3 | 3 |
| Nursing, School of | 23 | 18 | 19 | 19 | 18 |
| Nursing | 9 | 7 | 10 | 8 | 6 |
| Pre-Nursing | 14 | 11 | 9 | 11 | 12 |
| Physics | 3 | 1 | 2 | - | 1 |
| Political Science | 4 | 7 | 9 | 5 | 6 |
| Psychology | 28 | 37 | 44 | 39 | 28 |
| Race, Religion, Gender & Multidisciplinary Studies* | 14 | 11 | 6 | 1 | 4 |
| Liberal Arts & Sciences | 14 | 11 | 6 | 1 | 4 |
| Sociology and Anthropology | 19 | 13 | 30 | 27 | 28 |
| Anthropology | 13 | 6 | 9 | 10 | 8 |
| Sociology | 6 | 7 | 21 | 17 | 20 |
| TOTAL ARTS & SCIENCES | 144 | 145 | 160 | 163 | 145 |

4. Enrollment

a.3. Majors of New Graduate Students, Fall 2018-2022

| | 2018 | 2019 | 2020 | 2021 | 2022 |
|---|-----------|-----------|-----------|------------|-----------|
| COLLEGE OF ARTS AND SCIENCES | | | | | |
| Biology | 16 | 10 | 12 | 8 | 8 |
| Biology | 14 | 9 | 9 | 8 | 8 |
| PBC-Biology-Zoo & Aquarium Studies | 2 | 1 | 3 | - | - |
| Chemistry | 16 | 4 | 7 | 15 | 4 |
| English | 9 | 10 | 7 | 8 | 8 |
| Environmental Science: Large River Ecosystems | 1 | - | - | 2 | - |
| Earth, Atmospheric & Geographic Info Sciences | 2 | 1 | 5 | 16 | 9 |
| Geography | 2 | 1 | 2 | - | - |
| GIScience & Geoenvironment | - | - | 3 | 16 | 9 |
| History | 3 | 5 | 3 | 4 | 6 |
| Mathematics & Philosophy | 4 | 5 | 3 | 10 | 12 |
| Mathematics | 4 | 5 | 3 | 10 | 8 |
| Teaching Mathematics** | - | - | - | - | 4 |
| Physics | 8 | 7 | 7 | 5 | 4 |
| Political Science | 5 | 4 | 4 | 9 | 4 |
| Psychology | 18 | 17 | 17 | 18 | 19 |
| Psychology | 13 | 11 | 11 | 12 | 11 |
| Specialist in School Psychology | 5 | 6 | 6 | 6 | 8 |
| Race, Religion, Gender & Multidisciplinary Studies** | 4 | 2 | 2 | 1 | 1 |
| Liberal Arts & Sciences | 4 | 2 | 2 | 1 | 1 |
| Sociology | 3 | 4 | 3 | 7 | 3 |
| TOTAL ARTS & SCIENCES | 89 | 69 | 70 | 103 | 78 |

4. Enrollment

a. 4 Undergraduate and Graduate Enrollment by College, Department and Major, Fall 2018-2022

| | 2018 | | | 2019 | | | 2020 | | | 2021 | | | 2022 | | | Percent Change 2018-2022 | | |
|---|--------------|------------|--------------|--------------|------------|--------------|--------------|------------|--------------|--------------|------------|--------------|--------------|------------|--------------|--------------------------|---------------|---------------|
| | Undergrad | Grad | Total | Undergrad | Grad | Total |
| COLLEGE OF ARTS & SCIENCES | | | | | | | | | | | | | | | | | | |
| Biological Sciences | 354 | 65 | 419 | 302 | 46 | 348 | 269 | 33 | 302 | 259 | 38 | 297 | 219 | 28 | 247 | -38.1% | -56.9% | -41.1% |
| Biology | 334 | 63 | 397 | 283 | 45 | 328 | 248 | 30 | 278 | 243 | 36 | 279 | 204 | 27 | 231 | -38.9% | -57.1% | -41.8% |
| Biology Education | 8 | - | 8 | 6 | - | 6 | 7 | - | 7 | 6 | - | 6 | 7 | - | 7 | -12.5% | - | -12.5% |
| Clinical Laboratory Science | 12 | - | 12 | 13 | - | 13 | 14 | - | 14 | 10 | - | 10 | 8 | - | 8 | -33.3% | - | -33.3% |
| Zoo & Aquarium Studies (PBC) | - | 2 | 2 | - | 1 | 1 | - | 3 | 3 | - | 2 | 2 | - | 1 | 1 | - | -50.0% | -50.0% |
| Chemistry | 118 | 37 | 155 | 125 | 31 | 156 | 132 | 26 | 158 | 109 | 35 | 144 | 95 | 27 | 122 | -19.5% | -27.0% | -21.3% |
| Chemistry | 38 | 37 | 75 | 39 | 31 | 70 | 47 | 26 | 73 | 38 | 35 | 73 | 30 | 27 | 57 | -21.1% | -27.0% | -24.0% |
| Chemistry Education | 5 | - | 5 | 4 | - | 4 | 2 | - | 2 | 2 | - | 2 | 1 | - | 1 | -80.0% | - | -80.0% |
| Forensic Chemistry | 75 | - | 75 | 82 | - | 82 | 83 | - | 83 | 69 | - | 69 | 64 | - | 64 | -14.7% | - | -14.7% |
| Earth, Atmospheric & GIS | 48 | 8 | 56 | 51 | 5 | 56 | 51 | 10 | 61 | 53 | 29 | 82 | 63 | 30 | 93 | 31.3% | 275.0% | 66.1% |
| Geographic Information Science | 8 | 7 | 15 | 20 | 5 | 25 | 18 | - | 18 | 18 | - | 18 | 25 | - | 25 | 212.5% | -100.0% | 66.7% |
| Geology | 17 | - | 17 | 11 | - | 11 | 10 | - | 10 | 11 | - | 11 | 11 | - | 11 | -35.3% | - | -35.3% |
| GIScience & Geoenvironment | - | - | - | - | - | - | - | 10 | 10 | - | 28 | 28 | - | 30 | 30 | - | - | - |
| GIS Analysis (PBC) | - | 1 | 1 | - | - | - | - | - | - | - | 1 | 1 | - | - | - | - | -100.0% | -100.0% |
| Meteorology | 23 | - | 23 | 20 | - | 20 | 23 | - | 23 | 24 | - | 24 | 27 | - | 27 | 17.4% | - | 17.4% |
| English | 90 | 33 | 123 | 71 | 26 | 97 | 61 | 26 | 87 | 67 | 21 | 88 | 77 | 22 | 99 | -14.4% | -33.3% | -19.5% |
| English | 55 | 32 | 87 | 40 | 26 | 66 | 31 | 26 | 57 | 30 | 21 | 51 | 40 | 22 | 62 | -27.3% | -31.3% | -28.7% |
| English Education | 35 | - | 35 | 31 | - | 31 | 30 | - | 30 | 37 | - | 37 | 37 | - | 37 | 5.7% | - | 5.7% |
| English (PBC) | - | 1 | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | -100.0% | -100.0% |
| Environmental Science (Ph. D.) | - | 6 | 6 | - | 6 | 6 | - | 3 | 3 | - | 3 | 3 | - | 4 | 4 | - | -33.3% | -33.3% |
| Foreign Languages & Literatures | 27 | - | 27 | 24 | - | 24 | 21 | - | 21 | 21 | - | 21 | 19 | - | 19 | -29.6% | - | -29.6% |
| Foreign Languages & Cultures | 20 | - | 20 | 18 | - | 18 | 16 | - | 16 | 20 | - | 20 | 19 | - | 19 | -5.0% | - | -5.0% |
| Spanish Education | 7 | - | 7 | 6 | - | 6 | 5 | - | 5 | 1 | - | 1 | - | - | - | -100.0% | - | -100.0% |
| History | 72 | 13 | 85 | 70 | 9 | 79 | 72 | 11 | 83 | 66 | 12 | 78 | 50 | 15 | 65 | -30.6% | 15.4% | -23.5% |
| History | 34 | 13 | 47 | 33 | 9 | 42 | 32 | 11 | 43 | 25 | 12 | 37 | 14 | 15 | 29 | -58.8% | 15.4% | -38.3% |
| History Education | 38 | - | 38 | 37 | - | 37 | 40 | - | 40 | 41 | - | 41 | 36 | - | 36 | -5.3% | - | -5.3% |
| Mathematics & Philosophy | 33 | 15 | 48 | 29 | 9 | 38 | 18 | 10 | 28 | 24 | 17 | 41 | 27 | 26 | 53 | -18.2% | 73.3% | 10.4% |
| Mathematics | 10 | 15 | 25 | 15 | 9 | 24 | 8 | 10 | 18 | 13 | 17 | 30 | 16 | 17 | 33 | 60.0% | 13.3% | 32.0% |
| Mathematics Education | 17 | - | 17 | 13 | - | 13 | 7 | - | 7 | 9 | - | 9 | 10 | - | 10 | -41.2% | - | -41.2% |
| Philosophy | 5 | - | 5 | 1 | - | 1 | 1 | - | 1 | - | - | - | - | - | - | -100.0% | - | -100.0% |
| Pre-Engineering | 1 | - | 1 | - | - | - | 2 | - | 2 | 2 | - | 2 | 1 | - | 1 | 0.0% | - | 0.0% |
| Teaching Mathematics | - | - | - | - | - | - | - | - | - | - | - | - | 9 | - | 9 | - | - | - |
| Nursing, School of | 270 | - | 270 | 248 | - | 248 | 282 | - | 282 | 293 | - | 293 | 280 | - | 280 | 3.7% | - | 3.7% |
| Nursing | 88 | - | 88 | 101 | - | 101 | 104 | - | 104 | 94 | - | 94 | 96 | - | 96 | 9.1% | - | 9.1% |
| Pre-Nursing | 182 | - | 182 | 147 | - | 147 | 178 | - | 178 | 199 | - | 199 | 184 | - | 184 | 1.1% | - | 1.1% |
| Physics | 17 | 19 | 36 | 17 | 15 | 32 | 14 | 16 | 30 | 12 | 14 | 26 | 13 | 12 | 25 | -23.5% | -36.8% | -30.6% |
| Physics | 16 | 19 | 35 | 17 | 15 | 32 | 14 | 16 | 30 | 12 | 14 | 26 | 13 | 12 | 25 | -18.8% | -36.8% | -28.6% |
| Physics Education | 1 | - | 1 | - | - | - | - | - | - | - | - | - | - | - | - | -100.0% | - | -100.0% |
| Political Science | 75 | 17 | 92 | 55 | 11 | 66 | 65 | 11 | 76 | 55 | 17 | 72 | 62 | 9 | 71 | -17.3% | -47.1% | -22.8% |
| Psychology | 310 | 53 | 363 | 294 | 49 | 343 | 319 | 46 | 365 | 346 | 48 | 394 | 353 | 50 | 403 | 13.9% | -5.7% | 11.0% |
| Psychology | 310 | 35 | 345 | 294 | 33 | 327 | 319 | 30 | 349 | 346 | 30 | 376 | 353 | 30 | 383 | 13.9% | -14.3% | 11.0% |
| School Psychology | - | 18 | 18 | - | 16 | 16 | - | 16 | 16 | - | 18 | 18 | - | 20 | 20 | - | 11.1% | 11.1% |
| Race, Religion, Gender & Multidisciplinary Studies** | 74 | 10 | 84 | 51 | 5 | 56 | 43 | 2 | 45 | 20 | 3 | 23 | 25 | 3 | 28 | -66.2% | -70.0% | -66.7% |
| Liberal Arts & Sciences | 72 | 10 | 82 | 51 | 5 | 56 | 43 | 2 | 45 | 20 | 3 | 23 | 25 | 3 | 28 | -65.3% | -70.0% | -65.9% |
| Religious Studies | 1 | - | 1 | - | - | - | - | - | - | - | - | - | - | - | - | -100.0% | - | -100.0% |
| Women's Studies | 1 | - | 1 | - | - | - | - | - | - | - | - | - | - | - | - | -100.0% | - | -100.0% |
| Sociology & Anthropology | 71 | 12 | 83 | 71 | 13 | 84 | 107 | 12 | 119 | 110 | 20 | 130 | 127 | 13 | 140 | 78.9% | 8.3% | 68.7% |
| Anthropology | 36 | - | 36 | 40 | - | 40 | 49 | - | 49 | 52 | - | 52 | 46 | - | 46 | 27.8% | - | 27.8% |
| Sociology | 35 | 12 | 47 | 31 | 13 | 44 | 58 | 12 | 70 | 58 | 20 | 78 | 81 | 13 | 94 | 131.4% | 8.3% | 100.0% |
| TOTAL ARTS & SCIENCES | 1,559 | 288 | 1,847 | 1,408 | 225 | 1,633 | 1,454 | 206 | 1,660 | 1,435 | 257 | 1,692 | 1,410 | 239 | 1,649 | -9.6% | -17.0% | -10.7% |

5. Degrees conferred

a. & b. Total number of degrees conferred by the College and by department/program.

| College/Major | <u>2018</u> | <u>2019</u> | <u>2020</u> | <u>2021</u> | <u>2022</u> |
|---|-------------|-------------|-------------|-------------|-------------|
| COLLEGE OF ARTS & SCIENCES | | | | | |
| Biological Sciences | 74 | 63 | 78 | 56 | 44 |
| Biology | 72 | 61 | 78 | 54 | 42 |
| Clinical Laboratory Science | 2 | 2 | - | 2 | 2 |
| Chemistry | 27 | 20 | 22 | 20 | 13 |
| Chemistry | 11 | 8 | 8 | 3 | 7 |
| Forensic Chemistry | 16 | 12 | 14 | 17 | 6 |
| English | 24 | 20 | 22 | 20 | 11 |
| Foreign Languages & Literatures | 9 | 9 | 4 | 6 | 4 |
| Foreign Languages & Cultures | 7 | 9 | 3 | 4 | 3 |
| French | 1 | - | - | - | - |
| Spanish Education | 1 | - | 1 | 2 | 1 |
| Earth, Atmospheric & Geographic Info Sciences | 13 | 13 | 5 | 11 | 9 |
| Geographic Information Science | 3 | 3 | 2 | 5 | 3 |
| Geology | 2 | 8 | 1 | 3 | 3 |
| Meteorology | 8 | 2 | 2 | 3 | 3 |
| History | 23 | 18 | 13 | 22 | 16 |
| Mathematics & Philosophy | 18 | 11 | 6 | 6 | 4 |
| Mathematics | 14 | 6 | 6 | 6 | 4 |
| Philosophy | 4 | 5 | - | - | - |
| Nursing | 29 | 27 | 26 | 40 | 28 |
| Physics | 9 | 3 | 3 | 5 | 3 |
| Political Science | 23 | 20 | 17 | 17 | 18 |
| Psychology | 67 | 67 | 71 | 61 | 68 |
| Race, Religion, Gender & Multidiscip. Studies* | 21 | 19 | 11 | 18 | 7 |
| African American Studies | 7 | - | 1 | - | - |
| Liberal Arts & Sciences | 12 | 17 | 10 | 18 | 7 |
| Religious Studies | 1 | 1 | - | - | - |
| Women's Studies | 1 | 1 | - | - | - |
| Sociology & Anthropology | 18 | 19 | 21 | 19 | 22 |
| Anthropology | 2 | 4 | 9 | 9 | 13 |
| Sociology | 16 | 15 | 12 | 10 | 9 |
| TOTAL ARTS & SCIENCES | 355 | 309 | 299 | 301 | 247 |

5. Degrees conferred

c. Number of Undergraduate and Graduate Degrees Conferred by Degree Program, Race/Ethnicity and Gender, FY2022

| Undergraduate Degree Program | International | Black | American | | | White | Pacific Islander | Unknown | 2 or More | MALE | FEMALE | TOTAL |
|---|---------------|-----------|----------|----------|-----------|------------|---------------------|----------|--------------|-----------|------------|------------|
| | | | Indian | Asian | Hispanic | | | | | TOTAL | TOTAL | |
| COLLEGE OF ARTS & SCIENCES | | | | | | | | | | | | |
| Biological Sciences | - | 6 | - | 2 | 6 | 29 | - | - | 1 | 15 | 29 | 44 |
| B.S. in Biology | - | 5 | - | 2 | 5 | 29 | - | - | 1 | 15 | 27 | 42 |
| B.S. in Clinical Laboratory Science | - | 1 | - | - | 1 | - | - | - | - | - | 2 | 2 |
| Chemistry | - | - | - | - | 3 | 10 | - | - | - | 8 | 5 | 13 |
| B.S. in Chemistry | - | - | - | - | 1 | 6 | - | - | - | 5 | 2 | 7 |
| B.S. in Forensic Chemistry | - | - | - | - | 2 | 4 | - | - | - | 3 | 3 | 6 |
| Earth, Atmospheric & Geographic Information Sciences | - | 1 | - | - | - | 6 | - | 2 | - | 7 | 2 | 9 |
| B.S. in Geographic Information Science | - | 1 | - | - | - | 1 | - | 1 | - | 3 | - | 3 |
| B.S. in Geology | - | - | - | - | - | 2 | - | 1 | - | 2 | 1 | 3 |
| B.A. in Meteorology | - | - | - | - | - | 3 | - | - | - | 2 | 1 | 3 |
| B.A. in English | - | 1 | - | - | - | 9 | - | 1 | - | 5 | 6 | 11 |
| Foreign Languages & Literatures | - | - | - | - | 1 | 3 | - | - | - | 1 | 3 | 4 |
| B.A. Foreign Languages & Cultures | - | - | - | - | 1 | 2 | - | - | - | 1 | 2 | 3 |
| B.A. in Spanish Education | - | - | - | - | - | 1 | - | - | - | - | 1 | 1 |
| B.A. in History | - | 2 | - | - | - | 14 | - | - | - | 12 | 4 | 16 |
| Mathematics & Philosophy | - | - | - | - | - | 4 | - | - | - | - | 4 | 4 |
| B.S. in Mathematics | - | - | - | - | - | 4 | - | - | - | - | 4 | 4 |
| B.S.N. in Nursing | 2 | 9 | - | 1 | 2 | 14 | - | - | - | 2 | 26 | 28 |
| B.S. in Physics | - | - | - | - | 1 | 2 | - | - | - | 2 | 1 | 3 |
| B.A. in Political Science | - | 7 | - | 1 | 1 | 8 | - | - | 1 | 10 | 8 | 18 |
| B.S. in Psychology | - | 12 | - | - | 5 | 47 | 1 | 3 | - | 17 | 51 | 68 |
| Race, Religion, Gender & Multidisciplinary Studies* | - | 3 | - | - | - | 4 | - | - | - | 2 | 5 | 7 |
| B.L.A.S. in Liberal Arts & Sciences | - | 3 | - | - | - | 4 | - | - | - | 2 | 5 | 7 |
| Sociology & Anthropology | - | 1 | - | - | 3 | 18 | - | - | - | 3 | 19 | 22 |
| B.A. in Anthropology | - | - | - | - | 1 | 12 | - | - | - | 2 | 11 | 13 |
| B.A. in Sociology | - | 1 | - | - | 2 | 6 | - | - | - | 1 | 8 | 9 |
| ARTS & SCIENCES TOTAL | 2 | 42 | - | 4 | 22 | 168 | 1 | 6 | 2 | 84 | 163 | 247 |

9. Courses

- Total number of general education courses: 390
- Total number of FYE courses: 38
- Total number of major courses (upper division): 347
- Total number of independent study, internship, and other courses: 102
- Total number of graduate courses: 142
- Number of courses offered through Macomb campus: 744
- Number of courses offered through QC campus: 48
- Number of courses offered through Online campus: 250

10. Number of new and revised programs

- a. Majors/Options
 - a. New -none
 - b. Revised
 - i. B.S. in Biology, Botany Option
 - ii. B.S. in Biology, Environmental Biology Option
 - iii. B.S. in Biology, Medical Sciences Option
 - iv. B.S. in Biology, Microbiology Option
 - v. B.S. in Biology, Zoology Option
 - vi. B.S. in Clinical Laboratory Science
 - vii. B.S. in Chemistry, Biochemistry Option
 - viii. B.S. in Chemistry, Chemistry Option
 - ix. B.S. in Chemistry, Pharmacy Option
 - x. B.S. in Forensic Chemistry
 - xi. B.S. in Geology, Geology Option
 - xii. B.S. in Geology, Paleontology Option
 - xiii. B.S. in Mathematics, Teacher Education Option
 - xiv. B.S. in Biology, Medical Sciences Option
 - xv. B.A. in Anthropology
- b. Minors
 - a. New - none
 - b. Revised
 - i. Middle Level Mathematics Teaching
- a. Certificates, emphases or other
 - a. New - none
 - b. Revised - none

11. Eliminated academic programs

- a. None

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: **April 14, 2023**

Department of Biological Sciences

The Purpose of These Documents

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at http://www.wiu.edu/aasp/university_planning/. Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

WIU Vision

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

WIU Mission

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in interdisciplinary, regional and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

WIU Core Values

Academic Excellence

Central to our history and tradition is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. WIU's highly qualified, diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. Western is committed to an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

Educational Opportunity

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

Personal Growth

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

Social Responsibility

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

1. Department/School mission statement:

Department Vision and Mission Statements:

BS Biology Vision Statement – Our degree will be known for:

- the intellectual growth of students and their ability to think critically about information and/or issues they will encounter in their lives.
- students who have a solid understanding of what biological research is, including how it is done well in collaboration with scientists to increase the knowledge available to all.
- students that are proficient in basic laboratory skills, scientific writing, and can articulate in a manner commensurate with the audience.

BS Clinical Laboratory Science Vision Statement – Our degree will be known for:

- students who can successfully and professionally work in clinical laboratory settings.
- providing a strong education enriched with communication skills so our graduates can contribute meaningfully to health-related care of patients.

MS Biology Vision Statement – Our degree will be known for:

- students possessing critical-thinking skills to conduct original research in the biological sciences.
- providing opportunities to engage in cutting-edge research in molecular and field biology.
- knowledgeable and capable students who are ready for careers in research, industrial biology, education, and public policy upon graduation.

PBC Zoo and Aquarium Studies Vision Statement – Our degree will be known for:

- students with a solid understanding of captive animal husbandry and conservation, and being able to contribute substantially to the care and conservation of animals in captive settings.

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BS Biology Mission Statement – We prepare students for:

- a sound and rigorous foundation in the biological sciences to be successful in their chosen career and/or pursuit of an advanced degree.
- a changing future as knowledge and technology push the boundaries of what is known and possible.
- being informed citizens to influence public policy through research, outreach, and education.

BS Clinical Laboratory Science Mission Statement – We prepare students for:

- a sound and rigorous foundation in the biological sciences to be successful in their chosen career and/or pursuit of an advanced degree.
- working in a clinical laboratory setting and completing their tasks accurately and efficiently.
- being proactive in decision-making processes to be successful in a medical laboratory career.

MS Biology Mission Statement – We prepare students for:

- application of research methods, writing and critical thinking skills, and public speaking to further their education and/or enter the workforce.
- careers in medicine, government, education, and business.

PBC Zoo and Aquarium Studies Mission Statement – We prepare students for:

zoological and aquarium-related jobs and research-related aspects of captive animal husbandry.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**2. Degrees offered in Department/School:**

- BS Biology [Botany, Environmental Biology, Medical Sciences, Microbiology, Zoology, and Teacher Education]
- BS Clinical Laboratory Science
- MS Biology
- PBC Zoo and Aquarium Studies

**3. List specific recruitment and retention activities:**

- The Department Chair or faculty representative participates in each Discover Western recruitment event.
- Faculty in the department, including the Department Chair, meet regularly with prospective undergraduate and graduate students and give tours.
- Due to COVID-19 concerns, the department did not hold its major annual event, Biology Day, for two years, but it resumed in Fall 2023.
- A detailed listing of retention activities (i.e., OKRs for retention) was submitted to the CAS Dean's office in October 2022, and a progress update on these activities was provided in February 2023. Highlights of retention activities include: (i) welcome e-mails from the Department Chair in August and January; (ii) in-class sharing of available academic resources for students; (iii) submission of Leatherneck Care referrals as warranted; (iv) study tips seminar early in fall and spring semesters; (v) early warning grade report support e-mail from Department Chair; and (vi) promotion of department, CAS, and WIU activities for students.

**4. List student learning outcomes for majors:**

BS Biology [Botany, Environmental Biology, Medical Sciences, Microbiology, Zoology]

Upon completion of this program, the student will have:

1. developed a broad view of biology that enables him or her to interrelate the various subject matter areas and an in-depth understanding of the molecular, cellular and genetic phenomena common to all forms of life (overall knowledge).
2. become familiar with organisms, how they are constructed, how they function, how they develop, how they are classified, and how they interact with their environment. In this phase of the program, students will have come to realize that at higher levels of organization the evolutionary process has resulted in the enormous diversity of form and function superimposed on the similarity exhibited at lower levels of organization (integration of biological knowledge).

BS Biology [Teacher Education]

Based on standards established by the National Science Teachers Association, upon completion of the Teacher Education option of this program, the student will be able to:

1. understand the major concepts, principles, theories, laws, and interrelationships of his or her field of licensure and supporting fields as recommended by the National Science Teachers Association.
2. understand the central concepts of the supporting disciplines and the supporting role of sciencespecific technology.
3. demonstrate an understanding of state and national curriculum standards and their impact on the content knowledge necessary for teaching P-12 students.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

4. plan multiple lessons using a variety of inquiry approaches that demonstrate his or her knowledge and understanding of how all students learn science.
5. include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships, and natural patterns from empirical experiences; applications of science-specific technology are included in the lessons when appropriate.
6. design instruction and assessment strategies that confront and address naïve concepts/preconceptions.
7. use a variety of strategies that demonstrate the candidates' knowledge and understanding of how to select the appropriate teaching and learning activities—including laboratory or field settings and applicable instruments and/or technology—to allow access so that all students learn; these strategies are inclusive and motivating for all students.
8. develop lesson plans that include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships, and natural patterns from empirical experiences; these plans provide for equitable achievement of science literacy for all students.
9. plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met; assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.
10. plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within his or her licensure area.
11. design activities in a P-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within his or her subject area science instruction.
12. design and demonstrate activities in a P-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies, and procedures that comply with established state and/or national guidelines; ensure safe science activities appropriate for the abilities of all students.
13. design and demonstrate activities in a P-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom; emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.
14. collect, organize, analyze, and reflect on diagnostic, formative, and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected.
15. provide data to show that P-12 students are able to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.
16. engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.
17. engage in professional development opportunities in his or her content field such as talks, symposiums, research opportunities, or projects within his or her community.
18. engage in professional development opportunities such as conferences, research opportunities, or projects within his or her community.

In addition to the outcomes listed above, all professional educator licensure programs at Western Illinois University are designed to meet the 2013 Illinois Professional Teaching Standards (IAC 23, Part 25) and are also aligned with the standards established by the Interstate New Teacher

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Assessment and Support Consortium. These standards can be found at the links below:

- [https://www.isbe.net/Documents/IL\\_prof\\_teaching\\_stds.pdf](https://www.isbe.net/Documents/IL_prof_teaching_stds.pdf)
- [https://ccsso.org/sites/default/files/2017-12/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

BS Clinical Laboratory Science

Upon completion of this program, the student will be able to:

1. develop a broad view of Biology that enables them to interrelate the various subject matter areas and an in-depth understanding of the molecular, cellular, and genetic phenomena common to all forms of life.
2. become familiar with organisms, how they are constructed, how they function, how they develop, how they interact with their environment, and how they interact with pathogens and respond to disease.
3. carry out and analyze diagnostic medical tests, understand how test results relate to human health, and learn their role as health care professionals in a clinical setting.

MS Biology

Upon completion of this program, the student will be able to:

1. develop mastery of a biological knowledge base in core areas of study including biometrics, ecology, genetics, evolution, physiology, molecular biology, organismal biology, and systematics.
2. exhibit the ability to function in a biological research setting.

PBC Zoo and Aquarium Studies

Upon completion of this program, the student will be able to:

1. demonstrate an understanding and working knowledge of the practices, performing Biological Studies with zoo animals; demonstrate the importance and practice of animal training for their care in a zoo and aquarium setting.  
understand the importance of and use skills, which support the four goals of the American Association of Zoos & Aquariums (AZA): entertainment, education, conservation, and research.

**5. Describe Department/School strengths:**

- The Department has had two recent searches for Unit A faculty. Dr. Vaskar Nepal started the Aquatic Ecologist position in FL22, but the new Wildlife Biologist has yet to be hired for FL23. Both positions will provide important expertise to our current course offerings, as well as increase research opportunities for our students.
- Much of the Department's curriculum involves multiple out-of-classroom academic experiences.
- Program diversity allows us to attract graduate students with a range of research interests. Some of our graduate students have projects affiliated with the Alice L. Kibbe Life Science Research Station.
- The RISE Program introduces students to research experience, and our students have ample opportunity for independent research with individual faculty at the undergraduate level.
- All CLS students completing clinical training have passed the BOR certification exam, and they have had nearly a 100% placement rate at regional hospitals and medical centers upon graduation in recent years.
- Our graduate students have a great deal of success securing jobs, getting accepted into Ph.D. programs, and getting accepted into medical programs. The coursework plan of the MS

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Biology degree provides a more flexible, yet rigorous, track for interested students.

- The PBC Zoo and Aquarium Studies curriculum is hands-on and laboratory-based with faculty delivering content in a small class format, and courses in the program can also satisfy requirements for the M.S. degree in Biology offered at WIU. A growing partnership with the Niabi Zoo in Coal Valley, IL, can provide opportunities for our PBC students, as well as for any student interested in internship experience. [Please note that this PBC program is has been suspended temporarily.]

**6. Describe Department/School challenges:**

- A decrease in faculty has made it difficult to provide enough scheduled courses, course sections, and a variety of electives. However, two new faculty positions will help mitigate this issue.
- With the large number of majors in the Department, advising is stretched given that our two Academic Advisors have responsibilities in other departments and programs.
- Aging equipment and facilities threaten our long-term ability to provide quality instruction, and the Department Chair has communicated some of these needs recently to the CAS Dean's Office. However, approval was given in FL22 to purchase a new autoclave for the department, along with 24 compound light microscopes for MICR 200 laboratories.
- A major challenge for the CLS program is the absence of a mechanism for paying the tuition demanded by our affiliated hospitals for the 3+1 seniors, as the Department pays ~\$4,000/student to the affiliated hospital. There are two affiliated hospitals, and in turn, a limited number of open seats for clinical training.
- For the MS Biology degree, program diversity is not as substantial as it could be due to several unfilled faculty openings, but recent hires should help this problem too. Students sometimes leave before finishing their research and either take too long to finish or never finish.
- The PBC Zoo and Aquarium Studies program is on temporary suspension due to its low enrollment and lack of faculty with expertise in this area.

**7. Identify opportunities for your Department/School in the short term:**

- One of the greatest strengths of the Department is the hands-on opportunities that our students have, including laboratory components with courses, field trips/experiences that are part of courses and laboratories, and research experiences. We have been fortunate to continue to hold in-person labs (but with room capacity restrictions) during the pandemic for our students.
- The Department has been able to update technology recently, including Zoom rooms and new desktop computers for faculty.
- The Department has been able to offer more on-line classes for students, especially in the summer, as a positive result of making remote adjustments early in the pandemic.
- The Department needs to make a concerted effort to track progress of students after graduation through surveys and/or social media.
- Two recent Unit A faculty searches will help the Department provide a better diversity of classes for all of our students, as well as invigorate research programs.

**8. Describe your plans for moving forward in the next academic year. Include a list of specific goals. Examples might include recruiting and retention initiatives, curricular innovation and development based on student learning assessment, increased research output, increased student engagement activities.**

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

- One of the greatest strengths of the Department is the hands-on opportunities that our students have, including laboratory components with courses, field trips/experiences that are part of courses and laboratories, and research experiences. The Department will work to maintain this and expand such opportunities for students, as the budget will allow.
- The Department has continued conversations about a possible curriculum change in our introductory sequence for majors that resulted from department review of annual assessment data.
- We will continue to participate in recruiting activities, such as Discover Western and our annual Biology Day event, in the upcoming academic year.

**9. How will you measure the success of the plans outlined above?**

- Annual assessments will be used to measure the performance of our students. We have been examining assessment data from the last few years and are considering a revision to our introductory courses to better serve our Biology majors. We have also started a discussion about revising our assessment tools.
- The best measure of quality would be the success rate of our graduates in finding employment or admission to post-graduate or professional school. Department faculty have shared through personal correspondence that, in general, our students are doing quite well in their chosen fields.

**10. List major faculty and staff achievements:**

- Dr. Brian Peer was awarded a URC grant in the amount of \$5,000 for his project entitled, "The African Brood Parasite Project".
- July - Dr. Shawn Meagher hosted six of his fish parasitologist colleagues from the Czech Republic for research collaboration.
- **Summer Research Stipend Award for 2023 - Assistant Professor Vaskar Nepal** - Assessing the population characteristics of Bowfin in the Upper Mississippi River

**11. List major student achievements and recognitions:**

- Poster Competition Winners (**in bold**) from the Thomas E. Helm Undergraduate Research Day
  - 1st place: Jason Olson and Megan Ward with Brian Peer (Biology): Development of an Environmentally Friendly Detergent Container**
  - 2nd place: Kinsey Tiemann with Mark Bernards (Ag): Planting Soybean Green: Effect of Termination Time and Supplemental Nitrogen on Soybean Yield and Weed Growth

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**3rd place: Mei Lin Zheng and Zahar Chew with Sue Hum (Biology):  
Antimicrobial Activity of Plant Extracts**

- Fabian Pallo was awarded the Chester Herrick Award for best poster presentation at AMCOP (the Annual Midwestern Conference of Parasitologists) held at Southern Illinois University in June 2022. Fabian's research ("Positive co-occurrence between two gastrointestinal parasites in white-footed mice") was completed with Dr. Shawn Meagher at the Kibbe Life Science Station. Fabian graduated from WIU Biological Sciences in spring 2022 and will begin work on his MS degree in conservation biology at the University of Illinois (Champaign-Urbana) in the fall.
- Ms. Audry Branson has been accepted into the Southern College of Optometry in Memphis, TN, and she received the highest scholarship they give. Audry is a senior Biology major with an emphasis in Medical Sciences and a minor in Chemistry, and she is from Ipava, IL.

**12. List alumni activities:**

- On 26 March 2022, three department alumni who now work at the Illinois River Biological Station offered a free workshop on the use of R (a statistics program) to interested faculty and students.
- Ms. Brianna Chandler, who graduated in May 2019 with a BS Biology degree and an emphasis in Medical Sciences, has started medical school at the Indiana University School of Medicine. Brianna was also an undergraduate research student with Dr. Meshack Afithile.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **Department of Chemistry**

### **The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in interdisciplinary, regional and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

### **WIU Core Values**

#### ***Academic Excellence***

Central to our history and tradition is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. WIU's highly qualified, diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. Western is committed to an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**1. Department/School mission statement:**

We prepare students for employment and/or the pursuit of advanced degrees by educating them in the fundamental knowledge and essential skills of chemistry and forensic chemistry, as well as in the laboratory and instrumental techniques and that are required in the fields of chemistry and forensic chemistry.

**2. Degrees offered in Department/School:**

B.S. Forensic Chemistry

B.S. Chemistry – Chemistry option

B.S. Chemistry-Biochemistry Option

B.S. Chemistry – Pharmacy Option

B.S. Chemistry-Teacher Education

M.S. Chemistry

**3. List specific recruitment and retention activities:**

**Hands-on High School Lab Activities program.**

Under this program a brochure and cover letter was developed and distributed to area high schools. The program invites science teachers to bring their students to WIU department of Chemistry to participate in one to three (1 to 1.5 hours per activity) organized “Hands-on Lab Activities” which the Chemistry faculty and their research students develop and lead. Undergraduate research students generally play a major role in working with the high school students to assist them with the hands-on lab activities. WIU Chemistry students make great teach-in speakers. They develop a sense of pride in their accomplishments, their major, and the university as they serve as leaders in working with younger students. We have hosted four High School classes already this year, 2022-2023, and have nine more scheduled before May 2023.

**WIU Girl Scout STEM program.**

The Girl Scout STEM program hosted a program on March 4, 2023, for a regional Girl Scout event that allowed Girl Scouts, of all ages and levels, to earn STEM badges. The annual event hosted 86 Girl Scouts of six different levels on a Saturday at WIU Department of Chemistry. WIU faculty led hands on lab activities that coordinate with Girl Scout requirements for earning the STEM badge. WIU STEM students served as volunteers in all aspects of the event, including the development of the web announcements, planning and the carryout of the program, including awarding certificates and badges at the conclusion. The WIU student volunteers gain a sense of accomplishment and pride in their expertise while working with younger students.

**Undergraduate and Graduate Research Program.**

Peer mentorship is well established in Chemistry undergraduate research. In many research groups, three undergraduate students comprise a working team along with one (M.S. level) graduate student team leader. Each group generally also includes both new students and junior/senior level students. The four-person teams participate in each aspect of a research project supervised by the faculty mentor. In this way students gain an independent sense of accomplishment with the development of successful

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

results while learning the value of a team approach.

### **Chemistry Student Organizations.**

The Department of Chemistry provides refreshments for recruitment and monthly social gatherings for recognized student organizations, including the Chemistry Club, the Biochemistry club, the forensic science club, and the Women in Science student organization. Each student organization contains a peer mentoring program where upper class and graduate students are paired with new students to welcome them and help them become oriented with the department, college, and university offices and programs.

### **Chemistry Ambassadors Program.**

Under this program top junior and senior Chemistry and Forensic Chemistry majors email (and instagram) frequently to Accepted Freshmen and Accepted Transfer students about the program and department, thus encouraging them to enroll. A Chemistry faculty Ambassador committee works with the student Chemistry Ambassadors to develop positive talking points about the major and the University to be utilized by the student Ambassadors. The Chemistry Ambassadors serve as peer mentors to those new students who join our programs.

### **Weekly Review Sessions.**

The Department of Chemistry established a weekly review session for CHEM 101, CHEM 102, CHEM 201, and CHEM 202 throughout the academic year. During COVID these review sessions were switched to virtual, however, the face-to-face weekly review sessions were brought back FY21 and FY22, and continue. The weekly review sessions are often led by graduate or undergraduate lecture (learning) assistants who attend all the course lectures and assist with in-class learning.

### **Chemistry Resource Center.**

The Chemistry Resource Center which contains chemistry books, study guides, molecular modeling kits (hands-on manipulatives), etc., is available and open for students during weekdays. The space was also utilized as the Chemistry Tutoring Center. Chemistry TAs and TSAs, as well as some undergraduate senior students, are assigned tutoring hours so that there is a tutor available 8:00 a.m. until 5:00 p.m. Monday-Thursday and 8:00 a.m. until 3:00 p.m. on Friday.

## **4. List student learning outcomes for majors:**

### **B.S. Forensic Chemistry**

#### **Students will:**

- Analyze information, think critically, and form reasoned conclusions using the process-oriented scientific method to further criminal investigations.
- Comprehend the theoretical knowledge and laboratory skills for employment in crime laboratories as well as the ability to pursue biotechnological, chemical, clinical, food, environmental, and pharmaceutical careers.
- Perform responsible and ethical practices that are essential to the field of forensic science.
- Acquire knowledge in crime scene investigation, evidence collection and preservation, chain of custody, forensic microscopy, forensic chemistry, forensic serology and DNA analysis, forensic toxicology and forensic mass spectrometry.
- Develop competency in the operation and data interpretation for modern instruments used in forensic analysis.
- Gain research experience which can lead to funded trips to state and national scientific conferences and publication of journal articles with faculty.
- Obtain proficiency in written and oral communication for scientific presentation and courtroom testimony.

### **B.S. Chemistry – Chemistry option:**

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Students will demonstrate mastery of basic concepts of chemistry and ability to apply those concepts to solve problems.
- Students will demonstrate competency in the following areas of lab work: basic measurements skills; qualitative and quantitative analyses using wet chemistry; instrumental methods of chemical analysis; and interpretation of physico-chemical/analytical data.

Students will also demonstrate good communication skills, both oral and written, and will acquire skills in writing needed for maintaining professional documents, including scientific reports and laboratory observations.

**B.S. Chemistry – Biochemistry option:**

Students will demonstrate:

- An understanding of fundamental biochemical principles, including the structure/function of biomolecules, metabolic pathways, and regulation of biochemical processes.
- Fundamental laboratory skills and techniques by applying the scientific method to the processes of experimentation and hypothesis testing.
- An understanding of the theory and practice of modern instrumentation in order to apply these to biochemical problems.
- An ability to recognize potential laboratory safety concerns and address them using appropriate techniques.
- An ability to use online databases and bioinformatic sources appropriately, and to be able to read as well as evaluate the primary literature in the field.
- An ability to work responsibly, collaboratively, and ethically on teams in the scientific communities.
- An ability to present scientific information to both scientific and broader audiences in spoken and written form.

**B.S. Chemistry – Pharmacy option**

- Students will demonstrate mastery of basic concepts of chemistry and ability to apply those concepts to solve problems.
- Students will demonstrate competency in the following areas of lab work: basic measurements skills; qualitative and quantitative analyses using wet chemistry; instrumental methods of chemical analysis; and interpretation of physico-chemical/analytical data.
- Students will also demonstrate good communication skills, both oral and written, and will acquire skills in writing needed for maintaining professional documents, including scientific reports and laboratory observations.

**M.S. Chemistry:**

- Students will demonstrate chemistry proficiency in all five disciplines of chemistry: analytical, biochemistry, inorganic, organic, and physical chemistry, with firm foundations in the modern applications of current chemical and scientific theories.
- Students will be able to design, carry out, record and analyze the results of chemical research and be able to use modern instrumentation and classical techniques.
- Students will demonstrate public speaking skills by presenting at least two public seminars prior to their final thesis defense.
- Students will successfully defend their research or internship and submit a final thesis or internship report to the WIU Graduate Office.

**5. Describe Department/School strengths:**

**Quality of Instruction:** The strengths of the chemistry program identified in this review include quality of instruction, personal attention by faculty to individual students, availability of several

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

options, and the excellent reputation of the program with both employers and graduate schools. The Department also has a very strong service component, serving at least 8 other departments. As stated before, the department has continued to receive certification that both chemistry and biochemistry program meets the guidelines from the American Chemical Society (ACS).

**Faculty Student Research Activities:** The department has an extremely talented faculty who are dedicated educators and productive researchers, with at least 85% of whom are very active in involving students in their research, as is reflected by the large numbers of student presentations at professional meetings and student co-authored publications. The Chemistry faculty are strong supporters of students in the Women in Science program as the program provides scholarships and travel grants to research students.

**Diversity of Chemistry majors:** The WIU B.S. Chemistry majors were predominately male in 2010 and prior, however, this trend has since reversed with the development of our Women in Science program. In fall 2022 women made up 55% of the B.S. Chemistry majors, and women make up 67% of the current B.S. Forensic Chemistry majors as of fall 2022. The percentage of non-white ethnicity students among B.S. Chemistry majors has also been steadily increasing, from 36% non-white ethnicity B.S. Chemistry majors in 2010 to 55% non-white ethnicity chemistry majors in fall 2022.

**Department and College Support for New Faculty and Faculty Travel:** Through fundraising the Department of Chemistry has been able to provide some faculty travel for tenure-track and tenured faculty. In addition, the College of Arts and Sciences provided funds for faculty conference registration

## 6. Describe Department/School challenges:

**Additional Faculty are Needed:** Our department faculty have been heavily overloaded for the past few years due to the loss of two unit A faculty (Dr. Erica McJimpsey and Dr. Scott McConnell) in FY20 and FY21, respectively. While we did hire a Unit A faculty member to replace Dr. McJimpsey, as analytical chemist, (Dr. Matt McConnell) there has been no replacement for Dr. Scott McConnell as our Environmental chemist. Also, when Dr. Ron Terry retired in 2015, Dr. John Determan (formerly a Unit B Chemistry faculty member, was selected for the vacant Unit A position. The Unit B position, occupied formerly by John Determan, was then eliminated.

In addition, the number of graduate students in our M.S. Chemistry program remains high (~30 to 35) each year. Most (~99%) of the M.S. Chemistry graduate students enter the thesis option program and thus require a thesis mentor and 3 person thesis committee. As these graduate students conduct supervised laboratory research, and complete a thesis, more of our chemistry positions need to be Unit A positions, rather than Unit B positions. Unit B level faculty members cannot serve as the chair of a thesis committee and cannot serve as full members of the graduate faculty.

**ACE Overloads:** The seven Unit A Chemistry faculty members are currently assigned 22 to 33 ACEs, and the two Unit B Chemistry faculty members (Dr. Chen and Dr. Zhang) are assigned 30 and 27 ACEs respectively, for the 2022-2023 academic year. **The**

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**average ACE load for our Unit A faculty members in FY23 is 26.5, and the our Unit B faculty ACE average is 28.5 for 2022-2023. The Chemistry faculty teaching assignments constitute a total of 43 ACEs in overload for the Department of Chemistry faculty for FY23.**

**Additional Assistantship funds are needed:** Assistantship stipends have been increasing in recent years, while at the same time we have received cuts to our total assistantship budget. **Teaching Assistants (TAs) serve as instructor of record for lab sections which make up an additional 125 ACEs (not assigned to faculty) in the 2022-2023 academic year.** Our undergraduate program could not continue without TA instructors.

**Many international graduate students cannot get a visa into the U.S. without an offer of an assistantship.** The number of U.S. chemistry graduate students has remained constant since 2015, while the number of international chemistry graduate students continues to make up >60% of the total. In addition, twenty-two new graduate students have been accepted into the M.S. Chemistry program for fall 2023 admission. Our assistantship funds have been cut by 25% in recent years, and so few assistantship offers can be made to new incoming international students. This means that many accepted into the M.S. Chemistry program will not be able to obtain a student visa to come to the U.S. to join our program.

We have both an Integrated B.S. Chemistry-M.S. Chemistry program and an Integrated B.S. Forensic Chemistry-M.S. Chemistry program that allows a good student to get both the B.S. and the M.S. degrees in a single 5-year period. Students double count some senior courses for graduate credit and their undergraduate research project in incorporated into a master's thesis. **We would like to provide assistantship support for all students in the Chemistry Department IBMP programs during their 5th year.**

**Laboratory fume hoods need updating.** The laboratory fume hoods have not been replaced since the building was first opened in 1970. After complaints the fume hoods were inspected during the summer of 2008. Many did not meet the original standards for the 1969 fume hoods, so the physical plant made several repairs and adjustments. The hoods were inspected again and most met the specifications for the 1969 fume hoods. However, today's safety standards are much more strenuous than in 1969, and the antiquated fume hoods cannot meet today's safety standards. In summer of 2012, the central administration did in renovate two of the twelve large chemistry instructional labs and replaced the fume hoods in a third. However, there are remaining 9 large instructional labs and 40 smaller research labs that are still in dire need of renovation.

**The laboratory benches, electrical, plumbing, drainage, and fixtures are in dire need of renovation throughout the building.** Most of the instructional labs and research labs have not been updated or renovated since the building was first built in 1970. The old laboratory benches are marred. The lab drawers are made of wood, which are chipped or broken, and swell with humidity so that they cannot be opened or closed. The electrical system is insufficient for the number of students in a single lab section. The sinks have many broken faucets, and some of those faucets that are not broken have had the water shut off due to drainage problems that the physical plant

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

workers cannot reach without tearing out the benches. Presently half or fewer of the sinks are functional due to these problems.

**Lack of instrument maintenance, replacement and upgrade fund.** Chemistry majors and forensic chemistry majors have access to facilities and learn hands-on experience. This prepares our students to compete with graduates from other Universities. However, many of our instruments are very old (such as the GC-MS, FTIR, AA) and breakdown frequently. As well known, the maintenance of sophisticated instruments will cost more than the instrument itself and the replacement of old instrument is necessary after years of service. Once the instrument was broken down, it often took from several weeks to several months before getting repaired which have severely disrupted the teaching function and did not serve well to train our students for competitive jobs once they graduate. Comments made by returning graduate and undergraduate students often include a complaint that the students did not get the needed hand-on training on one or more of our instruments because the instruments were down at the time. **We strongly urge the CAS and the University to support a request to increase the lab use fee to \$40 per course, and to set aside a small percentage of the laboratory usage fee in an ongoing (carryover) account for instructional lab instrument maintenance, replacement, and upgrade.**

**7. Identify opportunities for your Department/School in the short term:**

The Quad Cities campus has received a foundation grant to set up a Chemistry lab on the Quad Cities campus. We are presently in the process of searching for a Unit B faculty member to teach CHEM 201 and lab in the fall and CHEM 202 and lab in the spring semester, as well as serve as lab manager to oversee the purchase and safe storage of chemicals, and deal with waste disposal issues. Once a person is hired in the position we will be able to regularly offer CHEM 201: General Chemistry I and CHEM 202: General Chemistry II on the Quad Cities campus.

**8. Describe your plans for moving forward in the next academic year. Include a list of specific goals. Examples might include recruiting and retention initiatives, curricular innovation and development based on student learning assessment, increased research output, increased student engagement activities.**

Goal 1: Hire a tenure track organic chemist to replace Dr. Vinod who retired on May 31, 2022.

Goal 2: Hire a Unit B faculty member to serve on the Quad Cities campus to teach CHEM 201/202 and labs, as well as serve as lab manager.

Goal 3: Host majors' meetings at the beginning of each semester, which include tours of research labs, and presentations made by student club presidents.

Goal 4: Continue to improve the Hands-on Lab activities for High school students. We will send out mailers and announcements of the program to a greater number of high school science teachers. The mailers will be sent out earlier in the fall

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

semester.

Goal 5: Expand the Traveling Seminar program. We will send out mailers and announcements of the Traveling Seminar program to a greater number of community colleges and 4-year colleges without a graduate program. The mailers will be sent out earlier in the fall semester.

**9. How will you measure the success of the plans outlined above?**

Measurement of Success of Goals:

Goal 1: Success in the current ongoing search for a Unit A Faculty member.

Goal 2: Success in the current search for a Unit B faculty member for the Quad Cities campus.

Goal 3: Success will be measured by the number of freshmen and sophomores who participate in the event and later join student organizations or research groups.

Goal 4: Success will be measured by the number of high school classes who come to WIU Chemistry to take part in the program.

Goal 5: Success will be measured by the number of requests for our faculty to visit community colleges and 4-year campuses without a grad program. These visits will allow our faculty to speak to groups about our programs.

**10. List major faculty and staff achievements:**

| <b>BOOK<br/>Published</b> | <b>Refereed Journal<br/>Articles<br/>Published</b> | <b>EXTERNAL<br/>GRANTS</b> | <b>NATIONAL/<br/>INTERNATIONAL<br/>CONFERENCE<br/>PRESENTATIONS</b> |
|---------------------------|----------------------------------------------------|----------------------------|---------------------------------------------------------------------|
| <b>0</b>                  | <b>4</b>                                           | <b>3</b>                   | <b>10</b>                                                           |

**Referred Publications:**

- 1) Song, L.G., Meyer, G., Adejumo, E., Jovanovich, E., LeBlance, L., Provis, J.: Potency testing of up to sixteen cannabinoids in hemp-infused edibles using liquid chromatography diode array detector with optional confirmation of identity by electrospray ionization time-of-flight mass spectrometry. Food Chemistry. 417, 9 (2023)
- 2) Song, L.G., Valenzuela, G., Carlson, S., Dodson, Z., Adisa, M.: Potency testing of up to twenty cannabinoids by liquid chromatography diode array detector with optional

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

electrospray ionization time-of-flight mass spectrometry. *Anal. Chim. Acta.* 1207, 9 (2022)

- 3) Song, L.G., Carlson, S., Valenzuela, G., Chao, M.D.S., Pathipaka, S.B.: Development of a validated method for rapid quantification of up to sixteen cannabinoids using ultra-high-performance liquid chromatography diode-array detector with optional electrospray ionization time-of-flight mass spectrometry detection. *J. Chromatogr. A.* 1670, 10 (2022).
- 4) Gbenga Dairo, Ayooluwa Ilesanmi, Toheeb Balogun, Matthew Ward, Mette Soendergaard, and John Determan. Computational Evaluation of Bioactive Compounds from *Viscum album* (Mistletoe) as Inhibitors of p63 for Pancreatic Cancer Treatment. *Journal of Biomolecular Structure and Dynamics*. Accepted ahead of publishing.

**Presentations at National Conferences:**

- 1) Song, L., Valenzuela\*, G., Carlson\*, S., Dodson\*, Z., Adisa\*, M., Validation of a LC-DAD method with optional ESI/TOFMS detection for the accurate measurement of delta-9-THC and delta-9-THCA among twenty cannabinoids in cannabis, in: 2023 NIJ Forensic Science R&D Symposium, Orlando, FL, 2023.
- 2) Song, L., Carlson\*, S., Valenzuela\*, G., Chao\*, M., Development of a UHPLC-DAD-ESI/TOFMS method for simultaneous quantification of up to sixteen cannabinoids and analysis of hemp concentrates, in: HPLC 2022, San Diego, California, USA, 2022.
- 3) Valenzuela\*, G., Dodson\*, Z., Song, L., Quantification of Cannabigerol in Hemp Oil by Ultra High Performance Liquid Chromatography Electrospray Ionization Tandem Mass Spectrometry, in: ACS Fall 2022, Chicago, IL, 2022.
- 4) Meyer\*, G., Whyte\*\*, J., Song, L., Quantification of Cannabigerol among Sixteen Cannabinoids in Hemp Oil by Liquid Chromatography Ultraviolet Detection in: ACS Fall 2022, Chicago, IL, 2022.
- 5) Carlson\*, S., Adejumo\*, E., Song, L., Quantification of Delta-9-Tetrahydrocannabinol among Sixteen Cannabinoids in Cannabis by Liquid Chromatography Ultraviolet Detection in: ACS Fall 2022, Chicago, IL, 2022.
- 6) Adisa\*, M., Cooper\*\*, S., Song, L., Quantification of Cannabidiol among Sixteen Cannabinoids in Hemp Oil by Liquid Chromatography Ultraviolet Detection, in: ACS Fall 2022, Chicago, IL, 2022.
- 7) Song, L., Carlson\*, S., Valenzuela\*, G., Chao\*, M., Pathipaka\*, S.B., Development of a validated UHPLC-DAD method with optional ESI/TOFMS detection for rapid quantification of delta 9-THC and delta 9-THCA-A among sixteen cannabinoids in hemp concentrates, in: 2022 NIJ Forensic Science R&D Symposium, Virtual, 2022.
- 8) ACS national meeting: poster presentation, Indianapolis, IN, 3/26-3/30, 2023 TITLE: Multicomponent reaction for the synthesis of thiophene fused pyridine heterocycles and other derivatives, Jin Jin, Helen Adebisi\*, Supriya Doopam\*, Sumia Ehsan\*, Nwal Alruwaili\*, Mayasim Almotairi\*, Shaozhong Zhang.
- 9) Funmilola Anjorin\* and Mette Soendergaard. (2023) Pancreatic cancer specificity of phage display-selected peptide MCA1. ACS Spring 2023.
- 10) Theodora Ideh and Mette Soendergaard. (2023) Toxicity Evaluation of *Acmella alba* Crude Extracts on Zebrafish (*Danio rerio*) Embryos. ACS Spring 2023.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**External Grant Applications Submitted:**

1. Ligu Song: Quantification of psychotropic cannabinoids in newly emerging hemp-derived products and evaluation of their stability and interconversion during storage. (To be submitted to DOJ by 04/26/2023, \$263,929, 01/01/2024 to 12/31/2025).
2. Matt McConnell: Air plasma treatment of soybean-derived biochars for enhanced compost gas adsorption. A 2023 Illinois Soybean Association Grant for \$15,516 - funded \$11,400
3. Matt McConnell: Exploring the Unique Chemical Properties of Hydrolyzed Asian Carp Fertilizer and The Marketing Options for Commercial Use. A 2022 Illinois Innovation Seed Grant Application for \$29,646 - not funded

**11. List major student achievements and recognitions:**

Twelve chemistry students (5 chemistry graduate students and 7 undergraduate students with 2 majoring in Chemistry and 5 majoring in Forensic Chemistry) presented posters at the American Chemical Society (ACS) Fall 2022 National Meeting in Chicago in August 21-25, 2022. The students were accompanied by chemistry professors Drs. Ligu Song, John Determan and Brian Bellott.

The ACS national meeting is the largest scientific conference attended by chemists/researchers from all over the world, where thousands of chemistry professionals meet to share ideas and advance scientific and technical knowledge. The Fall 2022 meeting attracted a total of 12,261 participants with 9,779 as in-person attendees. There were more than 2,400 abstracts programmed at the event that was also held virtually. The theme of the Fall 2022 ACS National Meeting is "Sustainability in a Changing World".

Dr Song's research group presented four posters: 1. "Quantification of Cannabigerol in Hemp Oil by Ultra High Performance Liquid Chromatography Electrospray Ionization Tandem Mass Spectrometry" by Zach Dodson (graduate student); 2. "Quantification of Cannabigerol among Sixteen Cannabinoids in Hemp Oil by Liquid Chromatography Ultraviolet Detection" by Grant Meyer (graduate student); 3. "Quantification of Delta-9-Tetrahydrocannabinol among Sixteen Cannabinoids in Cannabis by Liquid Chromatography Ultraviolet Detection" by Emmanuel Adejumo (graduate student); 4. "Quantification of Cannabidiol among Sixteen Cannabinoids in Hemp Oil by Liquid Chromatography Ultraviolet Detection" by Mojisola Adisa (graduate student).

Dr. Determan's research group presented four posters: 1. "Synthesis of humic acid and humic-like acids and metal functionalization of humic acid" by Briar Hilsabeck (undergraduate student majoring in Chemistry); 2. "Fluorescent cored silica nanoparticles for the detection of illicit Drugs" by Logan Barnard; Mary Pearson, Regina Searpaci; Ashley Webb (undergraduate students all majoring in Forensic Chemistry); 3. "Analyzing illicit drugs using copper nanoparticles" by Lillie Purcell (undergraduate student majoring in Chemistry); 4. "Correlation consistent basis sets designed for density functional theory: 5-p block elements" by Matt Ward (graduate student).

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Dr. Bellott's research group presented one poster: "Antioxidant capacity of hot brew and cold brew tea" by Michael Comb (undergraduate student majoring in Forensic Chemistry).

ACS meeting provided students an excellent opportunity to attend seminars by leading scientists from all over the world; and to be exposed to different kinds of research that are carried out at the national and international level.

Student travel funding and registration was funded by Department of Chemistry, College of Arts and Sciences, and Dr. Song's DOJ grant.

Chemistry and Forensic Chemistry students made 11 presentations at the Thomas Helms Undergraduate Research Day in April 2023. This amounted to 39% of all student presentations.

Chemistry held our Awards and Scholarship dinner on April 25th. 17 students won awards/scholarships. One faculty member won the Faculty Service award (Liguo Song). This was the first time the event has been held since before the pandemic.

On April 7th, the CAS Natural Science Research Day was held and the following students won awards for best posters:

Graduate student posters: 1st place Funmilola Anjorin, 2nd place Schaefer Roach

Undergraduate student posters: 1st place Olivia Brinker, 2nd place Logan Barnard and Regina Scarpaci.

## **12. List alumni activities:**

Three alumni/scholarship donors attended the Chemistry Scholarship and Awards dinner on April 25<sup>th</sup> 2023. Thank you cards were sent by student scholarship winners to all donors.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**Department of EAGIS**

**To provide a premium undergraduate education in Geographic Information Science, Geology, and Meteorology, leading to well-prepared students who can transition to graduate studies or seek job opportunities in the public and private sectors.**

**The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

**WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

**WIU Mission**

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in interdisciplinary, regional and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

**WIU Core Values**

***Academic Excellence***

Central to our history and tradition is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. WIU's highly qualified, diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. Western is committed to an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**1. Department/School mission statement:**

Department of EAGIS  
undergraduate education in Geographic Information Science, Geology, and Meteorology, leading to well-prepared students who can transition to graduate studies or seek job opportunities in the public and private sectors.

To provide a premium

**2. Degrees offered in Department/School:**

- B.S. in GIS
- B.S. in Geology
- B.S. in Meteorology
- M.S. in GIScience & Geoenvironment

**3. List specific recruitment and retention activities:**

Recruitment

-Continue outreach to teachers in west-central Illinois. (Macomb High School, West Prairie High School, and Kewanee Central Junior High School).

-Faculty continue to participate in every Discover Western event.

-Faculty are building connections with international institutions to promote the department and recruit undergraduate and graduate students.

Retention

-Provide tutorial services to majors during designated times or by appointment and address any concerns a student might have as a major.

-Create activities that bring students together both socially and academically.

-Invite alums and other professionals to participate in classroom events.

-Assigns grad assistants as learning assistants in laboratory settings.

-Freshmen and transfers are given personalized by faculty advisors.

**4. List student learning outcomes for majors:**

**B.S. in GIS Learning Outcomes**

Students will demonstrate:

-Ability to synthesize spatial information and communicate using multiple GIS-related software packages.

-Research skills through acquisition of fundamental knowledge in the field of GIS.

-Application of geospatial methods, including the ability to analyze spatial data and temporal data to solve problems.

-Communication skills necessary for effective oral and written communication, as well as effectively working in groups.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**B.S. in Geology Learning Outcomes**

Students will demonstrate:

- Ability to use knowledge and skills to understand and solve geologic problems.
- Research skills through both classroom and undergraduate research projects.
- Geoscience methods, including the ability to identify earth materials, read and analyze maps, and to use geologic data to solve real-world problems.
- Ability to communicate effectively in both oral and written forms, as well as the ability to work in groups.

**B.S. in Meteorology Learning Outcomes**

Students will demonstrate:

- Ability to use knowledge and skills in the field of meteorology.
- Ability to engage in critical communication about meteorological theories, to synthesize ideas from multiple sources, and to conduct independent research.
- Meteorological methods, including the ability to analyze maps and spatial and temporal data to solve real-world problems.
- Ability to communicate effectively in both oral and written forms, as well as the ability to work in groups.

**M.S. in GIScience and Geoenvironment Learning Outcomes**

Students will demonstrate:

- Scholarship skills through acquisition of fundamental knowledge in the field of GIScience.
- Complexity of skills necessary to engage in critical discourse about geospatial theories, synthesize ideas from multiple resources, and design and conduct independent research.
- Geospatial and geographical methods, including the ability to analyze maps and spatial and temporal data to solve problems.
- Communication skills necessary for effective oral and written communication, as well as effectively working in groups.

**5. Describe Department/School strengths:**

- Maintain a strong commitment to undergraduate and graduate research.
- Highly employable graduates from the degree programs.
- Our graduates gain acceptance into reputable graduate programs in the United States and Canada.
- Receives positive feedback from alumni.
- Department leads and provides GIS interdisciplinary programs on campus.
- EAGIS and GIS Center serve as the repository of geospatial data for Western Illinois University, the City of Macomb, and regional counties including McDonough County.
- Offer real-world job experience to undergraduate and graduate students in the GIS Center.

**6. Describe Department/School challenges:**

- Observed growth in the number of students in the respective academic programs, but insufficient personnel to offer some of the skill building courses. Additional faculty needed to support the GIS programs.
- Observed growth in the online GIS program, but lacking adequate staffing to support the online program.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Additional faculty needed to support the GIS programs.

-Observed growth in the number of graduate students in the M.S. in GIScience program, but lacking adequate staffing to support the graduate program. Additional faculty needed to support the GIS programs.

**7. Identify opportunities for your Department/School in the short term:**

- Collaborating with academic departments on campus, west central Illinois and international institutions.
- Offering GIS professional development workshops for area middle and high school teachers. Teaming up with Sociology and Political Science to offer specialized teacher training in west central Illinois.
- Making connections to becoming part of the Geospatial Alliance in the St. Louis region.

**8. Describe your plans for moving forward in the next academic year. Include a list of specific goals. Examples might include recruiting and retention initiatives, curricular innovation and development based on student learning assessment, increased research output, increased student engagement activities.**

- Maintain 60% or higher yield of admitted students.
- Undertake three or more external outreach events as part of recruitment every semester.
- Maintain 90% or higher retention of students in the programs.

**9. How will you measure the success of the plans outlined above?**

- The number of majors in the programs.
- The retention rate of students in the programs.

**10. List major faculty and staff achievements:**

- 3: The number of refereed publications by faculty.
- 4: The number of other professional activities such as review of manuscripts.
- 6: The number of presentations by faculty and staff.
- 6: The number of recruitment initiatives led by faculty, staff and students.
- 11: The number of outreach events undertaken by faculty, staff and students.
- 6: The number of retention activities in the department.

**11. List major student achievements and recognitions:**

- 3: The number of students' awards.

**12. List alumni activities:**

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**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **English Department/Spring 2023**

### **The Purpose of These Documents**

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### **WIU Core Values**

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**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**1. Department/School mission statement:**

We prepare students with the critical reading, writing, research, and rhetorical skills crucial to enter an increasingly dynamic professional world, including academic, corporate, governmental, and non-profit-contexts. Through our programs and options, our students are prepared for effective middle and high school English Language Arts teaching in diverse classroom settings; for working a variety of careers including community college instructors, professional/technical writers, media content developers, creative consultants, editors, and copywriters; and for pursuing graduate or professional study in programs including literature, professional writing, creative writing, film, law, and library studies.

**2. Degrees offered in Department/School:**

Bachelor of Arts in English

Option 1: Literature and Languages

This program's academic goals are to:

1. Expose students to literature from both a variety of genres including fiction, poetry, graphic novels, film, non-fiction, and digital texts and from a wide range of historical experiences, diverse ethnicities and cultures;
2. Provide students with advanced interpretive and theoretical methods to analyze the cultural and historical implications of texts with an emphasis on social justice;
3. Teach students multiple reading practices, writing approaches and research methods that will allow them to respond in a variety of contexts.

Bachelor of Arts in English

Option 2: English – Teacher Education

This program's academic goals are to:

1. Emphasize critical literacy practices for teaching English Language Arts (ELA);
2. Introduce teacher education candidates to literature across a variety of genres and historical experiences, as well as a range of diverse ethnicities and cultures;
3. Provide teacher education candidates opportunities to become confident and skilled writers in traditional and non-traditional modes;
4. Promote the respect of the diversity of learners through choice and differentiation;
5. Promote the teaching and learning of 21<sup>st</sup> century literacies including new media;
6. Present strategic processes for teaching reading, writing, speaking, listening, and language skills to meet the diverse needs of students;
7. Develop and apply instructional delivery skills through varied experiences;

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

8. Promote social justice and democratic approaches to teaching ELA.

Bachelor of Arts in English

Option 3: Creative Writing

This program's academic goals are to:

1. Develop skills and experience applicable to a variety of career goals;
2. Provide advanced training in workshopping skills that are essential to graduate work;
3. Increase students' understanding of the writing process;
4. Provide training in critical, theoretical, and rhetorical reading and writing practices.

Bachelor of Arts in English

Option 4: Professional Writing

This program's academic goals are to:

1. Promote culturally sensitive collaboration on complex projects involving several partners and multiple skills, while encouraging writers to assess problems and barriers to collaboration and successfully resolve those issues.
2. Provide hands-on experience with writing project management (identifying a problem or issue, proposing and planning a response, and justifying the response and plan based on knowledge of professional writing theories, conventions, and practice).
3. Teach writers to apply rhetorical and genre knowledge to evaluate how text functions across a range of contexts, genres, and cultures, and to compose documents, across a range of modalities and media, that are rhetorically effective and culturally sensitive.
4. Support writers in developing professional work habits, including those necessary for effective collaboration and cooperation with others.
5. Guide writers in conducting primary and secondary research and applying ethical research practices when writing and designing documents.
6. Develop and offer professional and quasi-professional opportunities that guide students in presenting and applying their academic experiences with prospective employers in mind.

Master of Arts in English

This program's academic goals are to:

1. Provide advanced training in critical, theoretical, and rhetorical reading practices and writing approaches;
2. Teach students appropriate research methodologies for English studies;
3. Help students develop professional and intellectual identities;
4. Provide professional experience for careers in teaching, writing and editing.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**3. List specific recruitment and retention activities:**

***Recruitment:***

*Department Chair*

- Attended all Discover Western dates and met with individual students and their families) whenever asked to by the admissions office
- Wrote personal notes to students who visited the department
- Attended and maintained a table at the major/minor fair in Fall 2022 (with four faculty members). Chair emailed all students who left information at the table and invited them to a lunch for majors (fall) and an ice cream social (spring)
- Attended and maintained a table at an event hosted by Math in February 2023 (with one faculty member)

*Student Majors (Sigma Tau Delta)*

- Hosted a “What are You Really?” event with two faculty members and students so that students could get to know the faculty better.

*Department (general)*

- Sent both email and hard copy letters (with WIU English sticker) to welcome recently admitted students
- Provided prospective students with a copy of the department publication, *The Mirror and the Lamp* (in hard copy and online, *The Mirror* contains more than 12 extensive alumni profiles, 50+ feature stories, and news about all aspects of the department)
- Began teaching our first MAT classes in the Fall of 2022. MAT teachers may now take two courses with English Education faculty via livestreaming (one fall, one spring)
- Hosted two Fred Ewing and Lola Austin Case Writers-in-Residence events as face-to-face events (first since covid) (one in the fall, one in the spring). These events are explicitly organized as events for current students, community members, and also operate as potential recruitment events.
- Hosted our first Magliocco Lecture since covid in Spring 2023. These events are explicitly organized as community events and also operate as potential recruitment events.
- Sponsored the annual Leland Essay Contest for students from all composition classes, which offers a monetary award and publication in *Western Voices* (print and online) to contest winners
- Supported creative writing students in their production of the student-based creative publication, *Elements*, which is open to submissions from all students at WIU.
- Lead by Barb Lawhorn, the Department reinstated the Reading Room Series for creative writers of all levels to share their work. It was run as face-to-face and also a virtual platform to accommodate a wide variety of students.
- Hosted an open house/potluck for all undergraduates and graduates after the the first Reading Room Event of the year.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Hosted “Haunted Simpkins” event in Oct.—stories, games and trick-or-treating. 30 students attended.
- Hosted an ice cream social for all students to promote all things English.
- Alisha White hosted the author of *Princesless Vol 1* in her Eng 466 class so students could interact with the author.
- Three faculty members have volunteered to have perspective students visit their classes on April 20<sup>th</sup> as part of an admissions push.
- Drs. Buchanan and White organized a writing festival for middle school students in November
- Drs. Buchanan and White organized a Writing Day for area high school students in February. 80 students attended.

*Director of Graduate Studies in English*

- Corresponded throughout the year with department chairs at feeder institutions to recruit new graduate students
- With the directors of the writing center and the writing program, interviewed candidates for TAs and TSAs

**Retention:**

- Faculty and TAs continue to submit Leatherneck Care Referrals to support at-risk students. English has been identified as one of most active departments in that effort.
- Dr. Buchanan reached out to all English Education majors to welcome them as they join the department. She also reminded all faculty that, should there be any issues with English Ed students, to alert her so she could help intervene.
- In an attempt to help late registering students for English 180 in the spring, one faculty member ran an experimental section which started two weeks later than all other sections.
- The Department overloaded English 100 sections in Fall 2022 in order to try and accommodate as many late registering, in need students as possible. This is a practice that is not sustainable.
- The Department has tried to schedule as many classes face-to-face as possible to help with student engagement.
- The Department has also tried more hybrid classes to accommodate remote students while still maintaining the community feel of face-to-face. This process seems to be working fairly well for QC students in particular as they have more options for classes this way.
- Dr. Johnson, Director of the Writing Program, and one TA ran pilot sections of English 180 in Spring 2023 centered on anti-racism, cultural and linguistics competencies, and contract-based grading to try out new curriculum that still meets the mandated writing requirements for the State.
- In response to concerns about student retention and success in writing general education classes, the Writing Program Director and Writing Center Director, with support of the Chair and participation of faculty, instituted an embedded writing support pilot program in two ENG 100 sections with student writing consultants from the University Writing Center to help those students to succeed.
- The Department has the following clubs/organizations: Film Club, African American Literature Club, Sigma Tau Delta, Ego, Ideas

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Drs. Buchanan and White hosted a writing space for all graduate students once a week at a local coffee shop.
- A faculty member tried an online section of English 280 for international students to help build community for them.
- A faculty member volunteered to monitor a “homework table” twice a week near the reference desk in the library to encourage students to ask questions and to develop a pattern of studying.

*Ego*

- Hosted a one day research day for graduate and undergraduate students to share their research with the Department.

*IDEAS (Interdisciplinary English and Arts Society, QC student organization)*

- Hosted their annual Get Lit event April 13, 2023

*University Writing Center*

- Developed and instituted two Write Night events—open house with tutoring and food. In Oct, 34 students attended. In February, 38 students attended.
- Developed a second type of open house—Coffee and Donuts. 42 students attended.
- Developed more of a social media presence to advertise the services the center offers. Consultants write about 2 posts on Facebook and Twitter per week. The posts encourage students to make appointments and also share writing tips.

#### **4. List student learning outcomes for majors:**

Bachelor of Arts in English

Option 1, 3, and 4: Literature and Languages; Creative Writing; Professional Writing

Students will be able to:

1. demonstrate awareness of English language and literature in different national, historical, social, political, and cultural contexts;
2. create critical, creative, and digital texts in a variety of genres;
3. conduct both primary and secondary research, using a variety of research methods, including textual, archival, qualitative, quantitative, and mixed methods;
4. develop rhetorical, critical, and creative proficiency in responding to a wide variety of texts, including digital texts, film, and new media;
5. apply theoretical frameworks to a variety of texts;
6. adapt reading practices and writing choices based on genre, discipline, and rhetorical situation;
7. apply oral rhetorical concepts in class discussion, reading texts aloud, and presenting to audiences;
8. cultivate independent thinking, originality, imagination, experimentation, problem solving, and risk taking in thought, expression, and intellectual and civic engagement.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Bachelor of Arts in English

Option 2: English – Teacher Education

Based on standards established by the National Council for Teachers of English, upon completion of the Teacher Education option of this program, the student will be able to:

1. demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts, as well as knowledge of the nature of adolescents as readers;
2. demonstrate knowledge of English language arts subject matter content that specifically includes language and writing, as well as knowledge of adolescents as language users;
3. plan instruction and design assessments for reading and the study of literature to promote learning for all students;
4. plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students;
5. plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs;
6. demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts;
7. be prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as a professional educator.

In addition to the outcomes listed above, all professional educator licensure programs at Western Illinois University are designed to meet the 2013 Illinois Professional Teaching Standards (IAC 23, Part 25) and are also aligned with the standards established by the Interstate New Teacher Assessment and Support Consortium.

Master of Arts in English

Upon completion of this program, the student will be able to:

1. demonstrate the ability to read texts closely and carefully;
2. apply one or more relevant theoretical approaches to texts;
3. write clear, effective, well-styled prose;
4. develop a professional identity;
5. conduct effective scholarly research;
6. contribute to a specialized academic discourse.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**5. Describe Department/School strengths:**

*Diversity, Equity, and Inclusion*

As examples of racism and sexism continue to fill our inboxes and media outlets, as a department we continue to push back against the oppression and continue to try and create space in order to make progress towards a more just and equal world.

In spring 2022 we concluded our national searches for two positions in writing studies, with “Demonstrated focus on any or a combination of the following: Black, Indigenous, or Latinx rhetorics; writing program administration (first-year composition, WAC/WID, and/or writing center); professional/technical writing.” Both of our new colleagues underscore an emphasis on anti-racist pedagogies and rhetorical examinations of race and inequities in cultural, institutional, and writing practices, and bring their own lived experiences with navigating these issues to our department and classrooms.

We conducted a full search last spring and we are again in the midst of a C.T. Vivian Diversity Teaching Scholar search this spring, with hopes that this hire will help us meet and further expand our DEI actions and outcomes while serving the needs of our diverse study body.

Since fall 2020, the University Writing Center has also incorporated training on linguistic justice and gender pronoun awareness in the annual fall consultant training, and continues to develop and expand training for access and equity. The new director of the Writing Center has expanded the inhouse training for all writing consultants and her model has become an example for other tutoring services on campus.

Our faculty in English Education, Literature, Writing Studies, and Creative Writing continue to have active discussions about ways to adapt our pedagogy to be more anti-racist as well as accessible and inclusive when it comes to race, class, gender, and ability. Several faculty have implemented changes in their syllabi, assignments, and classroom and online practices as a result.

*Adaptability and Flexibility that Prioritizes Student Needs for Retention and Success*

An emerging strength for the English Department is our ability to be flexible and to adapt to the changing landscape of the past three years.

Continuing to navigate post/almost post/maybe post covid conditions has been challenging. In the fall of 2022, students and faculty remained wary of the face-to-face experience and nervous about potential shut downs. With English faculty requiring more mask wearing than elsewhere on campus, we made it through the fall with only minor blips in terms of covid. The students accepted our guidance and expectations about covid rules, and we built community in the classroom. In some cases we were able to engage with students who were out of the classroom with technical skills we earned in the previous two years. Never before were able to have the students flip to Zoom as needed. The Zoom option remains imperfect (not all classrooms allow for zooming in), but we are getting better at figuring out ways for students to “come” to class even when ill. We stayed nimble and kept trying to find what the students need—in-person class engagement overwhelmingly seems to be what most students need for both retention and academic success.

Additionally, in response to a suggestion by the Math Department, we offered a pilot, late start section of English 180 in Spring 2023. This section started two weeks after the regular start of the semester in order to have students who needed to register late to begin the class with their group, not entering a section after work had already begun. We may try this system for a couple of sections of English 180 and/or 100 in Fall 2023.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

This past year, we were able to be nimble and recommit to social justice causes, help new directors find their way in their new positions (Director of the Writing program and Director of the Writing Center), change teaching modalities in some cases to engage with our students, and to create and implement two pilot programs to increase retention of students.

We, of course, maintained our traditional strengths in the following areas and ways.

*Teaching*

Teaching continues to be an overall strength of the program with engaged and dedicated faculty who excel in and out of the classroom: chairing and serving on exit-option committees, conducting independent studies, and closely mentoring students in the undergraduate program in conducting and presenting scholarship at regional, international or national conferences, and in navigating the graduate school admissions or job application process. Over the last ten years, faculty have won over 11 teaching and mentoring awards: including 7 College of Arts and Sciences teaching awards, 1 Provost's Award, and 2 awards from the Centennial Honors College.

*Student Culture*

The department cultivates and supports a strong, engaged student culture with co-curricular and professional development for students through departmental events, the EGO/STD academic conference, student travel to academic conferences, the development of a student reading room, and multiple publications including a departmental newsletter, creative writing magazine and a textbook featuring student writing from the writing program.

The department features multiple robust and active student organizations which have transformed and shaped student culture on both campuses (Notable examples include Sigma Tau Delta and IDEAS).

*University-Wide Student Academic Support*

The department continues to operate the University Writing Center, which provides a vital resource for all university students. In 2022-23, the UWC has continued to serve the students across two physical locations and online students as well. Through increased social media postings and new events like Write Night, the UWC has increased its presence on campus with the student body. In the coming summer, the UWC will undergo a slight remodel in order to make the center more visually apart—right now it is hard to find/see behind high partitions. The UWC remains a leader in academic support services and outreach despite 50% reductions to undergraduate student workers and a 25% cut to English graduate assistantships experienced several years ago—cuts felt more sharply as undergraduate pay and graduate stipends increase.

*General Education and Curricular Collaboration Across the University*

The department has continued to serve the whole University through the delivery of a required two-course first-year writing sequence (special pre-nursing only sections of ENG 180 and 280 have been added), and to enhance its curriculum and student culture by working collaboratively with African American Studies, Women's Studies, Broadcasting and Journalism, the Centennial Honors College, the First-Year Experience program, and the Liberal Arts and Sciences program. We are waiting on approval for general education credit for a course in African American Literature.

*Dual Enrollment Access*

The department has participated in the dual enrollment program at Cambridge High School, offering writing and literature courses every semester since Fall 2017. Since our first foray into dual enrollment, and with the advent of COVID, those opportunities have expanded. Greenview High School has made use of an asynchronous section of composition for their students as well as

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

joining livestream versions of composition courses with Cambridge High School.

*Access and Flexibility in Our Academic Programs (Undergraduate and Graduate)*

The Department continues to offer the MA degree at both campuses and has also offered the BA at the Quad Cities campus since 2012. We have added two new options to the BA degree (Professional Writing and Creative Writing) and continue to review curriculum in our majors and minors to adapt to the needs of students.

The English-Teacher Education program continues to comprise a core component of the English major. The program has consistently maintained accreditation. The current placement rate for graduates in the past three years is 100%. In fact, a couple of students were hired by districts before they had completed their student teaching—with a licensed teacher at the back of the room, the students began earning a salary while finishing their degree requirements. The English-Teacher Education program has also been innovating with a teacher candidate doing her student teaching in Spain during Fall 2023. This type of innovation is a great recruitment point for future students and parents love the 100% placement rate.

*Graduate Job and Advanced Study Placement*

Graduates from both the BA and MA programs also find positions in a wide variety of fields and organizations including academics (instructors, donor relations, and writing centers), corporate (training and development, content manager, product manager, copywriter, quality reviewer and professional writers), and nonprofit/government (chief of staff, development/marketing, community engagement coordinator).

Graduates from both the BA and MA programs continue to find success in pursuing further study. Most students who pursue graduate school admittance receive funded offers to pursue graduate study at the Master's and doctoral level. In recent years, students have been placed in schools such as the University of Oregon, the University of Illinois, the University of Iowa, University of Wisconsin-Milwaukee, Texas A&M University, and University of South Dakota.

*Student Internship and Enrichment Opportunities*

Both the BA and MA programs have had success placing students in a variety of internships, including the Moline Public Library, the Putnam Museum, the Rock Island Public Defender's Office, WQPT (regional PBS affiliate), and the Western Illinois Regional Arts Council.

The department has been successful in its use of various Foundation accounts to increase enrichment opportunities for our students (notable examples include the Fred Ewing and Lola Austin Case Writers Series and the Magliocco Lecture) as well as writing awards (such as the Conger and Mann essay awards, Leland writing awards, and Bruner and Cardell creative writing awards and research awards (in the Mahoney award and the Walker fellowships).

*Alumni Achievements*

We continue to be very impressed by our alums including Julianna Goodman whose first novel, *The Black Girls Left Standing*, is being adapted for film/mini series. Julianna just agreed to come and be part of next year's Lola series and will visit us in Fall 2023. Her success illustrates the strong foundation English Majors receive at WIU. That foundation sets our students up for success in all kinds of life goals.

*Faculty Scholarly and Creative Work*

Despite increased workloads and diminishing travel funds, the faculty have maintained a high level of scholarly excellence with a significant output of publications and scholarly activity.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

## **6. Describe Department/School challenges:**

Our top challenges are intertwined: staffing, morale, and recruitment. The cuts to faculty and support staff for our department, related or not, parallel a trend in enrollment decline in our programs, and both have impacted morale among faculty and students. These challenges have also provided an opportunity for us to reflect on what remains, what we can do with what we have, and how we can use intentional planning to build back better to grow our programs in innovative ways, support retention across the university, and diversify our faculty.

### *Staffing*

Two hires in the area of writing studies is helping to fill critical needs for expertise, administration, and leadership in our first-year writing, professional writing, and writing center programs. With Dr. M. Helwig's rather unexpected departure in the middle of last year, the writing program entered a critical phase. Further, Dr. A. Mossman was at a point where she needed to step down from directing the writing center for a variety of reasons. The two hires in spring/summer of 2023 were significant, and will play an instrumental and necessary role in rebuilding programs, supporting retention across the university, fostering morale, and growing new initiatives in our department and across the institution. We hope to hire a C.T. Vivian scholar in the next few weeks to help round out the writing studies area of the department.

As we gained, so to did we lose. We hired the two new writing studies faculty a to shore up the writing area of the Department. However, Dr. T. Helwig resigned August 1<sup>st</sup>, 2022 leaving a very large hole in the literature area. Further, Dr. T. Helwig had be serving as the faculty advisor of Sigma Tau Delta for years. His resignation had ramifcations inside the classroom and in the general life of the Department. He was a much loved instructor who recruited well for the Department. We also had a creative writing faculty member out all of spring 2023 on medical leave which came about after the approval of another creative writing faculty member being granted her first sabbatical leave. The schedule, rarely a stable document, has been in a state of chaos all year.

We are still running a personnel and expertise deficit that impacts student retention, enrollment, and success. Our composition classes are filled and each semester we have to waive blocks when we run out of classes for students to take. In short, we still cannot offer enough sections of general education writing courses to meet demand. That results in lost revenue for the university as the students go elsewhere to fulfill their composition requirements. This shortage exists even with faculty teaching a maximum load, and will continue despite the hiring of new faculty who will also assume substantial administrative duties. Finding adjuncts last minute also poses a challenge, leading us to look outside the Western Illinois region for instructors who then must teach online due to location. The students who tend to enroll in those classes are the ones enrolling late, who are usually less prepared and less likely to succeed in an online format—again impacting student retention and success.

The problematic nature of our support staff also increases pressure across the board on the chair, program directors, and all faculty, and takes away from larger initiatives like recruitment, retention, and outreach on which the chair and program leaders should be focused. Time spent putting up signs around the building, fixing jammed copy machines, writing student contract requests, and finding staplers that work is time not spent on recruitment, outreach, and program development.

### *Morale*

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Morale is the second major challenge. Faculty have never taught more or had to accomplish as much under the added stress of COVID and its aftermath. The increased teaching load, the increased student need for individualized attention and support in and outside the classroom, the time and effort taken to adapt modalities, and the overwhelming stress is not sustainable. Adding sections of writing to faculties' schedules is not as simple as "just" adding another class to their workload. Writing classes, when taught with student retention and success as a priority, are at the base level, extended one-on-one coaching, with mini-lessons built into comments on papers. The individual comments for each writing assignment, the conferencing with each student about their writing, the sustained effort to engage students in a required class, require a significant emotional, mental, and time commitment. The labor-intensive work of teaching writing directly relates to retention and student success. When we are forced to cut corners, the students bear the cost in tangible and intangible ways. When faculty don't have that passion for teaching outside their disciplinary training, the students bear the cost. When faculty are overwhelmed, the students bear the cost. When my most committed and talented faculty tell me that they have had to scale back and sacrifice quality to maintain balance in their own lives, I know something is broken.

#### *Recruitment*

We continue to revise curriculum to better suit our students needs and have a request in for general education status for an African American Literature class we hope will be popular with students across campus. We have programs in place like the annual Writing Festival (suspended during COVID) where we have contact with prospective students. However, reduced staffing and expertise and increased workload, along with the state of higher education generally in Illinois and in the humanities specifically, have posed challenges to recruitment. For example, we need to develop a digital media campaign, which requires individuals who can actively engage prospective students on social media. We need to do more with developing and updating our department web pages, which requires individuals who know how to work on web pages. We need dynamic new faculty with cutting edge research agendas and the ability to bring students in on research projects and connect them with internship opportunities. We need to be able to promote these opportunities to prospective students and their parents through the classroom, as well as social media and targeted outreach. Recruitment remains a challenge.

#### **7. Identify opportunities for your Department/School in the short term:**

- 1) *Teacher Shortage in Illinois:* The State of Illinois continues to experience large deficits of licensed secondary education teachers. This shortage provides an opportunity for our department to market more explicitly our English Education program and its 100% placement rate. In conversations with prospective students and their parents, that is a big selling point. Further, the MAT program is an opportunity for us to gain some students and help solve the teacher shortage in the State.
- 2) *Retention Efforts through General Education Writing Courses and the Writing Center:* Over the past three years the department has responded to retention issues in multiple ways: changing modality to better serve students; initiating an embedded writing support pilot program; lowering class sizes to ensure more attention can be given to each student; frequently using the Leatherneck Care referral system; frequently discussing amongst ourselves what is and is not seeming to work with composition students. We will continue to work with the Office of Retention and the Student Success Center to respond more quickly and nimbly to student need. We are planning to further test new curriculum in English 180 and hope to have gained general education status for an African American

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Literature class by the end of spring semester, 2023, thereby increasing the opportunity for students to take an AAS class in literature.

- 3) *Social justice and racial identity issues on campus*: We hope to complete the hire of a C.T. Vivian scholar by the end of spring semester, 2023. This would help further our goal of a more diverse faculty and our ability to extend ourselves further in the goal of a more diverse curriculum and approach to writing.
- 4) *Recruitment to our academic programs*: The hire of a C.T. Vivian writing studies specialist will aid in growing our professional writing options. In fact, we are just beginning discussions about a possible certificate program that would be based on our online, professional writing courses, thus opening up our program to more remote students. We continue to explore opportunities to grow our international student population by working with the Executive Director of International Affairs.
- 5) *Reallocation of resources*: After conversations with the English Education faculty, we have gotten permission to “retake” some classroom space that had been used by WESL. That space will allow the Education faculty to have their own classroom space to set up as a lab classroom for the education students, thus enhancing the students’ training for the real world. Further, we have asked foundations to help with a fund raising campaign in order to raise funds to help cover costs for education students when they have to drive long distances for student teaching and have to pay for required and expensive tests.

**8. Describe your plans for moving forward in the next academic year. Include a list of specific goals. Examples might include recruiting and retention initiatives, curricular innovation and development based on student learning assessment, increased research output, increased student engagement activities.**

- 1) *Assessment*: The department began work on revising our assessment tools for both general education courses and courses for the major options. With the Director of the Writing Program beginning his second year in the fall of 2023, we will be better positioned to dig deeper into assessment and revisions on that process.
- 2) *Student Learning Outcomes*: The Department began the process of revising the learning outcomes for the English major to better reflect the three options: Literature, Creative Writing, and Professional Writing. With a more stable faculty in the coming year, we will make more progress on that effort.
- 3) *Mission and Vision*: The department plans to review the mission statement and vision with the new faculty and revise if consensus warrants.
- 4) *Retention*: The Department plans to continue work on retention initiatives by implementing an embedded writing support for five sections of English 100 in fall 2023. We continue to consider other options for success in English 100 and English 180 in particular. Half of the English 180 sections in the fall of 2023 will have a revised curriculum based on two pilot sections this spring. The University Writing Center will also continue to develop and implement initiatives, in consultation with university partners, aimed at student retention and success. The outreach implemented this year is an excellent basis for expansion next year.
- 5) *Recruitment*: The Department continues to explore ways to recruit through writing festivals, public events such as the Lola events, and by becoming more visible on campus through social events.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- 6) *Diversity, Equity, and Inclusion*: The Department plans to continue reflecting on our DEI goals and action items, working with the incoming faculty to modify and implement our plan.
- 7) *Initiate External Review of the Writing Program*. The last time the Writing Program was reviewed was over a decade ago. We will put in place a plan to bring in an outside reviewer and to conduct an internal review of our program. We expect the cost to be \$3000-4000.

**9. How will you measure the success of the plans outlined above?**

- 1) Success will be a new set of assessment tools, approved by the Council on General Education (or at least under consideration by the Council next spring).
- 2) Success will be gaining consensus throughout the Department on learning outcomes for the major that reflect the three targeted options and gaining approval of those learning outcomes at the provost level.
- 3) Success will be gaining consensus throughout the Department on the mission and vision.
- 4) Success will be less easily measured here in the short term as we need to see what pass/fail rates and retention rates look like over time. However, we will be soliciting information and feedback from students and faculty and working with the Office of Retention as we move forward.
- 5) Success will be measured in the short-term by the roll out of a coherent and intentional recruitment plan for our programs, including a digital media plan and regular maintenance of our department web pages. In the mid-term, we will track enrollment and prospective student engagement to gauge success and adapt accordingly.
- 6) Success will be measured by action items accomplished and by keeping the conversation about DEI in our teaching, service, and research ongoing and productive.
- 7) Success will be in getting the review process set up and begun so that it will be complete within 1-2 years.

**10. List major faculty and staff achievements:**

Books: 1

Chapters/articles: 2

Creative Work: 12

Conferences (domestic): 9

Program Recognitions:

Reviews: 17

Editing Series: 1

Podcasts/Public Radio Commentaries: 29

Guest Lectures: 14

External Reviewer for Programs: 1

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**11. List major student achievements and recognitions:**

- Sigma Tau Delta sent two students to the national conference in Denver this year—one undergraduate and one graduate student.
- Darrin Ross, undergraduate in English Education, presented his research at the 2022 National Forum to Advance Rural Education Conference in the fall.
- English Education major, Deanna Palm, completed her student teaching requirement in Spain in the fall of 2022.
- Sam Smith had her short story published in Cosmic Double.
- English Education major, Joshua Stinson has been chosen to be the undergraduate commencement speaker for this spring.

**12. List alumni activities:**

- All English Education students who completed their degrees in the last 3 years have been hired, often before they completed their student teaching.
- Julianna Goodman will be visiting as a Lola writer next fall. Her first novel has been selected for production for a Netflix adaptation.
- Summer of 2022 English Education hosted a reunion picnic for the alums from the past 10 years. 20 plus people attended.
- Kendrick Keller (2021 grad) has been hired as a technical writer for a software company; Norma Palomino (2022) and Rene Powers (2022) have been hired as English instructors.
- Jessica Lawler (2021 film and creative writing minor) is working for FACETS as a festival programming assistant.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **Environmental Science**

### **The Purpose of These Documents**

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In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in interdisciplinary, regional and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

### **WIU Core Values**

#### ***Academic Excellence***

Central to our history and tradition is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. WIU's highly qualified, diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. Western is committed to an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**1. Department/School mission statement:**

Environmental Science

**2. Degrees offered in Department/School:**

Ph.D.

**3. List specific recruitment and retention activities:**

Worked with Dr. Randy Glean, WIU's Executive Director of International Affairs, to access international applicants from a wider range of nations. Utilizing contacts of current international students to increase awareness of the ES Ph.D. Program among students from abroad.

**4. List student learning outcomes for majors:**

Graduates of the Environmental Science Ph.D. Program will...

- ... possess an understanding of the fundamental physical, chemical, and biological processes that interact in large river ecosystems and the unique interactions, non-ideal conditions, *etc.* that distinguish environmental processes in large river ecosystems from others.
- ... understand and apply the latest scientific methodologies to assess environmental processes in large river ecosystems.
- ... develop quantitative tools to model environmental processes in large river ecosystems.
- ... independently define problems, formulate hypotheses, design and conduct experiments, interpret data, and report findings on an area relevant to large river ecosystem science.
- ... identify gaps in the current knowledge of environmental issues in large river ecosystems and develop approaches to fill those gaps.
- ... communicate effectively in writing and orally the results of research findings to the public and other professionals.

**5. Describe Department/School strengths:**

- Active scholarship and strong professional reputations of the Program Director.
- Significant collaboration between the Program Director allows students to pursue diverse dissertation research topics.
- High degree of interaction between students and the Program Director.
- Active scholarship of students – including successful grant writing – on regional, national, and international levels.
- Diversity of student body.
- Ph.D. student mentoring of high school students, K-12 outreach.

**6. Describe Department/School challenges:**

- Insufficient number of faculty with appropriate expertise to teach and advise Ph.D. students and MS students in Biological Sciences.
- Lack of year-round staffing/supervision for laboratory and field studies.
- Insufficient support Ph.D. student assistantships.
- Limited international student services and programming at WIU-QC.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Lack of availability of scientific facilities and key resources at WIU-QC.
- The new waste management position is helpful. However, the absence of resources to make environmental health and safety improvements remains a challenge.

**7. Identify opportunities for your Department/School in the short term:**

Expand working relationships with regional education partners.

Broaden and strengthen collaborative efforts with the School of Agriculture and the Illinois Institute for Rural Affairs (IIRA).

Increase external support for the program and its students.

Continue collaboration with Department of Biological Sciences.

Maintain a focus on international student recruitment and work to expand services for these students on the QC campus.

**8. Describe your plans for moving forward in the next academic year. Include a list of specific goals. Examples might include recruiting and retention initiatives, curricular innovation and development based on student learning assessment, increased research output, increased student engagement activities.**

Maintain and grow the existing strong collaborative relationship with WIU's School of Agriculture.

Maintain the profile of the program with international stakeholders.

Collaborate with the IIRA Director and external stakeholders on the development of the Corn Belt Ports.

Maintain active service on the Quad Cities Leadership Council and focus on meeting the needs of graduate students on that campus.

Build on successes in FY 22 and continue to grow new private funding opportunities in the QC area by working with Ms. Jennifer Von Kanel, WIU's Director of Corporate Outreach.

Engage regional higher education partners (*e.g.*, Culver Stockton College and the Eastern Iowa Community College District) on issues related to the Upper Mississippi River basin.

Support the recruitment of faculty in complementary disciplines as a way to increase the number of faculty who are qualified to teach and advise Ph.D. students.

Continue to work with WIU's Executive Director of International Affairs to recruit Ph.D. students.

Support new /expanded community outreach activities in collaboration with regional partners.

**9. How will you measure the success of the plans outlined above?**

A combination of qualitative and quantitative metrics will be used to assess the success of these plans.

With respect to our relationship with the School of Agriculture, the following metrics will be used:

- Number of graduate students co-advised with School of Agriculture faculty.
- Number of students supported through external sources of funding.
- Number of peer reviewed publications generated from funded collaborative research work.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Number and amount of collaborative research grants obtained.
- Attendance at annual project field day.

Regarding efforts to develop and support the Corn Belt Ports Initiative in IL, IA, and MO, hosting meetings of stakeholders and facilitating collaboration across state lines will be tracked and reported. Since this is a longer-term effort, activities on this initiative are expected to vary over the next two years. This specific initiative will also involve other partners in higher education (Culver Stockton College).

The degree to which the program's profile is maintained among international stakeholders will be determined based on the participation of faculty and students in internationally recognized scientific activities including but not limited to international design challenges and membership on boards of directors, editorial boards, *etc.* of scientific organizations with an international scope/reach.

With respect to external support for our programs, the Director will continue to coordinate with Ms. Von Kanel to increase direct contact with potential donors. The number and amount of external support will also be reported.

We will work with regional partners to cohost the 15<sup>th</sup> Annual Upper Mississippi River Conference which will include a poster session for college and university students from across the region. K-12 students will also be engaged through cosponsorship of a field day at the Quad Cities Conservation Alliance's wetland complex.

#### **10. List major faculty and staff achievements:**

- Cosponsored the 15th annual Upper Mississippi River Conference, which was held in person and online from October 5-7 at the Stoney Creek Inn in Moline, IL. Prof. served as a member of the conferenced planning committee and was a session moderator.
- Prof. Viadero continued to serve as a member of the editorial board of the Journal of Aquacultural Engineering (Elsevier Science).
- Prof. Viadero is under contract with Taylor Francis Publishing to write a textbook on aquatic environmental systems for scientists and engineers.
- A peer reviewed paper authored by a recent Environmental Science (ES) Ph.D. graduate and Prof. Viadero appeared in print. Singh, A. and R. Viadero (2022). "Environmental Impact of the Historical Slag Pile in Davenport, Iowa, USA: Trace Metal Contamination in Soils and Terrestrial Vegetation," Journal of Soil and Water Conservation, 77(4), 365-371, <https://doi.org/10.2489/jswc.2022.00134>.
- A peer reviewed paper was accepted for publication in the Journal of the American Mosquito Control Association. Hunt, J., Rehbein, M., Viadero, R. and C. Miller. "Distribution of Invasive *Aedes Mosquitoes* in Western Illinois, 2014-2018: First Records for *Aedes japonicus* and *Aedes albopictus*," Journal of the American Mosquito Control Association, accepted January 2023 (manuscript number 22-7105).
- The Environmental Science Ph.D. Program cosponsored the 2nd Annual Quad Cities Wetland Expo in June 2022. The ES team is collaborating with the QC Conservation Alliance, Riverside Global, and

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

others to highlight water resource technologies and outreach to stakeholders from across the Upper Mississippi River Basin.

**11. List major student achievements and recognitions:**

- An M.S. student advised by Prof. Viadero was recognized for the best research poster at the 2022 Upper Mississippi River Conference.
- Two environmental science Ph.D. students and four biology M.S. students presented posters based on their research at the 14th annual Upper Mississippi River Conference.

**12. List alumni activities:**

Dr. Michele Rehbien has accepted a position leading mosquito research at the Salt Lake County Mosquito Abatement Laboratory.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **Department of Foreign Languages and Literatures**

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Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

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**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**1. Department/School mission statement:**

- Mission - Foreign Languages and Literatures - The B.A. in Foreign Languages and Cultures encourages and cultivates literary, linguistic and intercultural competence, academic achievement, critical thinking and a broad understanding of global issues. Through a series of courses, which include language, linguistics, literature, culture and pedagogy, and through extra-curricular activities, we prepare students for graduate studies and entrance into the regional, national and international public or private work force.
- Vision - Foreign Languages and Literatures - Our degree will be known for students developing and demonstrating optimal linguistic aptitude, excellent critical reasoning and transcultural competence, all of which prepares students to achieve their career objectives and to perform as responsible actors in an increasingly diverse US and an ever-growing interdependent global society.

**2. Degrees offered in Department/School:**

At the Department of Foreign Languages and Literatures, we offer a B.A. in Foreign Languages and Cultures with four options of study: French, Spanish, French Ed., and Spanish Ed. Our degree aims to attain the following goals:

- Optimal linguistic competence in a foreign language, based on the four linguistic skills – Reading, Writing, listening, and speaking.
- Ability to utilize cultural artifacts of a target culture (literature, music, films etc.) as a means to develop critical knowledge skills and transcultural aptitude.
- Improvement of literacy and communication skills inside and outside the classroom.
- Development of transcultural aptitudes, improving thus cross-cultural understanding, international awareness, and appreciation of one's own culture.

**3. List specific recruitment and retention activities:**

Recruitment and retention being right now our main preoccupation. We have been developing a series of activities aimed at those two issues. Aiming at recruitment, all faculty in the department have been visiting high schools whenever the opportunity appears. Also, faculty have been visiting different minority communities in our area to talk about educational opportunities. We have been receiving group visits of different high schools, in order to present them WIU and our department. We increased, at the department level, our hours of availability to students, aiming at mentoring and retention efforts. We changed our placement test procedure, in order to spend more time with students and their specific needs. We increased substantially access to our scholarships (both the annual one and the study abroad one) in order to serve and support as many students as possible. We also reinstated two department based honorary society and two conversation clubs. During 22-23, we have also been planning a series of new strategies to be implemented next year, and dealing with recruitment and retention.

**4. List student learning outcomes for majors:**

- Competence in reading, writing, listening and speaking skills in both English and the target language.
- Competence to think analytically, critically and aesthetically about literature and other social discourses.
- Competence to understand of foreign cultures from both a discursive and pragmatic perspective; including the extensions and transculturation of foreign cultures inside the American

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

culture.

- Competence to act as a globally cultured, diversity-sensitive individual in today's increasingly linguistically and culturally interdependent world community.

**5. Describe Department/School strengths:**

- We have a highly qualified and diverse faculty, committed to engaging and attracting students.
- We emphasize experiential learning opportunities for students by offering Study Abroad opportunities and excellent scholarships.
- We have been experiencing increases in racial and ethnic diversity.
- We have one of the largest number of second majors in the CAS.
- We have one of the largest number of minors in the CAS.

**6. Describe Department/School challenges:**

- We need to fill new positions with specialized, highly published and experienced faculty in order to respond to programmatic needs of the FLC B.A.
- We need to develop more distance learning classes in order to serve and attract non-traditional students.
- We need to promote further interdisciplinary cooperation.
- We need to foment the number of its academic presentations and publications.

**7. Identify opportunities for your Department/School in the short term:**

- Our intention is to find ways to offer as many classes as we can on-line, making it easier for non-traditional students to join our program or attend our classes.
- We will continue to promote interdisciplinary cooperation (cross-listed courses and participation in multidepartment programs).
- We have and will increase the number of scholarship provided by the department.
- We have and will increase our recruitment initiatives.

**8. Describe your plans for moving forward in the next academic year. Include a list of specific goals. Examples might include recruiting and retention initiatives, curricular innovation and development based on student learning assessment, increased research output, increased student engagement activities.**

As explained in the Department recruitment and retention section, our main objective right now is to increase our number of majors and to retain better all students we can, majors and minors. We then intend to move forward by strengthening our program with more distance learning classes (in order to serve non-traditional students), more interdisciplinary cooperation and with an increase of our recruitment and retention initiatives as described above. As a second objective, we need to increase our research output, and intra-departmental initiatives (departmental presentations, peer-reading etc.) will be implemented in order to foment research.

**9. How will you measure the success of the plans outlined above?**

First, success related to recruitment and retention will be identified by an increase in the number of our majors and minors. Second, success related to research output will be identified by a higher number of articles published in peer-reviewed venues and presentations in conferences. Finally,

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

departmental success in general will be measured by an identifiable increase of distance learning offerings; an identifiable growth in recruitment and retention initiatives; and the creation of new interdisciplinary programs.

**10. List major faculty and staff achievements:**

- The faculty presented research in 5 (five) different conferences.
- The faculty participated in 9 (nine) different conferences.
- The faculty participated in 16 (sixteen) different webinars.
- The faculty published 4 (four) peer-reviewed articles.

Other:

3 faculty participated in national councils.

6 article reviews.

**11. List major student achievements and recognitions:**

- Fll majors received a total of 34 (thirty-four) yearly scholarships.
- Fll majors received a total of 6 (six) “fall” scholarships.
- Fll majors received a total of 10 (ten) study abroad scholarships.
- One major was College Scholar for the CAS in the Sept. 22 commencement.

**12. List alumni activities:**

All faculty have been in close relation to alumni activities, trying to participate, as much as possible, of different events and programs dedicated to our alumni. Newer alumni, especially those in the field of education and working regionally, have been fundamental in helping us to achieve our recruitment and retention goals.

**Western Illinois University**  
**Annual Program Review**  
**Activities 8/1/2022-4/30/23**

**Unit:**

Department of History

**College:**

Arts and Sciences

**Degree(s)/Program(s)/Options:**

B.A. with options in History, History Pre-Law, and History – Teacher Education; M.A.; Undergraduate minors in History and Middle Level Social Studies Teaching.

Online BA degree, effective fall 2023, approved by the university March 24.

**B.A. Mission Statement:**

We will prepare students to become informed citizens, capable of thinking intelligently about the past and its relevance to the present. We will help them develop the analytical, research, and communication skills that will enable them to excel in their careers. Particularly, the department will prepare graduates for success in teaching, law, business, public history, and public service, as well as in graduate school.

**B. A. Vision Statement:**

Our degree will be known as a cornerstone of a liberal arts education, and as the study of the memory of humankind. The knowledge students gain contributes to their understanding of self and society grounded in an appreciation of cultures and traditions that have shaped the past and present.

**M. A. Mission Statement:**

We prepare students for professional careers in history teaching, public history, law, government service, and publishing, and provide interested students a foundation for further graduate study.

**M. A. Vision Statement:**

Our degree will be known for highly-individualized relationships between faculty and students. We will focus on training students in World, American, and Illinois history, to meet needs for teachers of high schools and community colleges. We will also focus on developing individuals to work in public history organizations. We will ensure all students develop excellent research and writing skills.

## Specific Recruitment and Retention Activities:

### Recruitment:

- Offers of history scholarships have been made to high-achieving fall 2023 prospective majors as a recruitment tool.
- Drawing on a digital history game he developed in summer 2021, the department chair, supported by a WIU summer stipend received in 2022, continues to work with Illinois high school American history teachers to incorporate the game into their curriculum.
- The department is working with the Malpass Library archives staff to bring high school students to campus for exposure to the archives, visit a history class, and receive information about the department from the chair. Two high schools are visiting in spring 2023, and another is scheduled for fall 2023.
- One of the department's World history professors traveled to two high schools in Western Illinois in spring 2023 to give guest presentations.

### Retention:

- The department emailed students who dropped the history major between fall 2022 and spring 2023 semesters, to ask for feedback about their decision and new status.
- The department calculated "non-success" rates of students in general education history courses and upper-division history courses, both face-to-face and online, from 2018 to 2022. "Non-success" outcomes were students who failed or withdrew from courses. The department is using this data to identify kinds of courses in which non-success is pronounced, and develop remedies.
- Each semester, the department polls history majors enrolled in our senior capstone course for feedback about the program. Additionally, as part of the department's program review, history majors were polled in spring 2023 for feedback about the program. Feedback to date has indicated areas for improvement in several areas:
  - More professional development opportunities.
  - More training in public speaking and oral presentations.
  - Problems in scheduling and advising caused by instruction of the department's social studies curriculum courses by the School of Education, not by the history department.

Recognizing that each of these issues is an obstacle to retention, the department has taken the following actions:

- The chair has requested faculty build professional development assignments and oral presentations assignments, into their courses.
- The department organized an international history conference in April 2023 and invited students to participate in it at no cost. Seven WIU students participated, including four history majors.
- The department reiterated its requests of the CAS, the School of Education, and the Provost that it be allowed to offer social studies curriculum courses.

### **Student Learning Outcomes:**

Undergraduate students will demonstrate a wide knowledge of the past and its relationship to the present, as well as an understanding of self and society grounded in an appreciation of cultures and traditions that have shaped the present. Teacher education students will be prepared to excel on state licensure exams.

Graduate students will demonstrate an understanding of significant trends, events, and other essential historical knowledge in their major and secondary fields of study. They will successfully exhibit the ability to communicate effectively in written and oral presentations. And they will demonstrate the capacity to analyze and interpret critically historical sources, data, and literature in the discipline.

### **Department Strengths:**

BA degree:

- The department is committed to student learning and, as measured by our assessment indicators, does it well. Given that, based at least on the strong high school GPAs of history majors, faculty concerns about student capability may pertain to the quality of non-history majors who constitute the bulk of our general education courses' enrollments. The department has undertaken to identify challenges that general education students face that faculty may positively influence.
- The scholarly work being undertaken is of the highest quality and faculty remain active in the historical profession beyond WIU by presenting research at conferences, contributing to international websites, holding office in national associations, and publishing.
- Regarding our curriculum, the Pre-Law Major gives us a distinctive offering separating us from other History Departments in the state system. Our History Education Major's students show excellence, scoring higher than future history and social studies teachers state-wide on licensing exams. And we have in place a few courses that expose students to and train them for careers in public history.
- Finally, the Macomb and QC campuses of WIU are located near prominent historical sites, and the international city of Chicago is normally accessible by a convenient train ride from Macomb. All of these are advantages for offering students off-campus research opportunities and internships, and attracting future faculty.

MA degree:

- The program's revised HIST 500 course provides students with grounding in the theories and methods of historical analysis and exposes them to historiographic debates in the discipline.
- The program offers graduate seminars every semester for our students pursuing US or World areas in history.

- The maintenance of a written and oral exit exam combination to increase the comprehensiveness of the graduate program and ensure all graduates are “masters” of History.
- The annual revision of a Graduate Handbook gives future and current graduate students detailed information about the program and guidelines on how to best succeed in earning their degree.
- The department has developed a strong relationship with the Western Illinois Museum and occasionally places graduate student interns at the museum. This opportunity gives students a chance to work in an applied or public history setting.
- The department currently offers, on average, three paid assistantships to graduate students, and annually awards two endowed scholarships (the Darrell and Virginia Dykstra Memorial Scholarship and the David P. Pasquini Award, designated for graduate students who are full-time history or social studies teachers). The availability of such financial assistance is somewhat unusual for MA programs in History.
- The department’s graduate faculty are well-respected in their fields through their scholarship and through their innovations in teaching.
- The department has continued to support the WIU’s major core values of Academic Excellence, Educational Opportunity, Personal Growth, and Social Responsibility.

**Department Challenges:**

BA degree:

- Reversing declining student enrollments in history courses and as history majors presents the biggest challenge as we look to the future. This is a particular enrollment (more than retention) problem in upper-division courses. Tackling falling enrollments while continuing to offer a strong program with an engaged and effective faculty has to be our first priority. Curriculum reform on the basis of our current faculty expertise, if done right, is one portal to enrollment increases. We also need to explain more clearly and systematically the advantages of a history major to prospective students and their parents. When the department did not have its own chair from summer 2019 to summer 2021, that messaging waned.
- The department is somewhat geographically unbalanced. We have only one historian who specializes in a non-Western field at a time when the University is seeking to globalize the curriculum in order to prepare students to thrive in the world, within and well beyond the region. Without curriculum reform by present and/or additional faculty, the departmental stockpile of specialists in European and U.S. history limits our ability to offer the kind of broad coverage we claim to provide and our full participation in the Values and Mission of WIU.

### MA degree:

- The program has lost eight faculty members since 2016, none of whom have been replaced, although existing faculty have stepped into important areas of study, e.g. Latin American and African American history.
- World history is becoming a much more sought after area of study, but we do not employ a historian of Latin America or Africa, and only one historian of Asia.
- The program does not offer students training in teaching history.
- The program lacks course projections beyond one year. Those that are offered lack specificity.
- The program lacks a systematic exit survey of students and alumni who have earned a MA degree in history.
- The program lacks a broad online curriculum.

### Department plans for the next academic year:

- Based on student feedback collected this academic year, the department plans the following activities next year:
  - One or both of the history student organizations will host an event for the WIU career services office to present for history students their resources for building resumes, writing cover letters, and job interviewing.
  - Department consultation with students concerning course scheduling to accommodate student needs.
  - Pursuit of a relocation of the department's social studies curriculum courses from instruction by the School of Education to the history department.
- Arrangement with the University Committee for Education Preparation (UCEP) of a campus-wide, cross-disciplinary "future teachers day" for high school students on campus.
- Review of teaching methodologies and course enrollment policies, particularly in lower level courses, to identify ways to enhance student success and retention.
- Involvement of alumni to provide testimonials about the department's preparation of them for career success.
- Distribution of information about the new online BA degree.
- Renewal of offering courses required for the BA-Pre Law option, and publicity to recruit students to that particular history major.

### How will you measure your success?

Success will be measured primarily by whether more students succeed in classes (retention) and enroll in classes (recruitment). Success will be measured also by revision and re-introduction of courses previously "frozen" to attract students, and augmentation of selected courses previously existing only face-to-face to include online versions. And success will be measured by an increase of history student extracurricular and scholarly activities.

## Faculty/Student Achievements

### Lee Brice

- Presentation, "So Let it be Written: Bringing Inscriptions into the Classroom," DuPage County Social Studies Conference, Aurora, IL, March 3.
- Presentation, "Collective Cowardice and Roman Responses to It," Society of Military History Annual Meeting, San Diego, CA, March 26.
- Panel commentator, "Making Sense of Ancient Strategy," Society of Military History annual meeting, San Diego, CA, March 25.
- Panel commentator: New Perspectives on Ancient Military Topics," Society of Military History annual meeting, San Diego, CA, March 25.
- Editorial Advisory Board, Chair 2022-current, *Journal of Military History*.
- Editorial Board member, *War Studies Journal*, 2022-current.
- Presentation "Negotiation and Narrative between Soldiers, Commanders, and Authors." At the 8th International Congress on the Roman Army - 'La parole est aux militaires: commander, dialouer, desobeir, dans l'armee romaine,' October 21, Lyon France.
- Presentation "New Relative and Absolute Chronologies for 4th-2nd century BCE Corinthian Coinage." At the International Numismatic Congress, September 15, Warsaw Poland.
- Presentation "Athena and the Bellerophon Myth on Coins from Corinth and Beyond." Co-presented with Angela Ziskowski, at the International Numismatic Congress, September 15, Warsaw Poland.
- Presentation "The Palaiopolis Hoard and Circulation of Drachmas in Late Hellenistic Corcyra." Co-presented with Georgia Tsouvala, at the International Numismatic Congress, September 13, Warsaw Poland.
- Co-organizer of international military history conference, "Local and Global Perspectives on Military History," Moline, IL, April 14-15.

### Ute Chamberlin

- New course preparation for HIST 241 (Latin America), taught in Fall 2022.
- Member of Title VI Advisory Board (creating a program of fellows - WIU Global Citizens - to be trained in Latin American and cross regional studies, to be submitted for funding to the U.S. Department of Education; led by Drs. Maymi-Sugrañes and Albarracín): Fall 2022 – Present.
- Organizer of annual WIU Women's History panel, Malpass Library, March 29.

### Peter Cole

- Presentation "Living for the City: The Past and Present of New Urbanism," DuPage County Social Studies Conference, Aurora, IL, March 3.
- Presentation "Race and the City: Redlining, Public Housing and the New Deal," DuPage County Social Studies Conference, Aurora, IL, March 3.
- Planning and implementation grant received of \$50,000 from Chicago Monuments Project and Department of Cultural Affairs and Special Events, City of Chicago, August 2022.
- Provost Award for Excellence in Multicultural Teaching, February 2023.

- Journal article “Can’t Play in Peoria: Paul Robeson’s Canceled Concert, Civil Rights Unionism, and the Second Red Scare,” co-authored with Ricky Newcomb, *Journal of African American History* 107:4 (Fall 2022): 548-74.
- Journal article “Ben Fletcher et les Industrial Workers of the World sur les quais de Philadelphia. Un modele de syndicalisme interracial au debut du 20e siecle (Ben Fletcher and the Industrial Workers of the World on the Philadelphia docks: A model of interracial unionism at the beginning of the 20th century),” translated by Olivier Maheo, *Cahiers d’Histoire* No. 154 (Fall 2022): 45-65.
- Presentation “CRR19 and reparations,” OrganicOneness.Org Be the Healing conference on North American Reparations: A Blueprint for Global Healing, Chicago, September 24.
- Journal article "The Early IWW’s Unionism Was So Effective That Capitalists Decided It Had to Be Smashed," *Jacobin.com*, September 30.
- Commentator Dissertation Prospectus Workshop, Labor and Working-Class History Association (virtual), October 25.
- Historic bus tour on history of Chicago Race Riot of 1919, Facing History and Ourselves and Chicago Public Schools, October 29.
- Presentation History of Chicago Race Riot of 1919, Passages Middle School, Chicago, IL October 21.
- Presentation “Race and Housing in 20th century America,” Learning Is Forever (LIFE), Macomb, IL, October 12.
- Presentation “Reparations and the Chicago Race Riot of 1919 Commemoration Project,” Be the Healing Conference on North American Reparations: A Blueprint for Global Healing, Chicago, IL, September 23.
- Community book discussion of Peter Cole, *Ben Fletcher: The Life and Times of a Black Wobbly*, New Copperfield’s bookstore, Macomb, IL, November 12.
- Interview Guest on the Rick Smith Show (online, radio, podcast), August 17.
- Interview “Neun brennende Fragen uber die neue Organisierungsbewegung in den USA: Grunde, Erfolge und Erkenntnisse. LabourNet-Sommer-Interview mit Peter Cole von Anne Engelhardt [Nine Burning Questions About the New Organizing Movement in America: Reasons, Achievements and Lessons Learned. LabourNet Summer Interview with Peter Cole by Anne Engelhardt],” LabourNet, August 16.
- Interview “Ben Fletcher: the life and times of a Black Wobbly,” The Irish People podcast, August 10.
- Interview “Wobblies: solidarity as religion,” Dissident Orthodoxy podcast, August 8.

### **Richard Filipink**

- Presentation "The Cuban Missile Crisis," WIU Learning Is Forever (LIFE) program, Macomb, IL, March 28.
- Book Review *Autumn of Our Discontent: Fall 1949 and the Crises in American National Security* by John M. Curatola in *Michigan War Studies Review*, 2022-105, (November 2022).
- Co-organizer of international military history conference, “Local and Global Perspectives on Military History,” Moline, IL, April 14-15.

### **Greg Hall**

- Presentation "Women Who Tell Their Own Stories," Department of History Women's History Month Panel, Macomb, IL, March 29.
- Book monograph *Writing Labor's Emancipation: The Anarchist Life and Times of Jay Fox*. University of Washington Press, 2022.
- Journal article "The International Union of Timberworkers: The Rise and Fall of an Industrial Union, 1913-1915," *Journal of the West* 61 (Summer 2022): 38-59.
- Community book discussion of Greg Hall, *Writing Labor's Emancipation: The Anarchist Life and Times of Jay Fox*, New Copperfield's bookstore, Macomb, IL, November 12.
- Presentation "First Illinoisans: Prehistory to the 19<sup>th</sup> Century," McDonough County Historical Society, Macomb, Illinois, November 14.

### **Febe Pamonag**

- Member Illinois State Board of Education Teaching Equitable Asian American Community History (TEAACH) Act Advisory Group – provision of supplemental learning resources to support K-12 educators in teaching Asian-American history, 2021-2022.
- Presentation "Impact of the Segregation Law on Hansen's Disease Patients in the Philippines, 1900s-1930s," for the National Historical Commission of the Philippines and Museum of Philippine Economic History, (virtual), August 25.
- Presentation "World War II: Experiences and Perspectives from Asia," DuPage County Social Studies Conference, Aurora, IL, March 3.
- Presentation "Filipino Experiences and Perspectives on U.S. Colonialism in the Philippines," DuPage County Social Studies Conference, Aurora, IL, March 3.
- Presentation "Women Who Tell Their Own Stories," Department of History Women's History Month Panel, Macomb, IL, March 29.

### **Tim Roberts**

- Presentation "American Support for Hungary in 1849 and Ukraine Today: A Comparative Perspective," DuPage County Social Studies Conference, Aurora, IL, March 3.
- Presentation "French Algeria in African Americans' Imaginary, 1900-1960," Western Society for French History annual meeting, Detroit, MI, March 18.
- Organized community presentation by faculty and students: Webinar, "Politics in the History Classroom," Wednesday, November 16, involving Prof. Ed Woell, MA student Emmanuel Ennin, and alumnus Joseph Ames. Attended by 33 participants, including current students, faculty, and Western Illinois regional high school teachers.
- Created new honors class, "Gaming the Past," taught spring 2023. In the course students study history-themed video games as historical sources, and research and create their video games. Thirteen honors students enrolled in the class.
- Journal article "The Role of French Algeria in American Incorporation of the Philippines and Puerto Rico," *Historical Reflections/Réflexions Historiques* 48 (December 2022), 90-110
- Review of journal manuscript, "Socialism at the Edges of Civilization," for the *Journal of the Civil War Era*, April 21.

- Review of book manuscript, "The American Civil War in the Age of Nationalism," for the Louisiana State University Press, October 28.
- Book review Charlotte Ann Legg, *The New White Race: Settler Colonialism and the Press in French Algeria, 1860-1914* (University of Nebraska Press, 2021), for H-Net's H-Empire Network, November 14.
- Presentation "Armchair Traveler: Mule-Riding in the Grand Canyon," Learning is Forever (LIFE), Macomb, IL, October 6.
- Interview for Oral History in Forgottonia podcast Cuba High School about Tim Roberts, *This Infernal War: The Civil War Letters of William & Jane Standard*, January 14.
- Co-organizer of international military history conference, "Local and Global Perspectives on Military History," Moline, IL, April 14-15.
- Presentation "Rethinking concepts of civil and colonial wars," WIU military history conference, Moline, IL, April 15.
- Presentation, with Emily Roberts, "This Infernal War: The Civil War Letters of William and Jane Standard," Civil War Symposium, Quincy, IL, April 28.
- Military history conference grant received of \$750 from the Society for Military History, October 19.

#### **Ed Woell**

- Book monograph *Confiscating the Common Good: Small Towns and Religious Politics in the French Revolution*. Manchester University Press, 2022.
- Interview, WIUM 91.3 TSPR commentary, "Our Weakness and Democracy," March 1.
- Interview, WIUM 91.3 TSPR commentary, "Local Institutions and the Power of Social Capital," February 22.
- Interview, WIUM 91.3 TSPR commentary, "Academic Time and Space," February 15.

#### **Major student achievements:**

- Emmanuel Ennin, MA student, presented a paper, "Exploring Government Actions and Their Impact on the Twenty-First Century Nkonya and Alavanyo Conflict," WIU military history conference, Moline, IL, April 15.
- Emmanuel Ennin, MA student, interview for WIU University Relations, "WIU Graduate Student to Pursue Doctorate at Princeton University this Fall," April 19.
- The ASH History Club was the only academic club nominated for consideration as WIU's Outstanding Student Organization, April 17.
- Jordan Rouse, BA student, selected as WIU College of Arts and Sciences Lincoln Laureate nominee, April 20.

#### **Significant alumni achievements:**

- Victoria Stewart, MA 2011, earned tenure as an associate professor of history at Northwest Florida State College, August 26.
- Ricky Newcomb, MA 2017, journal article "Can't Play in Peoria: Paul Robeson's Canceled Concert, Civil Rights Unionism, and the Second Red Scare," co-authored with Peter Cole, *Journal of African American History* 107:4 (Fall 2022): 548-74.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **Mathematics and Philosophy**

### **The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in interdisciplinary, regional and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

### **WIU Core Values**

#### ***Academic Excellence***

Central to our history and tradition is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. WIU's highly qualified, diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. Western is committed to an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**1. Department/School mission statement:**

The Department of Mathematics and Philosophy mission is

1. To deliver quality education to the student of Western Illinois University through
  - B. S. in Mathematics
  - M. S. in Mathematics
  - M. S. in Teaching Mathematics
  - Minor in Mathematics
  - Minor in Applied Mathematics
  - Minor in Middle Level Mathematics Teaching
  - Minor in Philosophy
  - Mathematics courses required and recommended by other WIU degrees
2. To prepare mathematics majors and graduate students for:
  - a career of teaching mathematics at the secondary or undergraduate level;
  - a statistics career in business, industry, such as data science and statistics, actuarial science;
  - a career in government, for example, NSA, FDA, CDC, NASA, DOD;
  - success in analytical professions that require strong logical and quantitative skills, such as financial analysts, economists, operations researchers, quality assurance analysts, statisticians, etc.;
  - a masters and doctoral degree in mathematics and related fields, such as computer science, economics, statistics, mathematics education;
3. To serve the university community by
  - contributing to the extension of the boundaries of knowledge in mathematics, its applications, or its education;
  - contributing to the extension of the boundaries of knowledge in philosophy;
  - contributing to the refinement, preservation, and dissemination of the existing knowledge in mathematics, its applications, or its education;
  - contributing to the promotion, dissemination, and preservation of interest in mathematics, logic and philosophy their applications, and their education;
  - providing professional consulting service, to individuals or organizations soliciting such service, on matters relating to mathematics, its applications, or its education;
  - providing diagnostic/prescriptive service and instruction with regard to precollege mathematics for students who may need such services or instructions;
  - reviewing, amending, or redefining this mission to reflect a change in the Department's capabilities or to meet new demands for its services.

**2. Degrees offered in Department/School:**

B. S. in Mathematics  
M. S. in Mathematics  
M. S. in Teaching Mathematics

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**3. List specific recruitment and retention activities:**

Our recruitment activities include:

- Discover Western participation
- Major Exploration Fair participation
- Experience Western Participation
- Email and letter mailing to prospects and admitted students
- Active scholarship offerings
- Social Networking
- Direct emailing to alumni teachers
- Maintaining Math and Philosophy webpages

Our retention activities include:

- Online and face to face tutoring services for all courses at the 100- level.
- Providing Math tutors to Rocky's Resources tutoring services.
- Providing graduate assistants to the faculty with a high teaching load.
- Chair-Instructor-Student communications for freshmen math majors.
- Connecting freshmen math students with upper-classmen.
- Math Club support: financial and faculty presentations.
- Assessment of programs, undergraduate and graduate.
- Mathematics placement revision.
- Annual high school math competition

**4. List student learning outcomes for majors:**

B. S. Mathematics. Students will:

- Demonstrate core knowledge in fundamental mathematical areas of logic, calculus, and linear algebra;
- Demonstrate the ability to think critically and solve complex problems;
- Demonstrate the ability to communicate mathematical ideas clearly, both in writing and orally;
- Demonstrate the qualifications to begin a graduate degree in mathematics, statistics, and related fields;
- Develop an in-depth understanding in the option specific areas through content courses.

M. S. in Mathematics. Students will:

- display of sound knowledge in applied mathematics and statistics.
- demonstration of in-depth understanding of at least one area of mathematics and good knowledge in its applications.
- ability to investigate and solve problems using systematic thinking, analytic reasoning, and the scientific method.
- ability to communicate the results of their investigations clearly and concisely.
- demonstration of appropriate knowledge in technological skills.

M. S. in Teaching Mathematics. Students will:

- display sound knowledge of high school and undergraduate mathematics.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- make connections and attain deeper knowledge of challenging mathematical concepts by studying content from Algebra, Statistics, Geometry and Calculus at a graduate level.
- investigate and solve problems using systematic thinking, analytic reasoning, and the scientific method.
- communicate the results of their investigations clearly and concisely.
- demonstrate appropriate technological skills and the willingness to learn new technological skills.
- develop an enhanced understanding of learning mathematics at the high school level.

**5. Describe Department/School strengths:**

- Increased enrollment in the graduate programs, mostly due to the online offering of the two M.S. degrees.
- Diverse and talented faculty, with high teaching performance while maintaining active research.
- New options in the major, such as Data Science and Statistics, Actuarial Science.
- Commitment to regional teacher development.
- Commitment to outreach activities.
- Teacher Education students' strong performance on State Mathematics Content Test.
- Strong relationships with the department alumni currently teaching mathematics.
- Growth in variety of online courses.
- Increased opportunities for interdisciplinary studies within the mathematics major, through focus areas and providing paths for double majoring.
- Collaboration with other WIU departments and schools, such as Computer Science, Economics and Decision Sciences, Accounting and Finance, Engineering, Education.
- Curriculum responsiveness to the needs of our students, changes in state regulations, and job market.

Additionally, for our graduate program:

- New M. S. degree in Teaching Mathematics.
- Strong emphasis on applied mathematics, with a significant statistics component.
- Preparation of students for the workforce environment.
- Flexibility.
- We attract strong students to our program.
- High graduation rate.
- Success of our graduates in gaining employment in a variety of fields.

**6. Describe Department/School challenges:**

- Insufficient office support.
- Additioinal full time instructors are needed for 100-level mathematics courses: student preparation is enadequate, and courses need to be taught in smaller sections.
- Declining enrollment at the undergraduate levels.
- Declining appropriated budget, student employment and graduate assistantship budget.
- Insufficient institutional financial support for faculty and student travel to professional meetings.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

- Limited variety of courses offered as upper division electives.
- Decline in offering independent study courses and student projects.

**7. Identify opportunities for your Department/School in the short term:**

Complete the feasibility study for M. S. in data science, operations research.

Address growing interest for the B. S. in Mathematics at the QC campus.

**8. Describe your plans for moving forward in the next academic year. Include a list of specific goals. Examples might include recruiting and retention initiatives, curricular innovation and development based on student learning assessment, increased research output, increased student engagement activities.**

- Develop a track for training in data science, operations research analysis, and systems analysis at the M. S. level.
- Investigate the options of delivering mathematics B. S. partially or completely online.
- Keep promoting new options in Data Science and Statistics and Actuarial Science on web pages, Facebook, etc., and through printed materials.
- Keep promoting Options A and C to science majors as possible double majors.
- Better publicize faculty achievements and professional activities.
- Maintain departmental web pages and increase social media presence.
- Plan to organize more on-campus events for high school students. Consider teaming up with other departments and colleges.
- Seek better coordination and cooperation with other programs to improve retention.
- Continue to support and develop the Learning Assistance Program to improve retention.

**9. How will you measure the success of the plans outlined above?**

All the goals above have measurable outcomes.

**10. List major faculty and staff achievements:**

Publications:

- Ekanayake, D.B., LaFountain, D.J. & Petracovici, B. Finite convergence into a convex polytope via facet reflections. *Appl Math* (2022). <https://doi.org/10.21136/AM.2022.0134-22>
- "A Fresh Look at Cauchy's Convergence Criterion: Some Variations and Generalizations", David Benko, Dan Coroian, **Lia Petracovici**, *Carpathian J. Math.* Vol. 37, No. 1, 2021. (wasn't reported the year prior)
- Dimitrov, R.D., Harizanov, V. (2021). Countable Nonstandard Models: Following Skolem's Approach. In: Sriraman, B. (eds) *Handbook of the History and Philosophy of Mathematical Practice*. Springer, Cham. [https://doi.org/10.1007/978-3-030-19071-2\\_21-1](https://doi.org/10.1007/978-3-030-19071-2_21-1)
- Dr. Blackford, "Squate", *Journal of Humanistic Mathematics* in its July 2022.
- Dr. Tasdan, *Electronic Warfare: Global Trends & Turkish Capabilities Report | SETA Emerging Military Technologies Series .1.*, ISBN: 978-625-8322-11-8.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Presentations

- Dr. Mann, Minion Math: Make It Fair at the Southern Regional Mathematics Teachers' Conference, Carbondale, IL.
- Dr. Baramidze, an invited talk, "Bernstein-Bezier Homogeneous Spherical Splines: Introduction", the University of Georgia.
- Dr. Dimitrov, "Countable Nonstandard Models", the WIU's Department of Mathematics and Philosophy colloquium.
- Dr. Pettit, "Nussbaum on Forgiveness: An Alternative Christian View," at the Illinois Philosophical Association annual meeting.
- Dr. Gordon Pettit, "Math and Ancient Philosophy?", WIU, Student Colloquium.
- Dr. LaFountain, "Math and Finance?", WIU, Student Colloquium.
- Dr. Tasdan, "Evaluation of Circular Logistic Regression Models with Asymmetric Link Functions", Biomathematics and Ecology Education and Research Symposium.
- Dr. Mann, "Revolving Credit: Take Your Card For A Spin", the ICTM (Illinois Council on Teaching of Mathematics) conference on 10-29.
- Dr. Mann, "Triangle Treachery: An Engaging Task for Problem-Solving, Perseverance, and Perspectives" the annual NCTM conference in Los Angeles.

Grants, Awards and Recognitions

- Dr. Mann (PI) and Dr. Brooks (co-PI) are part of the team that was awarded the \$1.4 M NSF Noyce grant, in partnership with BHC and area schools.
- Dr. Olsen received the Distinguished Service Award from the Illinois Section of the Mathematical Association of America (ISMAA) at the Annual Meeting of the ISMAA held March 31 & April 1, 2023 at the College of DuPage in Glen Ellyn, Illinois.
- Dr. Susie Brooks mentored Caleb Engebrecht and Noah Seys to participate in the Putnam exam (organized by Mathematical Association of America). With both Noah and Caleb's score, WIU placed 173 out of 456 institutions.

**11. List major student achievements and recognitions:**

- Caleb Engebrecht and Noah Seys scored 1 and 10 in the Putnam exam (organized by Mathematical Association of America) placing WIU a 173rd out of 456 institutions.
- Lyndsey Poewell, "Excellence in Graduate Studies" The Department of Mathematics and Philosophy award.
- Caleb Engebrecht, Centennial Honors College Scholar, Spring 23.
- Drake Strode, the Mathematics Departmental Scholar, Spring 23.
- Miya Christensen, the Mathematics Departmental Scholar, Fall 2022.

**12. List alumni activities:**

Abby Rocha successfully defended my dissertation study at Arizona State University, will be starting a research postdoc at the University of Arizona in the fall 23

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **School of Nursing**

### **The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in interdisciplinary, regional and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

### **WIU Core Values**

#### ***Academic Excellence***

Central to our history and tradition is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. WIU's highly qualified, diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. Western is committed to an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**1. Department/School mission statement:**

The Western Illinois University School of Nursing mission is our obligation to educate future professional nurses who are clinically competent using evidence-based practice as the norm, capable of critical thinking using information and information technology to design and redesign care and care systems, and who are ethically and legally accountable for their actions on a local, national, and global basis.

**2. Degrees offered in Department/School:**

Bachelors of Science in Nursing (BSN)

**3. List specific recruitment and retention activities:**

Freshmen and Sophomores: Freshmen students are not advised by the nursing advisor and Nursing does not know anything about them. Sophomore students are advised by the nursing advisor but Nursing itself knows nothing about them.

Students apply to the nursing major by March 1 for fall semester entry into the major. : Students are recruited through Discover Western and tours scheduled through admissions. And the biggest recruitment tool is word of Mouth. The School of Nursing is listed on the IDFPR website under Nursing programs so prospective students looking for a program often look there. Very few students are admitted as freshmen; the majority of students are admitted for the junior year. Nursing is an upper division major. There are no major retention tools; each student is assigned a faculty mentor and each student works individually with his/her instructors. Our accrediting agency, CCNE, sets the retention rate at 70% after students are admitted to nursing school. Our retention rate for FY 23 has not been determined yet, however, we do not typically fall below the 70% mark.

**Admitted students:** Students admitted to the school of Nursing for a Fall Semester start are contacted immediately when they accept the seat offered. Materials are sent about immunization, materials needed to be successful and bookstore requirements. An introductory meeting is set up in June that all new students must attend, it is recorded for those who are unable to attend and all students can request a recording so they can get ready for fall semester. **This entire process will begin March 1, 2023 and continue throughout the summer until Fall semester begins** The first day of classes for fall semester are cancelled for the new students and they are put into an orientation. All of the students are welcomed, faculty are introduced, and the student handbook for nursing is reviewed. This orientation has time for questions and general learning about expectations in the program for them to be successful. The afternoon is spend completing all the required training that is mandated by the agencies for students: HIPAA and Blood Bourne Pathogens. They are also oriented to NURS 310 Fundamentals of Nursing. During this time, students are introduced to their student (senior nursing students) mentors and their faculty mentors. Students are assigned a faculty mentor to assist them with their portfolio and any issue that arise. **This will occur August 21,2023. This was completed August 20, 2022.** All students are watched closely by their instructors for grades falling below the cut off for failure. At mid term, failing students or those close to the failing mark are sent early warning notices by the university and by individual faculty. **All students falling below the passing level were sent mid term warnings during fall semester and all students falling below the passing level will be sent mid term warnings will be sent at mid term this semester.** Students are watched closely for those having problems and sent to Student Services for accommodations, if needed. Also students may be sent to counseling. **This is an ongoing observation; as students are identified as needing extra help or counseling, they are sent to the appropriate resource.** The tutors available to nursing students are a math tutor that the math department provides and the TSA graduate student. Nursing needs a baccalaureate prepared nurse to tutor students but these individuals are expensive. **The**

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

math tutor we had fall semester was fantastic but we don't need that resource Spring semester. The TSA graduate student has a list of students who go to her for tutoring each semester.

Nursing has a student lounge that students can congregate, do homework, share with other students, etc. This area is open at all times for the students and is used consistently by them.

Nursing faculty work very closely with all students.

#### **4. List student learning outcomes for majors:**

Educate students who are capable of passing the National Council of State Boards of Nursing Licensing Exam-RN (NCLEX-RN) on the first attempt. (School's annual pass rate for the year 2021 is 100%.)

1. As a provider of care, the graduate will use building knowledge foundations, critical thinking, decision making, communication, developing values and beliefs, scientific inquiry, promoting transfer and application, and facilitating analysis, synthesis, and evaluation processes to provide ethical, evidence-based, culturally competent, reflective care that incorporates the physical, chemical and biologic, and socioeconomic-cultural dimensions of the total health experience for individuals, families, and aggregates across the life span:
  - a. performs assessment appropriately;
  - b. accurately analyzes assessment data;
  - c. plans appropriate interventions and outcomes;
  - d. incorporates evidence-based care principles in plan;
  - e. demonstrates appropriate interventions;
  - f. adapts care/interventions to address ethical and cultural concerns;
  - g. evaluates client care outcome;
  - h. modifies plan of care based on evaluation of outcomes, if needed;
  - i. communicates accurately in oral and written form.
  
2. As a leader of care, the graduate will facilitate leadership through collaboration, inquiry, and advocacy to design, redesign, and coordinate safe, cost effective quality care for individuals, families and aggregates across the life span:
  - a. demonstrates appropriate coordination, delegation, and supervision of nursing care in a variety of settings;
  - b. designs and evaluates safe, effective, quality care for individuals,
  - c. families and aggregates;
  - d. advocates for clients through collaboration with the interdisciplinary health care;
  - e. utilizes research to promote leadership in nursing at a local, national, and global level.
  
3. As a member of the profession, the graduate will enact professional behaviors that communicate respect for their own and others values, role development, commitment of lifelong learning, promotion of social justice, and preparation for graduate education:
  - a. demonstrates the use of professional nursing standards;
  - b. communicates respectfully in a clear, relevant manner in oral, nonverbal, and written modes;
  - c. demonstrates commitment to ongoing professional learning activities;
  - d. promotes social justice through service activities;

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- e. utilizes research to increase knowledge development in professional nursing.

**5. Describe Department/School strengths:**

1. The School of Nursing is well respected by the area health care agencies as evidenced by their intense interest in hiring our graduates.
2. Schools of Nursing are judged by their NCLEX pass rates and ours is consistently high. This particular rate, calendar year 2022 is 93%, calendar year 2021 it was 100%.
3. Low, almost non existent, faculty turnover. Schools of nursing usually have high faculty turnover, we have qualified nurses requesting to teach for us.

**6. Describe Department/School challenges:**

1. Budget.
  - a. Our lab is outdated and needs to be replaced. Much of the equipment is old and needs repair but we have no money for that. Also some equipment is so old, it can no longer be repaired. We need 6 new simulators and associated equipment totaling between \$400,000 and \$500,000. I feel that the outdated equipment is going to become a huge recruitment issue in the near future.
  - b. Faculty salaries are falling behind the national norm.
  - c. The next reaccreditation visit will occur in February of 2025 and will cost between \$10,000 and \$15,000. The school of Nursing Budget does not have this money.
2. Lack of adequate classroom space.
  - a. The School of Nursing uses active learning as our primary delivery method of education in the classroom. Pit/tiered classrooms are totally inappropriate for this as are classrooms which have student desks. We use tables that can be moved and the room reconfigured to the topic of the day. In addition, active learning will not work with class sizes over 20-24 students and one instructor. We typically have a simulator and bed in the classroom as well as other materials appropriate to the topic of the class.
3. The School of Nursing requires students to have a laptop computer so they can load the programs as well as access to desktop computers in the classroom for testing and assessment purposes. Students cannot use their own machines in secure testing situations because of cheating issues. The computers in the classrooms are not serviced by utech on a timely basis and many times do not function properly. However, there are also internet issues. The internet and computer infrastructure is poor at best.
4. Office staff overworked; need additional half time office person. The Administrative aid in the Nursing office must work with all of the university rules and regulations and also with all the rules and regulations of IDFPR Board of Nursing and State Law and our accrediting body CCNE and AACN. This person also works with the many vendors we use for educational programs. We need an additional half time secretary.
5. Lack of funds for student workers and graduate assistants. Nursing has no money for tutors; a Tutor in nursing must have a medical background. We do have a position for one Teaching support assistant ( we use a graduate student from Health Sciences) but we need two or as an alternative, hire registered nurses with baccalaureate degrees from the community. Tutoring is needed to maintain our retention rate.
6. AACN as published new Essential of Nursing education which outline the outcomes graduates of the nursing program must achieve. WIU School of Nursing has been rewriting the current curriculum to meet the new Essentials. The program revisions

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

will be seeking university approval during FY24 for implementation in FY25. This will be an outcome based curriculum which is vastly different from what is in place now. Both The Board of Nursing and CCNE will have also provide approval before the curriculum can be implemented and those approvals will be sought at the same time as the University approvals. This will be competency based education and none of the current faculty was taught in this manner and don't understand how to teach in this manner so faculty need funding to go to conferences to learn to do this.

**7. Identify opportunities for your Department/School in the short term:**

1. Plan more study abroad classes for students.
2. Complete AACN mandated curriculum revision.

**8. Describe your plans for moving forward in the next academic year. Include a list of specific goals. Examples might include recruiting and retention initiatives, curricular innovation and development based on student learning assessment, increased research output, increased student engagement activities.**

The School of Nursing is governed by IDFPR Board of Nursing for the State of Illinois and by the American Association of Colleges of Nursing on a National level and is accredited by the Commission on Collegiate Nursing Education.

1. IDFPR has mandated that each nursing school in Illinois will be accredited by an accrediting body recognized by the U.S. Department of Education. CCNE fulfills this requirement.
  2. Adopt a curriculum congruent with the new AACN Essentials for Nursing Education.
- Both The Board of Nursing and CCNE will have also provide approval before the curriculum can be implemented and those approvals will be sought at the same time as the University approvals.

**9. How will you measure the success of the plans outlined above?**

Every year the School of Nursing completes an annual report based on the CCNE accreditation standards. Meeting all of the standards will show success.

**10. List major faculty and staff achievements:**

Jones, K., Howard, C., Eathington, P., Raszewski, R., Vonderheid, S., Williams, J., VanWingerden, L., Drone-Silvers, F., Johnson, E., Niccum, A., Reynolds, C., & O'Bryant, A. (2022, April). Nursing experts translating evidence into practice-NExT 3. Podium Presentation at Midwest Nursing Research Society Conference, Schaumburg, IL.

Jones, K., Raszewski, R., Howard, C., Eathington, P., Drone-Silvers, F., O'Bryant, A., Williams, J., VanWingerden, L., Niccum, A., Johnson, E., Reynolds, C., Campbell, S. & Vonderheid, S. (2022, April). NExT Steps: A Unique Nurse Librarian EBP Collaboration. Invited Webinar. National Library of Medicine

"Increasing Awareness of Public Health Services" (\$2475) competitive award from the Illinois Healthcare Action Coalition-Public Health Nurse Leaders Workgroup. PI: Dr. Patricia Eathington

Carolyn Whitehouse is mentoring new faculty member, Dr. Lisa Downs

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Senior nursing students are conducting health fairs at food banks in Fulton County. These health fairs have been very well received by the food bank participants and the organizers.

□ Patricia Eathington has been working on a grant from this summer funded by "Illinois Nurses Foundation - Illinois Healthcare Action Coalition, 2022"; The \$2475 funding went to purchase a colored poster sized printer and supplies needed to provide a professional health fair. Below are parts of the abstract that explain the grant:

Introduction:

According to the World Health Organization, social determinants of health (SDoH) are the non-medical factors that influence health outcomes (2022). It is described as where one is born, grows, works, lives and ages. The American Association of Colleges of Nursing (2021), determined that SDoH as one of the eight core concepts when the organization revised their guidelines, "The Essentials: Core Competencies for Professional Nursing Education." The Essentials serve to bridge the transition between education and practice. This project provides an example of a successful intervention bridging that gap from education to practice while exploring the SDoH at a rural food bank.

Purpose:

Student led health fairs provided an opportunity for the student nurses to educate people about health-related issues that are specific for the rural county. The goal of the assignment is for students to apply the nursing process and create an appropriate public health educational poster and interventions for the participants at rural food banks.

Evaluation:

Overall, the experience was very positive from the perception of the food bank managers and nursing instructors. The food bank managers were very pleased with the health fair and many of them asked for the students to return the following semester. Many of the food bank managers were encouraging of the nursing students and were appreciative that they provided education for their low-income populations. One manager from a very rural area stated "I'm glad you didn't forget about us." However, it is during the post clinical conference that the nursing instructors were able to vividly point out the different SDoH that impacted the rural food bank population. The instructors said they appreciated the formal questions that helped guide the discussion.

Conclusions:

Health fairs conducted by nursing students at rural food banks appears to be a promising strategy for teaching baccalaureate nursing students about the social determinants of health. In addition, this strategy not only teaches baccalaureate nursing students about SDoH, but it can also be used to evaluate AACN's criteria, Domain 7, to educate nurses to effectively coordinate resources to provide safe, quality, equitable care to diverse populations."

□ Penny Pollock and Danielle Knowles hosted the Macomb Youth Leadership Organization (MYLO) to tour the nursing simulation lab. Penny and Danielle spent the afternoon with the future leaders by educating them about the nursing profession and allowed them to have hands on experience with the manikins. The students and their leaders had such a good experience that they are planning on bringing another group next year!

□ The school of nursing students under the supervision of faculty gave 481 flu shots for Beu health center in October!

□ Nursing students helped (volunteered) Beu Health Center on their International Student Health Day at the beginning of this semester and last.

□ Eathington, P., (2023, April). Teaching social determinants of health at rural food banks. Poster Presentation at 2023 National Nurse Educator Summit, San Antonio TX

□ Lisa Downs attended the Mental Health First Aid training hosted by Bridgeway at WIU on Jan 11, 2023.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

□ Danielle Knowles was able to receive an infant warmer for our nursing program for free. These warmers run around \$5000 plus new. I made connections with Carthage Memorial Hospital upon hearing that their OB department was closing. I was able to get the infant warmer along with other newborn supplies that they were no longer needing. This will be a huge benefit when teaching Maternal and Newborn as the students do not always get to experience a birth while at clinicals.

**11. List major student achievements and recognitions:**

“Food Insecurity Among Nursing Students”

Poster presentation: MNRS BSN Poster Competition, 3/29/23 Des Moines, IA  
Memorial Health Research Conference, 4/13 Springfield IL  
Undergraduate Research Day, 4/19 WIU Macomb  
Krista Swenson, Omotola Oni, Deborah Olaiya

“The Experiences of Racial Minority Nurses in a Healthcare setting”

Poster Presentation: MNRS BSN Poster Competition, 3/29/23 Des Moines IA  
Memorial Health Research Conference, 4/13 Springfield IL  
Undergraduate Research Day, 4/19 WIU Macomb  
Carrington Morse, Kinsey Brawner, Ijeoma Osuigwe

**12. List alumni activities:**

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**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **Department of Physics**

### **The Purpose of These Documents**

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### **WIU Core Values**

#### ***Academic Excellence***

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**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**1. Department/School mission statement:**

To provide students with a high-quality undergraduate and graduate (at the master's level) education that allows them to acquire the knowledge and skills needed to successfully pursue immediate employment or further study in physics or a related field.

**2. Degrees offered in Department/School:**

BS Physics (Option A: Standard Physics, Option B: Engineering Physics, Option C: Science/Physics-Teacher Education, Option D: Materials Science), Pre-Engineering 2+2 transfer Program, Integrated BS+MS in Physics, and MS Physics.

**3. List specific recruitment and retention activities:**

**1. Recruitment**

- a. **Accepted Student Communication:** Historically, there has been a significant difference in the number of student that apply to the physics program at WIU and eventually enroll. We have also lost students to other programs at WIU even before their interaction with any of our faculty or the department chair. We have established a communication pipeline with the accepted students that constitute a physical welcome letter followed by sharing of important news items from the department, such as the recent awarding of the \$1.4 Mil grant from NSF towards STEM teaching scholarships, to keep their interest alive in our programs. By the beginning of Fall 2023 we will know the result of the efforts.
- b. **Discover Western and Individual Student campus visits:** We modified department visit sessions at the Discover Western events to make a deeper connection with the visiting students and their parents by highlighting the positives of coming to WIU and studying at the Physics department such as a possibility of completing both BS and MS degrees in 5 years from a nationally recognized MS Physics program. We are taking concrete steps to elucidate a comprehensive picture of the program major options that exist for the technically oriented students coming to Western that include Physics, Engineering, Engineering Physics, Engineering Technology and Construction Management and the Physics Minor. We are also working hard to setup mechanisms to allow the group of Physics and Engineering students to form a cohort and collaborate throughout their time at Western. These efforts will offer better preparation to the student for their future work life and will be a good recruitment tool.
- c. **Science Fair Visits:** We have maintained regular presence at the Bushnell Industry High School Career Fair to communicate the excitement of doing physics and to offer introduction to our various programs. As the pandemic restrictions have begun to be lifted, we plan to make more such trips at different high schools in our general area.

**2. Retention**

We have implemented and enhanced a whole host of retention strategies within the last year to meet the needs of our students and to ensure their success in our programs. They are listed below:

- a. We have instituted the in-person activities of the **Physics Club**, which not only offers socializing opportunities for the physics majors but also involves collaboration with Chemistry Club and organization of a regional favourite “**Science Demonstrations Show**” explaining the science of a contemporary Sci-Fi movie.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- b. Widespread implementation of the **Learning Assistant model** across the majority of 200-400 level classes for the majors to offer them timely and meaningful help.
- c. We have implemented of **two new classes** at the upper-level undergraduate and graduate levels: Machine Shop Essentials and Quantum Measurement Lab. These classes offer new set of marketable skills that are appropriate for a 21<sup>st</sup> century BS and MS graduates in physics.
- d. We have instituted a new course “**Careers in Physics**” to ensure familiarity of students With new trends in the field of physics and to ensure that they are adequately prepared Upon graduation for a gainful employment and/or further study in physics or engineering.
- e. In our entry level sequence of Phys 211 and 212 classes we have historically observed students struggling with problem-solving process essential to apply physics to real-life scenarios. We are enhancing the **extra help sessions** instituted last year in both classes, within the Learning Assistant model, to offer **problem-solving assistance** and training to the students that needed it the most. We are ensuring that the largest number of students make use of these help session. The students who need most help will be regularly identified with the help of a placement test administered at the beginning of the semester.

#### **4. List student learning outcomes for majors:**

##### **BS:**

- 1) Students will demonstrate mastery of the basic concepts of physics and the ability to apply those concepts to the solution of real-world physics problems.
- 2) Students will demonstrate competency in the following physics laboratory skills: the use of basic physical and electronic measuring instruments, error analysis, design and construction of moderately complex electronic circuits, and graphical analysis of physical data.
- 3) Students will demonstrate competency in the following classes of computer applications to analyze and communicate physics concepts and data: Microsoft Office products, mathematical typesetting tools, drawing programs, programs for graphing and regression analysis of numerical data, mathematical processors (Mathematica/Maple/MATLAB), and integrated development environments for the development of codes using modern structured programming languages for data acquisition or data analysis.
- 4) Students will demonstrate competency in the use of the following mathematical physics skills in the solution of physics problems: calculus, vector algebra and calculus, ordinary differential equations and boundary-value problems using Partial differential equations.

##### **MS:**

- 1) Students will demonstrate mastery of the basic core of theoretical physics and the ability to apply their theoretical knowledge to the solution of physics problems. The core includes Classical Mechanics, Electromagnetic Fields, and Quantum Mechanics.
- 2) Students will demonstrate mastery of Mathematical Methods of Physics, which includes student competency in the use of vector calculus, ordinary and partial differential equations, special functions, linear algebra and matrix manipulations, and complex analysis as they relate to the core areas of theoretical physics.
- 3) Students will demonstrate competency in one or more areas of experimental physics, including:
  - (a) Basic Measurement Skills

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- (b) Analog and Digital Electronics and Instrumentation
- (c) Computer Interfacing
- (d) Computerized Data Collection and Analysis
- (e) Optical Instrumentation
- (f) Vacuum/Cryogenic Technology
- (g) Introductory Physics Laboratory Supervision

4) Students will demonstrate competency in one or more of the following areas of computational physics: (i) Spreadsheets, Data Processing, Graphing, and Curve Fitting, (ii) Programming Languages, and (iii) Mathematical Processors.

**5. Describe Department/School strengths:**

1. **Extremely dedicated faculty** that spend tireless hours and offer individual attention to each and every one of our majors to ensure their well-rounded training by the graduation and beyond. This is witnessed by consistently high performance of our students on assessment instruments.
2. **Nationally top-ranked MS program** with the largest number of total and women graduates among MS only institutions (2015-2017, American Physical Society).
3. **Strong BS and MS programs** for students interested in pursuing higher degrees in Physics.
4. **Strong research programs** in a broader area of **Atomic, Molecular, and Optical Physics**.
5. **Strong student engagement in experiential learning activities** such as physics club events, research projects, demonstrations show, sky-viewing events, and K-12 robotics team mentoring, other recruitment and outreach activities that involve high-school visits are fully revived to their full in-person glory as we are coming out of the pandemic situation.

**6. Describe Department/School challenges:**

- 1) **Severe Understaffing:** Department of Physics at WIU is severely understaffed to continue to run nationally competitive BS and MS programs effectively. According to the data released by the American Institute of Physics, among MS only Physics programs nationwide the average number of FTE faculty is more than 14. We have only **five** FTE faculty. With the help of two administrative (chair and assistant dean) and one civil service employee that have all taken up excessive teaching responsibilities we are somehow floating the two programs. Our office support staff is also at only 25%. Our recent success with the MS program is impressive; however, it is not sustainable due to the current staffing levels. Several courses in the frontier areas of physics had to be canceled in recent times, which has a lasting negative impact not only on the MS program, but it also limits the competitiveness of the BS program.
- 2) **Aging Equipment Infrastructure:** Experimental research infrastructure and instructional laboratory infrastructure is dated and needs to be updated and modernized. Our recent efforts have helped us add Instructional Quantum Laboratory infrastructure at the beginning level. Much remains to be done to improve the strength of our offerings and the quality of the student experience.
- 3) **Curricular Modernization:** Department of Physics mainly consists of tenured Associate or Full professors and two administrators. Besides, there is an intense administrative workload to manage our MS program efficiently and effectively. This has left every one of the current members of the department with severe overload. Looking into the future, this leaves us with very little wiggle-room in terms of time and resources available for implementation of curricular innovation and modernization despite the desire, knowhow, and awareness of the national-level trends.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- 4) **Preparation for Industrial Careers:** The career landscape of the physics majors is changing nationwide. Most physics graduates, nationally, enter the industrial or government workforce as opposed to further study. Our current programs fall short of adequately preparing our students to meet their immediate needs upon graduation for employment at these avenues. We do a great job of making them ready for higher studies in Physics. We will need to bring marketable new programs and courses to impart a new set of advanced skills valued by the employers. It requires strategic hiring to enhance our current strengths and to add more opportunities to attract students. One such emerging area is Quantum Information Science. With a bit more support in terms of a quality hire in the experimental aspects of this area we are slated to be a leader in the region in supporting the nationwide quantum workforce development efforts.
- 5) **Recruitment and Retention:** One of the significant challenges facing our BS program is the retention of students. We get a good number of students entering the program; however, they move onto other disciplines. We have identified several reasons for this trend and are working towards addressing this challenge on a variety of fronts. We hope that our newly instituted Materials Science program would offer us an edge on the recruitment front.

**7. Identify opportunities for your Department/School in the short term:**

- 1) **Quad-Cities offerings:** Department has identified opportunities for curricular and programmatic collaboration with the QC engineering program. With the help of *one faculty hire* on the QC campus we will be able to bring the “Engineering Physics” program to the QC campus. Such a program at the QC campus will offer significant value to the QC Engineering programs by making available an opportunity for the students to earn dual degree in Engineering and Engineering Physics. Such a dual degree option offers enhanced career prospects and graduate research opportunities in emerging fields at the interface of engineering and physics such as materials science and engineering, quantum information science, and photonics.
- 2) **Secondary-Science Teacher Preparation:** The current scarcity of Physics teachers in our geographical area could be an excellent opportunity for our program. We are working on identifying reasons for non-interest among the incoming students towards teaching as a valuable career and address them effectively through curricular innovation. As the department of physics is responsible for the secondary science teacher preparation program, we have taken great efforts to enhancing the recruitment for this program. Our successful application to the National Science Foundation’s NOYCE program grant has resulted in funding in the amount of USD 1.4 Million. This program and grant efforts have a greater chance of being successful if we have can hire a dedicated faculty specializing in science teaching. We strongly hope to hire a *C.T. Vivian scholar* to help us grow this program and offer greater visibility to it not only in the western Illinois region but also in the state of Illinois and nation. We are already begun to see an increase in the number of applications to the Secondary Science Teacher Licensure Program in Physics to the current level of 7 compared to almost none in the past 3-4 years.
- 3) **Growth in the Materials Science Program:** We have created a new option in the Materials Science area, which would be the only program of its kind in the state of Illinois. This option is fully approved by the campus entities, it appeared in the catalog in the AY2022-2023. We are moving towards implementing this option fully in collaboration with Department of Chemistry within the next year. We hope that this program will prove to be a great recruitment tool for the physics programs.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- 4) **Multidisciplinary Collaborations:** Department of Physics has identified several collaborative curricular opportunities and is working on feasibility studies to establish modernized and marketable new programs. The programs that we are focusing our energy on at this point include “Science and Policy” (in collaboration with Political Science) and “Quantum Information Science” in collaboration with Chemistry and Computer Science.

**8. Describe your plans for moving forward in the next academic year. Include a list of specific goals. Examples might include recruiting and retention initiatives, curricular innovation and development based on student learning assessment, increased research output, increased student engagement activities.**

- 1) Implement the recently approved Materials Science option, create recruitment materials for the program, and keep track of interest among prospects and incoming students.
- 2) Complete feasibility studies on (i) Science+Policy programs across a majority of the science disciplines at Western, (ii) Quantum Information Science, and (iii) Engineering Physics at the Quad Cities campus.
- 3) Identify future capacity of the department to establish viable new programs that can bring value to the university and the region.
- 4) Enhance the outreach programs of the department such as high-school visitation, sky-viewing, robotics team mentoring and coaching, and Science Saturday as we come out of the pandemic.
- 5) Understand the high-school science teacher (particularly physics) shortage, identify the needs, challenges, and best pathways to meet those needs. This will be carried out in collaboration with the Secondary Science Education Program Coordinator.
- 6) Department of Physics has been a leader in establishing the Learning Assistant (LA) program on both the QC and Macomb campuses. Learning assistants are students about a year ahead of the students they are helping. They participate in the class and problem-solving session to identify areas where students struggle and offer help from their experience of having gone through materials very recently. Within the last year, Department of Physics expanded the implementation of the LA program on the Macomb campus in a majority of 200-400 level physics classes. We will continue to monitor the student need and tailor the LA program to ensure a deeper level of learning, confidence building, and problem-solving skill development among our majors. These efforts could positively impact our retention numbers. Comparison of student performance data over the past few years and after the implementation of the LA program will be a useful metric to gauge the effectiveness and impact of the efforts.

**9. How will you measure the success of the plans outlined above?**

The already established assessment instruments for the assessment of student learning will be enhanced to incorporate new curricular programs. With regards to the other projects or specific tasks that the department will be, participating in, their impact will be carefully measured by keeping track of data on participation by the students and by the general public to the extent possible. This data will be analyzed and compared with historical data. For detailed studies carried out, reports will be generated and shared with the administration and broader university

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

community. The reports will be used for designing future goals and projects to be taken up by the department.

## **10. List major faculty and staff achievements:**

### **1. Research Publications:**

- a. **Journal Publication:** T. M. Rodríguez, P. Hofner, I. Edelman, **E. D. Araya**, V. Rosero. 2023, “Searching for Molecular Jets from High-mass Protostars”, *The Astrophysical Journal Supplement Series*, 264:30 (25pp), 2023 February. (<https://ui.adsabs.harvard.edu/abs/2023ApJS..264...30R/abstract>)
- b. **Review Article:** D. V. Lopez, **E. D. Araya**. 2023, “Masers as Tracers of Angular Momentum in Molecular Outflows”, *Tecnociencia*, University of Panama, Vol 25, N 1, 180-192. (<https://revistas.up.ac.pa/index.php/tecnociencia/article/view/3443/2944>)

### **2. Research Facility Use Proposals and Awards:**

- a. **Faculty Research Trip: Dr. P. K. Babu and Dr. Saisudha Mallur**, traveled to Urbana, IL to carry out Raman and optical absorption experiments to characterize nanomaterials synthesized in their lab at Western. They conducted experiments in Materials Research Lab at University of Illinois at Urbana-Champaign during Summer 2022.
- b. **Telescope Time Award: Dr. E. D. Araya**, principal investigator of the proposal “Investigating the Ionized Flow from an HII Region using Excited OH Absorption”, Very Large Array (VLA) radio telescope of the National Radio Astronomy Observatory (NRAO), a facility of the National Science Foundation (NSF). Telescope allocation: 1.6 hours at Priority A (time awarded, observations to be conducted in Fall 2023).
- c. **High Performance Computer Time Award: Dr. E. D. Araya**, principal investigator of the proposal “Student involvement in Radio Astronomy Research - using JetStream2 to reduce and analyze VLA observations - PHY220136”, Advanced Cyberinfrastructure Coordination Ecosystem: Services & Support (ACCESS), National Science Foundation (NSF). Computer time allocation: 240,000 ACCESS credits = 240,000 core hours JetStream2 computer cluster. Allocation secures computer access for students taking research credit hours, where the students learn to create, configure, and use virtual machines in high performance computer clusters.

### **3. Professional Development:**

- a. **Dr. E. D. Araya and Dr. Kishor T. Kapale** attended an eight-week workshop organized by the Argonne National Lab: ALCF Intro to AI-driven Science on Supercomputers, September-October 2022. They both earned digital badge for completing of all the required activities associated with the workshop.
- b. **Dr. Esteban D. Araya** attended the Argonne National Lab webinar/training: Accelerate Python Loops with the Intel AI Analytics Toolkit. 2023-03-29.

### **4. Conference Presentations:**

- a. **International Conference (Poster):** “On Extending Capabilities of Quantum Error Correcting Codes to Handle Amplitude Damping Errors” Al-Maliq Adetunji, Pradip Bhattarai, and K. T. Kapale, Annual March Meeting of the American Physical Society held during March 5-10, 2023, Las Vegas, NV.
- b. **International Conference (Poster):** Tatiana M. Rodriguez, Emmanuel Momjian, Peter Hofner, Anuj P. Sarma, Esteban D. Araya, “Water Maser Zeeman Splitting in the Ionized Jet IRAS 19035+0641 A”; IAU Symposium (IAUS) 380, “Cosmic Masers: Proper Motion toward the Next-Generation Large Projects”, 2023 March 20-24, Kagoshima City, Japan.

### **5. Outreach:**

- a. **Summer Science Camp:** Four of our faculty **Dr. P. K. Babu, Dr. Saisudha Mallur, Dr. Esteban D. Araya, and Dr. James Rabchuk** administered hands-on laboratory activities for WIU CAS Summer

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Science Camp for high school students in July 2022. Dr. Rabchuk served as one of the primary organizers of the summer science camp. Dr. Araya's external grant covered the registration for two of the students. Dr. Araya carried out the late-evening star-gazing activity in addition to the in-class activity on astronomy.
- b. **Middle-School Robotics: Mrs. Aparna Kapale** (our laboratory Manager) and **Dr. Kishor T. Kapale** are managing and coaching two robotics teams for seventeen (15) 4 through 8 grade students. They are receiving assistance from Computer Science (CS) major Joy A Taylor, CS faculty Dr. George Mangalaraj, and Edison School Science Teacher Mrs. Carrie Dunseth. The teams are financially supported by 4-H organization, and they use the facilities of the Department of Physics at WIU. The teams participated in the competitions in East Moline and Peoria venues and did an excellent job. The Macomb teams are faring better every year in terms of their skill building and the competition scores they receive. The teams have begun their work to prepare for the state-level 4-H competitions to be held in April 2023. Currently, the teams are getting additional support from Physics Major Kenneth VanZuiden and Dr. Pengqian Wang (Physics) to prepare for the competition.
  - c. **Dr. P. K. Babu** served as a lead organizer for the Academic Challenge competition for area high school in about 8 subject areas held on February 9, 2023, on the WIU campus.
  - d. **Dr. Saisudha Mallur** volunteered in helping with Academic Challenge which is a high school academic competition held on February 9, 2023, on the WIU campus.
  - e. **Dr. Kishor T. Kapale** served as the invited guest to hand out the award medals to the Academic Challenge competition winners. The event was held on February 9, 2023, on the WIU campus.
  - f. **Dr. Saisudha Mallur** served as the event supervisor for physics in WIU Regional Illinois Science Olympiad on February 25th, 2023, at Western Illinois University. I organized and supervised Crave the wave event for middle schools. I prepared the test materials and three experimental set ups for the participating schools.
  - g. **Dr. Saisudha Mallur** served as a judge/moderator at the Tenth Annual Graduate Research Conference on March 3, 2023.
  - h. **Dr. P. K. Babu** served as a conference day manager and a moderator at the Tenth Annual Graduate Research Conference on March 3, 2023.
  - i. **Dr. Saisudha Mallur** served as one of the event organizers for Western Illinois University, Girl Scout STEM Program, which was held on Saturday, March 4, 2023. She also did a special activity for grades 6- 8 and earned the "Special Agent" badge.
  - j. **High-School Visitation:** Lewiston high school physics class visited the Department of Physics on November 4, 2023 and completed two hands-on laboratory exercises. The activities were supervised by **Mrs. Aparna Kapale, Dr. Mark S. Boley, and Dr. Saisudha Mallur.**
  - k. **HS Career Fair: Dr. Pengqian Wang** represented the department at the Annual Career Fair at the Rushville-Industry HS career fair on Marc 3, 2023.

## **6. Innovative Projects/Special Mention:**

- a. **Quantum Education Activity Receives Accolades:** Dr. Kishor T. Kapale has been instrumental, for the last 1.5 year or so, in designing the activities for high-school students and teachers in collaboration with a team from Google, Caltech, and Quantum Realm games. These game-based educational activities, which were supported by the White House National Quantum Coordination Office, bring quantum education to K-12 classrooms. They provide a platform to the High School students to learn about Quantum Physics in an immersive, interactive, and illuminating environment. The activities Dr. Kapale was involved in received press coverage from the premier body governing international physics enterprise, the American Physical Society. The news article appeared late summer at <https://aps.org/publications/apsnews/202209/quantum.cfm> and highlights the importance of making the next generations quantum aware and showers praise on our efforts along with some other related efforts nationwide.
- b. **Dr. Kishor Kapale** was interviewed for his participation in the Artificial Intelligence for Science workshop organized by the Argonne Research Laboratory by their public relations office. The news release is available at: <https://www.anl.gov/article/argonne-training-program-introduces-ai-for-science-to-a-new-crowd>.
- c. **Significant Grant for the Secondary Science and Mathematics Teacher Preparation Program:** Western Illinois University, beginning in the Fall 2023, will begin offering full scholarships to 24 teacher

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

education students in the STEM disciplines (Science, Technology, Engineering and Math) over the next five years. This opportunity is made possible through a \$1.4 million National Science Foundation (NSF) NOYCE STEM Teacher Scholarship Track I grant that WIU has received in partnership with Black Hawk College (BHC) and five local high-needs school districts. The principal investigator (PI) **James Rabchuk**, assistant dean of WIU's College of Arts and Sciences, along with co-PIs Susan Brooks, Denny Barr, Robert Mann and Jacob Winters, applied for the grant, titled "Building a Pathway for Recruiting and Preparing STEM Teachers in Rural West Central Illinois". Department of Physics chairperson, **Dr. Kishor Kapale** is serving on the grant as senior personnel and will be offering administrative and data management support to the tasks outlined in the grant.

- d. **Mrs. Aparna Kapale**, our laboratory manager and instructor was recognized for her contributions with the College of Arts and Sciences Civil Service Award for the year 2021 which was awarded at the conclusion of Fall 2022 semester. We value her tireless service and unwavering dedication to the departmental mission on many fronts.

**Faculty and staff activities are summarized in the table below:**

| Books | Chapters/Monographs/<br>Refereed Articles | Other Professional Development, Creative, Outreach, and Service Activities |       | Conference Presentations |       | Program Recognitions |       |          |
|-------|-------------------------------------------|----------------------------------------------------------------------------|-------|--------------------------|-------|----------------------|-------|----------|
|       |                                           | Domestic                                                                   | Int'l | Domestic                 | Int'l | Faculty              | Staff | Students |
| 0     | 2                                         | 50                                                                         | 6     | 0                        | 2     | 3                    | 1     |          |

## 11. List major student achievements and recognitions:

### Student Conference Presentations:

#### Off Campus:

- a. **Poster:** "Characterization of Ionized Jet Candidates in High-Mass Star Forming Regions using VLASS", Akter, M. (WIU graduate student), Araya, E., Alkishnawi, F. (WIU graduate student), Hofner, P., , American Astronomical Society Meeting, California, June 2022, 54, 105.17, <https://ui.adsabs.harvard.edu/abs/2022AAS...24010517A>
- b. **Oral:** "Finding the Optimal Spectral Resolution for Analysis of Molecular Line Observations of a Sample of High-Mass Star Forming Regions", Amisha Rane and E. D. Araya, Spring 2023 Meeting of the Illinois Section of the AAPT "Advances in Astronomy". March 17-18, 2023. Department of Physics Knox College Galesburg, IL
- c. **Oral:** "Continuum Imaging of Three High-Mass Star Forming Regions", Punya Paudel and E. D. Araya, Spring 2023 Meeting of the Illinois Section of the AAPT "Advances in Astronomy". March 17-18, 2023. Department of Physics Knox College Galesburg, IL
- d. **Oral:** "Measurement Error Mitigation Techniques used in a Single Qubit Encoded into 3(GHZ) Code" A K M Ashiqur Rahman and Kishor T. Kapale, Apr 15, 2023, Illinois State Academy of Sciences Annual Meeting, Bradley University, Peoria, IL.
- e. **Oral:** "An Investigation into Extending Capabilities of Standard Quantum Error Correcting Codes to Handle Amplitude Damping Errors" Al-Maliq Adetunji, Kishor Kapale, Apr 15, 2023, Illinois State Academy of Sciences Annual Meeting, Bradley University, Peoria, IL.
- f. **Oral:** "Influence of Host Glass Composition on Optical Absorption of Pr<sup>3+</sup> and Dy<sup>3+</sup> Co-Doped in Bismuth Boro-Tellurite Glasses" Md Hasibul Hasan Hasib, Saisudha B. Mallur, and P. K. Babu, Apr 15, 2023, Illinois State Academy of Sciences Annual Meeting, Bradley University, Peoria, IL.
- g. **Oral:** "Finding the Optimal Spectral Resolution for Analysis of Molecular Line Observations of a Sample of High-Mass Star Forming Regions", Amisha Rane and Esteban Araya, Apr 15, 2023, Illinois State Academy of Sciences Annual Meeting, Bradley University, Peoria, IL.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- h. **Oral:** “Continuum Imaging of Three High-Mass Star Forming Regions”, Punya Paudel and Esteban Araya, Apr 15, 2023, Illinois State Academy of Sciences Annual Meeting, Bradley University, Peoria, IL.
- i. **Oral:** “Analysis of Stimulated Emission Cross-Section of Praseodymium (Pr<sup>3+</sup>) and Dysprosium (Dy<sup>3+</sup>) Ions Co-Doped in Bismuth Boro-Tellurite Glasses”, A K M Ashiqur Rahman, Saisudha B. Mallur, and P. K. Babu, Apr 15, 2023, Illinois State Academy of Sciences Annual Meeting, Bradley University, Peoria, IL.
- j. **Oral:** “Molecular Masers in the Orion Nebula”, Gabriel Sojka, Drew Hecox, and Esteban Araya, Apr 15, 2023, Illinois State Academy of Sciences Annual Meeting, Bradley University, Peoria, IL.

**On-Campus:**

**Graduate student presentations at the WIU School of Graduate Studies, Graduate Research Conference, held on March 3, 2023.**

- a. **Oral:** “Fluorescence study of dysprosium and praseodymium co-doped bismuth boro-tellurite glasses”, AKM. A. Rahman, P. K. Babu, and Saisudha B. Mallur
- b. **Oral:** “Analysis of Optical Absorption of Pr<sup>3+</sup> and Dy<sup>3+</sup> Co-doped Bismuth Boro-Tellurite Glasses”, M. H. H. Hasib, P. K. Babu, and Saisudha B. Mallur
- c. **Oral:** “Excited NH<sub>3</sub> Emission from Ionized Jet Candidates.”, Al Evans and E. D. Araya
- d. **Oral:** “Continuum Imaging of Three High-Mass Star Forming Regions.”, Punya Paudel and E. D. Araya
- e. **Oral:** “Finding the Optimal Spectral Resolution for Analysis of Molecular Line Observations of a Sample of High-Mass Star Forming Regions.”, Amisha Rane and E. D. Araya
- f. **Poster:** “An Investigation into Extending Capabilities of Standard Quantum Error Correcting Codes to Handle Amplitude Damping Errors.”, Al-Maliq Adetunji and K. T. Kapale

**Student Presentations at Natural Sciences Research Day, April 7, 2023, MAC Gym WIU Student Rec. Center. All posters.**

- a. “An Investigation into Extending Capabilities of Standard Quantum Error Correcting Codes to Handle Amplitude Damping Errors”, Al-Maliq O. Adetunji and Kishor T. Kapale
- b. “Continuum Imaging of Three High-Mass Star Forming Regions”, Punya Paudel and Esteban D. Araya
- c. “Finding the Optimal Spectral Resolution for Analysis of Molecular Line Observations of a Sample of High-Mass Star Forming Regions”, Amisha Rane and Dr. Esteban Araya
- d. “Physics, Music and The Physical Effect of Music, Guitar as an Example”, Khaled M. Aladwani and P. K. Babu
- e. “Analysis of Optical Absorption of Pr<sup>3+</sup> and Dy<sup>3+</sup> Co-doped Bismuth Boro-Tellurite Glasses”, Md Hasibul Hasan Hasib, P. K. Babu, and Saisudha B. Mallur
- f. “Group Velocity of Light in Biaxial Crystals”, Pengqian Wang, P. K. Babu, and Anup Dahal
- g. “Study of stimulated emission cross-section of praseodymium (Pr<sup>3+</sup>) and dysprosium (Dy<sup>3+</sup>) ions co doped in bismuth boro-tellurite glasses”, A K M Ashiqur Rahman, P.K. Babu, and Saisudha B. Mallur
- h. “Properties, Preparation, Characterization and Applications of Semiconductors”, Mariam T Badmus and P. K. Babu
- i. “Excited NH<sub>3</sub> Emission from Ionized Jet Candidates”, Alaric Evans and Dr. Esteban Araya
- j. “Investigating the Connection Between Ionized Gas and High-Velocity OH Absorption in a High-Mass Star Forming Region”, **Cade E. Rigg**, Esteban Araya, and Amisha Rane
- k. “Long Term Variability of Methanol Masers in the Orion Nebula”, Drew E. Hecox, Gabriel S. Sojka, and Esteban D. Araya
- l. “Optical Band Gap and Refractive Index Variation in Lead-Bismuth Borate Glasses”, Isabel Navas Rodriguez, Kanika G. Palecanda, Saisudha B. Mallur, and P. K. Babu
- m. “Modeling Artificial Gravity for Space Exploration”, **Jacob L. Cook** and Esteban D. Araya
- n. “A Search for Hydroxyl Emission in the Orion Nebula”, Gabriel S. Sojka, Drew E. Hecox, and Esteban D. Araya

Note: The names in bold, Cade E. Rigg and Jacob Cook, are High School Students.

## **12. List alumni activities:**

**Former Student Presentation:** Araya, E., **Sanchez Tovar, E. (WIU alumnus)**, Rosero, V., Hofner, P., Kurtz, S., “Detection of 25 GHz CH<sub>3</sub>OH Emission in Broadband Continuum Observations of Ionized Jet Candidates”,

**Western Illinois University  
Academic Affairs, Annual Reporting Documents — Chairs/Directors  
Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

American Astronomical Society Meeting, California, June 2022, 54, 333.02.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **Department of Political Science**

### **The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in interdisciplinary, regional and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

### **WIU Core Values**

#### ***Academic Excellence***

Central to our history and tradition is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. WIU's highly qualified, diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. Western is committed to an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**1. Department/School mission statement:**

We prepare students to be effective leaders in their professions as well as nurturing them to be thoughtful and engaged citizens. Students will be given the opportunity to acquire the knowledge and skills that are transferrable across public and private sector career paths in a close-knit and student-centered learning environment. We aim to provide students with a well-rounded, yet specialized, education that will help them thrive in and shape an ever-changing world.

**2. Degrees offered in Department/School:**

B.A. in political science, with specialized options in American Government, International Relations/Comparative Politics, Pre-Law, and Public Administration/Public Policy. M.A. in political science with options in American Government, International Relations/Comparative Politics, and Public Administration/Public Policy.

**3. List specific recruitment and retention activities:**

The department sponsored a program on “Careers in Illinois Politics” featuring 2017 B.A. graduate Dovile Svirupskaite, April 6. The department also participated in the graduate table fairs during the career days in February and October. Several department majors and alumni participated in the Pre-Law symposium career event in October, including keynote speaker Third District Appellate Court Judge John Hauptman (Class of '75)

The department also held a number of student-oriented events to encourage participation and promote recruitment and retention. These included:

- Department picnic at Everly Park in early September for majors and graduate students.
- Tailgate event at Homecoming football game in October
- Constitution Day panel discussion in September, with poster presentation by students in POLS 410 (Constitutional Law) and POLS 448 (Supreme Court)
- Election Night returns watching event in November

**4. List student learning outcomes for majors:**

Students will demonstrate advanced knowledge of the sub-fields of political science – American politics, comparative politics, international relations, public administration and policy, and political theory, as well as developing competence in research methods in political science. Furthermore, they will develop analytical and critical reading skills, as well as the ability to speak and write clearly and persuasively.

**5. Describe Department/School strengths:**

Faculty have won many Provost's excellence awards in recent years. The department has a strong commitment to experiential learning inside and outside the classroom. Each year, we field delegations to the Model Illinois Government and Midwest Model United Nations simulations. Political Science majors also contribute significantly to Western's Mock Trial team, which included Thalia Mercado as the 2022 president. Morgan 308 has been converted to an experiential learning classroom, and Erin Taylor's efforts to carry out experiential learning activities there were featured in a recent video for donors to the college. Faculty are dedicated to mentoring students during their time at Western and beyond as they enter the workforce. The department is committed to the dual enrollment program. We have offered Political Science 122 at Macomb High School in Fall '19, Fall '20, Fall '21, and Fall

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

'22, an online section to Cambridge High School students in Spring '21 and Spring '22, as well as an in-person section at CHS during Spring'20. Faculty have worked closely with the Honors College to enhance their curricular offerings. Examples include recent classes, such as “The Democracy Game,” “Citizen Politics,” and “Inside State Government.” Similarly, faculty offer cross-listed courses that enhance the offerings in related departments, including Political Psychology (Pols/Psych 308), and Race and Ethnicity in American Politics (Pols/AAS 311). Faculty maintain a strong community outreach presence, through presentations, LIFE classes, and media appearances.

**6. Describe Department/School challenges:**

We have lost faculty in recent years due to layoffs/departures. This threatens our retention efforts, especially when popular faculty leave or are laid off and are not replaced. Relatedly, the absence of permanent fulltime faculty in some subfields hampers our experiential learning efforts, particularly related to fielding the mock trial team or participating in Model United Nations going forward.

**7. Identify opportunities for your Department/School in the short term:**

Heightened interest in civic engagement/fate of democracy provides interest in political science related topics both inside and outside the university. This should provide continued opportunities for community and media outreach, as well as increasing the appeal of majoring or minoring in political science. Along this line, we will continue outreach activities such as Constitution Day and the All-In Democracy Challenge. The College of Arts and Science's commitment to funding Western's membership in the Interuniversity Consortium for Political and Social Research (ICPSR) should provide additional research opportunities for members of the department.

**8. Describe your plans for moving forward in the next academic year. Include a list of specific goals. Examples might include recruiting and retention initiatives, curricular innovation and development based on student learning assessment, increased research output, increased student engagement activities.**

We will persist with initiatives to expand recruitment at both the graduate and undergraduate levels. As part of this effort, we will continue to build on our relationship with area law schools, graduate schools, and employers, especially UIC law school, and the Illinois Legislative Staff Internship program. We will build on our newly-approved online major to help attract students to the political science department. We will continue to explore interdisciplinary opportunities with other fields in the university, including the sciences, where the department is currently exploring options in science and pre-law and science and public policy. We will emphasize retention by inviting former students to speak to classes about their career paths and trajectories. Department faculty have pursued a grant application to provide support for underrepresented student groups to help them better navigate the pipeline to success in being admitted to law school.

**9. How will you measure the success of the plans outlined above?**

We will track the number of students recruited/retained. Other measures of success focus on outreach efforts with postgraduate educational institutions/employers, and relevant curriculum changes.

**10. List major faculty and staff achievements:**

**a. Achievements**

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Julia Albarracin won the 2022 Hispanic Pride Award from the International Association of Radio and TV Broadcasters.
- Julia Albarracin, WIU 2022 Distinguished Faculty Lecturer.
- Julia Albarracin, recipient of Department of Education Title VI Grant, WIU Global Citizens: Illinois International Scholars Initiative, Co-Director (\$214,923)
- Julia Albarracin fundraised \$23,779 for the WIU DREAMer Fund to support undocumented students attending WIU.
- Graduating seniors McKenna Dunn and Thalia Mercado were inducted into Pi Sigma Alpha, the Political Science Honors Society.
- Political Science major Thalia Mercado was named the 2022 Lincoln Laureate

**b. Professional development**

- Julia Albarracin, 2022 WIU Summer Stipend recipient for the project “Immigrant Trust in Institutions during the Pandemic.”

**c. Outreach and Significant Service**

- Julia Albarracin, International Peace Day, Organizer, Panel Discussion on Resettlement of Afghan and Ukrainian Refugees in Illinois, September 21, 2022.
- Julia Albarracin, Presentations on immigration, two at Wesley United Methodist Church and AAUW Monmouth.
- Gregory Baldi served as a reviewer for the annual meeting of the Council of European Studies to be held in June 2023 in Reykjavik, Iceland.
- Gregory Baldi served in December on the Fulbright National Screening Committee as a proposal reviewer for awards to the United Kingdom.
- Gregory Baldi appeared on KWQC news to discuss the Russia/Ukraine war, February 26, 2022.
- Gregory Baldi appeared on WGEM news to discuss the Russia/Ukraine war, March 1, 2022.
- Gregory Baldi, Panel Discussant, “The Ukraine Crisis,’ Western Illinois University, March 24, 2022.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Gregory Baldi appeared on KHQA news to discuss Donald Trump's rally in Adams County, June 23, 2023.
- Gregory Baldi and Keith Boeckelman appeared on the "Exploring Political Science" program that was recorded for Channel 3 on November 15, 2022.
- Keith Boeckelman appeared on WQAD's Public Affairs program "The Week" to discuss the indictment of former Illinois House Speaker Michael Madigan, March 6.
- Keith Boeckelman gave a talk to the League of Women Voters on the Illinois Primary on July 13, 2022.
- Keith Boeckelman was accepted as a Board Member representing WIU on the Western Illinois Regional Council in July 2022. Western Illinois Regional Council (WIRC) provides technical assistance to local governments and elected officials facing complex community and economic development issues in the counties of and communities within Fulton, Hancock, Henderson, Knox, McDonough, and Warren.
- Keith Boeckelman, appeared on Illinois Public Radio's "The 21st" program to discuss the impact of political advertising.
- Keith Boeckelman was on WIUM on Election night to discuss the election returns.
- Keith Boeckelman - KWQC TV's 10:00 news on September 28 and 29 to discuss political advertising. Also appearing on WQPT (the Quad Cities Public TV) station on their "The Cities" program to discuss Illinois politics and the upcoming election.
- Rick Hardy appeared on KHQA News, May 3, and WQAD News, May 9 to discuss the leaked draft Supreme Court opinion overturning Roe v. Wade.
- Rick Hardy, Provost Search Committee (2022)
- Jongho Lee: Member, Selection Committee for the Provost's Awards of Excellence in Teaching, 2021-22.
- Jongho Lee: Member, Advisory Committee for the Center for Inclusive Democracy at the University of Southern California Sol Price School of Public Policy (formerly the California Civic Engagement Project at USC Sol Price School of Public Policy).

**d. Research**

Books:

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Gregory Baldi, *Ideas, Interests, and the Politics of Schools in Postwar Britain and Germany*, Palgrave Macmillan.

Articles:

- Gregory Baldi "Politics without Society: Explaining the Rise of the Scottish National Party" *British Politics*.
- Richard J. Hardy, Paul A. Schlag and Keith Boeckelman, "Constitution Day: An Opportunity for Honors Colleges to Promote Civic Engagement." *Honors in Practice—A Publication of the National Collegiate Honors Council*, Volume 18 (2022): 45-63.
- Ghashia Kiyani, "New Evidence that Naming and Shaming Influences State Human Rights Practices" (with Yuan Zho and Charles Crabtree), 2022, *Journal of Human Rights*
- Ghashia Kiyani, "Sustaining the Fight for Women's Rights in Iran as Repression Tightens". *Political Violence at a Glance*, online

Conference Presentations:

- Keith Boeckelman – Illinois Political Science Association Conference in Chicago in which Keith presented Association "The Illinois Secession Movement: A Comparative Analysis". Casey LaFrance and Jonathan Day also attended the conference.
- Ghashia Kiyani "Civil-Military Friction and Terrorism ." (with Jeffrey Pickering, Mohsin Raza, and Clayton M. Webb). Presented at the annual meeting of the ISA Midwest Political Science Association. November 2022, St. Louis, MO. "Impact of Civil-Military Friction on Transitional Justice" (with Mohsin Raza). Presented at the annual meeting of the ISA Midwest Political Science Association. November 2022, St. Louis, MO.
- Ghashia Kiyani "Gender Quotas and Women's Rights" Accepted at the annual meeting of the Women in Legislative Studies. October 2022, Houston, TX.
- Casey LaFrance, "Who is Making Local Government Budgeting Choices for Policing and Law Enforcement? (With Frankline Muthomi & Kurt Thurmaier). Association for Budgeting and Financial Management Annual Conference.
- Casey LaFrance, "Rethinking Public Safety Priorities: Residents' Budgetary Choices for Police or Non-Police Responders (with Frankline Muthomi & Kurt Thurmaier). American Society of Public Administration Annual Meeting
- Casey LaFrance and Jonathan Day, "Race, Gender and Age as Influences on Anger Towards the Defund the Police Movement," Illinois Political Science Association Annual Meeting

Other: Creative Activities: 1

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Casey LaFrance, Book Review. Hope the high road leads us home again: A review of American administrative capacity: Decline, decay, and resilience. *Public Administration* 100(4), pp. 1185-1186.
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**11. List major student achievements and recognitions:**

Ryan Homer, double major in Biological Sciences and Political Science, was named CAS College Scholar for Spring '22. Homer was received the CAS Honorary Recognition Award for the Social Sciences for 2021-2022.

Four students -- Ebra Buah, Jenna Haile, Alyssa McCorkle, and Dylan McGlasson attended the Model Illinois Government simulation March 3-6 in Springfield.

Three Political Science students -- Thalia Mercado, Kate Chavez, and Joseph Zaylik – attended the Mock Trial event in Pella, IA in December. Mercado served as Mock Trial President.

Alyssa McCorkle and Dylan McGlasson were co-winners of the Phyllis Farley Rippey Best Paper Award.

Roselyn Wright, Zachary Hollinshead, and Dylan McGlasson were chosen for the prestigious Illinois Legislative Staff Internship Program, a paid, post-graduate internship in the Illinois General Assembly.

Graduating seniors McKenna Dunn and Thalia Mercado were inducted into Pi Sigma Alpha, the Political Science Honors Society.

Thalia Mercado was named the Lincoln Laureate

**12. List alumni activities:**

Kirk Dillard is the Chair of the Chicago Area's Regional Transportation Authority. Darren Duncan is Vermillion County Treasurer, and was a candidate for Congress in the 15<sup>th</sup> District of Illinois. Dr. Artie Travis is Vice President for Student Affairs at Frostburg State University. Dr. Emmanuel Balogun is an assistant professor of political science at Skidmore College. Dovile Svirupskaite served as a campaign manager, Bill Foster for Congress. Michael Kohler is Deputy Campaigns Director at Michigan AFL-CIO. Daniel Ramirez is a contact administrator at the General Services Administration. Justin Washington is an associate media planner at AL Media Strategy. Stephen Taylor is Director of Professional Services at the Will Group. Lexandra Werle is an administrator of the Wisconsin Court System. Bart Ellefritz is the Director of Federal and State Legislative Affairs for the Chicago Transit Authority. Patrick Hostert is the Legislative Liaison for the Illinois Department of Healthcare. Mary Kay O'Brien won election to the Illinois Supreme Court. Scott Clark is Chairman of Government and External Relations for the American Red Cross in Illinois. Matthew Rinker was elected to Iowa General Assembly.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **Psychology**

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**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**1. Department/School mission statement:**

*Mission:* We prepare students for functioning in a complex world as thoughtful, knowledgeable, and conscientious professionals in their chosen career fields.

*Vision:* Our degree will be known for connecting students to experiential opportunities; such as internships, field experiences, research collaborations and leadership positions; that enable them to put classroom knowledge into practice.

**2. Degrees offered in Department/School:**

Bachelor of Science in Psychology (Psychology, Forensic Psychology options)

Master of Science in Psychology (Clinical/Community Mental Health, General Experimental Psychology options)

Specialist in School Psychology

**3. List specific recruitment and retention activities:**

Undergraduate Recruitment:

The department's Undergraduate Recruitment Committee organized and held Psychology Day March 1 2023, a half-day recruitment event for prospective students.

Quad Cities faculty and students met with 20 Rock Island High School students on March 10, 2023.

Faculty representing the Psychology and/or Forensic Psychology programs made presentations at Illinois high schools in September, November and December 2022.

The department made weekly social media posts on department Facebook and Instagram accounts.

Faculty or the Chair had over 24 individual meetings with prospective students who were interested in either Psychology and/or Forensic Psychology.

Undergraduate Retention:

Chair, faculty, and academic advisor met with first year Psychology majors on 10/6/22 and 2/14/23 to discuss how to get the most out of the major.

Psychology Club restarted as a student organization whose goal is to build community among lower-division students. It meets monthly.

The Psychology Resource Center (Waggoner 111) staffed by graduate assistants 29 hours per week to provide tutoring and a place for students to congregate.

Tutoring publicized to Introductory Psychology students via emails from advisors and tutors visiting classes.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

During Spring semester, first year Psychology majors who are academically struggling in Introductory Psychology were contacted by instructors during Week 4.

Senior Psychology majors enrolled in Senior Capstone attended orientation meeting on first Tuesday of semester (8/23/22 and 1/17/23).

25 undergraduates attended a talk on career paths in forensic psychology, given by a representative of Roger Williams University.

80 Psychology majors and minors completed a survey on perceptions of department, which will be studied by faculty/staff to help improve sense of community in the major.

**Graduate Recruitment:**

Five recruitment sessions for graduate programs, either virtually or on-person.

School Psychology representative attended recruitment event at National Association of School Psychologists convention geared toward students from minority backgrounds.

**Graduate Retention:**

The graduate programs had an orientation for new psychology graduate students on the first day of Fall semester to cover expectations, resources, and how graduate school difference from the undergraduate experience.

Graduate coordinators meet formally with students each semester to discuss progress through the program.

School Psychology and Clinical/Community Mental Health Graduate Programs Team Building Day at WIU Horn Field Campus 9/16/22.

Fall Professional Development Day (November 11th) with all three cohorts of School Psych and CCMH that included a day-long event of professional development workshops led by student interns and guest speakers, ending with a networking/ social.

Hosted School Psychology Fieldwork Meet and Greet (November 18th) with 1st and 2nd year School Psychology students and 12 participating school districts (with 8 alumni) to interview and practice interview for practicum and internship placements

#### **4. List student learning outcomes for majors:**

Bachelor of Science in Psychology (Psychology, Forensic Psychology Options):

1. Students will demonstrate an appropriate knowledge base in psychology
2. Students will demonstrate appropriate scientific inquiry and critical thinking skills
3. Students will demonstrate appropriate ethical and social responsibility skills
4. Students will demonstrate appropriate communication skills

Master of Science in Clinical/Community Mental Health:

1. Skill in developing and using the therapeutic relationship; ability to therapeutically manage the ongoing interpersonal process including one's own contribution to that process.
2. Skill in developing clear, theoretically consistent formulations of client functioning, and deriving and

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

implementing treatment plans based upon these formulations.

3. Skill in evaluating the quality of research findings and in applying those findings to the clinical situation.

Master of Science in General Experimental Psychology:

1. Students will have a broad knowledge of the subfields of experimental psychology
2. Students will have specialized knowledge of statistical techniques and research methods available for analyzing and interpreting research results
3. Students will demonstrate skill in formal public speaking and informal classroom discussions
4. Students will demonstrate skill in written expression of ideas
5. Students will have the ability to engage in original research

Specialist in School Psychology:

1. Students will demonstrate knowledge of data-based decision-making and accountability
2. Students will demonstrate appreciation of consultation and collaboration
3. Students will demonstrate competence in intervention and instructional support
4. Students will demonstrate competent intervention with mental health services to develop social and life skills
5. Students will demonstrate motivation to engage in school-wide practices to promote learning
6. Students will demonstrate knowledge about preventive and responsive services
7. Students will demonstrate knowledge of family-school collaboration services
8. Students will demonstrate appreciation for diversity in development and learning
9. Students will demonstrate competence in research and program evaluation
10. Students will demonstrate understanding of legal, ethical, and professional practice

## **5. Describe Department/School strengths:**

Undergraduate:

1. The undergraduate Psychology major is popular with students: 353 total majors, of which 94 are Macomb Forensic Psychology, and 63 are Quad Cities General Psychology. As of Fall 2022, Psychology was the second most popular major at WIU.
2. The Forensic Psychology undergraduate major is the only one of its kind – it uniquely integrates multi-disciplinary content (e.g. LEJA, Sociology, etc.) with psychology at its core encompassing legal and clinical applications for research and practice.
3. Undergraduates have the opportunity for applied experiences, including participation in Hotline (a student-led crisis call-line run out of the department) and Field Experience (internship opportunities relevant to psychology in area organizations).
4. Undergraduates are involved in research through faculty research labs in numerous subdisciplines (including forensic psychology, lifespan development, neuroscience, clinical psychology, and social psychology).

General Experimental Psychology Graduate Program:

1. The program serves two distinct student populations, students who are interested in pursuing doctoral degrees and academic careers, and those interested in careers in applied and research settings that do not require a doctorate.
2. Students develop research competence by getting actively involved in research activities during their first semester and continuing until they graduate.
3. Faculty work closely and individually with students on their research projects. Feedback from students has consistently indicated the individualized approach is one of the most well-liked aspects of the program.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

4. Students become knowledgeable in major subfields through completion of core courses in statistics, research methods, behavioral neuroscience, and social, cognitive, and developmental psychology.
5. Students have the option of taking elective coursework relevant to their individual interests and goals.

**Clinical/Community Mental Health**

1. The Psychology Clinic provides free mental health services to those in the community and has recently been coordinating services with the University Counseling Center to better support the University community.
2. Psychological assessment services were added to clinic and provide funds from service.
3. Successful new internship placements have been maintained.
4. 1:1 supervision for student trainees providing service delivery.
5. Small cohorts provide for close supervision with the added adjunct faculty member to offset being down one full tenure-track position.
6. Good internship acquisition rates, job placement rates, and licensure rates including the intensive training resulting in masters level students securing doctoral level internships for the upcoming academic year.

**School Psychology**

1. Collaborative and proactive faculty that puts students first. Faculty are dedicated to setting aside time for students to meet (in person or on Zoom) and have frequent, ongoing interactions to support their progress in graduate school.
2. Graduate students are familiar with public schools by engaging in fieldwork experiences beginning their first semester in the program. The students are well-equipped by their third year (internship) for supporting and leading a school in making data-based decisions.
3. Graduate students are mindful of the social-emotional needs that PreK-12 students have post-pandemic and are effective in providing individual and group counseling.
4. Established new external graduate assistantships have improved training sites across three new school districts/ cooperatives and one Regional Office of Education.
5. Job growth has resulted in all interns securing job placements for the upcoming academic year prior by the mid-point of their training year (year 3).

**6. Describe Department/School challenges:**

**Overall:**

1. By the end of the 2022-23 academic year, 4 faculty will have retired/resigned. This decreases the number of Unit A faculty from 20 to 16, a 20% decrease in one year. Previously, faculty members retired in 2021 and 2018 without being replaced.

**Undergraduate:**

1. The Forensic Psychology program has more student interest than can be supported by the limited faculty with the required expertise. Hiring an additional faculty member is necessary to increase student enrollment.
2. Further growth of the major on the Quad Cities campus is hampered by the number of faculty.
2. Due to retirement, the Macomb campus does not have any faculty with expertise in cognitive psychology, one of the main areas of the field.

**Graduate:**

1. The General Experimental Psychology program has seen a decline in the number of applicants

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- to the program, along with a decrease in applicant qualifications.
2. The variety of research opportunities available to graduate students has decreased, due primarily to a decline in the number of experimental faculty in the Psychology Department.
  3. The Psychology Clinic equipment/materials are becoming dated, so there is a need to secure funding for upcoming assessment materials.
  4. The School Psychology program currently has 2.5 FTE faculty and per accreditation standards, are required to have 3 FTE faculty; the department is currently searching for a Unit B faculty member in School Psychology.
  5. The School Psychology program continues to need better practicum (years 1 and 2) school placements that are close to the Macomb campus in order to provide quality training and within reasonable distance for classes. This limits the ability to expand cohort sizes if placements cannot be secured for training.

**7. Identify opportunities for your Department/School in the short term:**

Undergraduate

1. Interest in Forensic Psychology remains strong on the Macomb campus, and hiring an additional faculty member with this expertise would drive further growth.
2. Interest in the Psychology major on the Quad Cities campus remains strong, and hiring an additional faculty member would drive further growth.
3. There is student demand for the Forensic Psychology minor on the Quad Cities campus; as a test of demand, required courses were successfully offered Spring 2022 and Spring 2023.

Graduate:

1. The Clinical/Community Mental Health Program is celebrating it's 50th year and with this has reconnected with decades of former students and alumni with the potential to help with the growth and continued success of the program.
2. The Clinical and School Programs are pursuing a current expansion of an autism assessment center with a partnership being established with the WIU speech pathology program.
3. The School Psychology program is seeking to expand GA positions with more external partnership with two early childhood centers.
4. The School Psychology program has an open Unit B position that has generated interest from alumni and regional school psychologists; this helps with the potential to increase course offerings that can be taught at both the Graduate and Undergraduate level.
5. Two scholarships/grants have been established that can help support graduate students in General Experimental Psychology: the Linda Spear Scholarship (to be awarded to a student who has enrolled in the General Experimental Psychology master's program) and funds donated by Virginia Diehl and Cathy Early (to be used for graduate student research and conference expenses). A highly qualified student who applied late to the GEP program was the first recipient of the Linda Spear Scholarship award (\$500) in Fall 2022. Funds from the Diehl & Early donation (\$500) will help defray costs of student travel to conferences this Spring. In future years, up to \$1000 (total per year, for 5 years) will be available to students who submit requests for research supplies or conference expenses.

**8. Describe your plans for moving forward in the next academic year. Include a list of specific goals. Examples might include recruiting and retention initiatives, curricular innovation and development based on student learning assessment, increased research output, increased student engagement activities.**

Undergraduate:

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

1. Complete curricular revisions to encourage student participation in internships and other applied experiences.
2. Complete curricular revisions to expand offerings in Directed Electives for Bachelor's degree and make it easier for students to complete the degree without needing substitutions.
3. Improve first-second year retention in the Psychology major by continuing to implement the retention plan created Fall 2022.

Graduate:

1. The Clinical/Community Mental Health program seeks to expand enrollment from a cohort of 6 students to a cohort of 8.
2. The School Psychology program is seeking to partner with the WIU Foundations office for innovative methods to help fund students by creating an "Adopt-a-Student" Program with alumni outreach prior to fall enrollment.
3. The School Psychology program seeks to maintain enrollment with a cohort of 8 and potentially increase to a cohort of 9 for Fall 2023.
4. Both the School and Clinical programs are seeking ways to increase recruitment of students domestically by communicating with Psychology programs at regional undergraduate institutions about our graduate programs.
5. The General Experimental Program will complete a self-study to determine if curricular changes are needed to improve recruitment and retention.

**9. How will you measure the success of the plans outlined above?**

Undergraduate:

1. Greater student participation in applied experiences will be determined by increased enrollment in the two relevant courses: Hotline and Field Experience/Psychology Internship.
2. Success for the expanded Directed Electives will be determined by a) receiving University approval for changes, and b) decreased substitution of courses for students to meet degree requirements.
3. Success in retention will be determined by an increase in retention rate in the major (in 2021-22, 55% stayed in major and 72.5% stayed at WIU).

Graduate:

1. Clinical/Community Mental Health enrollment for first year students will be more than 6.
2. Success in the School Psychology's Adopt-a-Student program will be measured by the number of alumni who agree to donate.
3. School Psychology enrollment will be at least 8 per cohort.
4. The success in outreach to regional undergraduate programs will be measured by an increase in student applications from those institutions.
5. Measurement of the General Experimental Psychology graduate program's self-study will be in any changes made to the curriculum, and changes in recruitment and retention in future years.

**10. List major faculty and staff achievements:**

1. Specialist in School Psychology graduate program was re-accredited by the National Association of School Psychologists, effective 2023-2030.
2. Dr. Leigh Ann Fisler completed the Illinois School Psychology Association (ISPA) Supervisor Credential (requiring 70 hours of supervision, 4 days of training, and two metasupervision meetings).
3. Faculty presented 7 trainings/outreach sessions in the community on topics such as autism, forensic psychology, educator self-care, and child development.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

4. Faculty published 9 articles in peer-review journals.
5. Faculty had 15 presentations at psychology conferences; 5 of them had student coauthors.

**11. List major student achievements and recognitions:**

1. Two first-year psychology majors received the James Joyce Freshman Scholarship, given to freshmen with an ACT of 26 or higher (or equivalent SAT).
2. The Frank Fulkerson Transfer Scholarship awarded for first time, to new transfer student Renee Laird.
3. Francine Lawler – Honors Student in Psychology, named College of Arts and Sciences – College Scholar for Fall 2022.
4. Five undergraduates Juniors/Seniors received the Joyce Award, given to Psychology majors who actively contribute to the department.
5. Two undergraduates received the Donald Poindexter Scholarship, given to high-performing students of color.
6. One General Experimental Psychology graduate student (Jayce Owens-Boone) received the BRIDGE Diversity research award from the American Psychology and Law Society, which provides grant funding for student research.
7. Two School Psychology graduate students (Sterling Blonigen and Katie Hernandez) received scholarships from the Illinois Fund for Careers in School Psychology Minority Scholarship Program.
8. Lori Lynne Myers scholarship recipients named for School Psychology students for '23-24 academic year: Taylor Murphy, Jessi Kennel, Katie Hernandez, Jackie Beaver.
9. Three Psychology undergraduates will present at WIU's Undergraduate Research Day.
10. Five posters coauthored by students at regional or national conferences.

**12. List alumni activities:**

W. Rick Fry made a major planned gift to the Foundation, to support Psychology students and faculty ([http://www.wiu.edu/news/newsrelease.php?release\\_id=19053](http://www.wiu.edu/news/newsrelease.php?release_id=19053))

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **Race, Religion, Gender, and Multidisciplinary Studies**

### **The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in interdisciplinary, regional and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

### **WIU Core Values**

#### ***Academic Excellence***

Central to our history and tradition is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. WIU's highly qualified, diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. Western is committed to an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

### **1. Department/School mission statement:**

The Department of Race, Religion, Gender, and Multidisciplinary Studies offers multiple programs with distinct but related missions. The department houses two undergraduate majors: the African American Studies (AAS) option, new in Fall 2022, and a Paired Minors option that allows students to combine two minors from the College of Arts and Sciences to create a multidisciplinary major. Also offering minors in Religious Studies, Women's Studies, and AAS, the department prepares students for the complexity and diversity they will encounter in their careers and communities throughout their lives.

By working with students who create their own rigorous degree plans, the Liberal Arts and Sciences degree prepares them to take initiative in gathering knowledge from different fields of study and to develop the intellectual agility needed to analyze questions using different modes of inquiry. Students will then be able to use this knowledge – and the process they went through in integrating their selected fields of study - to engage with and adapt to a continually changing world.

Through its support for three multidisciplinary programs - African American Studies, Religious Studies, and Women's Studies - the Department of Race, Religion, Gender, and Multidisciplinary Studies also contributes to WIU's mission to teach leaders who can work with dynamic and diverse communities. These programs' shared mission is to contribute to a body of knowledge that should be an integral part of the education of all students, as it will be central to their work in both their communities and their careers. In all of these fields, we work to create and sustain a learning environment that fosters intellectual development. We value curiosity and depth of knowledge, believing that these are the best routes to academic excellence. We also hope this knowledge will help to create and sustain a just and compassionate human society.

- The mission of the African American Studies Program is to offer courses that focus on historical and contemporary experiences of African Americans – political, legal, social, and cultural - in order to both provide an accurate picture of the Black experience and to help students understand and appreciate that experience.
- The mission of the Religious Studies Program is to help students learn about the history and current state of the world's many and varied religious traditions, introducing them to these religious traditions' approaches to life's existential questions and ordinary realities.
- The mission of the Women's Studies Program is to apply theories of privilege and social justice to women's lives, as well as to examine intersections of race, class, sexuality, and ethnicity. Women's Studies deals with both the personal and the political, as well as the intersections between the two, and as such it is relevant to many occupations, including law, education, and business.

### **2. Degrees offered in Department/School:**

Bachelor of Liberal Arts and Sciences, African American Studies Option  
Bachelor of Liberal Arts and Sciences, Paired Minors Option  
Masters of Liberal Arts and Sciences

### **3. List specific recruitment and retention activities:**

1) **Curricular restructuring and addition of Option in African American Studies:** In Spring 2022, the Department proposed and received approval for a major restructuring of the LAS Major. These efforts are geared towards expanded recruitment and retention of those students seeking additional opportunities to work in the field of African American Studies, and to raise the visibility of this field at WIU.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

The restructuring included three elements: a) adding two courses to the core: a new reading and research course, LAS 395, Evidence, Truth, and Action; and a revised and renamed form of LAS 498, Individual Studies and Experiential Learning; b) converting the LAS Paired Minors Emphasis to a Paired Minors Option (Paired Minors: LAS); and c) adding an African American Studies Option to the newly redesigned LAS Major (AAS: LAS).

These changes in AAS will provide students with an expanded opportunity to select African American Studies as part of a transcripted option, which requires 33 credit hours specifically in AAS courses. Students will also take 12 hours of LAS credits, including an experiential learning course and a senior capstone focusing on topics directly relevant to their program. After review by the CAS Curriculum Committee; CAS Faculty Council; CCPI; and finally Faculty Senate, the Provost's office sent out official approval of the curriculum changes on April 19, 2022.

2) **Name change:** After the curriculum approval process, Department faculty proposed and received approval to change the department name to better reflect its majors and minors: the Department of Race, Religion, Gender, and Multidisciplinary Studies. The new department name highlights the existence of the work WIU is doing to support diversity and inclusion in its curricular offerings.

3) **Scholarships:** The Department continues to offer multiple scholarships – including the Mary Olive Woods Scholarships in Religious Studies; the Women's Studies Minor Scholarship and Book Scholarship; the Dr. Essie Manuel Rutledge Scholarship; and the African American Studies Experiential Learning Scholarship. All of these scholarships are geared towards helping to recruit and retain students with interests in the areas covered by RRG&MS faculty.

4) **Department website and social media planning:** A major update was made to the RRG&MS website following the name change. After consultation with WIU Social Media Lab director Josh Averbek as well as WIU marketing staff, updates were made to the department Facebook page to reflect the new department name as well as to add information. The coordinator is working with the WIU marketing team to complete further updates, create an Instagram page, and add video materials created in the spring and summer 2022, including interviews with students and prominent AAS alumni, to both social media and the WIU website. Most interviews were conducted by the African American Studies Spring intern, Shakyria Bailey.

5) **Retention plan:** The department completed the draft of a retention plan, with faculty reviewing and approving it prior to submission to the CAS dean's office in mid-November.

#### **4. List student learning outcomes for majors:**

- Students will demonstrate effective written communication skills, including the organization of their ideas and carefully constructed and punctuated sentences.
- Students will demonstrate critical thinking skills, moving beyond summary to synthesis, analysis, and/or interpretation.
- Students will demonstrate integrative learning skills, including the application and synthesis of concepts and ideas from multiple disciplines.

#### **5. Describe Department/School strengths:**

1) **Innovative curriculum development and restructuring:** During the Spring 2021 Program Review, the reviewer noted "significant curricular changes" that are likely to "support enrollments," promote "the core learning outcomes of LAS programs" and align with "university mission, vision, and values" (2). Curriculum development has included the restructuring of the LAS major to include the AAS Option, described above, as well as the retooling of the core course, LAS 195, Introduction to the Liberal Arts and Sciences. In Spring 2020 this course was approved for General Education Multicultural credit, increasing the number of students who take this gateway

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

course for the major. Offered each fall on both the Macomb and the Quad Cities campus, this introductory course emphasizes the multicultural aspects of the three disciplines taught by LAS faculty, and will be an important starting point for LAS Majors in the Paired Minors and African American Studies Options.

**2) “Outstanding” core faculty** in the LAS program who, according to the 2021 Program Review, utilize “[i]nnovative pedagogies that demonstrate clear and applicable learning outcomes, academic rigor, real-world application, and strong support for student learning.” The faculty represent a wide spectrum of research interests and teaching competencies, and have fulfilled many important service roles at WIU and in professional organizations both regionally and nationally.

## **6. Describe Department/School challenges:**

**1) Decrease in enrollment.** The enrollment in the LAS program dropped dramatically between from Fall 2018 (72 undergraduate majors) to 51 in Fall 2019, 42 in Fall 2020, and Fall 2021 (20 majors). However, since that point enrollments have remained relatively stable (with 21 undergraduate majors in Fall 2022 and 19 in spring 2023).

**2) Ongoing need for full-time faculty in African American Studies.** Faculty in other departments teach a limited number of cross-listed courses. There is substantial unmet demand for the introductory course, AAS 100: for the last several years, one adjunct has offered 1-2 sections per year of AAS100, serving between 35-70 students total per year. From F16 through Sp19, the average student enrollment was more than 100 students per semester, and the demand was even stronger prior to that time (often 4-5 sections were offered per semester).

**3) Lack of familiarity with the BLAS degree program among many faculty and advisors.**

## **7. Identify opportunities for your Department/School in the short term:**

**1) Draw on student interest in African American Studies** by expanding course offerings in AAS and providing a structured Option in this field once a Chair and new faculty in AAS are hired.

## **8. Describe your plans for moving forward in the next academic year. Include a list of specific goals. Examples might include recruiting and retention initiatives, curricular innovation and development based on student learning assessment, increased research output, increased student engagement activities.**

**1) Implementation of curriculum proposals** for the new African American Studies and Paired Minor Options, and accompanying curricular changes noted above. The changes took effect in Fall 2022.

**2) Hiring of Director or Chair in African American Studies:** In Fall 2022, The Department began a search for a Chair specializing in African American Studies to serve as the leader for the AAS program, acting as a mentor to students in AAS; teaching courses and developing curriculum in that field; and building the AAS Option. This search

**3) Continuation of support for interdisciplinary minors** - Cannabis & Culture, Religious Studies, Women's Studies, and African American Studies – and addition of possible new Options next year if supported by student demand.

**4) Recruitment/retention:** Work with BGS and other advisors to develop routes to transfer into BLAS; once chair is hired, increase faculty advising of BLAS majors and prospective minors; explore honors option for BLAS.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**9. How will you measure the success of the plans outlined above?**

The department will track enrollment in new courses and Options, as well as the major as a whole.

**10. List major faculty and staff achievements:**

- **Dr. Baker-Sperry**, with Mark Mossman and Justin Schuch, presented “Kicking the Hornet’s Nest: Leveraging Retention Planning in Changing Environments,” at the Higher Learning Commission Annual Conference, 2022. Their recorded presentation was selected for publication on the HLC website. Dr. Baker-Sperry serves as the First Year Experience Faculty Associate and the university’s Assessment Coordinator.
- **Dr. Carr** presented two conference papers, “Early College and the Future of Religious Studies Scholars,” at the the Midwest American Academy of Religion conference, March 5, 2022, and “Thinking Theologically (with Luther) about Embodied Affects in the Wake of Trauma,” at the Lutheran Women in Theology and Religious Studies Conference, November 18, 2022. She contracted in May with Augsburg Fortress to write 16 briefs for the worship aid *Sundays and Seasons*. Other scholarly activity in 2022 included two articles posted to the Lutherans Restoring Creation website “On Contentiously Communing with God” and “To Climate Change Deniers and Climate Despairers”; a presentation to the Blandinsville United Methodist Church, "*Ecclesia Reformata, Semper Reformanda Secundum Verbum Dei*: The Church Reformed, Always Reforming According to the Word of God,” and a video interview/conversation with Lutheran chaplain and theologian Paul Santmire. She serves on the WIU Faculty Senate and is WIU’s representative to the Illinois Board of Higher Education’s Faculty Advisory Council.
- **Dr. Haynes** has a contract with Bloomsbury for her forthcoming work, *Jack Kerouac, Buddhism, and the American Search for Enlightenment*. She serves as the editor of the *Canadian Journal of Buddhist Studies*, which is housed at WIU, and supervises the work of an MLAS graduate student who is the journal’s manager.
- **Dr. Perabo** presented to the Annual Conference of the Society of Christian Ethics in January 2022 on the topic, "Should An Academic Course Have a Moral? Curriculum Ethics at Public Universities." As the Department Coordinator and Coordinator for the Programs in African American Studies, Religious Studies, and Women’s Studies, she supervised the work of the AAS Program Intern in Spring 2022. She was the Faculty Senate Parliamentarian for 2021-22.

**11. List major student achievements and recognitions:**

- Mary Olive Woods Scholarships in Religious Studies totaling \$14,250 were awarded to Religious Studies minors and other students from the disciplines of Philosophy, Women’s Studies, and African American Studies. Six students received scholarships in Spring 2022 and eight students in Fall 2022.
- African American Studies minor Shakyria Bailey received the African American Studies Experiential Learning Scholarship to support her Spring 2022 internship with the AAS Program. She provided research and administrative support for the AAS Option

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

proposal, and interviewed African American students and alumni as part of a video project.

MLAS student Anna Lucken is the Journal Manager for the *Canadian Journal of Buddhist Studies* housed at WIU, and oversees the journal's website maintenance, social media, and communications. Anna presented "Bloodshed for Ahimsa: Violence in the Name of Non-Violence Between the Jains and the Muslims" at the WIU Graduate Student Conference in April, 2022.

**12. List alumni activities:**

- BLAS graduates since 2020 have reported finding full-time work in diverse locations: a nonprofit that works to support parents; the U.S. Army Civilian Human Resources Agency; the Rock Island Arsenal, the Graduate Mentoring Center at Indiana University, and the Juvenile Justice Bureau of the Cook County State's Attorney Office. A 2023 BLAS graduate will begin the MS program in Medical Technology at the University of Illinois this fall. MLAS 2020 graduate David "Sento" Ashby was elected an officer in the Society of American Fight Directors; MLAS 2021 graduate Macey Grant works as a Quality Manager at Epic Systems, a healthcare software company.

**Gordon C. Chang** served as a reviewer for *Peace and Change*.

**Lora Ebert Wallace** served as a reviewer for the *Journal of Marriage and Family*, 2022-2023.

**Christina Davis** served as a reviewer for the *Journal of Linguistic Anthropology*, the *International Multilingual Research Journal*, and *Routledge India*.

**Aggregate Research Data:**

- Books: 2
- Articles: 4
- Conference Presentations: 10
- Other
  - Book Chapters: 2
  - Book Reviews: 0
  - Journal Issue Co-editor: 0

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **Department of Sociology and Anthropology**

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**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**1. Department/School mission statement:**

B.A. in ANTHROPOLOGY

Vision Statement

- The bachelor's degree in anthropology prepares students in a range of professional fields such as law, social work, international economic development, business, public administration, health care, forensic science, human rights advocacy, and other human service professions. Local schools, the National Park Service, consultants, and museums also offer employment opportunities for these students. This program presents theoretical and practical foundation for graduate studies in anthropology and archaeology.

Mission Statement

- To produce graduates who possess a greater understanding of human, biological and cultural diversity and acquire skills to successfully navigate a rapidly changing global environment.

B.A. in SOCIOLOGY

Vision Statement

- The Sociology Program will be known for producing well-educated students who are prepared to enter a range of professional fields such as personnel, business and industry, survey research, public opinion polling, marketing and advertising research, government or nonprofit agencies, human services, hospitals or health care organizations and for graduate studies in sociology and other disciplines. The program will also be known for providing students with an excellent background for careers in enforcement, counseling, and social work.

Mission Statement

- In a globalized and ever-changing world, students need to be prepared to identify, analyze, and problem-solve change, conflict, and diverse relationships. The Sociology major at Western Illinois University provides students with these transferable skills, which are equally desired by contemporary employers as well as the admissions committees of graduate and professional schools. Sociology students will develop proficiencies in: the analysis of the impacts of diversity, difference and inequalities on social behavior, relative life chances, and social justice; effectively communicating complex ideas, issues, or concerns in ways that promote problem-solving and community building; the structural analysis of cultural and social systems and social relations; and data collection methodologies and forms of analysis for data driven decision-making. All students will be provided opportunities to demonstrate their mastery of these proficiencies through application in local/regional/national/global contexts as engaged citizens.

M.A. in SOCIOLOGY

Vision

- The Master of Arts program in Sociology provides students with: the skills that make them highly desirable employees in their field of choice; the knowledge, training, and pedagogical tools to pursue careers at community colleges (teaching and administration); and a rigorous foundation to pursue further advanced study in Ph.D. and professional programs.

Mission Statement

- Drawing on our long history of success, the Master of Arts program in Sociology at WIU strives to be recognized as the leading general M.A. program in Sociology.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**2. Degrees offered in Department/School:**

- Bachelor of Arts in Anthropology (On-Campus and Online)
- Bachelor of Arts in Sociology (On-Campus and Online)
- Masters of Arts in Sociology (Macomb Campus)

**3. List specific recruitment and retention activities:**

- September 28, 2022. Fall Luncheon for Sociology students (all programs)
- October 2022: The Anthropology program was awarded a CAS recruitment and Retention grant for the creation and distribution of promotional materials to regional community colleges. Posters were sent out via US mail in February and March 2023 and a social media campaign was launched in April 2023.
- December 12, 2022: Christina Davis, Anthropology Coordinator spoke at the admissions officers weekly meeting about the anthropology program.
- December 5, 2022. WIU Sociology alumni Career Talk: Lei Wang (MA '00) and Todd Case (BA '97, MA '99)
- February 16, 2023: WASC event for the American Anthropological Association's Annual Anthropology Day (it doubled as a recruiting/retention event and Anth majors joined)
- February 2023: Revised Flat Sheets for BA in Sociology and BA in Anthropology finalized and printed
- The Department of Sociology and Anthropology worked with Barb Arvin to redesign and update our website (new design launched February 20, 2023).  
[www.wiu.edu/cas/sociology\\_and\\_anthropology](http://www.wiu.edu/cas/sociology_and_anthropology)
- March 7, 2023: Breakfast Info Session for First Year Sociology and Anthropology Majors
- April 23, 2023: Department of Sociology and Anthropology Student Recognition Reception

**4. List student learning outcomes for majors:**

BA in Anthropology Learning Outcomes

- Identify the economic, political, and cultural bases of social inequality and the factors that affect social mobility.
- Compare and contrast environmental issues and cultural adaptations around the globe.
- Compare and contrast basic theoretical orientations and demonstrate an understanding of how basic theoretical orientations can be applied to different cultures.

BA in Sociology Learning Outcomes

- Identify the economic, political, and cultural bases of social inequality and the factors, which affect social mobility (social stratification/mobility)
- Recognize and apply the rules of scientific method to the study of social phenomena (research methods /statistics)
- Compare and contrast basic theoretical orientations in sociology and demonstrate an understanding of how basic theoretical orientations can be applied to different aspects of social reality (theory)

MA in Sociology Learning Outcomes

- Apply their sociological perspectives and associated skills in their field of choice
- Effectively transfer their knowledge, training, and perspective to diverse audiences and settings

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Identify the added value of their Master of Arts degree in Sociology and the manner in which it has impacted their educational, personal, or career goals and/or opportunities.

## **5. Describe Department/School strengths:**

### BA in Anthropology

- With fewer than 4 full-time faculty, the Anthropology faculty are experts in their respective sub-disciplines, bring practice-based expertise to their teaching, and serve as leaders in the discipline. They have secured national grant funding for both teaching and scholarly endeavors (e.g. Department of Education and National Science Foundation), participate in professional conferences and workshops, and contribute to community engagement efforts.
- The Anthropology major remained stable with 46 majors and 22 minors in Fall 2022 and 40 majors and 16 minors in Spring 2023.
- The Anthropology faculty contribute substantially to the University's goals of furthering social justice and racial equity through experiential, immersive learning experiences. This includes (but is not limited to):
  - Study abroad experiences in Germany, Puerto Rico, Austria, and India
  - Archaeological field school
  - Field trips to the Field Museum and Dickson Mounds Museum
  - Service-learning courses that connect students with corporate, industrial, and non-profit organizations
  - Independent research and publication opportunities

### BA in Sociology

- A diverse, committed faculty with international backgrounds.
- A research-engaged faculty that brings their scholarship and expertise in the classroom and in student mentorship
- A revised, well thought-out curriculum that attracts diverse students in both online and face-to-face modalities.
- Three capstone experience options (Internship/Individual Investigations/Honors Thesis) to prepare students for a broad range of post-baccalaureate pathways.
- A full complement of online courses, including all required courses and electives, developed by and taught by full-time, permanent faculty members with extensive training in online course development and delivery.
- A more efficient than average program among peer institutions for cost per credit hour.
- Integrated BA/MA in Sociology program to provide current, high-achieving undergraduate majors with accelerated path to the MA.
- Tradition of strong contribution to University's General Education and Board of Trustees degree program as well as cooperation with other departments/programs to deliver a large number of cross-listed courses to students (e.g., Women's Studies, African American Studies, and Religious Studies)
- Strong commitment and contribution to Honors College (honors courses, in-class honors, honors thesis advising, Undergraduate Research Day)

### MA in Sociology

- An excellent, committed, invested faculty that strive to ensure the continued success of the M.A. program in sociology
- One-on-one intense mentorship between faculty and graduate students for successful completion of exit options, and accommodation of student research interests.
- A long-standing history of successful alumni across public and private spheres, as well as applied

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

and academic careers that continues to the present

- Three Exit Options that suit the different needs and interests of students (Thesis, Non-Thesis, and Internship).
- Participation in the WIU Peace Corps Fellows Program (PCFP), which serves returning Peace Corp Fellows in graduate training in rural/developmental sociology.
- Integrated BA/MA in Sociology program to recruit current, high-achieving undergraduate majors into complete MA program
- Establishment of the new *Randall and Delores Lindsey DEI Graduate Internship* in 2022 expanded funding lines for our graduate students. In addition, the selected intern gained valuable experience in project development and applied sociology that will enhance their career and academic trajectory.
- Moderately reasonable costs, when compared to outcomes make this program an excellent value
- Strong record of graduate training in areas of diversity, equity, and inclusion.
- A demonstrably successful comprehensive curriculum

## **6. Describe Department/School challenges:**

### BA in Anthropology

- There is a need for additional full-time faculty to allow faculty release time for sabbaticals, research and the opportunity to not teach overload while maintaining and potentially growing our program.
- There is a need for adequate/dedicated classroom space for archaeology and biological anthropology courses
- There is a need for additional lab space for faculty and student research (archaeology and biological anthropology)

### BA in Sociology

- The reduction in the number of faculty members over the last decade with only one replacement has impacted the breadth and number of course offerings. This is particularly acute in high demand areas of study such as Criminology/Deviance.
- The delivery of the program in both online and Macomb campus formats has increased the number of majors dramatically, but has resulted in an increase in the number of underenrolled/tutored study courses on the Macomb campus. Required core courses are taught on alternating basis in each modality in order to meet the needs of both on campus and online students as they progress toward meeting graduation requirements.
- The decline in university funding for the department's operating budget resulted in loss of funds to support research and travel for faculty and students.
- There is a need to expand on our limited network of internship sites for newly created capstone experience internship options.
- The relatively late "declaration" of Sociology majors and high percentage of majors who transfer in as Juniors or Seniors limits development of shared identity among majors, particularly for our online students.

### MA in Sociology

- The decline in university funding for both departmental operating budgets resulted in loss of funds to support research and travel for both faculty and graduate students, as well as for recruiting and retention initiatives.
- The decline in university funding for graduate assistantship allocation resulted in a loss of assistantship lines and ability to attract students into the program.
- A reduction in the number of faculty members over the last decade with only one replacement has

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

impacted the breadth and number of course offerings. This is particularly acute in high demand areas of study such as Criminology/Deviance.

- Fluctuations in enrollment during the period of review in connection with university budget crisis and overall enrollment decline.

**7. Identify opportunities for your Department/School in the short term:**

BA in Anthropology Program Opportunities

- Dr. Jacob Skousen, Assistant Professor of Anthropology in 2022, was hired in fall 2022. His addition to the Anthropology faculty has restored the four field complement of faculty and provided space for additional course offerings in the area of archaeology.
- Laboratory Spaces (which were part of the 2022 Annual Report Plan for the Next Year) were allocated for Biological Anthropology and Archaeology. Dr. Skousen has been allocated space for an Archaeology Lab, which will enhance hands-on learning opportunities and research experiences for students studying Anthropology. Dr. Andrea Alveshere was allocated laboratory space in Waggoner Hall for the establishment of a BioAnthropology lab. The space is not yet fully functional but will provide Dr. Alveshere with the opportunity to conduct her DNA and other research, as well as for students to contribute and engage in research under her mentorship.
- The approval (and hopefully successful hire) of a CT Vivian Visiting Scholar in Anthropology will expand anthropology course offerings and provide new learning opportunities for students.

BA in Sociology Program Opportunities

- Opportunities to expand partnerships with high schools and community colleges to promote our program and sociology as a field of study.
- Implementation of the capstone requirement is providing one-on-one mentorship with a faculty member for every undergraduate sociology major entering the program beginning Fall 2022.

MA in Sociology Program Opportunities

- Growing the Integrated B.A./M.A. program in the department.
- Increase international student recruitment based on already existing networked relationships.
- Increase domestic student recruitment by focusing on two student populations: adult and distance learners
- Addition of the DEI Graduate Internship Program increases funding opportunities for graduate students and provides hands-on experience working on projects focused on justice, inclusion, diversity, and equity (JIDE).

**8. Describe your plans for moving forward in the next academic year. Include a list of specific goals. Examples might include recruiting and retention initiatives, curricular innovation and development based on student learning assessment, increased research output, increased student engagement activities.**

BA Program in Anthropology

- Identify funding for student service-learning projects, study travel for field trips, and study abroad programs.
- Preparation, fundraising, and promotion for upcoming Summer 2024 WIU Archaeological Field School.

BA Program in Sociology

- Construct a plan for potential revisions to curriculum/program structure, recruitment strategies,

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

and student learning goals drawing on the 2021-2022 BA in Sociology program review findings and recommendations.

- Continue to develop/strengthen partnerships with local and regional organizations to increase the range of undergraduate internship opportunities for majors.

MA Program in Sociology

- Construct a plan for potential revisions to curriculum/program structure, recruitment strategies, and student learning goals drawing on the 2021-2022 MA in Sociology program review findings and recommendations.
- Continue efforts began in 2020-2021 to develop proposal for offering MA program in online format
- Continue to develop/strengthen partnerships with local and regional organizations to increase the number and range of graduate internship opportunities for majors.

**9. How will you measure the success of the plans outlined above?**

BA Program in Anthropology

- Strong enrollment numbers for 2024 WIU Archaeological Field School that are equal to or greater than previous years.

BA Program in Sociology

- Establish relationships/agreements with a minimum of five (local and regional) sites to coordinate with our department for internships for our undergraduate majors.

MA Program in Sociology

- Steady/growing enrollment in MA program indicating effective recruitment/retention
- Approval of online MA program and online curriculum/course proposals
- Establish relationships/agreements with a minimum of five (local and regional) sites to coordinate with our department for internships for our graduate students.

**10. List major faculty and staff achievements:**

Achievements

- Dr. Lora Wallace, Professor of Sociology, was awarded a 2023 Summer Stipend
- Dr. Heather McIlvaine-Newsad was awarded a sabbatical leave for the Spring 2024 semester.
- Dr. Andrea Alveshere was awarded a sabbatical leave for the Fall 2023 semester.
- Dr. Andrea Alveshere awarded Provost Travel Award
- Dr. Jacob Skousen awarded Provost Travel Award
- Dr. Christina Davis awarded Provost Travel Award
- Dr. Heather McIlvaine-Newsad awarded Provost Travel Award
- Dr. Andrea Alveshere awarded 2022 University Research Council Grant
- Dr. Jacob Skousen awarded Sociology and Anthropology Faculty Research and Travel Award
- Davison Bideshi - Development and Approval for online course Sociology 455G - Corrections
- Lora Wallace - Development and Approval for online course Sociology 531 - Advanced Research Methods
- Craig Tollini - Development and Approval for online course Sociology 530 - Advanced Statistics
- Gordon Chang - Development and Approval for online course Sociology 519 - Contemporary Sociological Theory

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Outreach and Significant Service

**Tawnya Adkins Covert** and **Tyler Leibnitz**, MA Sociology Student and Randall and Delores Lindsey DEI Graduate Internship recipient. Collection of data on course offerings in social science in regional high schools for a multi-year, interdisciplinary initiative to establish a social science professional development workshop for high school social science teachers. Meetings with local teachers and administrators regarding project goals and initiatives.

**Patrick McGinty** served as Chair of the Midwest Sociological Society Annual Meeting Committee.

**Heather McIlvaine-Newsad** served as a member of the President's Anti-Racism Taskforce

**Lora Ebert Wallace** served as a WIU Faculty Senator, 2022-2023.

**Lora Ebert Wallace** served as a member of the WIU Institutional Review Board, 2022-2023.

**Robert Hironimus-Wendt** served as a facilitator for the *Racial Taboo* film viewing and discussion on Jan 31, 2023 for 6:00-8:00 pm at the WIU Multicultural Center.

**Robert Hironimus-Wendt** and Carl Irvin, director of the Justice, Inclusion, Diversity and Equity (JIDE) Office launched the initiative "Retaining Black Men Students."

**Robert Hironimus-Wendt** served as a member of the University Bachelors of General Studies (BGS) Committee.

**Robert Hironimus-Wendt** served as a member of the University Personnel Committee (UPC).

Research

Books:

**Chang, Gordon**. 2023. *Revolution and Witchcraft: The Code of Ideology in Unsettled Times*. Cham, Switzerland: Palgrave Macmillan.

Donaldson, Lindsay, Lisa Matthies-Barnes, **Heather McIlvaine-Newsad**, and Amanda Zunner-Keating. 2022. *Representations: An Open Invitation to Anti-Racist Anthropology*. PB Press Books, Creative Commons. <https://oer.pressbooks.pub/representations/>

Book Chapters:

Delany-Barmann, G, and **H. McIlvaine-Newsad**. 2022. Cultivating Change in the Curriculum Through International Faculty Development, in *Applying Anthropology to General Education: Reshaping Colleges and Universities for the 21<sup>st</sup> Century*, Jennifer Weiss and Hillary Haldane, eds. Routledge, Taylor & Francis Group.

**Davis, Christina P**. 2023. "Language Policy and Ethnic Conflict." In *A Companion to Linguistic Anthropology*, edited by Alessandro Duranti, Rachel George, and Robin Conley Riner, 479-493. Malden, MA: Blackwell Publishing.

Articles:

Rob Porter & **Heather McIlvaine-Newsad**. 2022. 'If I get Corona, I get Corona': COVID-19 protocols and beach tourism in Pinellas County, Florida." *Leisure/Loisir* DOI:10.1080/14927713.2022.2157320.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Yetunde Salihu, Ejura and **Lora Ebert Wallace**. 2022. "Use and Attitudes Toward Complementary and Alternative Medicine Among University Students: The Role of Gender and Race." *Journal of American College Health*. DOI: 10.1080/07448481.2022.2115296.

LaDousa, Chaise, **Christina P. Davis**, and Nishaant Choksi. 2022. "Postcolonial Language Ideologies: Indian Students Reflect on Mother Tongue and English." *Journal of Linguistic Anthropology* 32(2): 607-628.

LaDousa, Chaise and **Christina P. Davis**. 2022. "South Asian Language Practices: Mother Tongue, Medium, and Media." *Annual Review of Anthropology* 51: 289-305.

Conference Presentations:

**Andrea Alveshere**. "The Social Amoeba in Forensic Science: Microbial Fingerprinting and Epigenetics." American Academy of Forensic Sciences. Orlando, FL. February 13-18, 2023.

**Heather McIlvaine-Newsad** and Gloria Delany-Barmann. "Kaleidoscope Vision: shifting perspectives on disaster research and care of applied researchers." American Anthropological Association, Seattle, Washington. November 9-13, 2022.

**Heather McIlvaine-Newsad**. "Yoga as Fieldwork: Incorporating Yoga into the Introduction to Cultural Anthropology Curriculum." Society for Applied Anthropology, Salt Lake City, Utah. March 23-27, 2022.

**Christina Davis**. "A Trilingual Protest Movement in Post Civil War Sri Lanka: Multimodal Methods in Linguistic Anthropology," Paper Delivered, AAA Annual Meeting, Seattle, WA. November 12, 2022.

**Christina Davis**. "Mother Tongue on Stage and in Performance," Paper delivered, Annual Conference On South Asia, University of Wisconsin-Madison, Madison, WI. October 20, 2022.

**Jacob Skousen**. "Consultation and Collaboration to Preserve Noble-Wieting, a Late Precontact Village in East-Central Illinois" Southeastern Archaeological Conference (SEAC), November 9-12, 2022. Little Rock, AR.

**B. Jacob Skousen**, G. Logan Miller, Logan Pappenfort, Kaila Akina, and Elizabeth Watts Malouchos. "Introducing the Noble-Wieting Cultural Site" The Midwest Archeological Conference. October 13-15, 2022. LaCrosse, WI.

**B. Jacob Skousen**, G. Logan Miller, and Robert G. McCullough. "Beyond the Natural Community: Village Structure, Architecture, Temporality, and Community at Noble-Wieting." The Midwest Archeological Conference. October 13-15, 2022. LaCrosse, WI.

Abrams, Georgia A., Hannah Rucinski, Kjersti E. Emerson, **B. Jacob Skousen**. "Community Shaped by Diversity: A Comparative Ceramic Analysis from Recent Excavations at Noble-Wieting." The Midwest Archeological Conference. October 13-15, 2022. LaCrosse, WI.

Michael Aiuvalasit and **B. Jacob Skousen**. "Microhistory from microstratigraphy? Geoarchaeological insights from the F49 pit feature at Noble-Wieting." The Midwest Archeological Conference. October 13-15, 2022. LaCrosse, WI.

Other: Creative Activities:

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**Gordon C. Chang** was invited to present his book *Revolution and Witchcraft* to the Sociology Department's paper workshop on April 19, 2023 at University of California, San Diego.

**Gordon C. Chang** presented a talk for WASC on his book *Revolution and Witchcraft* on April 6, 2023.

**Heather McIlvaine-Newsad**. Prepared and delivered LIFE course on "Cannabis as Medicine." Wednesdays, February 8, 15 & 22, 2023.

**Heather McIlvaine-Newsad** wrote and recorded nine TSPR.org radio commentaries.

**Heather McIlvaine-Newsad** served as a reviewer for NSF Civic Innovation Challenge grants.

**Heather McIlvaine-Newsad** served as a reviewer for the National Academy of Sciences, Engineering and Medicine, Gulf Health and Resilience - Gulf Research Program.

**Heather McIlvaine-Newsad** served as a reviewer for *Human Organization*.

**Gordon C. Chang** served as a reviewer for *Peace and Change*.

**Lora Ebert Wallace** served as a reviewer for the *Journal of Marriage and Family*, 2022-2023.

**Christina Davis** served as a reviewer for the *Journal of Linguistic Anthropology*, the *International Multilingual Research Journal*, and *Routledge India*.

## **11. List major student achievements and recognitions:**

**Tyler Leibnitz**, MA student in Sociology, was selected as the inaugural recipient of the Randall and Delores Lindsey DEI Internship.

**Asia Billingslea**, Sociology M.A. student and Graduate Assistant at WIU's Women's Center and

**Kirsten Oelschlager**, a departmental Student Ambassador were active organizers for WIU's 2022 Take Back the Night Week. Take Back the Night is "a meaningful series of awareness and community-building events focused on ending interpersonal violence, including sexual assault, rape, child abuse, incest, domestic violence, and stalking." were instrumental in making the event a success. This year's theme was "Shatter the Silence, Stop the Violence!"

**Md. Mahbub Alam**, Illinois State Sociological Conference Presentation, "Developing "Self": Socialization Process, Power/ Inequalities and Agency," Nov. 4, 2022 Charleston, IL.

**Susan Crawford** was selected as the Fall 2022 Department Scholar for Sociology.

**Chloe Jones** was selected as the Fall 2022 Department Scholar for Anthropology

**Md. Rezaul Karim**, WIU Graduate Research Conference Presentation, "COVID-19 and Loss of Employment in the Family" March 3, 2023.

SOC/WS430G Student-led Women's History Month Event: "Who Knew It?: The Mysteries of Women's Reproductive Health." **Asia Billingslea** and **Julia Slesinski**, March 27, 2023.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

SOC/WS430G Student-led Minority Health Month Event: “State by State: Rights to a Woman’s Body.” **Kate Chavez**, April 10, 2023.

**Leah Bozard** was selected as the Spring 2023 Department Scholar for Sociology.

**Leah Metcalf** was selected as the Spring 2023 Department Scholar for Anthropology.

**Asia Billingslea** was awarded the 2023 Sociological Masters Scholarship Award.

**12. List alumni activities:**

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