

# Western Illinois University Consolidated Annual Report and Program Review



July 2022



WESTERN  
ILLINOIS  
UNIVERSITY

**Western Illinois University**  
**Consolidated Annual Report and Program Review**  
Academic Year 2021–2022

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# COLLEGE OF ARTS AND SCIENCES

## Annual Report - 2021/2022

### COLLEGE MISSION AND VISION STATEMENTS

#### Mission

The College of Arts and Sciences provides a premier learning experience at the undergraduate and graduate level through the faculty's dedication to excellence in teaching, scholarship, and service. The College presents countless opportunities to enhance students' knowledge and qualifications for employment or advanced studies, and challenges them to become life-long learners and contributing members of society.

#### Vision

The College of Arts and Sciences is committed to creating a learning community rich in faculty-student collaboration on research and scholarly endeavors, promoting in our students an appreciation of diversity, providing guided experiences through internships, community-based learning and practical experiences, and instilling intellectual agility and the habits of mind and spirit necessary for living a fulfilled life in a rapidly changing world.

#### Degrees Offered in College:

Biological Sciences  
 Chemistry - B.S. Chemistry (Chemistry option); B.S. Chemistry (Biochemistry Option); B.S. Chemistry (Pharmacy Option); B.S. Chemistry (Teacher Education); B.S. Forensic Chemistry; M.S. Chemistry.  
 EAGIS (Meteorology, Geology, Geography/GIS)  
 English  
 Environmental Science (E.S. Ph.D.)  
 Foreign Languages and Literatures  
 History  
 Liberal Arts and Sciences  
 Mathematics and Philosophy  
 Nursing  
 Physics  
 Political Science  
 Psychology  
 Sociology and Anthropology

#### What is Unique and Special about Your College

- Describe the uniqueness of your college  
 My discussions are based upon the College of Arts and Sciences' (CAS) strengths and then focus on these strengths in concert with our uniqueness, understanding 'uniqueness' as meaning distinctive especially given President Huang's mission and vision for Western Illinois University. The College has recognized Fulbright Scholars, 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 course. CAS faculty distinctiveness is that we have the opportunity to interact, teach, mentor many students through our general education courses. Information from IRP:

FL20 - 76.65% of approved General Education courses are available through the College of Arts and Sciences and 78.57% of General Education courses that were offered were taught by CAS faculty.

SP21 - 76.75% of approved General Education courses are available through the College of Arts and Sciences and 75% of General Education courses that were offered were taught by CAS faculty.

SU21 - 76.75% of approved General Education courses are available through the College of Arts and Sciences and 54.54% of General Education courses that were offered were taught by CAS faculty.

FL21 - 76.75% of approved General Education courses are available through the College of Arts and Sciences.

Similar to the discussions above of the overall reach to the entire WIU student community, the CAS experiential learning opportunities 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.

Funded Undergraduate Research and matching Graduate Student Research– We continue to have two rounds of UGR competition -

Other experiential learning opportunities such as Political Science’s Model UN and Model IL. Also, please see the individual CAS departments’ reports.

### **Enrollment Growth Possibilities in Your College**

- List and describe areas in your college where you see potential enrollment growth. In this description include, where possible, market data, audience profiles, national trends, employment data, and other indicators of market potential. (Also, please see the individual CAS departments’ reports.)

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 :

- A. 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’.
- B. Both campuses: increased experiential learning opportunities; determining the goals and delivery of Mathematics 099 and 100 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.

## Barriers to Growth in Your College

- List and describe the primary barriers to enrollment growth in your college.  
In addition to the discussion above, 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. For CAS specifically,

## Enrollment<sup>1</sup>

- 5 years of headcount enrollment by new freshmen, new transfer, new graduate, and continuing undergraduate and graduate students in your college  
Enrollment of new freshman and transfer students in CAS undergraduate majors over the past five years has been relatively steady, with a slight dip in Fall of 2018 and 2019 (see Table 1). In Fall 2021, new undergraduate freshmen and transfers were within 1% or 2% of Fall 2017. During that same time, new graduate student enrollment increased by 27%, from 81 new grad students in Fall 2017 to 103 new grad students in 2021.

Overall (continuing) undergraduate enrollment declined over this period at a rate of 17%. This compares to a 29% decline in overall undergraduate enrollment at WIU over the same period. As a result, the percentage of WIU undergraduate students majoring in CAS disciplines increased from 23% in Fall 2017 to 27% in Fall 2021.

Graduate enrollment in CAS declined by 15% over the five-year period, while overall WIU graduate enrollment increased by 12%; as a result, the percentage of our graduate students relative to university totals declined, from 16% in 2017 to 12% in 2021.

- 5 years of headcount enrollment by race/ethnicity, gender, and country of origin  
Overall enrollment figures for different race/ethnicity have remained fairly consistent over the Fall 2017-2021 period (see Table 2). In that time, non-white enrollment has ranged from 45%-48% of the total college enrollment. In considering gender over the same period, students identifying as female have increased slightly, from 65% to 70% of college totals.

In Fall 2021, enrollment of international students in CAS programs reached its highest level in five years, showing a 25% increase, from 102 total international students in Fall 2017 to 127 in Fall 2021 (see Table 3 for breakdown of countries of origin of our international students).

- 5 years total credit hour production by department  
Credit hour production in the college has declined by about 31% in the period from Fall 2017 to 2021. That decline matches fairly closely the overall decline in the undergraduate students during the same period; that that these figures would correlate strongly is understandable, given the large percentage of SCH associated with the College's General Education offerings. Table 4 lists the credit hour production for all CAS departments, as well as the college totals.
- Identify faculty-student ratio by college and department, with explanation of disciplinary norms  
Average student-faculty ratios (see Table 5) for the period from FY19-FY21 range from 5.2 for Nursing to 19.1 for LAS, with a median of 14.5 for the entire college. Eight of the college's 13 departments, or 62%, saw an increased S/F ratio over that three-year period; the median change over that that period was a 6.3% increase in the student-faculty ratio. The units with the lowest student-faculty ratio were Nursing (whose ratio was affected by the large number of clinical and lab courses,

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<sup>1</sup> IR will create a "College Profile" for Deans and Directors.

which have strict limits on section sizes due to agency and state guidelines) and Foreign Languages and Literatures (which limits sections sizes, especially in lower-division Gen Ed courses, due to the necessity of student-teacher conversation and interaction when teaching a language).

### **Degrees Conferred**

- **Total number of degrees conferred for most recent academic year**  
The college conferred 301 undergraduate and 96 graduate degrees in FY21, for a total of 397 degrees.
- **Total number of degrees conferred for most recent academic year per department and/or program**  
The number of undergraduate degrees conferred by departments in the college ranged from 5 to 61; for graduate degrees, the range was 2 to 19. Table 6 lists number of degrees conferred by department.
- **Number of degrees conferred for most recent academic year per race/ethnicity, gender, country of origin**  
Table 6 also breaks down number of degrees per race/ethnicity and gender. Information regarding degrees conferred per country of origin is not available to us.

### **Retention of Students**

(Also, please see the individual CAS departments' reports.)

- List retention initiatives for current students

### **Across all programs and departments:**

CAS Undergraduate Research Grant Program

Learning Assistant Program (LAP): Physics, Mathematics, and now Biological Sciences all participate in LAP. Initiated in the fall of 2017 in the Intro Physics and Calculus course sequences in support of the Engineering program at the QC campus under the leadership of CAS Assistant Dean Jim Rabchuk, the program now includes additional courses in Math and Biological Sciences this Fall semester and is made possible by the support of the Provost's Office, with scholarship support from the College of Arts and Sciences. Learning assistants are trained to guide student learning and are involved in the planning and preparation of courses. Since its introduction, there has been a consistent 1/2 to a full grade improvement in student performance in the classes as well as in Engineering courses because of the development of an overall conceptual understanding that transferred to similar but new course content.

### **CHEMISTRY**

Additional undergraduate and graduate student tutors were hired as lecture learning assistants to assist students having difficulty in CHEM 201 & 202.

New Curriculum changes for CHEM 201/202 were proposed to improve retention. Specifically, the changes would include expanding CHEM 201 into a 5-semester hour course that will encompass a required recitation session wherein small groups of students will work practice problems with the help of an instructor and undergraduate peer mentors. Additionally, current Math co-requisites for CHEM 201 will be listed as pre-requisites for CHEM 202.

### **EAGIS**

Offers employment to undergraduate and graduate students in the GIS Center.

### **ENGLISH**

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.

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.

In response to faculty concerns in Fall 2021 about poor attendance and lack of engagement in ENG 180, and students' expressed perception of hybrid course modalities as a barrier to their success, the Chair and Writing Program Director worked with the Registrar's office to schedule more spring 2022 sections fully in person by identifying and securing electronic classrooms and computer lab classrooms across campus with the capacity to accommodate the number of students in a section.

#### Sigma Tau Delta

1. With NCTE, hosted a book discussion of *Dear Martin* (selected at the national level for a read along event) for all interested students.
2. Set up a system for book sharing for all students (along the lines of a little library) in the Simpkins Hall Reading Room.
3. Coordinated and advertised weekly study sessions in the Simpkins Hall Reading Room for all interested students.

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

1. Partnered with the QC Student Government Association to hold a Homecoming Dance and Game Night at WIU-QC in October 2021.
2. Hosted a full theatre rental for the showing of *Dune* in November 2021.
3. Partnered with the QC PSYCH Club for a bowling night in December 2021.
4. Officers traveled to Macomb for the Fred Ewing and Lola Austin Case event in February 2022.
5. University Writing Center
6. Worked closely with the Office of Retention Initiatives to identify and support students at risk for not retaining by sharing information on student utilization of the UWC and reaching out to individual students who might benefit from directed writing support
7. Continued expanded hours (7 days a week, 4-12 hours/day) and modalities (asynchronous, synchronous, and in person, Macomb and QC) to support students whose schedules require flexibility for access
8. Partnered with faculty across campus, as well as other academic support services, in outreach initiatives aimed at raising awareness about academic support resources and in targeted student workshops both in and outside the classroom

#### **HISTORY**

To help with student retention, the interim chair, using information provided by the WIU registrar, AIMS, and office of Assessment, Accreditation, & Strategic Planning (AASP), also compiled data on students' rates of lack of success (withdrew or failed) in undergraduate classes from 2018-2021 to identify possible patterns susceptible to changes in department teaching methods, and established a faculty committee to generate recommendations.

#### **MATHEMATICS AND PHILOSOPHY**

Online and face to face tutoring services for all courses at the 100- level.

Providing Math tutors to Rocky's Resources tutoring services.

Piloting LA program in Math 100.

Providing graduate assistants to the faculty with a high teaching load.

#### **PHYSICS**

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.

Implementation 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 21st century BS and MS graduates in physics.

Complete overhaul of the course evaluation instrument to obtain actionable input from the students on our current offerings. The information collected is expected to have long-term impact on the effectiveness of our teaching as per the needs of the students.

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 introduced extra help sessions in both classes, within the Learning Assistant model, to offer problem-solving assistance and training to the students that needed it the most. The students were identified with the help of a placement test administered at the beginning of the semester.

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.

### **POLITICAL SCIENCE**

The chair conducts an exit survey/focus group with sections of the senior seminar (Pols 492) to discuss students' experiences with the major. The results are used to improve recruitment and retention in the department. For example, we have tried to bring alums onto campus or to connect with classes via zoom to help mentor students in their careers.

- List retention initiatives for transfer students

At this time, we have no discrete initiatives for transfer students. The CAS will work with chairs and our CAS Faculty Council to develop specific strategies for this population of students.

### **Recruitment of Students**

(Also, please see the individual CAS departments' reports.)

- List recruitment initiatives for first year students

### **All CAS undergraduate programs participate in Discover Western CAS Undergraduate Research Grant Program**

### **BIOLOGICAL SCIENCES**

Faculty in the department, including the Department Chair, meet regularly with prospective undergraduate and graduate students and give tours.

The department has had one faculty member participate in new recruitment event called Experience Western.

Due to COVID-19 concerns, the department has not held its major annual event, Biology Day, in two years, but hope it can resume in Fall 2022.

### **CHEMISTRY**

22 tours were conducted (outside of Discover western tours) for prospective students who visited the department and wanted to see the labs.

A search was conducted for a new Unit A faculty member in Analytical Chemistry and Instrumentation. The person selected for this position should be able to significantly contribute to the new B.S. Physics-Material Science Option. Many Chemistry students are interested in Material Sciences Research. Five undergraduate



Chemistry majors have applied for 2022 NSF-Summer Research Experiences for Undergraduates (REU) at major universities in programs that have a focus in Material Sciences.

The Department of Chemistry faculty developed a new display for the Majors Exploration Fair (November 3, 2021) to better advertise the B.S. Chemistry-Pharmacy option and our articulation agreement with the University of Chicago College of Pharmacy Pharm.D. program.

### **EAGIS**

Offers employment to undergraduate and graduate students in the GIS Center.

Offer GIS professional development workshops for area middle and high school teachers

### **ENGLISH**

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).

Hosted two Fred Ewing and Lola Austin Case Writers-in-Residence events in virtual format during 20-21, and another virtual event in Fall 2021 with three visiting writers. In Feb 2021 the Department hosted an in-person event with alumni and writer Ayana Contreras. We are hosting one more in person event with a visiting poet in April 2021. 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.

Barbara Lawhorn and Rebekah Buchanan partnered with alum Connor Sullivan to create a Creative Writing Club at West Prairie Middle School.

Barbara Lawhorn's English 100 students participated in a writing partnership with Connor Sullivan's West Prairie 8th graders that resulted in a major book and literacy donation to the West Prairie students.

### **FLL**

Recruitment and retention being right now are our main preoccupation. We have been developing a series of activities aimed at those two issues. 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. Finally, Dr. Edmund Asare, in special, liaised with Academic Advisors and Student Success to assist and work with students on issues related to excessive absences and missed assignments.

### **HISTORY**

Using WIU admissions office reports of high school students indicating an interest in history, the department interim chair, quarterly, e-mailed prospective undergraduate students with information about the program. Additionally, drawing on a digital history game he developed in summer 2021, the department interim chair,

supported by a WIU summer stipend, contacted 16 high school teachers of American history to incorporate the game into their curriculum (the first year of a multi-year outreach project).

### **MATHEMATICS AND PHILOSOPHY**

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

**Psychology:** Elgin Academy - Forensic Psychology Presentation with Kim McClure & Kathy McGuire (20 students were in attendance).

### **PHYSICS**

Virtual Science Saturday: a monthly science discussion activity for 6th grade onwards on topics of current interest across all science and technology fields. Made science accessible to the middle and high-school students and the general public with the creation of Virtual Science Saturday. This event takes place on the first Saturday of the month when the university is in session. We have had seven episodes so far which not only attracted live audience but also have picked up sufficient views on the Department's YouTube channel.

Discover Western: modified department visit sessions at the Discover Western events to carry them out in collaboration with the School of Engineering and Technology. 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.

Science Fair Visits: 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.

Dr. P. K. Babu planned and led the activities for the visit of Mr. Sherman Barnards (Macomb High-School student) to the WIU Nanomaterials Research Laboratory, October 19, 2021, as part of the Macomb Youth Leadership Organization Job Shadow Program

Dr. E. D. Araya planned and led the activities for the visit of Mr. Benjamin Lockard (Macomb High-School student) to the WIU Astrophysics Research Laboratory, October 26, 2021, as part of the Macomb Youth Leadership Organization Job Shadow Program..

### **POLITICAL SCIENCE**

The department helped organize an event with UIC Law School on October 26 to help explain the process for admission to law school, as well as specific programs at UIC.

The department coordinated meetings with students and a representative of the Illinois Legislative Staff Internship Program in conjunction with Career Day, October 5.

The chair conducts an exit survey/focus group with sections of the senior seminar (Pols 492) to discuss students' experiences with the major. The results are used to improve recruitment and retention in the

department. For example, we have tried to bring alums onto campus or to connect with classes via zoom to help mentor students in their careers.

### **SOCIOLOGY AND ANTHROPOLOGY**

CAS Undergraduate Recruitment Grant for Anthropology (\$500): Anthropology faculty have created posters to recruit for the major/minor, individual classes, highlighted female women of color Anthropologists and paid for ads on social media.

Anthropology faculty led virtual welcome session for anthropology majors, fall 2021

CAS Undergraduate Recruitment Grant for Sociology (\$493)

Grant will be used to cover costs to print and mail posters and brochures to regional community colleges and to print panels promoting BA in Sociology program for display board used at Discover Western and other recruiting events.

Held watch party for ASA Webinar on Resume Strategies for Sociology majors (March 2, 2022)

The Student Recruitment and Retention Committee is beginning the process to update our Sociology undergraduate flat sheet.

The Student Recruitment and Retention Committee revised guidelines for Sociology Student Ambassador responsibilities. Sociology student ambassadors are now serving in the role as sociology mentors for incoming freshman and sophomore students.

The Student Recruitment and Retention Committee started a project “Our Sociology Undergraduate Students and Their Stories.” Information about our students will be displayed on the third floor in Morgan Hall and published on our social media platforms.

Approved curriculum revision to add Soc 497H (Honors Thesis) as capstone option for BA in Sociology program (approved spring 2022 for fall 2022 catalog)

Sociology faculty led a virtual welcome session for anthropology major, September 24, 2021

- List recruitment initiatives for graduate students – Also, please see individual CAS departments’ report

### **BIOLOGICAL SCIENCES**

Faculty in the department, including the Department Chair, meet regularly with prospective undergraduate and graduate students and give tours.

### **EAGIS**

Offers employment to undergraduate and graduate students in the GIS Center

### **ENGLISH**

Director of Graduate Studies in English corresponded throughout the year with department chairs at feeder institutions to recruit new graduate students

With the University Writing Center director, met with prospective international English graduate students in December 2021 via zoom to discuss the MA program and application process.

Amy Mossman, Writing Center Director worked closely with Dr. Randy Glean to identify and recruit potential international students for our graduate program and University Writing Center assistantships.

With the help of English Education faculty, formalized an agreement with Education for a MAT degree; MAT teachers may now take two courses with English Education faculty via livestreaming

### **HISTORY**

To help recruit prospective graduate students to the program, using contact information gathered by a teaching assistant, the graduate program director emailed history department chairpersons at 18 colleges in Illinois, Iowa, and Missouri, history department chairpersons at 73 HBCUs, and principals at 14 Western Illinois high schools (for sharing with teachers interested in an M.A.).

The graduate program director also made on-campus presentations at Bradley University, Lincoln College, and the University of Northern Illinois to help recruit prospective graduate students to the program. The graduate program director also recruited several international students to the program, increasing the program's diversity. And the graduate program director arranged for history graduate students to gain assistantships in the department as well as in the university writing center and the library archives, strengthening the program's enrollment.

### **IES/ESPhD**

Working 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 in their native countries.

### **POLITICAL SCIENCE**

Greg Baldi and Keith Boeckelman have developed relationships with area liberal arts colleges, including Monmouth, Augustana, Quincy, and Culver-Stockton to help recruit potential graduate students to the program.

The chair conducts an exit survey/focus group with sections of the senior seminar (Pols 492) to discuss students' experiences with the major. The results are used to improve recruitment and retention in the department. For example, we have tried to bring alums onto campus or to connect with classes via zoom to help mentor students in their careers

- Recruitment for transfer students

### **CHEMISTRY:**

Three Chemistry faculty members presented virtual Traveling Seminars, during which they spoke to students in community colleges about our programs.

### **Recruitment and Retention of 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. While some of the overload assignments were caused by COVID restrictions on class sizes, some of our departments are routinely assigning overload to cover personnel shortages. These departments include Chemistry, EAGIS (principally GIS and Meteorology programs), Nursing, and Sociology/Anthropology (primarily the Anthropology program).

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

One important way to recruit and retain office support staff is to increase 50%/dual assignments 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 as evidenced by the announcement of a retirement of a Mathematics professor after our recent meeting. Current information includes:

College-wide:

### **Office Support Staff**

I have been working with Provost's Office and Budget to 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, English/FLL, EAGIS/IES, History/Political Science, Sociology & Anthropology/Mathematics & Philosophy. We have been successful (so far) with restoring a 100% position in English using cost savings within that department and assigning 50% office support once again 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.

### **BIOLOGICAL SCIENCES - Wildlife Ecologist**

**CHEMISTRY** – TA funding issue due to faculty ace load assignments. Since the advent of the Forensic Chemistry program and the growth in the number of Chemistry majors caused by that program, the department has been chronically understaffed. The department has partially worked around this shortage of faculty by assigning TAs sections of labs. The budget cuts of several years ago greatly reduced the TA budget, and the minimum wage increases that will take full effect in the next several years will effectively reduce the TA force in Chemistry by 25%. Without additional TA funding, we will be forced to request additional faculty lines to cover needed classes and labs.

**EAGIS** – Tenure track positions in Meteorology and GIS. The two remaining Meteorology have carried a combined average overload of 31 ACEs each year. The faculty member primarily responsible for GIS courses has averaged 21 overload ACEs each year for the past two years. The number of undergrad and graduate majors in GIS and Meteorology has increased from 45 to 70 over the last three academic years, making this department severely understaffed.

**ENGLISH** - Basic Skills course support; completing CTV); Dan Barclay - unit B to unit A

**HISTORY** - wish for Latin Americanist (Latino/LatinX Studies)

**IES/ESPhD** – At least one dedicated faculty position, preferably at the Associate Professor level

**LIBERAL ARTS & SCIENCES** - Chair; AAS faculty; LatinX faculty

**MATHEMATICS/PHILOSOPHY** - Basic Skills The Unit B instructor responsible for teaching almost all of the Basic Skills math courses has averaged over 16 ACEs of overload for the past two years.

**SCHOOL OF NURSING** – Dependent on current staffing and student enrollment

**PHYSICS** - Teacher Education – Tenure Track or Unit B

**POLITICAL SCIENCE** – Tenure Track in International Relations.

**PSYCHOLOGY** - CCMH The Clinical/Community Mental Health option in the MS program in Psychology currently has 1.5 Unit A faculty and 1 Unit B faculty; this professional training program serves a strong regional need for mental health professionals and requires a substantial number of individual/small group

contact hours (similar to Nursing, Music and other programs). The C/CMH faculty, in providing direct service to Psychology Clinic clients as well and supervision to student therapists, routinely exceed by a high margin the number of contact hours allowed for the number of assigned ACEs. Because of the combined effect of the workload and the emotionally taxing nature of the work, the faculty in the program at high risk for burnout (and retention of faculty in recent years has suffered, as well). An additional Unit A clinical faculty, particularly a diversity hire with expertise in working with Latinx clients, is needed.

### **Courses**

- Total number of general education courses: 376
- Total number of FYE courses: 34
- Total number of major courses (upper division): 372
- Total number of independent study, internship, and other courses: 160
- Total number of graduate courses: 129
- Number of courses offered through Macomb campus: 746
- Number of courses offered through QC campus: 46
- Number of courses offered through Online campus: 337

### **Number of New and Revised Academic Programs**

- New Major Options [include audience for the program and aspect of mission served by the program]
  - New Option: BS in Physics: Material Sciences option  
This program is designed to appeal to students interested in Physics and Chemistry as they apply to materials science. This program serves our university's mission of by providing "student-centered undergraduate and graduate programs characterized by innovative teaching, research and service...."
  - New Option: BA in Liberal Arts and Sciences: African American Studies option  
This option addresses our university's mission of empowering "students, faculty and staff to lead dynamic and diverse communities" by once again allowing students to focus their education on African American Studies. This new option is in direct response to student requests.
  - New Option in Liberal Arts and Sciences: Paired Minors option  
This option is an evolution of the current concentration in LAS that allows students to combine any two CAS minors into a customized major program.
  - New graduate program: M.S. in Teaching Mathematics (approved last year first offered Fall '21)  
Designed for working secondary mathematics teachers, this graduate program will support our region by allowing active teachers to continue their education.
- New Minors [include audience for the program and aspect of mission served by the program]  
NONE
- New Certificates, Emphases, or Other [include audience and aspect of mission served]  
NONE

### **Eliminated Academic Programs**

- Majors, minors, other  
NONE

### **Faculty Activities**

- Achievements: Please see 'Research' Section below as well as the individual CAS departments' reports.
- Professional Development

Because of budget constraints, the CAS support of professional development opportunities was suspended prior to this year and has commenced as of January 1, 2022.

- Outreach and Significant Service. Also please see individual CAS departments' reports.

**CHEMISTRY** A Mass Spectra workshop was held May 20-21 to teach hands-on training of the Mass Spectrometry – attended by faculty from 4 Illinois Institutions of Higher Learning.

**EAGIS** - Four graduate and six undergraduate students are assigned to the GIS Center, working on the next generation enhanced 911 projects for counties in west central Illinois.

**ENGLISH** - Sigma Tau Delta and our chapter of NCTE co-hosted a discussion of Dear Martine, a book that the national Sigma organization selected as this year's common read.

**IES** - The 14th annual Upper Mississippi River Conference, sponsored by WIU's Institute for Environmental Studies, was held in person and online from October 5-7 at the Bend in East Moline, IL. Two environmental science Ph.D. students and four biology M.S. students presented posters based on their research.

**NURSING** - Faculty/students participated in COVID vaccine clinics of at least 2 health departments (McDonough and Hancock counties)

**PHYSICS** - Outreach & Recruitment: Dr. E. D. Araya planned and led the activities for the visit of Mr. Benjamin Lockard (Macomb High-School student) to the WIU Astrophysics Research Laboratory, October 26, 2021, as part of the Macomb Youth Leadership Organization Job Shadow Program. Activities included: discussion of opportunities for dual-enrollment courses, overview of research activities at the lab, presentation by international undergraduate student about angular momentum in regions of high-mass star formation, discussion of careers in astronomy, introduction to the use of Python to modify color scales of images and application to the imaging of the supermassive black hole in M87, meeting with a high-school student from Augusta Illinois to share about his project.

Made science accessible to the middle and high-school students and the general public with the creation of Virtual Science Saturday. This event takes place on the first Saturday of the month when the university is in session. We have had seven episodes so far which not only attracted live audience but also have picked up sufficient views on the Department's YouTube channel.

**Psychology:** Psychology Clinic successfully transitioned to offering tele-health options to clients seeking mental health services. We were fully tele-health in Fall 2020, and offered a combination of face-to-face and tele-health opportunities to clients, depending on their preference, in the spring 2021 semester.

- Research:
  - Books: 8
  - Articles: 79
  - Conference Presentations: 121
  - Other: Creative Activities - 83

### Grant Activities and External Funding

- List grants and other external funding sources

**FUNDRAISING/DONOR SUPPORT:** \$591,466.93. This is a conservative estimate -- it does not include gifts that we anticipate closing soon:

\$37,500 to STEM  
 \$900,000 + \$30,000 to sociology/anthropology  
 \$25,000 to physics

**GRANTS:** Submitted - \$7,164,084; Awards - \$928,149. With our ability recently to use ICR funds, the goal and expectation is to increase the number of grants; one example is ICPSR, Founded in 1962, and based at the University of Michigan, ICPSR is one of the world's oldest and largest social science data archives. It has been widely recognized for the quality and range of its data. In 2019, it received the National Medal from the Institute of Museum and Library Sciences for its contributions in data collection and dissemination. Over 40 social and behavioral science disciplines are represented in the Consortium's data sets. Subject matter ranges from contemporary social problems and public opinion polling to historical data sets ranging to the early 2nd Millennium. Researchers will benefit from the Consortium's emphasis on scientific norms, such as replication, verification, and the reuse of data that are central to making progress in social and behavioral science disciplines. ICPSR also provides a Bibliography of Data-Related Publications with links to thousands of works in the professional literature.

### Value of Programming

- Please explain how departments, programs, and other aspects of your college add value to the educational experiences of Western student

As I discussed earlier, the CAS has recognized Fulbright Scholars, 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 course. The CAS faculty distinctiveness is that we have the opportunity to interact, teach, mentor many students through our general education courses. Information from IRP:

FL20 - 76.65% of approved General Education courses are available through the College of Arts and Sciences and 78.57% of General Education courses that were offered were taught by CAS faculty.

SP21 - 76.75% of approved General Education courses are available through the College of Arts and Sciences and 75% of General Education courses that were offered were taught by CAS faculty.

SU21 - 76.75% of approved General Education courses are available through the College of Arts and Sciences and 54.54% of General Education courses that were offered were taught by CAS faculty.

FL21 - 76.75% of approved General Education courses are available through the College of Arts and Sciences.

Like the above overall reach to the entire WIU student community, the CAS experiential learning opportunities 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.

Funded Undergraduate Research – We continue to have two rounds of UGR competition -



Other experiential learning opportunities - Model UN, Model IL, English (

### **Student Success**

- List student clubs and organizations in the college

#### **BIOLOGICAL SCIENCES**

TriBeta- Gamma Iota chapter at WIU

Students of Sustainability- active

Outdoors Club- active

Zoology club- active

Biology grad student club- active

Pre-professional club- inactive as of this semester

Fisheries Society- inactive; Wildlife Society- inactive; NSTA- inactive

#### **CHEMISTRY**

Chemistry Club (ACS), Biochemistry club, Forensic Science Club, Women in Science student Organization

EAGIS - Severe Weather Club, Geology Club, and Student Society of Geography.

#### **ENGLISH**

Sigma Tau Delta--honors in English

NCTE--National Council for Teachers of English

EGO-English Graduate Student Organization

African American Literary Society

Film Club

Publications by Students:

The Mirror and the Lamp

Elements

Readings by Students:

Boiler Room (now reframed as Voices Raise, Open Mic)

#### **FOREIGN LANGUAGES & LITERATURES**

Phi Beta Delta International Honor society

Sigma Delta Pi

The Spanish Table

The French Table

History student groups:

ASH (Associated Students of History)

Phi Alpha Theta Honor Society in History

#### **LIBERAL ARTS & SCIENCES**

In the QC, there is Liberal Arts & Sciences Student Organization (LASSO)

#### **MATHEMATICS & PHILOSOPHY**

Math Club

#### **NURSING**

SNA (Student Nurses Association)

Chi Sigma (chapter of Sigma Theta Tau International Honor Society for Nurses)

### **PHYSICS:**

Physics Club: Chapter of the Society of Physics Students.

Optics Club: Chapter of the Optics National Student Organization

Physics and Engineering Club at the QC campus (also online presence).

### **POLITICAL SCIENCE**

Associated Students of Political Science, Pi Sigma Alpha.

### **PSYCHOLOGY**

Psi Chi/Psychology Club

Graduate Association of School Psychologists

Hotline

### **SOCIOLOGY & ANTHROPOLOGY-**

WASC (Western Anthropology and Sociology Club), official registered student organization

Lambda Alpha (Anthropology Honorary) - not a registered student organization

Alpha Kappa Delta (Sociology Honorary) - not a registered student organization

GSO (Graduate Student Organization) - I think this one is dormant right now

- List results of any student surveys in your college, including surveys on student success, program development, student satisfaction, etc.  
None at this time
- List all new initiatives in the college regarding student success. Also, please see the individual CAS departments' reports.
  - EAGIS successfully offered online tutoring center support for departmental courses throughout the academic year. Students were tutored via Zoom video and Google Meet video meetings.
  - FLL added extra office hours by appointment in all faculty's syllabus as part of a mentoring program. The change was successful in terms of retention. This close mentoring process helped to identify students who needed extra personal attention in overcoming difficulties and continuing their studies.
  - Revised and streamlined mathematics placement procedures.
  - In November 2020, the Department of Psychology's Specialist in School Psychology program hosted a second annual meet-and-greet between students and potential internship sites.
  - In academic year 2020-21, the Department of Psychology's Psychology Clinic successfully transitioned to offering tele-health options to clients seeking mental health services. We were fully tele-health in Fall 2020, and offered a combination of face-to-face and tele-health opportunities to clients, depending on their preference, in the spring 2021 semester.
  - The Sociology undergraduate degree has been revised to include hands-on learning experiences geared toward students' individual academic and professional goals. Beginning fall 2021, incoming majors will elect to complete either an internship or an individualized project under the mentorship of a faculty member. Internships have long been a part of our sociology major, but now serve as a capstone experience option. Students have interned at a variety of sites and agencies, including Quincy Teen REACH, Department of Human Services, Rock Island County Probation Office, Genesis Garden, and the Ashaunti Residential Management System, Inc. The second capstone option is an individualized project and will provide students with training and skill-development in areas such as data

collection, statistical analysis, evaluation and assessment research, applied sociology, and grant, research, and policy proposal writing.

- **Lori A Fink Bridge to Law School Scholarship.** Through the efforts of CAS Development Officer Amy Crosby, the Lori A Fink Bridge to Law School has been established. The scholarship will support students with the application process to law school. Funds will help cover LSAT, Law School Admission Council, and law school application fees. A committee led by the Student Legal Advocate, Victoria Smith, will select recipients. **(Funds raised will benefit all students regardless of College affiliation)**
- List all initiatives to support underrepresented student populations in your college  
**WIU DREAMer Scholarship:** Political Science Professor Julia Albarracin-Green has established the Fund to provide the opportunity for undocumented students to attend Western. Given the marked increase in donations through the efforts of CAS Development Officer Amy Crosby, the original goal of \$10,000 has been raised to \$20,000. **(Funds raised will benefit all students regardless of College affiliation)**

African American Experiential Learning Scholarship (housed in LAS)

CAS awarded 11 Bridge to Graduate School Research Inspiring Student Excellence (RISE) awards in Fall Semester. 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.

### Alumni Highlights

- List notable highlights from college alumni. Also, please see the individual CAS departments' reports.
  - **Biology:** Q&A seminar via ZOOM with WIU Alumni Ben Boda (MS) at Pfizer working on the Covid vaccine in February.
  - **English:** We are especially proud, as well, of two alumni with recent book contracts. Ayana Contreras' book *Energy Never Dies: Afro-Optimism and Creativity in Chicago* and Julianna Goodman's novel *The Black Girls Left Standing* illustrate the strong foundation English Majors receive at WIU
  - **Political Science:** 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 is 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.
  - **Psychology:** Paula Carpenter, School Psychologist, Pekin Community High School 1-17-2022
  - **Chemistry:** Hannah Drake (WIU Chemistry Alum) won a Department of Energy Graduate Student Research; Rachael Crews (WIU Forensic Chem Alum) was promoted to Associate Director of the Toxicology Center at the FBI Crime Labs in Quantico VA; Shelley Minter (WIU Chem Alum) was named editor in Chief of 9 ACS open access journals including several Au (Gold) level journals.
  - **ES PhD:** Dr. Michele Rehbein (ES PhD) directs mosquito research and abatement efforts for the Moab, UT, Mosquito Abatement District; the Ecological Society of America has recognized

Dr. Rehbein (ES PhD) as a Certified Ecologist; Dr. Anshu Singh (ES PhD) has taken a position as Senior Environmental Scientist at Riverside Global in Hampton, IL.

### **Community and/or Regional Engagement from College**

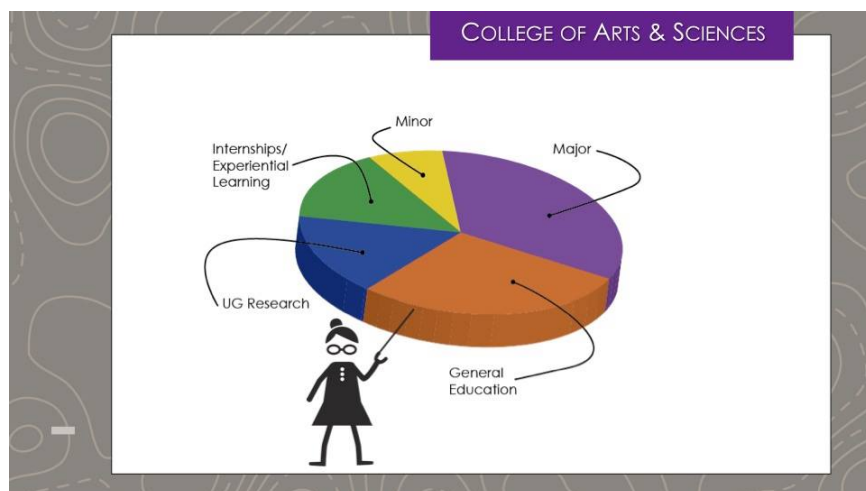
- List notable community and regional engagement activities. Also, please see the individual CAS departments' reports.
  - Institute for Environmental Studies: Co-hosted the First Quad Cities Water Technology Demonstration Day at the Quad Cities Conservation Alliance's Wetland Complex in East Moline, IL.
  - Nursing: Assisted McDonough and Hancock counties with COVID-19 shot clinics
  - Physics made science accessible to the middle and high-school students and the general public with the creation of Virtual Science Saturday. This event takes place on the first Saturday of the month when the university is in session. We have had seven episodes so far which not only attracted live audience but also have picked up sufficient views on the Department's YouTube channel.
  - IES / PhD: Is cosponsoring the 2nd Annual Quad Cities Wetland Expo in June 2022. The ES team is collaborating with the QC Conservation Alliance, Riverside Global, and others to highlight water resource technologies and outreach to stakeholders from across the Upper Mississippi River Basin.
  - Dr. K T. Kapale is continuing to work with a team from Google and Caltech to bring the exploration of quantum concepts to the high-school classroom. The November 2021 pilot yielded interesting results. The work is progressing in two different directions: (i) Development of teaching materials for deeper quantum concepts using the game of quantum chess, and (ii) Development of another paper-pencil game to illustrate the advantages of the quantum concepts in a stark contrast with the everyday classical world. The work will culminate in activities as a part of the World Quantum Day, an international effort taking place in April of 2022. The project is an integral part of the effort from the White House office of Science and Technology. The work will also be presented in the American Physical Society's Annual March meeting in Chicago.
  - Several History faculty, including Ute Chamberlin, Richard Filipink, and Tim Roberts, participated in the Western Illinois Museum's "Front Porch/Asking Questions" series.
  - The department's Psychology Clinic established a tele-health alternative so that clients had the opportunity to see a therapist in person or remotely. Approximately half of clients seen in the Clinic this school year were treated remotely. This dual approach to delivering therapeutic services enabled the Psychology Clinic to maintain therapeutic services to a rural population of mental health patients in an under-served area.
  - Biology professor Victoria Livingston gave a seminar to the Macomb Chapter of the Audubon Society on 12 October 2021.
  - EAGIS professor Steve Bennett led a "Prairie-to-River Hike" at the Wigwam Hollow Bird Sanctuary in Macomb for the Prairie Land Conservancy. He talked about the geologic features of the property. Approximately 16 community members attended the hike. <http://prairielandconservancy.org/events.html>
  - The 14th annual Upper Mississippi River Conference, sponsored by WIU's Institute for Environmental Studies, was held in person and online from October 5-7 at the Bend in East Moline, IL.
  - Because of Covid constraints the Department of English had a hiatus on two signature outreach activities -- Creative Writing Festival (Macomb Campus); Get Lit (QC) -- They are resuming in 2022.

## Conclusion

Please include here any important information that is not covered in this report.

## General Education and the College of Arts and Sciences Curriculum

For many years, I have argued that there is actually a powerful tool we can borrow from the world of business which can be used to underscore the absolute necessity for a strong general education program that are NOT the ideas of consumerism, customer service, and competition – the portfolio. The pie chart with the visual of general education being the same size as, and hence equally important to a student's major, especially longitudinally must be understood. The ability to 'pivot' during our career is intimately tied to the knowledge and skills learned outside of our major discipline. The icon presented below is one that is on all my electronic correspondence and has been used in various presentations over the years.



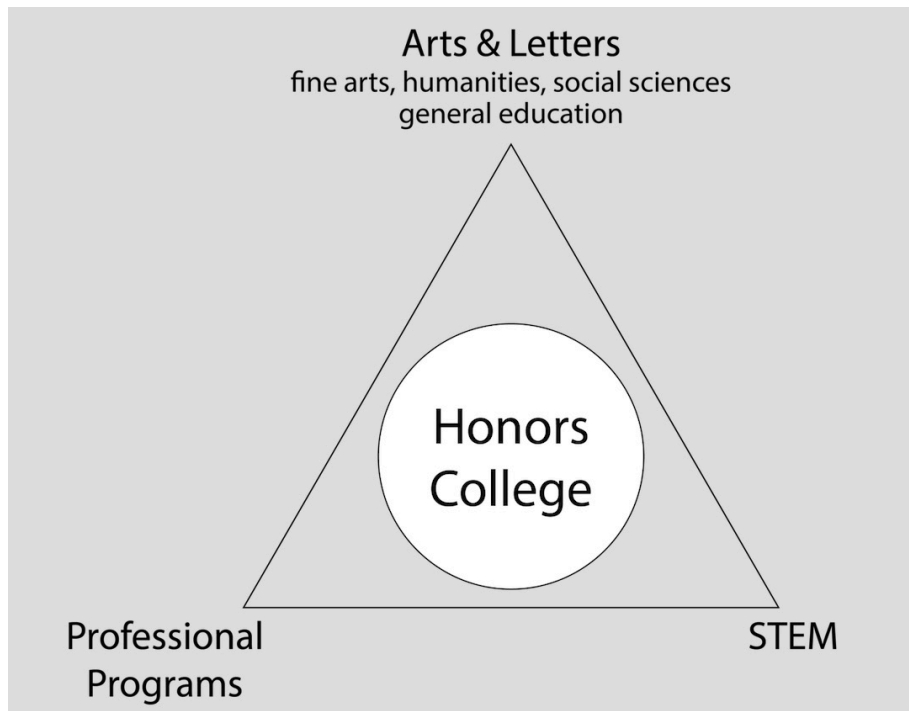
One problem is that there are no data available to support the assertion that there is a loss of transfers because of the CAS enhanced General Education, or the loss of students either in-house or externally (*i.e.*, to other schools). Additionally, anecdotally, reports about negative effects from advisors have been consistent over the years.

While practical implications concerning being transfer friendly and enrollments are important, so is the issue of academic integrity as well as what is best for our students. Hence, these proposals for review and change that should be discussed in CAS Faculty Council and CAS Chairs Council. One suggestion has been to revision the Enhanced CAS Curriculum to that of a College Core – we still would need to determine the purpose of the core. While currently the general idea is that a degree from the CAS means that the student has been exposed to a wide array of humanistic, scientific, and social sciences issues through the enhanced curriculum, there is no discernable articulated reason for the current courses and the curriculum. In effect, while we move away from the term 'general education', the effects of any additional courses for CAS majors remain the same. This seems to beg the question since on its face, the outward/external message avoids the appearance of additional course but in practice may fail to decrease the actual number of courses. And, to be fair, the humanities and social sciences can be equally negatively affected by the current enhanced CAS curriculum.

Another idea that I have discussed with some members of the CAS is that of having programs determine CAS core courses (enhanced gen ed) for their own students. We would need to still have a distribution requirement, *sic.*, humanities, social science, math/science and multicultural.

I have alerted Faculty Council of this initiative, to begin with an overall college curriculum review starting at the beginning of Fall semester.

### Quad Cities Vision



This tripartite model for either the overall WIU or the CAS presence (of course with only the humanities and social sciences) in the Quad Cities was presented by Dr. James Rabchuk during conversations over the past year / year and a half with various QC planning committees. CAS focus on Professional Programs includes the Psychology Major that is currently in its second year of program delivery and a possible nursing program in the QC; 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). We should also review, assess, and make recommendations for our STEAM [Science Technology Engineering, Arts (including Social Sciences), and Mathematics] on the Mississippi, especially in the humanities and social sciences.

I believe that the Quad Cities is poised for growth; but there must be a revisioning of the WIU QC mission, which needs to be set forth by upper administration. The above tripartite model could work for all of WIU (including the fine arts) or could work well just for the CAS.

**Table 1. Enrollments - College of Arts and Sciences**

	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>Percent Change 2017-2021</b>
New Freshmen	341	303	291	353	336	-1%
New Transfers	167	144	145	160	163	-2%
New Graduate	81	89	69	70	103	27%
Total CAS Undergraduate	1724	1559	1408	1454	1435	-17%
Total CAS Graduate	303	288	225	206	257	-15%
Total WIU Undergraduate	7599	6754	5958	5854	5394	-29%
Total WIU Graduate	1842	1748	1666	1636	2061	12%
CAS Undergraduate as a % of WIU Undergraduate	23%	23%	24%	25%	27%	
CAS Graduate as a % of WIU Graduate	16%	16%	14%	13%	12%	

**Table 2. College Enrollment - Undergraduate & Graduate  
by Race/Ethnicity and Gender,**

Fall Term	International	Black	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More	Unknown	Male	Female	Total	Percent Nonwhite	Percent Female
<b>2017</b>														
Undergrad	17	449	2	16	224	1	919	67	29	565	1,159	1,724	47%	67%
Graduate	85	12	1	5	9	-	178	9	4	138	165	<b>303</b>	41%	54%
<b>Total</b>	<b>102</b>	<b>461</b>	<b>3</b>	<b>21</b>	<b>233</b>	<b>1</b>	<b>1,097</b>	<b>76</b>	<b>33</b>	<b>703</b>	<b>1,324</b>	<b>2,027</b>	<b>46%</b>	<b>65%</b>
<b>2018</b>														
Undergrad	10	419	2	21	208	-	803	67	29	480	1,079	1,559	48%	69%
Graduate	78	12	1	7	9	-	172	3	6	133	155	288	40%	54%
<b>Total</b>	<b>88</b>	<b>431</b>	<b>3</b>	<b>28</b>	<b>217</b>	<b>-</b>	<b>975</b>	<b>70</b>	<b>35</b>	<b>613</b>	<b>1,234</b>	<b>1,847</b>	<b>47%</b>	<b>67%</b>
<b>2019</b>														
Undergrad	10	345	4	16	189	2	767	44	31	418	990	1,408	46%	70%
Graduate	62	13	1	4	4	-	135	3	3	100	125	225	40%	56%
<b>Total</b>	<b>72</b>	<b>358</b>	<b>5</b>	<b>20</b>	<b>193</b>	<b>2</b>	<b>902</b>	<b>47</b>	<b>34</b>	<b>518</b>	<b>1,115</b>	<b>1,633</b>	<b>45%</b>	<b>68%</b>
<b>2020</b>														
Undergrad	19	385	4	20	204	2	749	45	26	424	1,030	1,454	48%	71%
Graduate	44	10	1	3	8	-	131	6	3	87	119	206	36%	58%
<b>Total</b>	<b>63</b>	<b>395</b>	<b>5</b>	<b>23</b>	<b>212</b>	<b>2</b>	<b>880</b>	<b>51</b>	<b>29</b>	<b>511</b>	<b>1,149</b>	<b>1,660</b>	<b>47%</b>	<b>69%</b>
<b>2021</b>														
Undergrad	32	375	3	19	176	-	751	50	29	402	1,033	1,435	48%	72%
Graduate	95	10	-	3	14	-	126	4	5	112	145	257	51%	56%
<b>Total</b>	<b>127</b>	<b>385</b>	<b>3</b>	<b>22</b>	<b>190</b>	<b>-</b>	<b>877</b>	<b>54</b>	<b>34</b>	<b>514</b>	<b>1,178</b>	<b>1,692</b>	<b>48%</b>	<b>70%</b>



**Table 3. International Students by Country of Origin 2017-2021, College of Arts & Sciences**

Country	Headcount Fall 2017			Headcount Fall 2018			Headcount Fall 2019			Headcount Fall 2020			Headcount Fall 2021		
	UG	Grad	Total	UG	Grad	Total	UG	Grad	Total	UG	Grad	Total	UG	Grad	Total
Antigua	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
Argentina	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Australia	1	-	1	-	-	-	-	-	-	1	-	1	1	-	1
Bahamas	1	-	1	1	-	1	1	-	1	1	-	1	-	-	-
Bangladesh	-	8	8	-	4	4	-	2	2	-	3	3	-	13	13
Barbados	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Brazil	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bulgaria	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Cameroon	-	1	1	-	1	-	-	-	-	-	-	-	-	-	-
Canada	-	-	-	-	-	-	2	1	3	2	1	3	2	1	3
China	-	-	-	-	1	1	3	1	4	2	1	3	1	1	2
Columbia	-	-	-	-	-	-	1	-	1	1	-	1	-	-	-
Congo, Dem. Rep. of	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
Costa Rica	-	-	-	-	1	1	-	1	1	-	-	-	-	-	-
Dominica	-	-	-	-	-	-	-	-	-	-	-	-	6	-	6
Dominican Republic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Eritrea	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-
Georgia	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Germany	-	-	-	-	-	-	-	-	-	1	1	2	-	1	1
Ghana	-	1	1	1	1	2	-	1	1	-	2	2	-	5	5
Grenada	-	-	-	-	-	-	-	-	-	-	-	-	3	2	5
Guyana	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
Iceland	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-
India	-	12	12	-	11	11	-	7	7	1	2	3	-	8	8
Indonesia	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-
Iran	-	1	1	-	1	1	-	-	-	-	-	-	-	-	-
Iraq	-	3	3	-	1	1	-	-	-	-	-	-	-	-	-
Italy	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
Jamaica	-	1	1	-	-	-	-	-	-	3	1	4	3	1	4
Japan	-	-	-	3	-	3	-	-	-	-	-	-	-	-	-
Jordan	-	-	-	-	-	-	-	1	1	-	-	-	-	1	1
Kenya	-	1	1	-	-	-	-	-	-	-	1	1	-	1	1
Libya	-	-	-	-	1	1	-	1	1	-	-	-	-	-	-
Malaysia	-	1	1	-	1	1	-	-	-	-	-	-	-	-	-
Mali	2	-	2	-	1	1	-	-	-	-	-	-	-	-	-
Mexico	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
Myanmar	2	-	2	1	-	1	1	1	2	1	1	2	-	-	-
Nepal	-	5	5	-	2	2	-	3	3	-	3	3	-	1	1

New Zealand	2	-	2	1	-	1	1	-	1	-	-	-	-	-	-
Nigeria	-	15	15	-	19	19	-	24	24	1	16	17	4	50	54
Pakistan	-	2	2	-	1	1	-	-	-	-	-	-	1	1	2
Paupa New Guinea	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Paraguay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Peru	-	1	1	-	1	1	-	1	1	-	-	-	-	-	-
Philippines	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Romania	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Saudi Arabia	1	24	25	-	20	20	-	13	13	-	8	8	-	5	5
Singapore	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
South Korea	2	-	2	1	-	1	-	1	1	1	1	2	-	-	-
Spain	1	-	1	1	-	1	1	-	1	4	-	4	4	1	5
Sri Lanka	-	3	3	-	5	5	-	2	2	-	1	1	-	1	1
St. Kitts & N	-	-	-	-	-	-	-	-	-	-	-	-	2	-	2
St. Lucia	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
Sudan	-	1	1	-	1	1	-	-	-	-	-	-	-	-	-
Switzerland	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Thailand	2	1	3	-	2	2	-	-	-	-	-	-	-	-	-
Turkey	-	1	1	-	1	1	-	-	-	-	-	-	-	-	-
Turkmenista	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
United Kingd	2	-	2	-	-	-	-	-	-	-	-	-	-	-	-
Venezuela	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Vietnam	-	-	-	-	1	1	-	1	1	-	1	1	-	-	-
West Bank	-	-	-	-	-	-	-	1	1	-	1	1	-	-	-
Zimbabwe	-	1	1	-	1	1	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>17</b>	<b>85</b>	<b>102</b>	<b>10</b>	<b>78</b>	<b>88</b>	<b>10</b>	<b>62</b>	<b>72</b>	<b>19</b>	<b>44</b>	<b>63</b>	<b>32</b>	<b>95</b>	<b>127</b>

**Table 4. Credit Hour Production by Department, FY17-FY21, College of Arts and Sciences**

DEPARTMENT	FY2017	FY2018	FY2019	FY2020	FY2021	PERCENT CHANGE 2020-2021	PERCENT CHANGE 2017-2021
African-American Studies	1,752	-	-	-	-	-	-
Biological Sciences	11,052	10,426	8,644	7,511	6,922	-7.8%	-37.4%
Chemistry	6,084	5,764	4,897	4,551	4,760	4.6%	-21.8%
Earth, Atmospheric & Geographic Information Sciences	-	4,601	5,922	5,753	5,656	-1.7%	-
English	12,106	11,457	9,226	7,933	8,141	2.6%	-32.8%
Foreign Languages & Literature	2,754	2,248	2,221	1,375	1,438	4.6%	-47.8%
Geography, GIS & Meteorology	4,887	-	-	-	-	-	-
Geology	2,585	2,000	240	-	-	-	-
History	4,479	3,567	3,314	3,265	2,832	-13.3%	-36.8%
Liberal Arts & Sciences	-	4,207	3,791	2,115	2,439	15.3%	-
Mathematics & Philosophy	16,072	16,282	13,810	11,503	10,747	-6.6%	-33.1%
School of Nursing	2,179	2,070	2,615	2,374	2,124	-10.5%	-2.5%
Philosophy & Religious Studies	3,363	-	-	-	-	-	-
Physics	3,843	3,274	2,673	2,452	1,895	-22.7%	-50.7%
Political Science	4,696	3,908	3,258	3,214	3,475	8.1%	-26.0%
Psychology	12,753	12,467	11,235	9,721	9,533	-1.9%	-25.2%
Sociology & Anthropology	10,786	9,262	8,558	8,507	9,173	7.8%	-15.0%
Women's Studies	1,999	-	-	-	-	-	-
<b>ARTS AND SCIENCES TOTAL</b>	<b>101,390</b>	<b>91,533</b>	<b>80,404</b>	<b>70,274</b>	<b>69,135</b>	<b>-1.6%</b>	<b>-31.8%</b>

**Table 5. Student-Faculty Ratio by Department, FY19-FY21, College of Arts and Sciences\***

DEPARTMENT	FY2019		FY2020		FY2021		AVERAGE S/F RATIO 2019-2021	PERCENT CHANGE 2019-2021
	Student FTE	S/F Ratio	Student FTE	S/F Ratio	Student FTE	S/F Ratio		
Biological Sciences	310	16.1	246	15.4	225	14.9	15.5	-7.5%
Chemistry	173	14.4	167	13.9	168	15.3	14.5	6.3%
Earth, Atmospheric & Geographic Information Sciences	185	14.0	160	17.8	170	18.9	16.9	35.0%
English	333	11.1	249	12.1	257	14.3	12.5	28.8%
Foreign Languages & Literature	72	10.3	47	7.9	51	8.5	8.9	-17.5%
History	113	11.3	108	13.5	96	13.8	12.9	22.1%
Liberal Arts & Sciences	125	15.6	74	18.5	93	23.2	19.1	48.7%
Mathematics & Philosophy	508	17.5	410	15.5	387	15.5	16.2	-11.4%
School of Nursing	90	6.4	75	4.2	67	4.9	5.2	-23.4%
Physics	90	11.2	89	14.8	71	11.8	12.6	5.4%
Political Science	110	11.0	98	10.6	124	12.4	11.3	12.7%
Psychology	383	14.6	346	15.4	328	14.4	14.8	-1.4%
Sociology & Anthropology	305	16.9	289	17.0	316	19.7	17.9	16.6%

\*data supplied by Institutional Research and Planning

**Table 6. Total Undergraduate and Graduate Degrees Conferred by Degree Program, Race/Ethnicity and Gender, FY2021, College of Arts and Sciences**

Undergraduate Degree Program	International	Black	American			Hispanic	White	Pacific Islander	Unknown	2 or More	MALE	FEMALE	TOTAL
			Indian	Asian							TOTAL	TOTAL	
<b>COLLEGE OF ARTS &amp; SCIENCES</b>													
<b>Biological Sciences</b>	1	13	-	-	4	35	-	-	3	19	37	56	
B.S. in Biology	1	13	-	-	4	33	-	-	3	19	35	54	
B.S. in Clinical Laboratory Science	-	-	-	-	-	2	-	-	-	-	2	2	
<b>Chemistry</b>	-	1	-	-	4	15	-	-	-	8	12	20	
B.S. in Chemistry	-	-	-	-	1	2	-	-	-	2	1	3	
B.S. in Forensic Chemistry	-	1	-	-	3	13	-	-	-	6	11	17	
<b>Earth, Atmospheric &amp; Geographic Information Sciences</b>	2	2	-	-	-	6	-	1	-	8	3	11	
B.S. in Geographic Information Science	2	-	-	-	-	3	-	-	-	4	1	5	
B.S. in Geology	-	2	-	-	-	-	-	1	-	1	2	3	
B.A. in Meteorology	-	-	-	-	-	3	-	-	-	3	-	3	
<b>B.A. in English</b>	-	4	-	-	2	13	-	1	-	4	16	20	
<b>Foreign Languages &amp; Literatures</b>	-	-	-	-	3	3	-	-	-	3	3	6	
B.A. Foreign Languages & Cultures	-	-	-	-	2	2	-	-	-	2	2	4	
B.A. in Spanish Education	-	-	-	-	1	1	-	-	-	1	1	2	
<b>B.A. in History</b>	-	1	-	-	1	20	-	-	-	15	7	22	
<b>Liberal Arts &amp; Sciences</b>	-	4	-	1	1	10	-	-	2	7	11	18	
B.A. in Religious Studies	-	-	-	-	-	-	-	-	-	-	-	-	
B.A. in Women's Studies	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Mathematics &amp; Philosophy</b>	-	2	-	1	-	3	-	-	-	5	1	6	
B.S. in Mathematics	-	2	-	1	-	3	-	-	-	5	1	6	
B.A. in Philosophy	-	-	-	-	-	-	-	-	-	-	-	-	
<b>B.S.N. in Nursing</b>	2	6	-	-	3	27	-	-	2	3	37	40	
<b>B.S. in Physics</b>	-	1	-	1	-	3	-	-	-	2	3	5	
<b>B.A. in Political Science</b>	-	3	-	-	3	9	-	-	2	7	10	17	
<b>B.S. in Psychology</b>	2	14	1	2	12	27	-	1	2	7	54	61	
<b>Sociology &amp; Anthropology</b>	-	2	-	1	3	11	-	1	1	5	14	19	
B.A. in Anthropology	-	1	-	-	2	5	-	1	-	3	6	9	
B.A. in Sociology	-	1	-	1	1	6	-	-	1	2	8	10	
<b>ARTS &amp; SCIENCES UNDERGRADUATE TOTAL</b>	<b>7</b>	<b>53</b>	<b>1</b>	<b>6</b>	<b>36</b>	<b>182</b>	<b>-</b>	<b>4</b>	<b>12</b>	<b>93</b>	<b>208</b>	<b>301</b>	

Graduate Degree Programs	International	Black	American			Hispanic	White	Pacific Islander	Unknown	2 or More	MALE	FEMALE	TOTAL
			Indian	Asian							TOTAL	TOTAL	
<b>COLLEGE OF ARTS &amp; SCIENCES</b>													
<b>Biological Sciences</b>	4	-	-	-	-	12	-	2	1	8	11	19	
M.S. in Biology	4	-	-	-	-	12	-	2	1	8	11	19	
PBC in Zoology & Aquarium Studies	-	-	-	-	-	-	-	-	-	-	-	-	
<b>M.S. in Chemistry</b>	7	-	-	-	1	3	-	-	1	7	5	12	
<b>Earth, Atmospheric &amp; Geographic Information Sciences</b>	2	-	-	-	-	4	-	-	-	2	4	6	
M.A. in Geography	1	-	-	-	-	3	-	-	-	2	2	4	
PBC in Community Development and Planning	-	-	-	-	-	-	-	-	-	-	-	-	
PBC in GIS Analysis	1	-	-	-	-	1	-	-	-	-	2	2	
<b>M.A. in English</b>	2	-	-	-	-	7	-	-	-	3	6	9	
<b>Ph.D. in Environmental Science: Large River Ecosystems</b>	1	-	-	-	-	1	-	-	-	-	2	2	
<b>M.A. in History</b>	-	-	-	-	-	3	-	-	-	2	1	3	
<b>M.L.A.S. in Liberal Arts &amp; Sciences</b>	-	1	-	-	-	1	-	-	-	2	-	2	
<b>M.S. in Mathematics</b>	3	-	-	1	-	2	-	-	-	2	4	6	
<b>M.S. in Physics</b>	7	-	-	-	-	-	-	-	-	7	-	7	
<b>M.A. in Political Science</b>	2	1	1	-	-	2	-	-	-	2	4	6	
<b>Psychology</b>	2	-	-	-	-	17	-	-	-	6	13	19	
M.S. in Psychology	2	-	-	-	-	13	-	-	-	5	10	15	
Specialist in School Psychology	-	-	-	-	-	4	-	-	-	1	3	4	
<b>M.A. in Sociology</b>	3	-	-	-	-	2	-	-	-	1	4	5	
<b>TOTAL ARTS &amp; SCIENCES</b>	<b>33</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>54</b>	<b>-</b>	<b>2</b>	<b>2</b>	<b>42</b>	<b>54</b>	<b>96</b>	

## Part I (for Chairs)

**Department/School:** BIOLOGICAL SCIENCES

**College:** COLLEGE OF ARTS & SCIENCES

### **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.

**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

**List specific recruitment and retention activities:**

- The Department Chair 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.
- The department has had one faculty member participate in new recruitment event called Experience Western.
- Due to COVID-19 concerns, the department has not held its major annual event, Biology Day, in two years, but hope it can resume in Fall 2022.

**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.
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 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.
2. 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.

### **Describe Department/School Strengths:**

- 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 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.

### **Describe Department/School Challenges:**

- A decrease in faculty has made it difficult to provide enough scheduled courses, course sections, and a variety of electives.

- 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.
- 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. Students sometimes leave before finishing their research and either take too long to finish or never finish.
- Since the retirement of Dr. Jeannette Thomas, the PBC Zoo and Aquarium Studies program has declined. Faculty have volunteered to help students in the program finish their degrees and have also taught elective courses needed by the students. An adjunct was able to teach one of the core classes in FL21, and Dr. Brian Peer has been advising students in the program. Last year, the department decided to put this program on temporary suspension due to its low enrollment and lack of faculty with expertise in this area.

**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.
- We have finally been able to critically address the situation of not being able to hire tenure-track faculty due to budget constraints. We have had two searches approved, one for an aquatic ecologist and one for a microbiologist/virologist. An untimely resignation has left another vacancy, but the Department has received support for being able to search for this position in FL22. All of these hires will help the Department provide a better diversity of classes for all of our students, as well as invigorate research programs.

**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.**

- 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 maintain this and expand such opportunities for students, as the budget and current COVID-19 situation will allow.
- The Department has had important conversations about a possible curriculum change in our introductory sequence for majors, and these resulted from department review of annual assessment data.

- We will continue to participate in recruiting activities, such as Discover Western, in the upcoming academic year. It may/not be possible to have our Annual Biology Day event in Fall 2022 depending on COVID-19 safety measures, but we are hopeful, as this has been our signature recruitment event each fall for almost 40 years.

**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.
- 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.

**List Major Faculty and Staff achievements:**

- Three peer-reviewed publications by two faculty: two from Dr. Brian Peer and one from Dr. Shawn Meagher
- Two research presentations at professional meetings by Dr. Brian Peer
- Two external grants funded to two faculty: one to Dr. Brian Peer and one to Dr. Rich Musser
- One televised interview with WQAD on Bird Migration with Dr. Brian Peer
- One invited seminar presentation to the Macomb Chapter of the Audubon Society by Ms. Victoria Livingston
- Department collaboration with WIU alum, Mr. Gary Kuzniar '83, to encourage the State of Illinois approve an official state microbe, *Penicillium rubens* – <https://www.scientificamerican.com/article/illinois-announces-official-state-microbe/>

**List Major student achievements and recognitions:**

- While there are no specific achievements/recognitions to report, we have had a number of our graduates, both BS and MS students, either further their education or secure employment upon completing their degrees.

**List alumni activities:**

- While there are no specific planned activities to report, the Department Chair has corresponded with a few alumni via e-mail, as well as two that were visiting Macomb and stopped by to see the department while in town. In addition, two years of collaboration with Mr. Gary Kuzniar '83, combined with his diligent efforts, helped to establish an official state microbe (*Penicillium rubens*) for Illinois.

**Annual Report  
Department of Chemistry  
2021-2022**

**Part I (for Chairs)**

**Department/School:** Chemistry  
**College:** Arts & Sciences

**Department Vision and Mission Statements:**

**Vision:** The B.S. Chemistry and B.S. Forensic Chemistry degrees at WIU are certified by the American Chemical Society. Our undergraduate and graduate degrees are known for a focus on hands-on laboratory experiences, experiential learning through mentored independent research projects, which provide opportunities for students to present their research at national conferences and to publish in peer-reviewed journals. We are known for the collaboration of faculty and students across disciplines to foster innovative thinking in analytical chemistry, biochemistry, environmental chemistry, forensic chemistry, geochemistry, material sciences, organic chemistry, pharmacy, engineering, and other related fields.

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

**Degrees Offered in Department/School:**

**B.S. Chemistry – Chemistry option:** The academic goal of the program is to equip students with a fundamental knowledge base, as well as experimental and critical thinking skills to be a successful professional.

**B.S. Chemistry – Biochemistry option:** The academic goal of the program is to equip students with a fundamental knowledge base, as well as experimental and critical thinking skills to become a successful professional in graduate school or in the biotechnology industry.

**B.S. Chemistry – Pharmacy option:** The academic goal of the program is to equip students with a fundamental knowledge base, as well as experimental and critical thinking skills to be a successful professional in the healthcare workforce.

**B.S. Chemistry – Teacher Education:** The academic goal of the program is to equip students with a fundamental knowledge base, as well as experimental and critical thinking skills to become a successful professional educator at the middle school and/or high school level.

**B.S. Forensic Chemistry:** The academic goal of the program is to equip students with a fundamental knowledge base, as well as experimental and critical thinking skills to

become a successful professional state and national crime labs, in graduate school, or in private industry.

**M.S. Chemistry:** The academic goal of our graduate program is to provide students with the skills required to succeed in the future study (Ph.D. program) or career (the chemical industry or teaching at community colleges).

### **List specific recruitment and retention activities:**

- 22 tours were conducted (outside of Discover western tours) for prospective students who visited the department and wanted to see the labs.
- A search was conducted for a new Unit A faculty member in Analytical Chemistry and Instrumentation. The person selected for this position should be able to significantly contribute to the new B.S. Physics-Material Science Option. Many Chemistry students are interested in Material Sciences Research. Five undergraduate Chemistry majors have applied for 2022 NSF-Summer Research Experiences for Undergraduates (REU) at major universities in programs that have a focus in Material Sciences.
- Three Chemistry faculty members presented virtual Traveling Seminars, during which they spoke to students in community colleges about our programs.
- Additional undergraduate and graduate student tutors were hired as lecture learning assistants to assist students having difficulty in CHEM 201 & 202.
- New Curriculum changes for CHEM 201/202 were proposed to improve retention. Specifically, the changes would include expanding CHEM 201 into a 5-semester hour course that will encompass a required recitation session wherein small groups of students will work practice problems with the help of an instructor and undergraduate peer mentors. Additionally, current Math co-requisites for CHEM 201 will be listed as pre-requisites for CHEM 202.
- The Department of Chemistry faculty developed a new display for the Majors Exploration Fair (November 3, 2021) to better advertise the B.S. Chemistry-Pharmacy option and our articulation agreement with the University of Chicago College of Pharmacy Pharm.D. program.

### **List Student Learning Outcomes for Majors:**

#### **B.S. Chemistry – Chemistry 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.

### **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.

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

Upon completion of the program students will:

- understand and articulate the knowledge and practice of contemporary science. They can interrelate and interpret important concepts, ideas, and applications in chemistry.
- understand how students learn and develop scientific knowledge.
- be able to engage students in science learning by setting appropriate goals that are consistent with state and national standards.

## **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.

### **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.

### **Describe Department/School Strengths:**

- We continue to have excellent placement of >97% employment of our graduates within 3 months of graduation, including more than 60% joining nationally ranking Ph.D. programs.
- The Department of Chemistry at WIU has an articulation agreement with the University of Illinois-College of Pharmacy wherein UIC-Pharmacy saves seats for our majors and pre-admits them into the Pharm.D. program.
- Several WIU Forensic Chemistry graduates have been employed at the FBI Crime labs in Quantico VA.



- Forensic Chemistry majors often receive summer internships at one of the nine Illinois State Police Crime labs.
- The Chemistry faculty are research active. They have published 4 journal articles in the past year in peer reviewed journals of high quality. Most of the faculty publications list WIU chemistry and forensic chemistry students as co-authors on their publications.
- WIU Chemistry/Forensic Chemistry faculty take students to national research conferences. We have taken students to cities such as New Orleans, San Francisco, Denver, Washington D.C., New York, Philadelphia, San Diego, and many more. The students meet potential employers at these conferences.
- Chemistry purchased a fluorescence microscope to enhance the WIU Chemistry Cancer Research Program. This purchase is made possible using private donations (foundation funds).
- Chemistry purchased a polarizing microscope to enhance the Forensic Chemistry Research Program. This purchase is made possible using private donation funds (foundation funds).
- The Molecular Modeling research space was renovated to provide better electrical support for the computer server system. This major renovation is made possible using CAS ICR funds.
- The B.S. Chemistry, B.S. Forensic Chemistry, and M.S. Chemistry programs received ACS approval for another five year period after submission of the 2021 Periodic report to the American Chemical Society,
- The Department of Chemistry supports a STEM Living Learning Community for its students. The LLC is advertised at Discover Western and SOAR meetings.
- The Women in Science student organization allows students to make network connections with successful alumni scientists, many of whom are CEOs for major companies. These alumni donate funds for Women in Science scholarships for our students.
- RISE@Chemistry program has been growing with an increasing number of student involvement and student scholarships.

### **Describe Department/School Challenges:**

- Decreased number of faculty members (due to loss of a Unit B position and termination of our past Analytical Chemist), as well as the recent retirement of our Unit A Environmental/Analytical chemist, resulted in massive ACE overloads for all of Unit A and all of Unit B faculty members. Increased number of majors –most of whom wish to be involved in faculty mentored undergraduate research with insufficient faculty. COVID enrollment limits require additional lab sections and lecture sections.
- Upcoming retirement of Dr. T.K. Vinod on May 31st will further exacerbate our ACE overload to the point that students may not be able to enroll in some classes.
- Equipment and Facilities are in desperate need of upgrade or renovation. This makes recruitment difficult.
- Office Manager position – It is extremely difficult to hire a new office manager due to position shared with Physics.
- Decreasing budget to support teaching assistants who serve as “instructor of record” for 150 to 200 ACEs per academic year. We had to use foundation funds to supplement assistantship funds for spring 2022.
- Decreasing budget to support undergraduate instruction and recruitment.

### **Identify Opportunities for your department/school in the short term:**

- We have limited opportunities without additional personnel and budget. Despite their heavy teaching loads, our faculty have continued work on 2 external grants and have and 2 URC grants, in addition our faculty have received a Summer Stipend for 2022.
- We are completing a search for a new Unit A faculty member in Analytical Chemistry and Instrumentation. This new faculty member will be able to attract new students, particularly those interested in Material Sciences.
- Five Undergraduate Chemistry majors have applied for paid Summer Research Experiences for Undergraduates (REU) sponsored by NSF at large universities in the field of Material Sciences.

**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.**

Specific goals are:

- We will reinstate “Traveling Seminar” recruitment trips as soon as the COVID restrictions are lifted. We continue to update our mailing list of regional 2 year community colleges. While we offered virtual seminars we have had far less response and contact with students for recruitment than in person visits. After COVID restrictions are lifted we will

send out a list of faculty seminars available to their institution at no cost provided our faculty speaker can speak to students about our programs.

- After COVID restrictions are lifted we will increase “Hands-on Lab exercises” for visiting high school science classes. We added additional high schools to our mailing list of available Hands-on Lab exercises developed by our faculty.
- Highlight student research better through social media.
- Our faculty are seeking grant opportunities to fund both additional equipment and student research.
- We will make curriculum changes in our CHEM 201/202 General Chemistry sequence to improve retention.
- After COVID restrictions are lifted we will once again host a Girl Scout STEM program on the WIU campus for regional Girl scouts to earn STEM badges.
- We will hire a new Unit A Analytical Chemist, and hope to be able to search for a new Unit A Organic Chemist to replace Dr. Vinod. New tenure track faculty will provide students with additional opportunities to participate in cutting edge research. We hope to be able to provide the new Unit A faculty with some new instruments, which will also strengthen the research environment of the Department of Chemistry.

**Curricular Changes:** Chemistry will offer recently developed courses in support of the new B.S. Physics-Material Sciences option. We will incorporate these new courses into our Chemistry minor and major. We will seek to fund the purchase of instruments that can be utilized in these courses and in other programs.

**New Personnel:** We plan to hire a new Unit A Analytical Chemist. We hope the new analytical chemist can contribute to both the forensic chemistry program and teach courses and research in support of the new Material Science option in Physics. We will seek to fund new start up equipment for the analytical chemistry research space. As Dr. T.K. Vinod has signed an irrevocable agreement to retire May 31, 2022, we have requested to search for a Unit A Organic Chemist.

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

Enrollment Data

**List Major Faculty and Staff achievements:**

- We worked on the negotiation of a partnership with the Illinois Department of Financial and Professional Regulation (IDFPR) for cannabis testing for quality control of Illinois cannabis dispensaries. This partnership was brought about because of the federal DOJ grant to conduct research into cannabis testing funded to WIU - (Dr. Ligu Song is principal investigator).
- Dr. Ligu Song was named to receive the Provost Award in Scholarly/Creative/performance/professional Activities for 2021-2022.

- Dr. Mette Soendergaard received notification of a Summer Stipend award for 2022.
- Dr. Song and Dr. Soendergaard received notice of a Provost Travel award.

**List Major student achievements and recognitions:**

- Four Chemistry Students received Graduate Research and Professional development awards (Amanda Lapage, Harley Davidson, Shelby Carlson, and Gabrielle Valenzuela).
- Shafer Roach (chemistry graduate student) received a RISE Research Award.
- Gabrielle Valenzuela (chemistry graduate student) received an ISAS Student Research Award.
- Several CAS undergraduate research grants were awarded to Chemistry students.
- Two Forensic chemistry majors received small grants for the Illinois State Academy of Science Student Research Awards.
- Emily Jovanovich submitted a grant application to Cayman Chemical for a CABRI grant of \$5K for an undergraduate research experience. Dr. Song-mentor.
- Four undergraduate chemistry/forensic chemistry majors were accepted directly from the B.S. into major Ph.D. programs in Chemistry. Two were accepted to Purdue, one to the University of Iowa, and one to St. Louis University.

**List alumni activities:**

- Hannah Drake (WIU Chemistry Alum) won a Department of Energy Graduate Student Research Award from Oak Ridge national Labs as a Ph.D. student at Texas A & M University.
- Rachael Crews (WIU Forensic Chem Alum) was promoted to Associate Director of the Toxicology Center at the FBI Crime Labs in Quantico VA.
- Shelley Minter (WIU Chem Alum) was named editor in Chief of 9 ACS open access journals including several Au (Gold) level journals.
- Damiola Lawore (WIU MS Chem Alum) was accepted in to the prestigious Ph.D. Bioengineering program with full funding at Purdue University.

- Elijah Openiyi (WIU MS Chem Alum) was accepted into Purdue university's Ph.D. program in Ecological Sciences and Engineering with full funding.
- Bishnu Neupane (WIU MS Chem Alum-current Ph.D. student at the University of Iowa) received a CBB Predoctoral Fellowship in Biotechnology at the University of Iowa for FY22 and awarded in June 2021 for one year. This award is supported directly by the Center for Biocatalysis and Bioprocessing (CBB) and provides stipend of \$25,865 and covers tuition and fees. The fellowship will renew for additional one year based on the availability of funding. The fellowship provides research training focusing on the applications of biological and physical sciences to biotechnology-related research.

For the calendar year January 1, 2020 to December 31, 2021 the total number of achievements in the Department of Chemistry are given below.

| Books | Chapters/Refereed Journal Articles | Creative Activities |               | Conference Presentations |               | Program Recognitions |       |         |
|-------|------------------------------------|---------------------|---------------|--------------------------|---------------|----------------------|-------|---------|
|       |                                    | Domestic            | International | Domestic                 | International | Faculty              | Staff | Student |
| 0     | 4                                  | 0                   | 0             | 37                       | 4             | 3                    | 0     | 8       |

## Part I (for Chairs)

**Department/School: Earth, Atmospheric, and Geographic Information Sciences**

**College:**

**Department Vision and Mission Statements:** 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.

**Degrees Offered in Department/School:**

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

**List specific recruitment and retention activities:**

### a. 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.

### b. 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.

**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.

**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.

**Describe Department/School Strengths:**

- Maintain a strong commitment to undergraduate and graduate research.
- Our graduates are fully employed immediately after graduation.
- 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.

**Describe Department/School Challenges:**

- Growth in the number of students in the respective academic programs, but not sufficient personnel to offer some of the skill building courses.
- Increasing number of students in the online GIS program, but lacking adequate staffing to support the online program.
- Increasing number of graduate students in the M.S. in GIScience program, but lacking adequate staffing to support the graduate program.

**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.
- Becoming part of the Geospatial Alliance in the St. Louis region.

**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.**

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

- Number of majors and retention rates in each program.

**List Major Faculty and Staff achievements:**

- Faculty published 3 refereed articles
- Faculty conducted 11 creative activities
- Faculty attended one 1 domestic conference
- Staff received 2 recognition and awards

**List Major student achievements and recognitions:**

- Two students received recognition and awards

**List alumni activities:**



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents**  
**Department Chairs, School and Program Directors, and Deans**  
**Academic Year 2021-22**

**Department/School: Department of English**  
**College: College of Arts and Sciences**

**Department Vision and Mission Statements:**

**Mission—Department of English**

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.

**Vision—Department of English**

Our degrees will be known for cultivating versatility of critical thinking, reading, and writing abilities, clear and effective communication, specialized contributions to scholarly discourses, and clearly-articulated, versatile, and appropriate professional identities; for cultivating readers and writers with creative and critical abilities grounded in both a diverse historical and formal range of literary and theoretical texts as well as in the rhetorical fundamentals of writing; and for English Language Arts licensure, edTPA assessment, and maintaining excellent teacher placement rates.

**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;
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.

**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 2021

*Student Majors (Sigma Tau Delta and NCTE)*

- Wrote hand-written cards to prospective students

*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)
- With the help of English Education faculty, formalized an agreement with Education for a MAT degree; MAT teachers may now take two courses with English Education faculty via livestreaming
- Hosted two Fred Ewing and Lola Austin Case Writers-in-Residence events in virtual format during 20-21, and another virtual event in Fall 2021 with three visiting writers. In Feb 2021 the Department hosted an in-person event with alumni and writer Ayana Contreras. We are hosting one more in person event with a visiting poet in April 2021. 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.

#### *Director of Graduate Studies in English*

- Corresponded throughout the year with department chairs at feeder institutions to recruit new graduate students
- With the University Writing Center director, met with prospective international English graduate students in December 2021 via zoom to discuss the MA program and application process

#### *Individual Faculty*

- Barbara Lawhorn and Rebekah Buchanan partnered with alum Connor Sullivan to create a Creative Writing Club at West Prairie Middle School.
- Barbara Lawhorn's English 100 students participated in a writing partnership with Connor Sullivan's West Prairie 8<sup>th</sup> graders that resulted in a major book and literacy donation to the West Prairie students.
- Amy Mossman worked closely with Dr. Randy Glean to identify and recruit potential international students for our graduate program and University Writing Center assistantships

#### **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.
- 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.
- In response to faculty concerns in Fall 2021 about poor attendance and lack of engagement in ENG 180, and students' expressed perception of hybrid course modalities as a barrier to their success, the Chair and Writing Program Director worked with the Registrar's office to schedule more spring 2022 sections fully in person by

identifying and securing electronic classrooms and computer lab classrooms across campus with the capacity to accommodate the number of students in a section.

#### *Sigma Tau Delta*

- With NCTE, hosted a book discussion of *Dear Martin* (selected at the national level for a read along event) for all interested students.
- Set up a system for book sharing for all students (along the lines of a little library) in the Simpkins Hall Reading Room.
- Coordinated and advertised weekly study sessions in the Simpkins Hall Reading Room for all interested students.

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

- partnered with the QC Student Government Association to hold a Homecoming Dance and Game Night at WIU-QC in October 2021.
- hosted a full theatre rental for the showing of *Dune* in November 2021.
- partnered with the QC PSYCH Club for a bowling night in December 2021.
- officers traveled to Macomb for the Fred Ewing and Lola Austin Case event in February 2022.

#### *University Writing Center*

- worked closely with the Office of Retention Initiatives to identify and support students at risk for not retaining by sharing information on student utilization of the UWC and reaching out to individual students who might benefit from directed writing support
- continued expanded hours (7 days a week, 4-12 hours/day) and modalities (asynchronous, synchronous, and in person, Macomb and QC) to support students whose schedules require flexibility for access
- partnered with faculty across campus, as well as other academic support services, in outreach initiatives aimed at raising awareness about academic support resources and in targeted student workshops both in and outside the classroom

### **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.

### 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.

### **Describe Department/School Strengths:**

#### *Diversity, Equity, and Inclusion*

How should we, as a department, respond to the call to action by the BLM social movement?

In the fall of 2020, after much deliberation by a small working group and approval by the entire department, the English Department was, we believe, the first department at WIU to post a DEI statement on their department web page. That statement includes a list of action items we continue to work through. Some of the department's DEI action items are already coming to fruition:

In fall 2021 we launched a national search 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." We had a strong and diverse pool, and will be welcoming two new faculty as writing program and writing center directors. Both successful candidates 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 are in the midst of a C.T. Vivian Diversity Teaching Scholar search as well, with hopes that this third hire, along with the former two, will help us meet and 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.

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 two years.

A key example of this is reflected in our ever-changing approach to the teaching of writing during the pandemic. In the first full year of the pandemic (20-21), the department took the approach of teaching primarily via zoom or a combination of zoom and asynchronous assignments. In the fall of 2021, however, we felt it would be best for students (and instructors) to be in the classroom as much as possible. The COVID room capacity restriction was a severe challenge in August, however, and resulted in most classes being taught in a hybrid format—with half of the students present one day while the other half streamed and vice versa. Students and instructors expressed that this was a major barrier to student learning and success. Thus, for spring 2022, I committed to only scheduling up to the limits for English-controlled classrooms, and collaborated with the Writing Program Director, the Registrar's

Office, and other departments on campus to find computer labs in other buildings that could accommodate full sections of ENG 180. As a result, students are reportedly much more engaged and coursework and attendance. 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 disengagement and a higher-than-normal failure rate, with the leadership of the Writing Program Director and Writing Center Director, we are trying a pilot program of embedded writing support for our most at-risk students, those in ENG 100. We are hoping, and expecting, that an extra layer of attention and dedicated focus on those students will increase their success rates. Indeed, compared to the first 8 weeks of spring 2021, in the first 8 weeks of spring 2022 we have seen an increase in ENG 100 students (up 30%) and ENG 180 students (up 62%) using the University Writing Center.

In the midst of a pandemic, we were able to be nimble and recommit to social justice causes, recruit and hire faculty to help faculty and students with social justice issues, repeatedly change teaching modality to engage with our students, and create and implement a pilot program 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 nine 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 2021-22, the UWC has continued expanded hours and modalities to enhance access to writing support across the University. Year-round, the UWC collaborates with The Center for Career Preparation and Employer Engagement, the Office of Retention Initiatives, and The Transition and Academic Skills Center, as well as faculty and student organizations across campus, to offer writing workshops in and outside the classroom, as well as individualized writing support aimed at student retention and success. 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 larger university through the delivery of a required two-course first year writing sequence (special pre-nursing only sections of ENG 180 and 280), 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. These connections and interdisciplinary endeavors will be further enhanced by the new faculty who will be joining the department in fall 2022.

#### *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. Greenvew High School has made use of an asynchronous section of composition for their students as well as joining a livestream version of composition 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 two 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 our first student teacher placed in a Tribal Association in the fall of '21. Another student is currently working out plans to allow her to conduct her student teaching in Spain next year. These types of innovations are great recruitment points for future students.

#### *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 are especially proud, as well, of two alumni with recent book contracts. Ayana Contreras' book *Energy Never Dies: Afro-Optimism and Creativity in Chicago* and Julianna Goodman's novel *The Black Girls Left Standing* illustrate the strong foundation English Majors receive at WIU. That foundation sets our students up for success in all kinds of situations.

#### *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.

#### **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 tenure-track hires and a C.T. Vivian Diversity Teaching Scholar, if all goes well, will be joining our faculty in Fall 2022. These hires will fill critical needs for expertise, administration, and leadership in our first-year writing, professional writing, and writing center programs. These hires are 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.

Yet 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 lack of 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*

Morale is the second major challenge. Faculty have never taught more or had to accomplish as much under the added stress of COVID. 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 have made significant efforts over the past two years aimed at recruitment, retention, and student success. We have revised curriculum and added two new options to our undergraduate major based on research in the field of English studies about student and employer needs. 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 is an area where we think the recent hire of an office manager and the anticipated hire of two tenure-track and one C.T. Vivian faculty member will be immensely helpful over the next year, though at present, recruitment remains a challenge.

### **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.
- 2) *Retention Efforts through General Education Writing Courses and the Writing Center:* Over the past two years the department has responded to retention issues in multiple ways: changing modality to better serve students; initiating an embedded writing support pilot program; lower class sizes to ensure more attention can be given to each student; frequent use of the Leatherneck Care referral system; frequent discussions amongst faculty about 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.

- 3) *Social justice and racial identity issues on campus*: The hire of 2-3 writing studies specialists (at least two of which will bring racial/ethnic diversity to campus) will enable the department to engage even more deeply and constructively in conversations and programs on campus which center on DEI issues on campus.
- 4) *Recruitment to our academic programs*: The hire of 2-3 writing studies specialists and an office manager, combined with the introduction of two new options to the undergraduate major, position us well to develop a targeted recruitment plan for our academic programs. We continue to explore opportunities to grow our international student population by working with the Executive Director of International Affairs.

**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 plans to revise our assessment tools for both general education courses and courses for the major options. The addition of new faculty trained in assessment should help us to move forward.
- 2) *Student Learning Outcomes*: The department plans to revise the learning outcomes for the English major to better reflect the three options: Literature, Creative Writing, and Professional Writing.
- 3) *Mission and Vision*: The department plans to review the mission statement and vision with the new hires and revise if consensus warrants.
- 4) *Retention*: The department plans to continue work on retention initiatives by exploring the pilot program of embedded writing support this spring and considering other options for success in English 100 and English 180 in particular. The University Writing Center will also continue to develop and implement initiatives, in consultation with university partners, aimed at student retention and success.
- 5) *Recruitment*: The department plans to use the timing of new hires and new options in our curriculum to develop a coherent and responsive recruitment plan for our programs.
- 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.

**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.

**List Major Faculty and Staff achievements:**

Books: 1

Chapters/articles: 13

Creative Work: 13

Conferences (domestic): 12

Program Recognitions: 1 faculty

Reviews: 19

Editing Series: 1

Podcasts/Public Radio Commentaries: 3

**List Major student achievements and recognitions:**

- Sigma Tau Delta inducted 23 new members in 20-21 and 5 new members in fall '21.
- Sigma Tau Delta had two round tables at the national, virtual convention in March '21. That included 6 students from our department.
- Josh Stinson was selected as this year's Midwestern Student Representative for the national organization of Sigma Tau Delta.
- Sigma Tau Delta is sending 5 podium presentations to the national convention this spring in Atlanta.
- Adrienne Tinsley has the first person to complete their student teaching through the Tribal Association.

**List alumni activities:**

- All English Education students who completed their degrees in the last 2 years have been hired.

- Connor Sullivan helped to create a Creative Writing Club for his school with the support of two English faculty members. He also had his class participate in a writing partnership with an English 100 class from WIU.
- Ayana Contreras published her book, *Energy Never Dies: Afro-Optimism and Creativity in Chicago*. She was a visiting writing for a spring Fred Ewing and Lola Austin Case writing resident.
- Julianna Goodman's first novel, *Black Girls Left Standing* comes out this spring, and we expect to have her visit as a Lola writer next year.

**Western Illinois University  
Academic Affairs, Annual Reporting Documents  
Department Chairs, School and Program Directors, and Deans  
Academic Year 2021-22**

**Part I (for Chairs)**

**Department/School:**

Environmental Science/Institute for Environmental Studies

**College:**

Arts and Sciences

**Department Vision and Mission Statements:**

**Mission Statement**

We prepare students ...

- ... who provide greater coherence to the field of large river ecosystem science by creating new knowledge based on fundamental research.
- ... who are critical thinkers with the skills necessary to develop and manage complex solutions to open-ended challenges.
- ... to take positions of responsible charge in academic, government, or private sector employment.

**Vision Statement**

The Environmental Science Ph.D. Program will be known for ...

- ... its unique physical location and multidisciplinary focus
- ... its balanced program of both laboratory and meaningful field-based research experiences
- ... a high level of engagement with regional and national environmental stakeholders
- ... providing a strong technical education that also includes issues related to regional economic and community development
- ... its leadership role as a hub for environmental research on the upper Mississippi River

**Degrees Offered in Department/School:**

Ph.D.

**List specific recruitment and retention activities:**

Working 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 in their native countries.

**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.

**Describe Department/School Strengths:**

**Faculty and Staff**

- 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.

**Students**

- 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.

**Facilities and Equipment**

- The only Environmental Science Ph.D. Program in Illinois to be offered at a campus on the Mississippi River.
- High quality laboratory facilities at WIU-QC.

**Stakeholder Engagement**

- Proximity to regional and national environmental and river science stakeholders.
- Meaningful engagement with external stakeholders (environmental NGOs, state and federal resource management agencies, private conservation groups, regional K-12) that involves faculty and students, provides access to study sites, *etc.*

**Describe Department/School Challenges:**

**Faculty and Staff**

- 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.

**Students**

- Insufficient support Ph.D. student assistantships.
- Limited international student services and programming at WIU-QC.

**Facilities**

- Lack of availability of scientific facilities and key resources at WIU-QC.
- Absence of environmental health and safety personnel and policies/procedures on the WIU-QC campus.

**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.

**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.

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.

**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.
- 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.

**List Major Faculty and Staff achievements:**

- Cosponsored the 14th annual Upper Mississippi River Conference, which was held in person and online from October 5-7 at the Bend in East Moline, IL. Prof. served as a member of the conferenced planning committee and was a session moderator.
- Prof. Viadero served as a reviewer for Engineers Without Borders – UK's International "Engineering for the People" design challenge. Viadero also 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. The book will appear in the Taylor Francis catalog in time for the fall 2023 semester.
- A peer reviewed paper authored by a recent Environmental Science (ES) Ph.D. graduate and Prof. Viadero appeared in the Journal of the American Mosquito Control Association in December 2021.
  - \*Rehbein, M., and Viadero, R. "A New Record of *Uranotaneia Sapphirina* and *Aedes Japonicus* in Lee and Oogle Counties, Illinois," Journal of the American Mosquito Control Association, 37 (4), 280-282. <https://doi.org/10.2987/21-6994>
- A peer-reviewed paper authored by a recent Environmental Science (ES) Ph.D. graduate and Prof. Viadero was accepted for publication in the Journal of the Soil and Water Conservation in November 2021.
  - \*\*Singh, A. and R. Viadero. "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, accepted November 2021.
- The Environmental Science Ph.D. Program is cosponsoring the 2nd Annual Quad Cities Wetland Expo in June 2022. The ES team is collaborating with the QC Conservation Alliance, Riverside Global, and others to highlight water resource technologies and outreach to stakeholders from across the Upper Mississippi River Basin.

**List Major student achievements and recognitions:**

- The first two students in the Environmental Science Ph.D. Program graduates in Spring 2021.
- 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.
  - Madison Davee, "Real-Time Monitoring of Water Levels and Atmospheric Variables in an Urban Wetland System"
  - E. Dave Thomas, "Challenges to Water Resources Management and Supply in the Southern Tri-Island Caribbean State of Grenada, Carriacou, and Petit Martinique"

- Matt Williams, Ava Alford, Madison Davee, and Claire Helmke, “Water Quality of Drainage Tile Runoff with the Integration of Cover Crops and Grazing”
- Claire Helmke, “Spatial Distribution of Extractable Metals in Sediment Leached from Iron Foundry Slag Deposit at Carp Lake, Davenport, IA, USA”
- Two Environmental Science graduate students presented their research to state-wide nutrient reduction stakeholders in February 2022 at the IL Nutrient Research and Education Council meeting in Champaign, IL.

**List alumni activities:**

- Dr. Michele Rehbein directs mosquito research and abatement efforts for the Moab, UT, Mosquito Abatement District.
- The Ecological Society of America has recognized Dr. Rehbein as a Certified Ecologist.
- Dr. Anshu Singh has taken a position as Senior Environmental Scientist at Riverside Global in Hampton, IL.
- See \* and \*\* above.

**Summary of Scholarly Activity**

Books – 1 under contract

Peer reviewed manuscripts – 2

Conference presentations – 3 (regional)

## Part I (for Chairs)

**Department/School:** Foreign Languages and Literatures  
**College:** College of Arts and Sciences

### Department Vision and Mission Statements:

- **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.

### 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.

### 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. 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. Finally, Dr. Edmund Asare, in special, liaised with Academic Advisors and Student Success to assist and work with students on issues related to excessive absences and missed assignments.

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

**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.

**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.

**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.

**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.

**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, 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.

**List Major Faculty and Staff achievements:**

- The faculty presented research in 6 (six) different conferences.
- The faculty participated in 12 (twelve) different conferences.
- The faculty participated in 15 (fifteen) different webinars.
- The faculty published 5 (five) peer-reviewed articles.
- **Other:**
  - Dr. Cabedo-Timmons received the “Provost’s Award for Excellence in Internationalizing the Campus for 2021”.
  - Dr. Cabal-Jimenez invited to participate in the New Historic Dictionary through the Language Academy of Costa Rica under the direction of Royal Spanish Academy.
  - Dr. Cabal-Jimenez contributed to the Mexican Language Academy.
  - Dr. Cabal-Jimenez received distinguished grant from the Andrew Mellon foundation

**List major student achievements and recognitions:**

- Ms. Erin Anderson nominated as the CAS Lincoln Laureate.
- Ms. Erin Anderson nominated Fall 21 College Scholar by the CAS.
- Students proofread translation (from English to Spanish) made by the student of documents related to Speech Pathology diagnoses in collaboration with the Department of Speech Pathology and Audiology. Fall 2021

**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 1/1-12/31/21**

**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.

**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:**

To help recruit prospective graduate students to the program, using contact information gathered by a teaching assistant, the graduate program director emailed history department chairpersons at 18 colleges in Illinois, Iowa, and Missouri, history department chairpersons at 73 HBCUs, and principals at 14 Western Illinois high schools (for sharing with teachers interested in an M.A.). Using WIU admissions office reports of high school students indicating an interest in history, the department interim chair, quarterly, e-mailed prospective undergraduate students with information about the program. Additionally, drawing on a digital history game he developed in summer 2021, the department interim chair, supported by a WIU summer stipend, contacted 16 high school teachers of American history to incorporate the game into their curriculum (the first year of a multi-year outreach project).

Meanwhile, the graduate program director also made on-campus presentations at Bradley University, Lincoln College, and the University of Northern Illinois to help recruit prospective graduate students to the program. The graduate program director also recruited several international students to the program, increasing the program's diversity. And the graduate program director arranged for history graduate students to gain assistantships in the department as well as in the university writing center and the library archives, strengthening the program's enrollment.

To help with student retention, the interim chair, using information provided by the WIU registrar, AIMS, and office of Assessment, Accreditation, & Strategic Planning (AASP), also compiled data on students' rates of lack of success (withdrew or failed) in undergraduate classes from 2018-2021 to identify possible patterns susceptible to changes in department teaching methods, and established a faculty committee to generate recommendations.

**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:**

The department has a stellar faculty reputation in teaching and research. Faculty members contribute to university governance, holding positions of leadership in areas including the Faculty Senate, University Committee for Education Preparation, and University Professionals of Illinois. Students in the department have a persistence rate on par with the university's overall student completion rate. Students in the department's history education option have a high pass rate on the state licensing exam. The department enjoys regular financial support from several alumni and professors emeriti.

In terms of contribution to the overall teaching of the university, historians have worked with the Honors College to enhance their curricular offerings. Lee L. Brice developed an honors course to be taught fall 2022 on ancient history represented in films.

Similarly, faculty have offered cross-listed courses that enhance the offerings in related departments. These included HIST/WS 342 (Women and Gender in Asian History), HIST/WS 318 (Women and Gender in European History), HIST/GER 337 (The Holocaust), and HIST/AAS 314 (African-American History).

And, finally, historians have served as public commentators. For example, Tim Roberts, Rich Filipink, and Ute Chamberlin participated in the Western Illinois Museum's program "Taking Questions," a public discussion series in winter 2020 and spring 2021. Roberts and Filipink were interviewed by the *QC Times* for a story on teaching about 9/11. And Peter Cole published an op-ed in the *Washington Post* in April 2021 and was interviewed over two dozen times in 2021 about his publications on the IWW and Chicago Race Riot public history project, on local radio stations and syndicated outlets including ABC News and Al Jazeera.

**Department Challenges:**

Departures of faculty without replacements have led to gaps in curricular coverage in areas that include African history, Latin American history, Russian history, and British history. And except through highlighting of teacher education, the department does not have a presence in the university's advertising/recruitment literature focused on programs that generate career success.

**Department Opportunities:**

Increasing demand for teachers, including in history/social studies, may provide an opportunity for increased major recruitment. Development of additional online course offerings may provide an opportunity for offering greater access to more diverse distance-learning students and non-traditional students. Among innovative ways department faculty are teaching, the interim chair's recent training in digital humanities may afford opportunities to train students in digital history tools.

## **Department Plans, Goals, and Metrics:**

In addition to continuing its present recruitment activities, the department plans several other initiatives.

- Arrangement with the University Committee for Education Preparation (UCEP) of a campus-wide, cross-disciplinary “future teachers day” for high school students on campus.
- Collaboration with the School of Education to offer a Master of Arts in Teaching (MAT) in history and social studies.
- Revision of the curriculum to match faculty teaching interests with needs and interests of students, particularly to attract more diverse students to our courses. Areas of potential focus are African history, African American history, Latin American history, and the history of colonialism and imperialism.
- 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 value of a history major or minor on WIU campuses and via social media.
- Distribution of updated information about our M.A. program to colleges and universities in the region

## **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**

### **Refereed Articles:**

Lee L. Brice and Theodora Kopestonsky, “Teaching Evidence Use and Interpretation with Coins,” *Journal of the Numismatic Association of Australia* 30 (2021), 24-46

Lee L. Brice and Angela Ziskowski, “Athena, Peirene and Pegasi: Myth and Identity in Corinthian Numismatics,” *Numismatic Chronicle* 181 (2021), 1-18

Peter Cole, “Die Stolpersteine und das Projekt zum Gedenken an die Chicago race riots von 1919” (Stumbling Blocks of US History: Stolpersteine and Chicago remembrance culture), co-authored with Sara F. Hall and Franklin N. Cosey-Gay, translated by Adina Stern, in *Steine des*

*Anstoßes. Die Stolpersteine zwischen Akzeptanz, Transformation und Adaption (Stumbling Stones: A Review)*, ed. Silvija Kavčič, Thomas Schaarschmidt, Anna Warda, and Irmgard Zündorf (Berlin: Metropol Verlag, 2021), 266-286

Peter Cole, "Prisoner No. 9,653: Eugene Debs on capitalism, incarceration, and solidarity," *North Meridian Review: A Journal of Culture and Scholarship*, July 28, 2 (2021), 62-80

Tim Roberts, "'Almost as it is formulated in the so-called Homestead Act': Images of the American West in French Settlement of Algeria," *Journal of World History* 32 (December 2021), 601-629

### **Scholarly Presentations:**

Lee L. Brice, "What Sort of Wave: New Work on Explaining Roman Military Success," panel commentary for Annual Meeting of the Society of Military History, Norfolk, VA, May 22, 2021

Lee L. Brice, "Mandate of Heaven: The Qin and Early Han Dynasties," presentation delivered to DuPage County Social Studies Conference, Aurora, IL, February 26, 2021

Ute Chamberlin, "Women and Urban Violence after the Great War," presentation for Annual Conference of the German Studies Association, Indianapolis, IN, October 1, 2021

Peter Cole, "Ben Fletcher: The Most Important Black American Docker You've Never Heard Of," Maritime History and Culture Seminar, Royal Museums Greenwich, London, UK, virtual, October 25, 2021

Peter Cole, "On doing global labor history: challenges and benefits," roundtable, Labor and Working-Class History Association (LAWCHA) conference, virtual, May 27, 2021

Peter Cole, "Ben Fletcher: The Life and Times of a Black Wobbly," Mayday Roundtable with Kafui Atooh, Jasper Conner, Tobias Higbie, Lara Vapnek, and Ahmed White, co-sponsored by H-Labor and LAWCHA, virtual, April 29, 2021

Peter Cole, "Historical Memory, Racial Violence, and Public Art: Chicago-Style," Organization of American History, virtual, April 15, 2021

Peter Cole, "Prisoner No. 9,653: Eugene Debs on capitalism, incarceration, and solidarity," at "While There is a Soul in Prison, I Am Not Free": The History of Solidarity in Social and Economic Justice conference, co-sponsored by Eugene V. Debs Foundation and Indiana State University, virtual, March 30, 2021

Peter Cole, "Black Workers on the Waterfront: Comparing Migrant Experiences to Durban and the San Francisco Bay Area," African American Intellectual History Society conference, virtual, February 27, 2021

Peter Cole, “Black-Led Antricasist Unionism: The Legacy of Ben Fletcher and IWW,” with Kafui Attoh, CUNY School of Labor & Urban Studies and New Labor Forum, co-sponsored by Brandworkers, New York City IWW, and New York Labor History Association, virtual, February 5, 2021

Febe Pamonag, “Legal Challenges to the Segregation Law in the U.S.-Occupied Philippines,” Pacific Coast Branch-AHA Conference, virtual, August 18, 2021

Febe Pamonag, “Institutionalization and Patient Rights in the Culion Leper Colony, 1900s-1930s,” Western Association of Women Historians Conference, virtual, April 24, 2021

Tim Roberts, “Teacher Workshop: Using Twine Interactive Stories to Teach Historical Agency and Contingency,” Annual Conference on Illinois History, Springfield, IL, October 8, 2021

### **Grants Received:**

Lee L. Brice, WIU Summer Stipend, \$3,000

Peter Cole, “Chicago Race Riot of 1919 Commemoration Project,” in partnership with Organic Oneness and Firebird Community Arts: from Niantic, Inc., \$52,000; from Chicago Monuments Project, \$1,500; from Illinois Humanities Council, \$5,100

Tim Roberts, WIU Summer Stipend, \$3,000

### **Significant Creative Activities and Community Service:**

#### **Faculty:**

Peter Cole, co-organizer of a Black History Classroom Exchange program involving high school students from South Shore, Chicago and Tulsa, Oklahoma as well as NBA players from Chicago Bulls and Oklahoma City Thunder, April 2021, as part of Cole’s Chicago Race Riot of 1919 Commemoration Project

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

Tim Roberts, completion of internship in digital humanities and public history, Smithsonian Institution, June 2021

### **Students:**

Luke Hobbs, winner of the department's Burton Prize in History, for a paper, "Wartime Japan and the Homefront," May 2021

Marcus Sweeten, winner of a third-place prize in Western's Phi Kappa Phi Honor Society annual undergrad essay competition, for a paper, "'Springfield had no Shame:' White Prejudice, Black Growth, and the Springfield Race Riot of 1908,' March 2021

**Significant alumni achievements:**

Greg Bennett, B.A. 1986, social studies teacher at Lewistown High School, named Illinois basketball coach of the year, 2021

Dr. Irene Herold, M.A. 2004, named Dean of the Virginia Commonwealth University Libraries and University Librarian, 2021

Luke Vander Pluym, B.A. 2013, teacher at Chicago's Rickover Naval Academy, nominated for the Gilder Lehrman Institute's History Teacher of the Year Award, 2021

John Weygand, B.A. 2021, commissioned as a Second Lieutenant into the Illinois National Guard, 2021

**Faculty productivity table:**

| Books published | Refereed book chapters & journal articles published | Significant Creative Activities | Grants | Conference Presentations Domestic/ International | Program Recognitions Faculty/Staff/Student |
|-----------------|-----------------------------------------------------|---------------------------------|--------|--------------------------------------------------|--------------------------------------------|
| 0               | 5                                                   | 3                               | 5      | 12/1                                             | 0/0/2                                      |

**Annual Report: March 2022**  
**Department of Liberal Arts and Sciences**  
**College of Arts and Sciences**

**Department Mission Statement**

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 Liberal Arts and Sciences 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.

**Vision**

Our programs will be known for cultivating self-directed learners with the intellectual agility and range vital to engage and adapt to a continually changing world. Global citizens need to be conversant in the practices and beliefs of the world's great religions, and to understand issues pertaining to race and gender. Our students will be tomorrow's leaders in all fields of human

endeavor, including politics, business, law and medicine, having learned how to approach and understand individuals and cultures radically different from their own.

**Degrees Offered in Department/School:**

Bachelor of Liberal Arts and Sciences

Masters of Liberal Arts and Sciences

**Specific recruitment and retention activities:**

1) **Curricular restructuring:** The Department has proposed a restructuring of the BLAS that allows for the creation of two Options this year – converting the Paired Minors Emphasis into an Option, and creating a new African American Studies Option. In response to student interest, we plan to pursue additional Options in future years, possibly including Latinx and Environmental Justice. We hope this will increase the potential to recruit LAS Majors in both the Macomb and Quad Cities campuses.

2) **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 LAS faculty.

**Learning Outcomes**

- 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.

**Department/School Strengths**

1) **Successful completion of Spring 2021 Program Review;** comments from the external reviewer are provided below.

2) **Innovative curriculum development and restructuring:** In Spring 2021, 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:

a) **Restructuring of LAS Major to include AAS Option:** In tandem with recommendations from the Exploratory Committee on Ethnic, Racial, and Gender Studies, LAS in Spring 2022 proposed a Change in Major to allow for the addition of a new Option in African American Studies. This change was accompanied by an addition of a Paired Minors Option;

the development of a new LAS core course, LAS 395, Evidence, Truth, and Action; and a reconfiguration of an existing course, LAS 498, to be renamed Interdisciplinary Studies and Experiential Learning. The Feasibility Study for the new AAS Option was approved in February 2022, and curriculum proposals were approved by the College of Arts and Sciences Curriculum Committee in March 2022.

b) **Core course retooling:** The retooling of LAS 195, Introduction to the Liberal Arts and Sciences - which in Spring 2020 was approved for General Education Multicultural credit – has increased the number of students who take this gateway course for the major, with 22 students enrolling in Fall 2021 in the Macomb section (up from 4 in F19 and 18 in F20), as well as 18 in the QC section. 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, as well as future possible options in Latinx Studies, Environmental Justice, and other areas.

c) **New crosslisted course with Anthropology:** LAS faculty member Dr. Sarah Haynes developed a new course, ANTH/REL 225, which enrolled with 40 students at full capacity when it was taught for the first time in fall 2020. The course is cross-listed with Anthropology and geared towards attracting Anthropology majors into Religious Studies courses and the REL minor; it will be offered again in 2022-23.

d) **Cannabis and Culture minor:** Dr. Haynes was a co-founder of the Cannabis and Culture minor, which was approved in 2020 and available fully online in fall 2021; it currently has 12 minors. Courses taught within the LAS department include a core course, REL 180 Religion & Drugs, which enrolled 24 students in Spring 2022, and the Senior Seminar in Cannabis & Culture, enrolling 5 students in Sp22. A planned study abroad trip to Amsterdam for Spring 2022 was cancelled due to COVID. The dispensary in Macomb, Windy City Cannabis, has contacted faculty in the minors about recruiting students to work there.

**3) “Outstanding” core faculty** in the LAS program who, according to the 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.

**4) Interdisciplinary minors within the BLAS program:** Students interviewed by the reviewer “highlighted what they see as the particular relevancy of Religious Studies, Women’s Studies, and African American Studies,” and “felt that the BLAS program and LAS faculty had supported their academic success and future academic plans.”

#### **Department/School Challenges:**

**1) Decrease in enrollment and conferred degrees.** The enrollment in the LAS program is lower than it has been historically, dropping to 22 undergraduates and 3 graduates in Fall 2020, and remaining relatively stable through spring 2022 (21 undergraduate majors, 2 grad students).



**2) Uncertainty about the future of the Liberal Arts & Sciences department and its faculty.** The reviewer notes that the uncertain future of the department “is creating additional stressors and difficulties for faculty who are actively planning forward with respect to curriculum and kindred work that would make their unit stronger and to find ways to increase enrollments.”

**3) Lack of familiarity with the BLAS degree program among many faculty and advisors.**

### **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.

2) **Consider additional Options** that also respond to student needs and interests, in fields such as Latinx Studies, Environmental Justice, and other areas.

### **Plans for moving forward**

1) **Implementation of curriculum proposals** for the new African American Studies and Paired Minor Options, and accompanying curricular changes noted above. The target approval date for the proposals is April 2022, with implementation starting in Fall 2022.

2) **Hiring of Director or Chair in African American Studies:** The Department proposes hiring a Director of Chair 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.

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.

### **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.

### **Major Faculty and Staff achievements:**

- **Dr. Carr** published two book chapters, a co-authored article, and three academic blog posts, and presented at a regional conference. Dr. Carr also advised two

Undergraduate Research Day Projects in 2021. She is WIU's representative to the Illinois Board of Higher Education's Faculty Advisory Council.

- **Dr. Baker-Sperry** made a presentation at the Assessment Institute's 2021 annual conference. She serves as the First Year Experience Faculty Associate and the university's Assessment Coordinator.
- **Dr. Perabo** presented to the Annual Conference of the Society of Christian Ethics in January 2022, and reviewed a proposal for a textbook for Wiley-Blackwell. She supervised the development of the Streaming Religion blog in summer 2021, including the work of the MOW Summer Research Scholar. She also supervises the work of the AAS Program Intern. She is the Faculty Senate Parliamentarian for 2021-22.
- **Dr. Haynes** became the editor of the *Canadian Journal of Buddhist Studies*, which is now housed at WIU; she supervises the work of an MLAS graduate student who is the journal's manager.

#### **Major student achievements and recognitions:**

- Mary Olive Woods Scholarships in Religious Studies were awarded to five students in fall 2021 and six students in spring 2022, for a total amount of \$19,000.
- African American Studies minor Shakyrria Bailey received the African American Studies Experiential Learning Scholarship to support her Spring 2022 internship with the AAS Program, and was also awarded the Dr. Essie Manuel Rutledge Scholarship.
- MLAS student Anna Lucken is the Journal Manager for the *Canadian Journal of Buddhist Studies* housed at WIU, and also manages the JBS blog. Anna received the inaugural Mary Olive Woods Summer Research Scholarship in Summer 2021, as well as second place in the Phi Kappa Phi Essay Contest.
- Two BLAS 2021 graduates, Teonna Wade and John Miller, participated in the Spring 2021 Undergraduate Research Day.

#### **Alumni activities:**

- Two BLAS 2021 graduates have reported full-time employment, one at a nonprofit that works to support parents, and another at a state government position in Texas. A BLAS/MLAS combined degree recipient began a graduate program at a seminary following graduation in 2020 and is now working full-time.

## Part I (for Chairs)

**Department/School:** Mathematics and Philosophy

**College:** Arts and Sciences

### Department Vision and Mission Statements:

#### 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.

#### The Department of Mathematics and Philosophy Vision

Our degrees will be known for:

- creating a learning community rich in faculty-student interaction on the subject;
- promoting in our students an appreciation of mathematics;
- providing guided experiences through undergraduate research, internships and practical experiences;
- providing a rigorous foundation in pure and applied mathematics and statistics;
- high job placement rate after graduation;
- developing lifelong learners of the subject and contributors to the field of mathematics;

**Degrees Offered in Department/School:**

B. S. in Mathematics

M. S. in Mathematics

M. S. in Teaching Mathematics

**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.
- Piloting LA program in Math 100.
- Providing graduate assistants to the faculty with a high teaching load.

**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.

**Describe Department/School Strengths:**

- 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.
- Growth in the Department Foundation account due to ongoing communications with our donors, in coordination with the WIU Foundation and Development Office.
- 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 offering 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.

**Describe Department/School Challenges:**

- Declining enrollment at the undergraduate levels.
- Declining appropriated budget, student employment and graduate assistantship budget.
- Lack of funds to regularly update equipment.
- Insufficient institutional financial support for faculty and student travel to professional meetings.
- Limited variety of courses offered as upper division electives.
- Limited opportunities for co-curricular and out-of-classroom academic experiences.
- Decline in offering independent study courses.

**Identify Opportunities for your department/school in the short term:**

- Offering M. S. in Mathematics completely online in addition to the on-campus option.
- Offering a track for training in data science, operations research analysis, and systems analysis at the M. S. level.
- Delivering mathematics B. S. partially or completely online.

**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.**

- Complete the request to offer M. S. in Mathematics completely online in addition to the on-campus option.
- 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.

#### How will you measure the success of the plans outlined above?

All the goals above have measurable outcomes.

#### List Major Faculty and Staff achievements:

##### Scholarly Publications

- **Andreev F.**, Alexander V. Kitaev. (2020). Connection formulae for asymptotics of the fifth Painlevé transcendent on the imaginary axis: I. *Applied Studies in Mathematics*, <https://doi.org/10.1111/sapm.12323>.
- Kalantari B, **Andreev F.**, Lau C. Characterization of local optima of polynomial modulus over a disc. *Numerical Algorithms*. 2021 Sep 29:1-5.
- **Tasdan F.**, "Point Air Defense Needs of the Turkish Air Force", *Defense Turkey Journal*, p52-60, Vol 15, Issue 110, ISSN:13065998, (2021).
- Baramidze, G., **Baramidze V.** and Xu, Y., 2021. *Mathematical model and computational scheme for multi-phase modeling of cellular population and microenvironmental dynamics in soft tissue. PloS one*, 16(11), p.e0260108.
- **Blackford T.**, "A Square Root's Take on the Pandemic", *Mathematical Intelligencer*.

##### Presentations

- S. Brooks, "Math in Engineering: Looking Beyond the Equations", the department of Mathematics and Philosophy Colloquium series.
- D. LaFountain, "Ranked Voting Systems and Arrow's Theorem", a student talk.
- S. Turkelli, "Isometries of the Euclidean Plane", a student talk.
- L. Petracovici, "Differentiation under The Integral Sign", a student talk

##### Awards

- Dr. Susie Brooks is the 2021 Provost's Award recipient for Excellence in Teaching 2021.

#### Scholarly Reviews

- Dr. Pynes published a book review: *What Is Life?: Five Great Ideas In Biology*, Paul Nurse in *The Quarterly Review of Biology* 97.1 (March, 2022): 41-42.
- V. Baramidze reviewed an article for the Journal of Computational and Applied Mathematics

#### Other

- An M. S. in Mathematics student defended his thesis under the supervision of Dr. Tom Blackford.
- K. Felt participated in webinars: "Flexibility Through Facts" , "Response to Interventions" , "Equity and Mindset", "Building Thinking Classrooms" and two Virtual Math Summits.

#### **List Major student achievements and recognitions:**

- Mary Bjelica is the Fall 2021 Departmental Scholar for Mathematics and Philosophy
- Brianna Gorsuch is the Spring 2022 Departmental Scholar for Mathematics and Philosophy
- Hunter LaCroix is the H. Glenn Mathematics Scholarship recipient for Excellence in Graduate Studies.
- Bunmi Iyanda and Rexford Mensah received Fall 21 Award for Potential for Excellence in Mathematics Graduate Studies
- Melissa Petermeyer is our first MSTM degree awardee, she graduated in December 2021.

#### **List alumni activities:**

- Ms. Ming Zhu Wang, a WIU alumna, presented "From Math to Business Academia: Expectations, Opportunities, and Is It Right For You?" at a Math Club meeting

Western Illinois University  
Academic Affairs, Annual Reporting Documents  
Department Chairs, School and Program Directors, and Deans  
Academic Year 2021-22  
Part I due to Deans Offices by **March 15**  
Part II due to Provost Offices by **April 15**

## **Part I (for Chairs)**

**Department/School:** School of Nursing

**College:** College of Arts and Sciences

**Department Vision and Mission Statements:**

### **Mission — School of Nursing**

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.

### **Vision — School of Nursing**

Educating Leaders for Professional Nursing

**Degrees Offered in Department/School:** Bachelor of Science in Nursing

**List specific recruitment and retention activities:** 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 22 has not been determined yet.

**List Student Learning Outcomes for Majors:**

### **Degree/Program/Option Goals**

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

**Describe Department/School Strengths:**

The major strength of the School of Nursing is the faculty. They are dedicated to maintaining high standards and positive student success. Because of this, the pass rate for year 2021 was 100% on the NCLEX exam. The SON and its graduates are very well thought of in the health care community and graduates are sought after by agencies.

The learning outcomes (as wanted by the university) are met at 100% every year.

**Describe Department/School Challenges:**

The School of Nursing Has several Challenges:

- a. AACN (American Association of Colleges of Nursing) has completely changes the standards for students in Nursing Schools necessitating a change in Curriculum as well as

outcomes. The SON must adopt a competency-based model of education. This is expected to take approximately 3-4 years to complete. We have begun working on the initial phases of this. AACN is having webinars on this and all faculty are responsible for watching these.

- b. Nursing has a reaccreditation visit from CCNE that will take place in February of 2025. We are in the process of making sure we have the documentation in place for that visit. As I understand it, we will be evaluated under the current curriculum and program but will need to show plans for the transition to competency-based education.
2. The NCLEX will change to the new format on April 1, 2023. The faculty have worked very hard to get educated in the new question format as well as the different teaching methods needed to achieve student success.
3. We are challenged with unprepared students coming from high school in the state. Their reading levels are not at a college level, their math skills are very poor, and their science background is poor. We do require the university general education as well as nursing support courses to be completed before they begin nursing classes. But we are continuing to have applicants with really good GPAs who can't read, write, or compute simple math problems as well as having little knowledge in Anatomy and Physiology (I have discussed this with the chair and the A&P instructor). Nursing currently has no test of basic skills for admission. The application for beginning to use the ATI TEAS as been sent to Dr. Schmidt.
4. Very low budget
  - a. Our lab equipment is getting old. Our current simulators are low level and inadequate for competency-based evaluation. A Radiant warmer is needed next year as are the infusion pumps; the high level simulators will be needed in 2-3 years as the new curriculum is developed and put into practice
    - i. We need to replace 2 IV pumps for next semester
      1. Plum Infusion pump \$3,300 each
    - ii. We need an infant warmer with APGAR and monitoring capabilities.
      1. Radiant warmer \$4,500
    - iii. High level Simulators
      1. SimMan 3G Plus \$125,000 (2)
      2. Adult Hal \$83,590
      3. Advanced Pediatric Hal \$83,390 (2)
      4. Advanced Bedside cart \$25,000 +\$200 yearly for maintenance and support (2)
  - b. We are forced to purchase programs that are needed to evaluate learning, i.e., Exam Soft And the modules for Learning the new NCLEX formatting.
  - c. There is no money for a consultant to assist with changing the curriculum; none of us has ever taught in a competency-based curriculum or a concept-based curriculum and we need guidance. We are using the ATI resource consultants available to us but they don't cover this particular topic. We are using the AACN resources that are free.
  - d. As part of the changing curriculum and the way we have evaluate students, our clinical will move from all hands on to 50% simulation. This means, I will need faculty educated in simulation (not just the one I have now) and we will need 2-3 faculty educated in simulation design, use for clinicals, and evaluation of competencies.
  - e. Nursing really needs tutors. These individuals have to be licensed, practicing, baccalaureate prepared nurses and they will expect to be paid the going salary for a registered nurse. We do hire one TA but this person is usually a foreign student in health sciences and not registered to practice nursing in this country. That person is a huge help to faculty with assistance in the lab and class but they are limited. The State does put restrictions on who can teach nursing students.

- f. Nursing has 14 full time faculty members with as many as 10+ part time faculty and the full-time faculty members are still accruing large amounts of overtime. I'm wearing my faculty out.
  - g. As I understand it, a new competency based curriculum designed using the parameters AACN wants us to use, classes will need to be team taught. This will increase the number of part time faculty needed, provided that I have the full complement of full time faculty I have now. While most of the competency evaluation will take place in clinical, there are competencies and can't be evaluated in clinical.
2. Rural location:
- a. Because of the location of the SON, clinical opportunities are limited. Our students have to travel up to 100 miles for a clinical rotation, often using back roads. There are extremely limited adequate clinical experiences for a BSN in the Macomb area.
    - i. We do try to hire part time clinical faculty who are apart of the agencies we use so there are no travel expenses but this is not always possible.
  - b. Nursing has no medical center associated with the university or within a reasonable distance for research purposes. It is almost impossible for faculty to be unit A with the research and publication expectations for tenure without adequate facilities. Hence, nursing is comprised of mostly unit B faculty (4 have terminal degrees but without adequate research accessibility, it doesn't make sense for them to transition to unit A; another 3 more are in terminal degree programs). The one community/public health faculty is unit A and has adequate research facilities because she can use the rural communities.
  - c. Recruiting faculty in rural areas is difficult, especially in the specialty areas of nursing.
3. Facilities
- a. I've been told that the building our classes are held in will be taken offline, however I have not had any conversations about new classrooms. We need specific designs for the classrooms so that we can engage in active learning. This will be even more critical when we begin with competency-based education. In addition, there needs to be computer access. The computer labs on campus are not large enough for our classes, those computers do not have nursing programs on them, and computer usage is high in every class, making the on-campus labs impractical for nursing's use. Students do use their personal lab tops for a lot of in class activities but there needs to be adequate electrical outlets for those to be plugged in. Testing is done via computer with the program Exam Soft.
  - b. Nursing only has 2 assigned classrooms. We need at least 3 and probably 4.
  - c. Nursing labs are in 2 different buildings making it very difficult for equipment to be moved in and out of the labs. We need 1 lab space dedicated to nursing that is big enough for 5 skills labs, a birthing center, a physical assessment lab, community/public health lab. Ideally, for assessment of competencies, we will need additional observation labs similar to the one we already have but with high end simulators and the capability to record the sessions for grading purposes.

**Identify Opportunities for your department/school in the short term:**

The goals for next year:

- 1. Have enough faculty to cover the classes and clinicals without accruing high dollar amounts of overtime.
- 2. Get a rough outline of the changing curriculum.

- a. Begin to get faculty both full time and part time educated in competency-based education.
- b. When the curriculum is completed, the State Nursing Board (IDFPR) will have to be notified and give approval as well as CCNE.
3. Students will achieve at least an 80% pass rate on the NCLEX.
4. Review data (2021-2022) and begin formal write up with documentation for the CCNE reaccreditation visit.
5. Incoming pre-licensure applicants to the nursing major will take the ATI TEAS assessment as part of the admission process.

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

1. The ACE sheets for each faculty member will describe the dollar amount of overtime-I'd like there to be no overtime for faculty.
2. Faculty should be able to show continuing education credits for any programs attended on competency learning.
3. The official NCLEX pass rates from the Illinois board of Nursing will be used to determine if the pass rate goal has been met.

**List Major Faculty and Staff achievements:**

**Grants:**

2021 “Nursing Experts: Translating the Evidence (Phase 4)” (\$19,999) competitive award from the from Department of Health and Human Services, National Institutes of Health, National Library of Medicine, with the University of Illinois at Chicago.  
Co-Project Manager: **Dr. Patricia Eathington**  
*Assist in consultation and support on outreach activities; Contribute to session development activities; Act as instructor/facilitator for educational sessions in Western Illinois and Northern Illinois region*

2020 “Nursing Experts: Translating the Evidence (Phase 3)” (\$14,967) competitive award from from Department of Health and Human Services, National Institutes of Health, National Library of Medicine, with the University of Illinois at Chicago.  
Co-Project Manager: **Dr. Patricia Eathington**  
*Assist in consultation and support on outreach activities; Contribute to session development activities; Act as instructor/facilitator for educational sessions in Western Illinois and Northern Illinois region*

**Peer Reviewed Presentations:**

2021 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. (2021, October). *Nursing experts translating evidence into practice-NExT* 3. Podium Presentation at American Public Health Association Conference, Denver, Co. [Virtual]

2020 Wolf, M., Cone, K. & **Eathington, P.** (2020). Interprofessional Education in Undergraduate Nursing. **Poster Presentation with Audio Narration** at 2020 Midwest Interprofessional Practice, Education, and Research Center Virtual Conference, hosted by Grand Valley State University September 16-18, 2020.

**List Major student achievements and recognitions:**

Danni Nichols; December 2021 Summit League Player of the Week. For a Nursing Student this is a lot of work!

Ayaan Mohomed was chosen for a nursing student internship at the Mayo Clinic in Rochester, MN in the Summer of 2021. Highly competitive.

**List alumni activities:**

No reports

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents**  
**Department of Physics**  
**AY2021-2022**

## **Part I (for Chairs)**

### **Department/School:**

Physics

### **College:**

College of Arts and Sciences

### **Department Vision and Mission Statements:**

#### **Vision**

Our degree program will be known for the well-rounded preparation it offers to the students to demonstrate significant leadership potential during their immediate employment after graduation or in their further study of physics or a related field at the master's or doctoral level.

#### **Mission**

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.

### **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 (Just approved)), Pre-Engineering 2+2 transfer Program, Integrated BS+MS in Physics, and MS Physics.

### **List specific recruitment and retention activities:**

#### **1. Recruitment**

- a. **Virtual Science Saturday:** We instituted a monthly science discussion activity for 6th grade onwards on topics of current interest across all science and technology fields. The activity was initially developed for the COVID-19 pandemic; nevertheless, it is being repositioned to have wide-reaching impact going forward.
- b. **Discover Western:** We modified department visit sessions at the Discover Western events to carry them out in collaboration with the School of Engineering and Technology. 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 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. 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.
- b. Implementation 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.
- c. Complete **overhaul of the course evaluation instrument** to obtain actionable input from the students on our current offerings. The information collected is expected to have long-term impact on the effectiveness of our teaching as per the needs of the students.
- d. 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 introduced **extra help sessions** in both classes, within the Learning Assistant model, to offer **problem-solving assistance** and training to the students that needed it the most. The students were identified with the help of a placement test administered at the beginning of the semester.

### 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
  - (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.

#### **Describe Department/School Strengths:**

1. **Nationally top-ranked MS program** with the largest number of total and women graduates among MS only institutions (2015-2017, American Physical Society).
2. **Strong BS and MS programs** for students interested in pursuing higher degrees in Physics.
3. **Strong research programs** in a broader area of **Atomic, Molecular, and Optical Physics**.
4. **Strong student engagement in experiential learning activities** such as research projects, demonstrations show, Virtual Science Saturday, sky-viewing events, , and K-12 robotics team mentoring, other recruitment and outreach activities that involve high-school visits are being revived slowly.

#### **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 two administrative 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.
- 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.

- 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.

**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. We applied for a National Science Foundation’s NOYCE program grant in the amount of USD 1.4 Million. The application was not successful; nevertheless, in the light of many encouraging reviews we will be revising and resubmitting the grant application in the Summer of 2022. Such a program and grant efforts have a greater chance of being successful if we have can hire a dedicated faculty specializing in science teaching. We 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.
- 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 will appear in the catalog in the AY2022-2023. We are moving towards implementing this option 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.
- 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 Mathematics and Computer Science.

**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.

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

**List Major Faculty and Staff achievements:**

**1. Research Publications:**

- a. "Group velocity of light in biaxial crystals". P. Q. Wang, *Applied Optics* 60, 4143-4153 (2021).
- b. Rodríguez, Tatiana M.; Hofner, Peter; Araya, Esteban; et al. 2021, "A Highly Collimated Flow from the High-mass Protostar ISOSS J23053+5953 SMM2", *Research Notes of the AAS*, Volume 5, Issue 4, id.70.

- c. Shuvo, Onic I.; Araya, E. D.; Tan, W. S.; et al. 2021, " Thermal formaldehyde emission in NGC 7538 IRS 1", Monthly Notices of the Royal Astronomical Society, Volume 504, Issue 2, pp.1733-1748.
- d. Dr. P. K. Babu and Dr. Saisudha Mallur: Optical Properties of Praseodymium (Pr<sup>3+</sup>) doped bismuth boro-tellurite glasses containing CdSe nanoparticles, Saisudha B Mallur, Panakkattu K Babu, Materials Research Bulletin, 147 (2022) 111651.
- e. Rodríguez, Tatiana M., Hofner, Peter; Araya, Esteban D.; et al. 2021, "Discovery of a Highly Collimated Flow from the High-mass Protostar ISOSS J23053+5953 SMM2", The Astrophysical Journal, Volume 922, Issue 1, id.66, 12 pp.

## 2. Research Facility Use Proposals:

- a. Dr. E. D. Araya, principal investigator of the proposal "In Search for Angular Momentum Signatures near Ionized Jets", Very Large Array (VLA) radio telescope of the National Radio Astronomy Observatory (NRAO), a facility of the National Science Foundation (NSF). Telescope allocation: 2.5 hours at Priority A.
- b. Dr. E. D. Araya, co-author of the proposal "Ionized Jets from High-Mass Protostars: a VLA Quest for Resolution", Very Large Array (VLA) radio telescope of the National Radio Astronomy Observatory (NRAO), a facility of the National Science Foundation (NSF). Telescope allocation: 35.39 hours at Priority B, 2.37 hours at Priority C.
- c. Dr. E. D. Araya, member of large international collaboration "VOLS: The VLA Orion A Large Survey", Very Large Array (VLA) radio telescope of the National Radio Astronomy Observatory (NRAO), a facility of the National Science Foundation (NSF). Telescope allocation: 306.00 hours at Priority B.

## 3. Professional Development:

- a. Dr. E. D. Araya, Dr. P. K. Babu, and Dr. James Rabchuk attended the conference: "2021 International Learning Assistant Conference", October 23-25, 2021, virtual conference. The conference provided networking opportunities in Gather and multiple sessions about best practices in the use and implementation of LA programs.
- b. E. D. Araya attended the XSEDE + Pittsburgh Supercomputing Center HPC Workshop: BIG DATA and Machine Learning October 5-6, 2021. This two-day workshop included overview of Big Data, Spark, Machine Learning, and Deep Learning with Tensorflow.
- c. E. D. Araya attended the workshop/webinar: "Writing and Submitting a Successful XSEDE (Extreme Science and Engineering Discovery Environment) Research Proposal", October 12, 2021. This workshop/webinar included information on allocation types and resources available for research and education activities.

## 4. Conference Presentations:

- a. Dr. E. D. Araya, invited presentation, Academic Trajectory Panel, Alpha-Cen (Astrofísica Centroamericana y del Caribe) Summer School (August 2021).
- b. Dr. E. D. Araya, invited presentation, Introduction to Radio Astronomy, Alpha-Cen (Astrofísica Centroamericana y del Caribe) Summer School (August 2021).

- c. Dr. E. D. Araya, invited presentation, Workshop in Radio Astronomy: From image noise to spectral indices, Alpha-Cen (Astrofísica Centroamericana y del Caribe) Summer School (August 2021).
- d. Dr. K. T. Kapale and collaborators from Google and Caltech, Invited Focus Session Presentation: “Teaching Quantum Concepts to High-school Students through Game play”, American Physical Society March Meeting, March 14-17, 2022, Chicago.
- e. Stimulated Emission Cross Sections and Quantum Efficiencies of Sm<sup>3+</sup> and Sm<sup>3+</sup>-Eu<sup>3+</sup> Co-doped Bismuth Boro-tellurite Glasses, P K Babu, Saisudha B Mallur, Ting C Khoo, Suman Rijal, Owen Huff, Oral presentation at the APS March Meeting, March 15-19, 2021 (Online)

### 5. Innovative Projects:

- a. Dr. Esteban D. Araya, PI of the National Science Foundation (NSF) Extreme Science and Engineering Discovery Environment (XSEDE) Educational Allocation: “Using XSEDE Resources as the Platform to Teach an Introductory Computational Physics Class”, Awarded Resources: IU/TACC (Jetstream): 180,000.0 SUs. Allocation administration comments: “The estimated value of these awarded resources is \$3,600.00. The allocation of these resources represents a considerable investment by the NSF in advanced computing infrastructure for U.S.”
- b. Dr. Kishor T. Kapale participated in the national level team effort (with collaborators from Google and Caltech) to develop educational activity and corresponding teaching materials for high school teachers to introduce quantum information science concepts in their classrooms. The activity will be piloted in various high-school classes in the month of November and will be released nationwide in April on the World Quantum Day. This activity is part of a program called “QuanTime” supported by White House National Quantum Coordination Office and the National Science Foundation.

Faculty and staff activities are summarized in the table below:

| Books | Chapters/Monographs/<br>Refereed Articles | Creative Activities |       | Conference Presentations |       | Program Recognitions |       |          |
|-------|-------------------------------------------|---------------------|-------|--------------------------|-------|----------------------|-------|----------|
|       |                                           | Domestic            | Int'l | Domestic                 | Int'l | Faculty              | Staff | Students |
| 0     | 5                                         | 21                  | 11    | 0                        | 5     | 2                    | #     | #        |

### List alumni activities:

1. **Publication by two of our MS program Alumni:** Shuvo, Onic I.; Araya, E. D.; Tan, W. S.; et al. 2021, " Thermal formaldehyde emission in NGC 7538 IRS 1", Monthly Notices of the Royal Astronomical Society, Volume 504, Issue 2, pp.1733-1748. More information posted at the WIU Press-Release: “Mentoring of Physics Students Continues Beyond Graduation.” [http://wiu.edu/news/newsrelease.php?release\\_id=18046](http://wiu.edu/news/newsrelease.php?release_id=18046), The press-release highlights the research work of former WIU graduate students Onic Shuvo and Wei Siang Tan that was recently published with their collaborator Dr. Araya. The article also features Dr. Kapale highlighting the tradition of the Department of Physics at WIU in engaging the students in research projects even after graduation.

**Part I (for Chairs)****Department/School:** Political Science**College:** Arts and Sciences**Department Vision and Mission Statements:****B.A. in Political Science****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.

**Vision Statement**

Our degree will be known for the preparation and engagement of our graduates. They will be professionals equipped to be resourceful and intellectually flexible in careers in the public and private sectors, including, law, public administration, public policy, international diplomacy, urban and regional planning, management, consulting, and political campaigns.

**M.A. in Political Science****Mission Statement**

We prepare students for professional careers in government, politics, business, and non-profit organizations, as well as for further study in Doctoral programs or law school. We teach students critical thinking, presentation, and writing skills, as well as mastery of the literature in political science, especially in their areas of specialization.

**Vision Statement**

Our degree will be known for a highly-individualized educational experience with small classes that emphasize building critical thinking and research skills. Students will work closely with faculty on specific projects. They will present findings of their research within the department, and, when possible, be supported in presenting their work at academic and professional conferences.

**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.

**List specific recruitment and retention activities:**

Greg Baldi and Keith Boeckelman have developed relationships with area liberal arts colleges, including Monmouth, Augustana, Quincy, and Culver-Stockton to help recruit potential graduate students to the program.

The department helped organize an event with UIC Law School on October 26 to help explain the process for admission to law school, as well as specific programs at UIC.

The department coordinated meetings with students and a representative of the Illinois Legislative Staff Internship Program in conjunction with Career Day, October 5.

The chair conducts an exit survey/focus group with sections of the senior seminar (Pols 492) to discuss students' experiences with the major. The results are used to improve recruitment and retention in the department. For example, we have tried to bring alums onto campus or to connect with classes via zoom to help mentor students in their careers.

**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.

**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. 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, and Fall '21, 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.

**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, staff shortages hamper our experiential learning efforts, particularly related to fielding the mock trial team or participating in Model United Nations going forward.

**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.

**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. To foster this effort, Keith Boeckelman gave a talk on "Scientists and Public Policy" at the Physics Colloquium, September 10. We will emphasize retention by inviting former students to speak to classes about their career paths and trajectories. Department faculty are pursuing 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.

**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.

**List Major Faculty and Staff achievements:** Political science faculty have been active in community outreach, including frequent media appearances. For example, several faculty members participated in the Western Illinois Museum’s “Taking Questions” discussion series, including: Rick Hardy (2/17) on The Supreme Court in historical perspective, Julia Albarracin (2/3) on Latinx immigration, and Keith Boeckelman (3/3) on impeachment and its history. Keith Boeckelman, along with political science graduate student Delilah Sanders and student legal counsel Victoria Smith participated in the Constitution Day event on the right to vote, which was broadcast on Channel 3 beginning in September.

In terms of media appearances, Keith Boeckelman appeared on KHQA news, January 5, to discuss the Georgia runoff elections and the Electoral College. Keith Boeckelman also did a video interview with the Quad City Times to discuss the January 6 riots in the U.S. capitol. Casey LaFrance appeared on the podcast “Real Time,” sponsored by the Illinois Public Employer Labor Relations Association to discuss aligning policing with the community (2/22). Greg Baldi appeared on Channel 3 to discuss the 20<sup>th</sup> Anniversary of 9/11. Vin Auger was interviewed for the Burlington Hawkeye about the situation in Afghanistan in September.

Julia Albarracin is the Distinguished Faculty Lecturer for Spring ’22.

Due in part to the Political Science Department’s efforts, Western received a Bronze Seal from All-In Campus Democracy for student voting in the 2020 election. Relatedly, Western was named to the *Washington Monthly*’s “Best Colleges for Student Voting Honor Roll” for Fall ’21.

**List Major student achievements and recognitions:** Daria Levchenko was the President of Western’s Student Body during the 2020-2021 academic year. Justin Brown served as the student member of WIU’s Board of Trustees for the 2020-2021 academic year. Delilah Sanders was awarded the Phyllis Rippey Best Paper Award for the 2020-2021 academic year for her paper “Changing Policing in the United States.” Delilah Sanders also received the CAS Honorary Student Recognition Award for the 2020-2021 academic year for the social sciences. Ebra Buah, Tais Martinez, Barbara Reppen, and Amber Shupe participated in the (virtual) Model Illinois Government simulation, February 26 and February 27, 2021.

Justin Brown interned with Mayor of Macomb, Spring ’21. Madison Majors interned with the Mayor of Macomb, Fall ’21. Ebra Buah interned with the Office of the Illinois Lieutenant Governor, Fall ’21

**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 is 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.

**Faculty Research:**

**Books: 2**

**Articles: 5**

**Conference Presentations: 4**

## Part I (for Chairs)

**Department/School: PSYCHOLOGY DEPARTMENT**

**College: ARTS AND SCIENCES**

### **Department Vision and Mission Statements:**

*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.

### **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

### **List specific recruitment and retention activities:**

#### *Undergraduate Recruitment:*

The department's Undergraduate Recruitment Committee organized and held Psychology Day in March 2022, a half-day recruitment event for prospective students that had both face-to-face and virtual components. 38 prospective students attended.

Faculty, current students, and an alum participated in a virtual admitted students event in April 2022 organized by Admissions that was specifically for Psychology prospective students.

Faculty representing the Psychology and/or Forensic Psychology programs made presentations at five Illinois high schools.

Admitted students are sent a welcome letter from the Department Chair.

The department collaborated with Marketing to recommend students willing to make testimonials and to update the Psychology promotional flat sheet.

Students, supervised by a faculty member, made regular social media posts on department Facebook and Instagram accounts.

Faculty or the Chair had over 30 one-on-one meetings with prospective students and their families who were interested in either Psychology or Forensic Psychology.

#### *Graduate Recruitment:*

The three graduate programs held two virtual open houses (in Fall 2021 and Winter 2022).

They participated in the graduate school fair organized by Graduate Studies in the Fall 2021.

They attended a graduate school fair organized by Truman State University in Fall 2021.

School Psychology graduate students made presentations to 8 undergraduate psychology classes across Illinois, Wisconsin, and Missouri to share information about the profession and WIU's program.

Students, supervised by a faculty member, made regular social media posts on Facebook.

The graduate coordinators are the primary contact for prospective students and have had many in-person and virtual meetings.

*Undergraduate Retention:*

The department increased the number of online and hybrid courses to allow students to continue their educations during COVID-19 in the modality that best met their needs.

Every Spring the department offers awards to juniors, including the Distinguished Junior Award.

Multiple undergraduate awards were given to students, including the Jim Joyce scholarship and the Eric Ward Tutoring Award (which include cash awards).

Undergraduates awarded the Eric Ward Tutoring Award are paid a stipend to provide tutoring to students taking Psychology statistics.

Tutoring services for Introductory Psychology and statistics were expanded, with graduate assistants available in the Psychology Resource Center (a room in Waggoner Hall).

Faculty and staff organized a Thanksgiving grab-and-go meal in the hallway for students in November 2021.

*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.

Faculty met with current graduate students to discuss issues related to diversity-equity-inclusion, and how the department can be more welcoming to students.

School Psychology faculty met with current graduate students to discuss how to schedule classes in a way that allows them to do other academic activities like practica.

**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 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

### **Describe Department/School Strengths:**

#### *Overall*

1. Active faculty research labs in numerous subdisciplines (including forensic psychology, lifespan development, neuroscience, clinical psychology, and social psychology) involve both undergraduate and graduate students. In particular, the forensic psychology lab has involved collaborations out in the field, including the Rushville Treatment and Detention Facility and the Washington State Courts Initiative for Judicial Equity.
2. The Professional Research Pool for Criminal Justice Science ([www.prpforcjscience.org](http://www.prpforcjscience.org)) offers numerous applied and research opportunities to students and criminal justice professionals. It also reflects interdisciplinary research started with grant support awarded to faculty member Kim McClure in collaboration with the Illinois Law Enforcement Training and Standards Board – Executive Institute.
3. The student body is diverse at both the undergraduate and graduate level.

#### *Undergraduate:*

1. The undergraduate Psychology major is popular with students: 334 in Psychology, 87 in Forensic Psychology.
2. The undergraduate major expanded to the Quad Cities in 2019 and now has 70 Psychology majors.
3. 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.
4. Undergraduates have the opportunity for applied experiences, including participation in Hotline which celebrated its 50<sup>th</sup> anniversary as a peer-counseling crisis call line on campus.

#### *Graduate:*

##### *Clinical/Community Mental Health*

1. The Psychology Clinic provides free mental health services to those in the community.
2. Psychological assessment services were added to clinic and provide funds from service.
3. Successful new internship placements.
4. 1:1 supervision for student trainees providing service delivery.
5. Small cohorts for close supervision.
6. Good internship acquisition rates, job placement rates, and licensure rates.

##### *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.

#### *General Experimental Psychology*

1. The program successfully 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. The diversity of our faculty's research backgrounds and interests makes it possible for students to tailor research experience directed at their own specialized interests. Feedback from students has consistently indicated the individualized approach is one of the most well-liked aspects of the program.
4. Students become knowledgeable in major subfields through completion of core courses in statistics, research methods, behavioral neuroscience, and social, cognitive, and developmental psychology.

#### **Describe Department/School Challenges:**

##### *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. Like many undergraduate programs at WIU, the Psychology major has experienced a long-term decline in enrollment.
3. We do not collect systematic data on Psychology alumni.

##### *Graduate:*

1. The Clinical/Community Mental Health (CCMH) program is short a faculty member given the need to provide supervision to its students. This has multiple effects:
  - Unable to fully provide the advertised 1:1 supervision components of the program because limited time for supervision of graduate student training;
  - Limits growth of clinical services (schools, assisted living facilities);
  - Risk of needing to cut clinical services like the assessments because of staffing insufficiency;
  - CCMH faculty unable to teach undergraduate courses which affects recruitment to program;
  - Burnout among current clinical faculty due to staffing insufficiency.
2. Psychology Clinic equipment/materials becoming dated, so there is a need to secure funding for upcoming assessment materials.
3. The School Psychology program currently has 2.5 FTE faculty and per accreditation standards, are required to have 3 FTE faculty.
4. The School Psychology program should be accepting more students to help address a regional and national shortage in school psychologists; however, we cannot admit larger cohorts without having adequate faculty to supervise and train these new applicants.
5. The General Experimental Psychology program has seen a decline in research opportunities available to graduate students due to limitations imposed by COVID-19 and also to the decrease in the number of experimental faculty in the Psychology Department on the Macomb campus.

#### **Identify Opportunities for your department/school in the short term:**

1. Hiring a faculty member in School Psychology would get instructor levels necessary for accreditation.

2. Hiring a new faculty member who specialized in both Clinical Psychology and Forensic Psychology would alleviate stress upon both programs and allow programs to expand to include more students.
3. It would be beneficial for students if the department offered more applied opportunities for undergraduates and redesigned the curriculum to encourage students to take those opportunities.
4. Reinvigorate undergraduate student organizations in Psychology, which suffered during COVID restrictions, and expand to include forensic psychology-specific organizations.
5. Build on popularity of undergraduate majors by further increasing recruitment efforts; the pandemic restrictions have made us see the potential for virtual recruiting events.
6. The undergraduate major already offers many of its courses online, so there may be an opportunity to develop an online major in Psychology.

**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. Engage in department self-study to determine if online major is viable and beneficial.
2. Discuss curriculum revision to encourage student participation in internships and other applied experiences.
3. Offer department recruitment activities that are both face-to-face and virtual.
4. Begin regular contact with Psychology alumni in order to build better alumni relations.

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

1. Online major: success will be measured by department making a formal vote on whether to offer online major.
2. Applied experiences: success will be measured by increased student enrollment in applied experiences such as Hotline and Field Experience course.
3. Recruitment: Success will be measured by increase in number of prospective students who interact with Psychology Department faculty and staff.
4. Alumni: Success will be measured by having at least one digital contact (e.g., newsletter) with all alumni for whom digital contact information exists.

**List Major Faculty and Staff achievements:**

- 11 peer-reviewed journal articles authored by faculty.
- 16 presentations at regional or national conferences by faculty.

**List Major student achievements and recognitions:**

Graduate student CL Tarantola received the Illinois Fund for Careers in School Psychology 2022 Minority Scholarship Award.

Emma Holtz, McKenna Davenport, and Alanna Colucci all received the Jim Joyce Award for their academic and extracurricular achievements within the Psychology Department. This award includes a small scholarship.

**List alumni activities:**

None known.

**Department/School: Sociology & Anthropology**  
**College: Arts & Sciences**

**Department Vision and Mission Statements:**

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.

**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)

**List specific recruitment and retention activities:**

- CAS Undergraduate Recruitment Grant for Anthropology (\$500)
  - Anthropology faculty have created posters to recruit for the major/minor, individual classes, highlighted female women of color Anthropologists and paid for ads on social media.
- Anthropology faculty led virtual welcome session for anthropology majors, fall 2021
- CAS Undergraduate Recruitment Grant for Sociology (\$493)
  - Grant will be used to cover costs to print and mail posters and brochures to regional community colleges and to print panels promoting BA in Sociology program for display board used at Discover Western and other recruiting events.
- Held watch party for ASA Webinar on Resume Strategies for Sociology majors (March 2, 2022)
- The Student Recruitment and Retention Committee is beginning the process to update our Sociology undergraduate flat sheet.
- The Student Recruitment and Retention Committee revised guidelines for Sociology Student Ambassador responsibilities. Sociology student ambassadors are now serving in the role as sociology mentors for incoming freshman and sophomore students.
- The Student Recruitment and Retention Committee started a project “Our Sociology Undergraduate Students and Their Stories.” Information about our students will be displayed on the third floor in Morgan Hall and published on our social media platforms.
- Approved curriculum revision to add Soc 497H (Honors Thesis) as capstone option for BA in Sociology program (approved spring 2022 for fall 2022 catalog)
- Sociology faculty led a virtual welcome session for anthropology majors, September 24, 2021

**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
- 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

#### **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 continues to thrive with over 52 majors in Fall 2021 and 23 minors and 42 major and 21 minors in Spring 2022.
- 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 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.
- Dual capstone experience options (Internship/Individual Investigations) 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 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
- 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
- Together these point to our most notable strength: a proven pattern of coursework, instruction, and faculty commitment to students that helps propel them into their chosen careers.

#### **Describe Department/School Challenges:**

##### BA in Anthropology

- 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.
- Lack of adequate/dedicated classroom space for archaeology and biological anthropology courses
- Lack of adequate lab space for faculty and student research (archaeology and biological anthropology)

##### BA in Sociology

- Loss of multiple sociology faculty members during period of review through retirement and resignation, with only one replaced (through rehire of instructor previously laid off during budget crisis). Losses have been felt most acutely in high demand areas of study such as Criminology/Deviance.
- Decline in university funding for the department's operating budget resulting in loss of funds to support research and travel for faculty and students.
- Limited network of internship sites for newly created capstone experience internship option.
- 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

- Decline in university funding for both departmental operating budgets resulting in loss of funds to support research and travel for both faculty and graduate students.
- Decline in university funding for graduate assistantship allocation resulting in a loss of assistantship lines and ability to attract students into the program.
- Loss of seven sociology faculty members during period of review through retirement and resignation, with only one replaced (through rehire of instructor previously laid off during budget

crisis). Losses have been felt most acutely 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.

**Identify Opportunities for your department/school in the short term:**

BA in Anthropology Program Opportunities

- Addition of new tenure track faculty member in Archaeology will restore four field complement of faculty and provide space for additional course offerings in area of archaeology.

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.

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:
  - Above-Average to excellent students at undergraduate institutions without strong undergraduate degree programs, and
  - Above-average students at undergraduate institutions with strong B.A./B.S. degree programs.
  - Together these two populations of students represent what we believe to be “diamonds in the rough” – a category of student we are well equipped to help excel.

**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

- Reexamine major requirements and course offerings to meet the needs of our majors and minors.
- Secure dedicated laboratory space and resources for biological/physical anthropology and archaeology faculty and research.
- Identify funding for student service-learning projects, study travel for field trips, and study abroad programs.

BA Program in Sociology

- Our BA in Sociology program is undergoing a periodic program review and the materials gathered and compiled during the review process (self-study, enrollment data, external reviewer report, etc.) will be used to construct a plan for potential revisions to curriculum/program structure, recruitment strategies, and student learning goals.
- Develop/strengthen partnerships with local and regional organizations to increase range of undergraduate internship opportunities for majors.

MA Program in Sociology

- Our MA in Sociology program is undergoing a periodic program review and the materials gathered and compiled during the review process (self-study, enrollment data, external reviewer

report, etc.) will be used to construct a plan for potential revisions to curriculum/program structure, recruitment strategies, and student learning goals.

- Continue efforts began in 2020-2021 to develop proposal for offering MA program in online format
- Develop/strengthen partnerships with local and regional organizations to increase number and range of graduate internship opportunities for majors.

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

#### BA Program in Anthropology

- Approval of program and curriculum revisions for 2023-2024 Academic Catalog
- Establishment of dedicated lab space for faculty and student research for Archeology and Biological Anthropology faculty members.

#### 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.

### **List Major Faculty and Staff achievements:**

#### Awards/Honors

- Lora Ebert Wallace selected for Provost Award for Excellence in Multicultural Education
- Dr. Andrea Alveshere awarded Provost Travel Award
- Dr. Lora Ebert Wallace awarded Provost Travel Award
- Dr. Christina Davis awarded Provost Travel Award
- Dr. Heather McIlvaine-Newsad awarded Provost Travel Award
- Dr. Christina Davis awarded 2022 Summer Stipend by University Research Council
- Dr. Ryan Clasby awarded Sociology and Anthropology Faculty Research and Travel Award

#### Publications

- LaDousa, Chaise and Christina P. Davis, eds. 2022. *Language, Education, and Identity: Medium in South Asia*. New York: Routledge.
- Lindsay Donaldson, Lisa Matthies-Barnes, Heather McIlvaine-Newsad, and Amanda Zunner-Keating. 2022. *Representations: An Open Invitation to Anti-Racist Anthropology*. PB Press Books, Creative Commons.
- Clasby, Ryan and Jason Nesbitt, eds. 2021 *The Archaeology of the Upper Amazon*. University Press of Florida
- Wallace, Lora Ebert and Erin N. Taylor. 2021. "Risk language and infant feeding behaviors: a longitudinal analysis." *Women's Reproductive Health*, 8 (4).

- Davis, Christina. Article Contribution to Special Issue. Davis, Christina. 2021. "Memes, Emojis, and Text: The Semiotics of Differentiation in Sri Lankan Tamil Social Media Groups." Special Issue, *Journal of Linguistic Anthropology* 31(3): 429-450.
- Davis, Christina. Article Contribution to Special Issue. Davis, Christina. Das, Sonia N., Christina P. Davis, and Erika Hoffmann-Dilloway. 2021. "Judith T. Irvine and the Social Life of Scholarship." Special Issue, *Journal of Linguistic Anthropology* 31(3): 429-450.
- Gloria Delany-Barmann and Heather McIlvaine-Newsad. 2022. "Cultivating Change in the Curriculum Through International Faculty Development," in *Applying Anthropology to General Education: Reshaping Colleges and Universities for the 21st Century*, Jennifer Weiss and Hillary Haldane, eds. Routledge, Taylor & Francis Group.

#### Conference Presentations

- Davis, Christina. 'Memes, Emojis, and Text in Sri Lankan Tamil Social Media Groups' Paper delivered, AAA Annual Meeting, Baltimore, MD. November 2021.
- Davis, Christina. 'Mother Tongue, On Stage and in Discussion' Paper delivered (with Chaise LaDousa), Association for Asian Studies Annual Conference. Honolulu, Hawai'i. March 2022.
- Davis, Christina. (Panel Co-organizer), 'Imagining Mother Tongue' in Contemporary South Asia: Ethnographic and Historical Approaches.' Association for Asian Studies Annual Conference. Honolulu, Hawai'i. March 2022.
- Alveshere, Andrea, Dr. Lynne Kelly, and Dr. Vincent Riccardi, "Art, Orality, and Migration: The roles of NF1, mnemonics, and somatic adaptation in the hominin biocultural toolkit" (poster), American Association of Biological Anthropologists (AABA) 91st Annual conference. March 2022.
- Alveshere Andrea, "Art, Orality, and Migration: The roles of NF1, mnemonics, and somatic adaptation in the hominin biocultural toolkit" (virtual podium presentation), American Association of Biological Anthropologists (AABA) 91st Annual conference March 2022.
- Alveshere Andrea, "Genetics & Genomics: Adaptation and Complex Traits," (online session chair) American Association of Biological Anthropologists (AABA) 91st Annual conference in March 2022.
- Chang, Gordon C. "Understanding Ideology: Seeing Programmatic Activities within Programmatic Systems." 2022 Annual Meeting of the Society for the Study of Symbolic Interaction (SSSI), April 13-16, 2022.
- McIlvaine-Newsad, Heather, "Yoga as Fieldwork: Incorporating Yoga into the Introduction to Cultural Anthropology Curriculum." Society for Applied Anthropology Meetings, March 22-26, 2022, Sheraton Salt Lake City Hotel, Salt Lake City, UT
- Wallace, Lora Ebert. "Use of 'Risk' Language in Breastfeeding Promotional Materials: U.S. State, Territorial, and Local Health Departments." Society for the Study of Social Problems Annual meeting, Wednesday August 4, 2021 1:30 p.m.
- Wallace, Lora Ebert and Joy Ifeoma Ofuokwu. "'Risk' Language in Breastfeeding Promotional Materials: U.S. State, Territorial, and Local Health Departments." American Sociology Association Annual Meeting, Sunday, August 8, 2021.
- Lutz, Elizabeth N and Lora Ebert Wallace. "Coach Like a Girl: Collegiate Athletes' Views of Women as Coaches." American Sociology Association Annual Meeting, August 9, 2021, 12:45 p.m.

#### **List Major student achievements and recognitions:**

- Triple Major (Sociology/Anthropology/Communications) Elizabeth Lutz named WIU Lincoln Laureate

- Savannah Duncan, senior Anthropology major, selected to receive the Carl B. and Alice Larson Scholarship in Illinois Archaeology.
- Anna Lucken named Fall 2021 Department Scholar in Anthropology
- Kathryn Upton named Fall 2021 Department Scholar in Sociology
- Brooke Hermanowicz named Spring 2022 Department Scholar in Anthropology
- Elizabeth Lutz named Spring 2022 Department Scholar in Sociology
- Wallace, Lora Ebert and Joy Ifeoma Ofuokwu. “‘Risk’ Language in Breastfeeding Promotional Materials: U.S. State, Territorial, and Local Health Departments.” American Sociology Association Annual Meeting, Sunday, August 8, 2021.
- Lutz, Elizabeth N and Lora Ebert Wallace. “Coach Like a Girl: Collegiate Athletes’ Views of Women as Coaches.” American Sociology Association Annual Meeting, August 9, 2021, 12:45 p.m.

**List alumni activities:**

- McKenzie Price (BA Sociology, current MA student) was named Assistant Director of Giving at WIU
- Cara Erude (MA Sociology 2021) - started new position as Child Welfare Specialist at Chaddock, Quincy, IL
- Justin Corbett (BA Sociology 2017) hired as Assistant Director of Academic Services for Men’s Basketball Assistant Director of Academic Services for Men’s Basketball at Georgia Institute of Technology ·

**Aggregate Research Data:**

- Books: 3
- Articles: 3
- Conference Presentations: 9
- Other
  - Book Chapters: 1
  - Book Reviews: 1
  - Journal Issue Co-editor: 1

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2021–2022**

Due to Provost's Office: **April 15, 2022**

## **College of Business and Technology**

### **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/](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 2021–2022

Due to Provost's Office: **April 15, 2022**

## 1. What is unique and special about your College?

Click or tap here to enter text.

## 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.*

| 2020 National Employment Matrix title                                                                                 | 2020 National Employment Matrix code | Employment, 2020 | Employment, 2030 | Employment change, 2020-30 | Percent employment change, 2020-30 | Median annual wage, 2020 <sup>(1)</sup> | Typical education needed for entry | Work experience in a related occupation |
|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------|------------------|------------------|----------------------------|------------------------------------|-----------------------------------------|------------------------------------|-----------------------------------------|
| Chief executives                                                                                                      | 11-1011                              | 292.5            | 275.7            | -16.8                      | -5.7                               | \$185,950                               | Bachelor's degree                  | 5 years or more                         |
| General and operations managers                                                                                       | 11-1021                              | 2,411.9          | 2,638.2          | 226.3                      | 9.4                                | \$103,650                               | Bachelor's degree                  | 5 years or more                         |
| Advertising and promotions managers                                                                                   | 11-2011                              | 23.2             | 25.6             | 2.4                        | 10.3                               | \$133,460                               | Bachelor's degree                  | Less than 5 years                       |
| Marketing managers                                                                                                    | 11-2021                              | 293.7            | 323.1            | 29.4                       | 10.0                               | \$142,170                               | Bachelor's degree                  | 5 years or more                         |
| Sales managers                                                                                                        | 11-2022                              | 397.9            | 425.8            | 27.9                       | 7.0                                | \$132,290                               | Bachelor's degree                  | Less than 5 years                       |
| Public relations and fundraising managers                                                                             | 11-2030                              | 89.0             | 100.3            | 11.3                       | 12.6                               | \$118,430                               | Bachelor's degree                  | 5 years or more                         |
| Administrative services and facilities managers                                                                       | 11-3010                              | 322.0            | 350.5            | 28.6                       | 8.9                                | \$98,890                                | Bachelor's degree                  | Less than 5 years                       |
| Computer and information systems managers                                                                             | 11-3021                              | 482.0            | 534.6            | 52.7                       | 10.9                               | \$151,150                               | Bachelor's degree                  | 5 years or more                         |
| Financial managers                                                                                                    | 11-3031                              | 681.7            | 799.9            | 118.2                      | 17.3                               | \$134,180                               | Bachelor's degree                  | 5 years or more                         |
| Industrial production managers                                                                                        | 11-3051                              | 189.3            | 199.3            | 10.0                       | 5.3                                | \$108,790                               | Bachelor's degree                  | 5 years or more                         |
| Purchasing managers                                                                                                   | 11-3061                              | 74.4             | 79.0             | 4.6                        | 6.1                                | \$125,840                               | Bachelor's degree                  | 5 years or more                         |
| Transportation, storage, and distribution managers                                                                    | 11-3071                              | 137.6            | 149.0            | 11.4                       | 8.3                                | \$96,390                                | High school diploma or equivalent  | 5 years or more                         |
| Compensation and benefits managers                                                                                    | 11-3111                              | 18.7             | 19.4             | 0.7                        | 4.0                                | \$125,130                               | Bachelor's degree                  | 5 years or more                         |
| Human resources managers                                                                                              | 11-3121                              | 161.7            | 176.5            | 14.8                       | 9.2                                | \$121,220                               | Bachelor's degree                  | 5 years or more                         |
| Training and development managers                                                                                     | 11-3131                              | 42.1             | 46.6             | 4.5                        | 10.7                               | \$115,640                               | Bachelor's degree                  | 5 years or more                         |
| Construction managers                                                                                                 | 11-9021                              | 448.0            | 499.4            | 51.4                       | 11.5                               | \$97,180                                | Bachelor's degree                  | None                                    |
| Architectural and engineering managers                                                                                | 11-9041                              | 197.8            | 205.9            | 8.1                        | 4.1                                | \$149,530                               | Bachelor's degree                  | 5 years or more                         |
| Social and community service managers                                                                                 | 11-9151                              | 174.2            | 200.7            | 26.4                       | 15.2                               | \$69,600                                | Bachelor's degree                  | Less than 5 years                       |
| Personal service managers, all other; entertainment and recreation managers, except gambling; and managers, all other | 11-9198                              | 573.0            | 615.3            | 42.2                       | 7.4                                | \$116,350                               | Bachelor's degree                  | Less than 5 years                       |
| Agents and business managers of artists, performers, and athletes                                                     | 13-1011                              | 18.7             | 27.3             | 8.6                        | 46.3                               | \$75,420                                | Bachelor's degree                  | Less than 5 years                       |
| Buyers and purchasing agents                                                                                          | 13-1020                              | 439.0            | 415.4            | -23.6                      | -5.4                               | \$66,690                                | Bachelor's degree                  | None                                    |
| Compliance officers                                                                                                   | 13-1041                              | 348.7            | 370.3            | 21.6                       | 6.2                                | \$71,100                                | Bachelor's degree                  | None                                    |
| Cost estimators                                                                                                       | 13-1051                              | 198.4            | 200.6            | 2.2                        | 0.6                                | \$66,610                                | Bachelor's degree                  | None                                    |
| Human resources specialists                                                                                           | 13-1071                              | 674.8            | 745.1            | 70.2                       | 10.4                               | \$63,490                                | Bachelor's degree                  | None                                    |
| Labor relations specialists                                                                                           | 13-1075                              | 73.5             | 70.3             | -3.2                       | -4.3                               | \$73,240                                | Bachelor's degree                  | Less than 5 years                       |
| Logisticians                                                                                                          | 13-1081                              | 191.0            | 247.3            | 56.4                       | 29.5                               | \$76,270                                | Bachelor's degree                  | None                                    |
| Management analysts                                                                                                   | 13-1111                              | 907.6            | 1,032.0          | 124.4                      | 13.7                               | \$87,660                                | Bachelor's degree                  | Less than 5 years                       |
| Meeting, convention, and event planners                                                                               | 13-1121                              | 125.9            | 148.0            | 22.1                       | 17.5                               | \$51,560                                | Bachelor's degree                  | None                                    |
| Fundraisers                                                                                                           | 13-1131                              | 101.3            | 117.5            | 16.1                       | 15.9                               | \$59,610                                | Bachelor's degree                  | None                                    |
| Compensation, benefits, and job analysis specialists                                                                  | 13-1141                              | 91.9             | 100.7            | 8.8                        | 9.6                                | \$67,190                                | Bachelor's degree                  | Less than 5 years                       |
| Training and development specialists                                                                                  | 13-1151                              | 328.7            | 364.2            | 35.5                       | 10.8                               | \$62,700                                | Bachelor's degree                  | Less than 5 years                       |
| Market research analysts and marketing specialists                                                                    | 13-1161                              | 740.9            | 904.5            | 163.6                      | 22.1                               | \$65,810                                | Bachelor's degree                  | None                                    |
| Project management specialists and business operations specialists, all other                                         | 13-1198                              | 1,777.3          | 1,876.5          | 99.2                       | 5.6                                | \$77,420                                | Bachelor's degree                  | None                                    |
| Accountants and auditors                                                                                              | 13-2011                              | 1,392.2          | 1,488.2          | 96.0                       | 6.9                                | \$73,560                                | Bachelor's degree                  | None                                    |
| Property appraisers and assessors                                                                                     | 13-2020                              | 78.7             | 82.1             | 3.4                        | 4.4                                | \$58,650                                | Bachelor's degree                  | None                                    |
| Budget analysts                                                                                                       | 13-2031                              | 52.5             | 55.0             | 2.5                        | 4.8                                | \$78,970                                | Bachelor's degree                  | None                                    |
| Credit analysts                                                                                                       | 13-2041                              | 73.0             | 68.8             | -4.3                       | -5.8                               | \$74,970                                | Bachelor's degree                  | None                                    |
| Personal financial advisors                                                                                           | 13-2052                              | 275.2            | 287.8            | 12.6                       | 4.6                                | \$89,330                                | Bachelor's degree                  | None                                    |
| Insurance underwriters                                                                                                | 13-2053                              | 119.4            | 117.2            | -2.2                       | -1.8                               | \$71,790                                | Bachelor's degree                  | None                                    |
| Financial examiners                                                                                                   | 13-2061                              | 70.8             | 83.5             | 12.7                       | 17.9                               | \$81,430                                | Bachelor's degree                  | None                                    |
| Credit counselors                                                                                                     | 13-2071                              | 33.8             | 36.9             | 3.0                        | 9.0                                | \$46,170                                | Bachelor's degree                  | None                                    |
| Loan officers                                                                                                         | 13-2072                              | 322.1            | 326.4            | 4.3                        | 1.3                                | \$63,960                                | Bachelor's degree                  | Less than 5 years                       |
| Tax examiners and collectors, and revenue agents                                                                      | 13-2081                              | 56.9             | 54.8             | -2.1                       | -3.7                               | \$55,640                                | Bachelor's degree                  | None                                    |
| Financial and investment analysts, financial risk specialists, and financial specialists, all other                   | 13-2098                              | 492.1            | 523.4            | 31.3                       | 6.4                                | \$83,660                                | Bachelor's degree                  | None                                    |
| Computer systems analysts                                                                                             | 15-1211                              | 607.8            | 650.6            | 42.8                       | 7.0                                | \$93,730                                | Bachelor's degree                  | None                                    |
| Information security analysts                                                                                         | 15-1212                              | 141.2            | 188.3            | 47.1                       | 33.3                               | \$103,590                               | Bachelor's degree                  | Less than 5 years                       |
| Computer and information research scientists                                                                          | 15-1221                              | 33.0             | 40.2             | 7.2                        | 21.9                               | \$126,830                               | Master's degree                    | None                                    |
| Computer network support specialists                                                                                  | 15-1231                              | 189.8            | 204.0            | 14.2                       | 7.5                                | \$65,450                                | Associate's degree                 | None                                    |
| Computer user support specialists                                                                                     | 15-1232                              | 654.8            | 712.8            | 58.0                       | 8.9                                | \$52,690                                | Some college, no degree            | None                                    |
| Computer network architects                                                                                           | 15-1241                              | 166.2            | 174.2            | 8.0                        | 5.5                                | \$116,780                               | Bachelor's degree                  | 5 years or more                         |
| Network and computer systems administrators                                                                           | 15-1244                              | 350.3            | 369.1            | 18.8                       | 5.4                                | \$84,810                                | Bachelor's degree                  | None                                    |
| Database administrators and architects                                                                                | 15-1245                              | 168.0            | 181.2            | 13.2                       | 7.8                                | \$98,860                                | Bachelor's degree                  | None                                    |
| Computer programmers                                                                                                  | 15-1251                              | 185.7            | 167.3            | -18.3                      | -9.9                               | \$89,190                                | Bachelor's degree                  | None                                    |
| Software developers and software quality assurance analysts and testers                                               | 15-1256                              | 1,847.9          | 2,257.4          | 409.5                      | 22.2                               | \$110,140                               | Bachelor's degree                  | None                                    |
| Web developers and digital interface designers                                                                        | 15-1257                              | 199.4            | 224.9            | 25.5                       | 12.8                               | \$77,200                                | Bachelor's degree                  | None                                    |
| Computer occupations, all other                                                                                       | 15-1299                              | 442.2            | 483.0            | 40.7                       | 9.2                                | \$92,870                                | Bachelor's degree                  | None                                    |
| Operations research analysts                                                                                          | 15-2031                              | 104.1            | 129.7            | 25.6                       | 24.6                               | \$86,200                                | Bachelor's degree                  | None                                    |
| Statisticians                                                                                                         | 15-2041                              | 42.0             | 56.9             | 14.9                       | 35.4                               | \$92,270                                | Master's degree                    | None                                    |
| Data scientists and mathematical science occupations, all other                                                       | 15-2098                              | 63.2             | 83.0             | 19.8                       | 31.4                               | \$96,230                                | Bachelor's degree                  | None                                    |
| Agricultural engineers                                                                                                | 17-2021                              | 1.5              | 1.5              | 0.1                        | 4.5                                | \$84,410                                | Bachelor's degree                  | None                                    |
| Civil engineers                                                                                                       | 17-2051                              | 309.8            | 335.1            | 25.3                       | 8.2                                | \$88,570                                | Bachelor's degree                  | None                                    |
| Computer hardware engineers                                                                                           | 17-2061                              | 66.2             | 67.3             | 1.0                        | 1.5                                | \$119,560                               | Bachelor's degree                  | None                                    |
| Electrical engineers                                                                                                  | 17-2071                              | 188.0            | 200.7            | 12.7                       | 6.8                                | \$100,830                               | Bachelor's degree                  | None                                    |
| Electronics engineers, except computer                                                                                | 17-2072                              | 125.2            | 132.9            | 7.7                        | 6.2                                | \$107,540                               | Bachelor's degree                  | None                                    |
| Environmental engineers                                                                                               | 17-2081                              | 52.3             | 54.3             | 1.9                        | 3.7                                | \$92,120                                | Bachelor's degree                  | None                                    |
| Health and safety engineers, except mining safety engineers and inspectors                                            | 17-2111                              | 24.1             | 25.6             | 1.5                        | 6.1                                | \$94,240                                | Bachelor's degree                  | None                                    |
| Industrial engineers                                                                                                  | 17-2112                              | 292.0            | 332.0            | 40.0                       | 13.7                               | \$88,950                                | Bachelor's degree                  | None                                    |
| Materials engineers                                                                                                   | 17-2131                              | 25.1             | 27.2             | 2.1                        | 8.4                                | \$95,640                                | Bachelor's degree                  | None                                    |
| Mechanical engineers                                                                                                  | 17-2141                              | 290.2            | 320.1            | 29.9                       | 10.3                               | \$90,160                                | Bachelor's degree                  | None                                    |
| Economists                                                                                                            | 19-3011                              | 18.6             | 21.0             | 2.4                        | 13.1                               | \$108,350                               | Master's degree                    | None                                    |
| Survey researchers                                                                                                    | 19-3022                              | 12.7             | 13.2             | 0.5                        | 4.3                                | \$59,870                                | Master's degree                    | None                                    |
| Business teachers, postsecondary                                                                                      | 25-1011                              | 96.5             | 102.8            | 6.2                        | 6.5                                | \$88,010                                | Doctoral or professional degree    | None                                    |
| Computer science teachers, postsecondary                                                                              | 25-1021                              | 37.8             | 40.4             | 2.6                        | 6.9                                | \$85,440                                | Doctoral or professional degree    | None                                    |
| Mathematical science teachers, postsecondary                                                                          | 25-1022                              | 56.1             | 59.2             | 3.2                        | 5.6                                | \$73,650                                | Doctoral or professional degree    | None                                    |
| Architecture teachers, postsecondary                                                                                  | 25-1031                              | 8.5              | 9.2              | 0.7                        | 8.3                                | \$90,880                                | Doctoral or professional degree    | None                                    |
| Engineering teachers, postsecondary                                                                                   | 25-1032                              | 46.3             | 52.1             | 5.8                        | 12.5                               | \$103,600                               | Doctoral or professional degree    | None                                    |
| Agricultural sciences teachers, postsecondary                                                                         | 25-1041                              | 9.9              | 10.4             | 0.5                        | 5.0                                | \$90,340                                | Doctoral or professional degree    | None                                    |
| Farm and home management educators                                                                                    | 25-9021                              | 9.3              | 9.2              | -0.1                       | -1.2                               | \$51,550                                | Master's degree                    | None                                    |
| Instructional coordinators                                                                                            | 25-9031                              | 190.4            | 208.9            | 18.4                       | 9.7                                | \$66,970                                | Master's degree                    | 5 years or more                         |
| Sales representatives, wholesale and manufacturing, technical and scientific products                                 | 41-4011                              | 298.2            | 316.5            | 18.2                       | 6.1                                | \$86,650                                | Bachelor's degree                  | None                                    |
| Sales representatives, wholesale and manufacturing, except technical and scientific products                          | 41-4012                              | 1,327.5          | 1,386.8          | 59.4                       | 4.5                                | \$62,070                                | High school diploma or equivalent  | None                                    |
| Real estate brokers                                                                                                   | 41-9021                              | 109.9            | 114.8            | 4.9                        | 4.5                                | \$60,370                                | High school diploma or equivalent  | Less than 5 years                       |
| Real estate sales agents                                                                                              | 41-9022                              | 408.9            | 425.8            | 16.9                       | 4.1                                | \$49,400                                | High school diploma or equivalent  | None                                    |
| Sales engineers                                                                                                       | 41-9031                              | 63.8             | 68.8             | 5.0                        | 7.9                                | \$108,830                               | Bachelor's degree                  | None                                    |

## 3. Barriers to growth in your College

1. University and UPI imposed masking mandates and general reputational damage vis-à-vis other in and out of state institutions.
2. Mass migration to students to out-of-state institutions.



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3. Reduced budgets resulting in support staffing reduction leading to decreased ability to deliver, and most importantly, implement a communications strategy featuring uniqueness of the WIU/CBT programs and experiences.
4. Institutional culture reflecting general faculty apathy towards recruiting and retention efforts magnified by the viewpoint that “it is not my job.”
5. Lack of residential options for traditional QC students.
6. Enrollment decline due to reduced number of traditional students.
7. Competitive pressure from other in-state institutions.

**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>College of Business and Technology</b>            |              |            |              |              |            |              |              |            |              |              |            |              |              |            |              |                          |               |               |
|------------------------------------------------------|--------------|------------|--------------|--------------|------------|--------------|--------------|------------|--------------|--------------|------------|--------------|--------------|------------|--------------|--------------------------|---------------|---------------|
| <b>Undergraduate and Graduate Enrollment</b>         |              |            |              |              |            |              |              |            |              |              |            |              |              |            |              |                          |               |               |
| <i>by Degree Program FY 2017-FY2021</i>              |              |            |              |              |            |              |              |            |              |              |            |              |              |            |              |                          |               |               |
| College/Department/Major                             | 2017         |            |              | 2018         |            |              | 2019         |            |              | 2020         |            |              | 2021         |            |              | Percent Change 2017-2021 |               |               |
|                                                      | Undergrad    | Grad       | Total        | Undergrad    | Grad       | Total        | Undergrad    | Grad       | Total        | Undergrad    | Grad       | Total        | Undergrad    | Grad       | Total        | Undergrad                | Grad          | Total         |
| <b>COLLEGE OF BUSINESS &amp; TECHNOLOGY</b>          | <b>291</b>   | <b>66</b>  | <b>457</b>   | <b>272</b>   | <b>62</b>  | <b>434</b>   | <b>325</b>   | <b>69</b>  | <b>394</b>   | <b>316</b>   | <b>70</b>  | <b>386</b>   | <b>318</b>   | <b>108</b> | <b>426</b>   | <b>-18.7%</b>            | <b>63.6%</b>  | <b>-6.8%</b>  |
| Accounting, Finance, Econ & Decision Sci, School of* | 121          | 26         | 147          | 113          | 20         | 133          | 106          | 27         | 133          | 99           | 23         | 122          | 79           | 19         | 98           | -34.7%                   | -26.9%        | -33.3%        |
| Pre-Accountancy                                      | 160          | -          | 160          | 135          | -          | 135          | 105          | -          | 105          | 98           | -          | 98           | 110          | -          | 110          | -31.3%                   | -             | -31.3%        |
| Applied Statistics & Decision Analytics              | -            | 12         | 12           | -            | 17         | 17           | -            | 21         | 21           | -            | 26         | 26           | -            | 64         | 64           |                          | 433.3%        | 433.3%        |
| Business Analytics (B.B.)                            | -            | -          | -            | 3            | -          | 3            | 5            | -          | 5            | 3            | -          | 3            | 21           | -          | 21           | 600%                     | -             | 600%          |
| Pre-Business Analytics                               | -            | -          | -            | -            | -          | -            | -            | -          | -            | 14           | -          | 14           | -            | -          | -            | -                        | -             | -             |
| Business Analytics (PBC)                             | -            | 1          | 1            | -            | 1          | 1            | -            | 3          | 3            | -            | 1          | 1            | -            | 2          | 2            |                          | 100.0%        | 100.0%        |
| Economics (B.A.)                                     | 8            | -          | 8            | 12           | -          | 12           | 17           | -          | 17           | 16           | -          | 16           | 16           | -          | 16           | 100.0%                   | -             | 100.0%        |
| Economics (B.B.)                                     | 8            | -          | 8            | 3            | -          | 3            | 9            | -          | 9            | 6            | -          | 6            | 9            | -          | 9            | 12.5%                    | -             | 12.5%         |
| Pre-Economics                                        | 11           | -          | 11           | 11           | -          | 11           | 9            | -          | 9            | 15           | -          | 15           | 13           | -          | 13           | 18.2%                    | -             | 18.2%         |
| Finance                                              | 36           | -          | 36           | 40           | -          | 40           | 34           | -          | 34           | 35           | -          | 35           | 30           | -          | 30           | -16.7%                   | -             | -16.7%        |
| Pre-Finance                                          | 47           | -          | 47           | 55           | -          | 55           | 40           | -          | 40           | 30           | -          | 30           | 40           | -          | 40           | -14.9%                   | -             | -14.9%        |
| Quantitative Economics                               | -            | 27         | 27           | -            | 24         | 24           | -            | 18         | 18           | -            | 20         | 20           | -            | 23         | 23           |                          | -             | -             |
| <b>Agriculture, School of</b>                        | <b>321</b>   | <b>-</b>   | <b>321</b>   | <b>277</b>   | <b>-</b>   | <b>277</b>   | <b>248</b>   | <b>-</b>   | <b>248</b>   | <b>241</b>   | <b>-</b>   | <b>241</b>   | <b>238</b>   | <b>-</b>   | <b>238</b>   | <b>-25.9%</b>            | <b>-</b>      | <b>-25.9%</b> |
| Agriculture                                          | 296          | -          | 296          | 253          | -          | 253          | 216          | -          | 216          | 200          | -          | 200          | 216          | -          | 216          | -27.0%                   | -             | -27.0%        |
| Agriculture Education                                | 23           | -          | 23           | 24           | -          | 24           | 27           | -          | 27           | 29           | -          | 29           | 16           | -          | 16           | -30.4%                   | -             | -30.4%        |
| Pre-Veterinary Medicine                              | 2            | -          | 2            | -            | -          | -            | 5            | -          | 5            | 12           | -          | 12           | 6            | -          | 6            | 200.0%                   | -             | 200.0%        |
| <b>Computer Science, School of</b>                   | <b>244</b>   | <b>174</b> | <b>418</b>   | <b>193</b>   | <b>120</b> | <b>313</b>   | <b>166</b>   | <b>107</b> | <b>273</b>   | <b>150</b>   | <b>90</b>  | <b>240</b>   | <b>151</b>   | <b>240</b> | <b>391</b>   | <b>-38.1%</b>            | <b>37.9%</b>  | <b>-6.5%</b>  |
| Computer Science                                     | 150          | 174        | 324          | 118          | 120        | 238          | 101          | 107        | 208          | 92           | 90         | 182          | 87           | 240        | 327          | -42.0%                   | 37.9%         | 0.9%          |
| Cybersecurity**                                      | 7            | -          | 7            | 18           | -          | 18           | 19           | -          | 19           | 25           | -          | 25           | 23           | -          | 23           | 228.6%                   | -             | 228.6%        |
| Information Systems (B.B.)                           | 1            | -          | 1            | 2            | -          | 2            | 1            | -          | 1            | -            | -          | -            | -            | -          | -            | -                        | -             | -             |
| Information Systems (B.S.)                           | 57           | -          | 57           | 45           | -          | 45           | 43           | -          | 43           | 33           | -          | 33           | 41           | -          | 41           | -28.1%                   | -             | -28.1%        |
| Network Technologies                                 | 29           | -          | 29           | 10           | -          | 10           | 2            | -          | 2            | -            | -          | -            | -            | -          | -            | -                        | -             | -             |
| <b>Engineering &amp; Technology, School of**</b>     | <b>397</b>   | <b>91</b>  | <b>488</b>   | <b>331</b>   | <b>83</b>  | <b>414</b>   | <b>305</b>   | <b>57</b>  | <b>362</b>   | <b>277</b>   | <b>59</b>  | <b>336</b>   | <b>252</b>   | <b>80</b>  | <b>332</b>   | <b>-36.5%</b>            | <b>-12.1%</b> | <b>-32.0%</b> |
| Civil Engineering                                    | -            | -          | -            | -            | -          | -            | 2            | -          | 2            | 16           | -          | 16           | 22           | -          | 22           | -                        | -             | -             |
| Construction & Facilities Management                 | 87           | -          | 87           | 69           | -          | 69           | 52           | -          | 52           | 52           | -          | 52           | 59           | -          | 59           | -32.2%                   | -             | -32.2%        |
| Electrical Engineering                               | -            | -          | -            | -            | -          | -            | 3            | -          | 3            | 19           | -          | 19           | 20           | -          | 20           | -                        | -             | -             |
| Engineering                                          | 110          | -          | 110          | 81           | -          | 81           | 73           | -          | 73           | 51           | -          | 51           | 24           | -          | 24           | -                        | -             | -             |
| Engineering Technology (B.S.)                        | 142          | -          | 142          | 107          | -          | 107          | 85           | -          | 85           | 77           | -          | 77           | 57           | -          | 57           | -59.9%                   | -             | -59.9%        |
| Engineering Technology (M.S.)                        | -            | 30         | 30           | -            | 26         | 26           | -            | 15         | 15           | -            | 8          | 8            | -            | 22         | 22           | -                        | -             | -             |
| Graphic Communication                                | 26           | -          | 26           | 22           | -          | 22           | 19           | -          | 19           | 7            | -          | 7            | 2            | -          | 2            | -92.3%                   | -             | -92.3%        |
| Instructional Design & Technology                    | -            | 56         | 56           | -            | 49         | 49           | -            | 38         | 38           | -            | 48         | 48           | -            | 54         | 54           | -                        | -             | -             |
| Instructional Design & Technology (PBC)              | -            | 5          | 5            | -            | 8          | 8            | -            | 4          | 4            | -            | 3          | 3            | -            | 4          | 4            | -                        | -             | -             |
| Mechanical Engineering                               | 28           | -          | 28           | 52           | -          | 52           | 73           | -          | 73           | 71           | -          | 71           | 68           | -          | 68           | -                        | -             | -             |
| Media & Instructional Technology                     | 4            | -          | 4            | -            | -          | -            | -            | -          | -            | -            | -          | -            | -            | -          | -            | -                        | -             | -             |
| <b>Management &amp; Marketing, School of</b>         | <b>547</b>   | <b>115</b> | <b>662</b>   | <b>551</b>   | <b>109</b> | <b>660</b>   | <b>488</b>   | <b>129</b> | <b>617</b>   | <b>468</b>   | <b>197</b> | <b>665</b>   | <b>418</b>   | <b>257</b> | <b>675</b>   | <b>-23.6%</b>            | <b>123.5%</b> | <b>2.0%</b>   |
| Apparel & Textile Merchandising                      | -            | -          | -            | 20           | -          | 20           | 12           | -          | 12           | 5            | -          | 5            | -            | -          | -            | -                        | -             | -             |
| Business Administration                              | -            | 107        | 107          | -            | 105        | 105          | -            | 120        | 120          | -            | 194        | 194          | -            | 251        | 251          | -                        | 134.6%        | 134.6%        |
| Business Administration (PBC)                        | -            | 4          | 4            | -            | 1          | 1            | -            | 39         | 39           | -            | -          | -            | -            | -          | -            | -                        | -             | -             |
| Human Resource Management                            | 22           | -          | 22           | 35           | -          | 35           | 39           | -          | 39           | 40           | -          | 40           | 21           | -          | 21           | -4.5%                    | -             | -4.5%         |
| Pre-Human Resource Management                        | 49           | -          | 49           | 60           | -          | 60           | 32           | -          | 32           | 41           | -          | 41           | 45           | -          | 45           | -8.2%                    | -             | -8.2%         |
| Management                                           | 78           | -          | 78           | 77           | -          | 77           | 64           | -          | 64           | 60           | -          | 60           | 66           | -          | 66           | -15.4%                   | -             | -15.4%        |
| Pre-Management                                       | 121          | -          | 121          | 85           | -          | 85           | 103          | -          | 103          | 120          | -          | 120          | 113          | -          | 113          | -6.6%                    | -             | -6.6%         |
| Marketing                                            | 45           | -          | 45           | 46           | -          | 46           | 43           | -          | 43           | 39           | -          | 39           | 33           | -          | 33           | -26.7%                   | -             | -26.7%        |
| Pre-Marketing                                        | 79           | -          | 79           | 77           | -          | 77           | 63           | -          | 63           | 64           | -          | 64           | 59           | -          | 59           | -25.3%                   | -             | -25.3%        |
| Supply Chain Management                              | 66           | -          | 66           | 65           | -          | 65           | 63           | -          | 63           | 60           | -          | 60           | 36           | -          | 36           | -45.5%                   | -             | -45.5%        |
| Pre-Supply Chain Management                          | 87           | -          | 87           | 86           | -          | 86           | 69           | -          | 69           | 49           | -          | 49           | 45           | -          | 45           | -48.3%                   | -             | -48.3%        |
| Supply Chain Management (PBC)                        | -            | 4          | 4            | -            | 3          | 3            | -            | 9          | 9            | -            | 3          | 3            | -            | 6          | 6            |                          | 50.0%         | 50.0%         |
| Pre-Business Undecided                               | 88           | -          | 88           | 72           | -          | 72           | 56           | -          | 56           | 33           | -          | 33           | 52           | -          | 52           | -40.9%                   | -             | -40.9%        |
| <b>TOTAL BUSINESS &amp; TECHNOLOGY</b>               | <b>1,988</b> | <b>446</b> | <b>2,434</b> | <b>1,796</b> | <b>374</b> | <b>2,170</b> | <b>1,588</b> | <b>362</b> | <b>1,950</b> | <b>1,485</b> | <b>416</b> | <b>1,901</b> | <b>1,429</b> | <b>685</b> | <b>2,114</b> | <b>-28.1%</b>            | <b>53.6%</b>  | <b>-13.1%</b> |

- b. 5 years of headcount enrollment by race/ethnicity, gender, and country of origin

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| College of Business and Technology |               |            |                 |           |            |                  |              |             |           |              |            |              |                          |                      |
|------------------------------------|---------------|------------|-----------------|-----------|------------|------------------|--------------|-------------|-----------|--------------|------------|--------------|--------------------------|----------------------|
| Race & Gender Headcount            |               |            |                 |           |            |                  |              |             |           |              |            |              |                          |                      |
| Fall Term                          | International | Black      | American Indian | Asian     | Hispanic   | Pacific Islander | White        | Two or More | Unknown   | Male         | Female     | Total        | Domestic non-White Total | Domestic non-White % |
| <b>2017</b>                        |               |            |                 |           |            |                  |              |             |           |              |            |              |                          |                      |
| Undergrad                          | 54            | 379        | 3               | 21        | 176        | -                | 1,266        | 48          | 41        | 1,333        | 655        | 1,988        | 627                      | 31.54%               |
| Graduate                           | 211           | 20         | -               | 6         | 15         | -                | 184          | 2           | 8         | 264          | 182        | 446          | 43                       | 9.64%                |
| <b>Total</b>                       | <b>265</b>    | <b>399</b> | <b>3</b>        | <b>27</b> | <b>191</b> | <b>-</b>         | <b>1,450</b> | <b>50</b>   | <b>49</b> | <b>1,597</b> | <b>837</b> | <b>2,434</b> | <b>670</b>               | <b>27.53%</b>        |
| <b>2018</b>                        |               |            |                 |           |            |                  |              |             |           |              |            |              |                          |                      |
| Undergrad                          | 41            | 319        | 2               | 23        | 185        | 2                | 1,146        | 44          | 34        | 1,165        | 631        | 1,796        | 575                      | 32.02%               |
| Graduate                           | 155           | 21         | 1               | 8         | 7          | -                | 170          | 4           | 8         | 233          | 141        | 374          | 41                       | 10.96%               |
| <b>Total</b>                       | <b>196</b>    | <b>340</b> | <b>3</b>        | <b>31</b> | <b>192</b> | <b>2</b>         | <b>1,316</b> | <b>48</b>   | <b>42</b> | <b>1,398</b> | <b>772</b> | <b>2,170</b> | <b>616</b>               | <b>28.39%</b>        |
| <b>2019</b>                        |               |            |                 |           |            |                  |              |             |           |              |            |              |                          |                      |
| Undergrad                          | 28            | 264        | 1               | 23        | 154        | 2                | 1,052        | 36          | 30        | 1,016        | 574        | 1,590        | 480                      | 30.19%               |
| Graduate                           | 140           | 22         | 1               | 5         | 11         | -                | 167          | 3           | 13        | 212          | 150        | 362          | 42                       | 11.60%               |
| <b>Total</b>                       | <b>168</b>    | <b>286</b> | <b>2</b>        | <b>28</b> | <b>165</b> | <b>2</b>         | <b>1,219</b> | <b>39</b>   | <b>43</b> | <b>1,228</b> | <b>724</b> | <b>1,952</b> | <b>522</b>               | <b>26.74%</b>        |
| <b>2020</b>                        |               |            |                 |           |            |                  |              |             |           |              |            |              |                          |                      |
| Undergrad                          | 26            | 277        | 2               | 23        | 166        | 2                | 952          | 27          | 26        | 923          | 578        | 1,501        | 497                      | 33.11%               |
| Graduate                           | 116           | 27         | -               | 9         | 18         | -                | 223          | 7           | 16        | 236          | 180        | 416          | 61                       | 14.66%               |
| <b>Total</b>                       | <b>142</b>    | <b>304</b> | <b>2</b>        | <b>32</b> | <b>184</b> | <b>2</b>         | <b>1,175</b> | <b>34</b>   | <b>42</b> | <b>1,159</b> | <b>758</b> | <b>1,917</b> | <b>558</b>               | <b>29.11%</b>        |
| <b>2021</b>                        |               |            |                 |           |            |                  |              |             |           |              |            |              |                          |                      |
| Undergrad                          | 56            | 240        | -               | 21        | 166        | 4                | 895          | 28          | 19        | 880          | 549        | 1,429        | 459                      | 32.12%               |
| Graduate                           | 350           | 39         | -               | 11        | 30         | -                | 230          | 6           | 19        | 409          | 276        | 685          | 86                       | 12.55%               |
| <b>Total</b>                       | <b>406</b>    | <b>279</b> | <b>-</b>        | <b>32</b> | <b>196</b> | <b>4</b>         | <b>1,125</b> | <b>34</b>   | <b>38</b> | <b>1,289</b> | <b>825</b> | <b>2,114</b> | <b>545</b>               | <b>25.78%</b>        |

*c. 5 years total credit hour production by Department/School*

| College of Business and Technology Student Credit Hour Production (by Unit) |        |        |        |        |        |                          |                          |                                        |
|-----------------------------------------------------------------------------|--------|--------|--------|--------|--------|--------------------------|--------------------------|----------------------------------------|
| Fiscal Years 2017 through 2021                                              |        |        |        |        |        |                          |                          |                                        |
| SCHOOL/DEPARTMENT                                                           | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 | PERCENT CHANGE 2020-2021 | PERCENT CHANGE 2017-2021 | Average Annual Growth Rate (2017-2021) |
| <b>BUSINESS &amp; TECHNOLOGY</b>                                            | 58,940 | 53,373 | 49,535 | 42,852 | 40,211 | -6.2%                    | -31.8%                   | -7.4%                                  |
| School of Acct, Fin, Econ & Decision Sciences*                              | 16,291 | 14,810 | 13,610 | 12,658 | 13,207 | 4.3%                     | -18.9%                   | -4.1%                                  |
| School of Agriculture                                                       | 6,370  | 5,845  | 5,749  | 5,190  | 4,653  | -10.3%                   | -27.0%                   | -6.1%                                  |
| School of Computer Sciences                                                 | 12,415 | 11,231 | 9,326  | 7,630  | 6,966  | -8.7%                    | -43.9%                   | -10.9%                                 |
| School of Engineering                                                       | 1,443  | 1,100  | 1,373  | 1,483  | 1,469  | -0.9%                    | 1.8%                     | 0.4%                                   |
| Engineering Technology                                                      | 6,567  | 6,088  | 5,533  | 4,059  | 3,351  | -17.4%                   | -49.0%                   | -12.6%                                 |
| Management & Marketing                                                      | 15,854 | 14,299 | 13,944 | 11,832 | 10,565 | -10.7%                   | -33.4%                   | -7.8%                                  |

*Notes: Average Annual Growth rate column added to supplement single year and 5 year percentage changes. 2021 represents an anomalous year in multiple disciplines containing graduate programs. Most notably, the School of Computer Sciences and the School of AFED. Both units house graduate programs that contains significant international student enrollments. During the 2021 academic year, the ability to travel and obtain a visa were drastically reduced due to COVID 19.*

*d. Identify faculty-student ratio by College and Department/School, with explanation of disciplinary norms*

These numbers are irrelevant as requested. Multiple graduate programs are overcapacity in terms of faculty-to-student ratio and average class size (corrected for independent studies, internships, and all other nominal level “teaching engagements. Specifically, graduate programs in Computer Science, MBA, and Applied Statistics and Decision Analytics are have ratios too high for the graduate education environment. Undergraduate program ratios hide the relevant metric data by including program data specific to the QC location.

There are no readily available disciplinary norms. There are, however, targets that need revised over time with input tempered by administrative goals. An initial ratio may be implied by evaluating class sizes.

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|                                                           | Undergraduate<br>Class Size | Graduate<br>Class Size |
|-----------------------------------------------------------|-----------------------------|------------------------|
| <b>Accounting, Finance, Econ &amp; Decision Sciences*</b> | 21                          | 16.7                   |
| <b>Agriculture</b>                                        | 14.9                        |                        |
| <b>Computer Sciences</b>                                  | 19.2                        | 28.8                   |
| <b>Engineering</b>                                        | 10                          |                        |
| <b>Engineering Technology</b>                             |                             | 8.8                    |
| <b>Management &amp; Marketing</b>                         | 18.8                        | 24.8                   |

Unfortunately, as indicated, a multitude of issues cloud

**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

| <b>College of Business and Technology</b><br>Undergraduate and Graduate Degrees Conferred<br>by Degree Program, Race/Ethnicity and Gender, FY2021 |               |       |                 |       |          |       |                  |         |             |      |        |       |                          |                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------|-----------------|-------|----------|-------|------------------|---------|-------------|------|--------|-------|--------------------------|----------------------|
|                                                                                                                                                   | International | Black | American Indian | Asian | Hispanic | White | Pacific Islander | Unknown | Two or More | Male | Female | Total | Domestic non-White Total | Domestic non-White % |
| <b>Undergraduate Degree Program</b>                                                                                                               |               |       |                 |       |          |       |                  |         |             |      |        |       |                          |                      |
| <b>Accounting, Finance, Econ &amp; Decision Sciences*</b>                                                                                         | 2             | 16    | -               | 1     | 6        | 56    | -                | 1       | 3           | 45   | 40     | 85    | 26                       | 30.6%                |
| B.B. in Accountancy                                                                                                                               | -             | 8     | -               | 1     | 4        | 31    | -                | 1       | 2           | 22   | 25     | 47    | 15                       | 31.9%                |
| B.B. in Business Analytics                                                                                                                        | -             | -     | -               | -     | -        | 2     | -                | -       | -           | 2    | -      | 2     | -                        | 0.0%                 |
| B.A. in Economics                                                                                                                                 | -             | 2     | -               | -     | -        | 4     | -                | -       | -           | 3    | 3      | 6     | 2                        | 33.3%                |
| B.B. in Economics                                                                                                                                 | 1             | 2     | -               | -     | -        | 3     | -                | -       | -           | 5    | 1      | 6     | 2                        | 33.3%                |
| B.B. in Finance                                                                                                                                   | 1             | 4     | -               | -     | 2        | 16    | -                | -       | 1           | 13   | 11     | 24    | 7                        | 29.2%                |
| <b>B.S. in Agriculture</b>                                                                                                                        | 1             | 1     | -               | -     | 3        | 68    | -                | 1       | 1           | 39   | 36     | 75    | 5                        | 6.7%                 |
| <b>Computer Sciences</b>                                                                                                                          | 2             | 6     | -               | 1     | 3        | 25    | -                | 1       | 1           | 34   | 5      | 39    | 11                       | 28.2%                |
| B.S. in Computer Science                                                                                                                          | 1             | 1     | -               | 1     | 3        | 15    | -                | -       | 1           | 20   | 2      | 22    | 6                        | 27.3%                |
| B.S. in Cybersecurity                                                                                                                             | -             | -     | -               | -     | -        | 5     | -                | -       | -           | 5    | -      | 5     | -                        | 0.0%                 |
| B.S. in Information Systems                                                                                                                       | 1             | 5     | -               | -     | -        | 5     | -                | 1       | -           | 9    | 3      | 12    | 5                        | 41.7%                |
| <b>Engineering</b>                                                                                                                                | -             | 1     | -               | 1     | 1        | 21    | -                | -       | -           | 21   | 3      | 24    | 3                        | 12.5%                |
| B.S. in Civil Engineering                                                                                                                         | -             | -     | -               | -     | -        | 1     | -                | -       | -           | 1    | -      | 1     | -                        | 0.0%                 |
| B.S. in Electrical Engineering                                                                                                                    | -             | -     | -               | -     | -        | 3     | -                | -       | -           | 3    | -      | 3     | -                        | 0.0%                 |
| B.S. in Engineering                                                                                                                               | -             | -     | -               | -     | -        | 10    | -                | -       | -           | 7    | 3      | 10    | -                        | 0.0%                 |
| B.S. in Mechanical Engineering                                                                                                                    | -             | 1     | -               | 1     | 1        | 7     | -                | -       | -           | 10   | -      | 10    | 3                        | 30.0%                |
| <b>Engineering Technology</b>                                                                                                                     | 1             | 11    | -               | 1     | 4        | 22    | -                | -       | 1           | 30   | 10     | 40    | 17                       | 42.5%                |
| B.S. in Construction & Facilities Management                                                                                                      | -             | 2     | -               | -     | 1        | 7     | -                | -       | 1           | 9    | 2      | 11    | 4                        | 36.4%                |
| B.S. in Engineering Technology                                                                                                                    | 1             | 7     | 1               | -     | 1        | 10    | -                | -       | -           | 18   | 2      | 20    | 9                        | 45.0%                |
| B.S. in Graphic Communication                                                                                                                     | -             | 2     | -               | -     | 2        | 5     | -                | -       | -           | 3    | 6      | 9     | 4                        | 44.4%                |
| <b>Management &amp; Marketing</b>                                                                                                                 | 1             | 19    | -               | 3     | 17       | 65    | -                | 3       | 1           | 49   | 60     | 109   | 40                       | 36.7%                |
| B.S. in Apparel & Textile Merchandising                                                                                                           | -             | 4     | -               | -     | 1        | 1     | -                | -       | -           | -    | 6      | 6     | 5                        | 83.3%                |
| B.B. in Human Resource Management                                                                                                                 | -             | 2     | -               | -     | 3        | 8     | -                | -       | 1           | 3    | 11     | 14    | 6                        | 42.9%                |
| B.B. in Management                                                                                                                                | 1             | 7     | -               | 2     | 3        | 19    | -                | 1       | -           | 15   | 18     | 33    | 12                       | 36.4%                |
| B.B. in Marketing                                                                                                                                 | -             | 3     | -               | -     | 2        | 15    | -                | 1       | -           | 10   | 11     | 21    | 5                        | 23.8%                |
| B.B. in Supply Chain Management                                                                                                                   | -             | 3     | -               | 1     | 8        | 22    | -                | 1       | -           | 21   | 14     | 35    | 12                       | 34.3%                |
| <b>TOTAL BUSINESS &amp; TECHNOLOGY</b>                                                                                                            | 7             | 54    | 1               | 6     | 34       | 257   | -                | 6       | 7           | 218  | 154    | 372   | 102                      | 27.4%                |
| <b>Graduate Degree Programs</b>                                                                                                                   |               |       |                 |       |          |       |                  |         |             |      |        |       |                          |                      |
| <b>Accounting, Finance, Econ &amp; Decision Sciences*</b>                                                                                         | 34            | 3     | -               | 1     | 3        | 19    | -                | 7       | -           | 39   | 28     | 67    | 7                        | 10.4%                |
| Master of Accountancy                                                                                                                             | 1             | 1     | -               | 1     | 1        | 13    | -                | 1       | -           | 9    | 9      | 18    | 3                        | 16.7%                |
| M.S. in Applied Statistics & Decision Analytics                                                                                                   | 12            | 1     | -               | -     | 1        | 3     | -                | 3       | -           | 11   | 9      | 20    | 2                        | 10.0%                |
| M.S. in Quantitative Economics                                                                                                                    | 8             | -     | -               | #     | -        | -     | -                | -       | -           | 6    | 2      | 8     | -                        | 0.0%                 |
| PBC in Business Analytics                                                                                                                         | 13            | 1     | -               | #     | 1        | 3     | -                | 3       | -           | 13   | 8      | 21    | 2                        | 9.5%                 |
| <b>M.S. in Computer Science</b>                                                                                                                   | 41            | 1     | -               | 1     | -        | 8     | -                | -       | 1           | 35   | 17     | 52    | 3                        | 5.8%                 |
| <b>Engineering Technology</b>                                                                                                                     | 2             | 2     | -               | -     | -        | 13    | -                | -       | -           | 8    | 9      | 17    | 2                        | 11.8%                |
| M.S. in Engineering Technology                                                                                                                    | 2             | 2     | -               | -     | -        | -     | -                | -       | -           | 4    | -      | 4     | 2                        | 50.0%                |
| Instructional Design & Technology                                                                                                                 | -             | -     | -               | -     | -        | 11    | -                | -       | -           | 3    | 8      | 11    | -                        | 0.0%                 |
| PBC in Educational Technology Specialist                                                                                                          | -             | -     | -               | -     | -        | -     | -                | -       | -           | -    | -      | -     | -                        | -                    |
| PBC in Instructional Media Development                                                                                                            | -             | -     | -               | -     | -        | 1     | -                | -       | -           | -    | 1      | 1     | -                        | 0.0%                 |
| PBC in Technology Integration in Education                                                                                                        | -             | -     | -               | -     | -        | -     | -                | -       | -           | -    | -      | -     | -                        | -                    |
| PBC in Workplace Learning & Performance                                                                                                           | -             | -     | -               | -     | -        | -     | -                | -       | -           | -    | -      | -     | -                        | -                    |
| PBC in Business Administration                                                                                                                    | -             | -     | -               | -     | -        | -     | -                | -       | -           | -    | -      | -     | -                        | -                    |
| PBC in Supply Chain Management                                                                                                                    | -             | 1     | -               | -     | -        | 1     | -                | 1       | -           | 1    | 2      | 3     | 1                        | 33.3%                |

**6. Retention of students**

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*List retention initiatives for the following:*

*a. Current students*

- The School of Agriculture implemented a new mentoring program in their freshman orientation course AGRI 120. Each new freshman student was paired with a WIU School of Agriculture alumnus, which they had to engage with 2 to 3 times during the 8-week course. There were 36 students in the class and we had 36 different alumni participate as mentors. It was a huge success for both the mentor and mentee. We will continue this program next fall for the new incoming class of freshmen. We were thrilled to have so many willing and active alumni participate in this event. This event was developed to aid in our retention efforts of the freshmen class.

*b. Transfer students*

Click or tap here to enter text.

## **7. Recruitment of students**

*List recruitment initiatives for the following:*

*a. First-year students*

- School of Agriculture attendance and participation at national and regional FFA conventions and activities. The purpose of interaction and attendance is to directly convey positive message about WIU to potential students.
- College of Business and Technology supported membership and attendance at the Illinois Association for Career and Technical Education (IACTE). IACTE is the only professional education organization in Illinois to represent all of career and technical education at the middle school, high school and post-secondary level. IACTE is dedicated to the advancement of educators that prepare students for successful careers. The purpose of the membership is to influence educators that assist and support students in making college attendance choices.
- College of Business and Technology supported membership and attendance at the Illinois Business Educators Association (IBEA) whose purpose is to promote business education by providing needed programs, resources, publication, and services to its membership, and presenting a unified voice on behalf of business educators in Illinois as well as throughout the nation. The purpose of the membership and attendance is to influence educators that assist and support students in making college attendance choices.
- College of Business and Technology supported attendance, presentation, and interaction (in conjunction with University Marketing and Enrollment Management at the Illinois Future Business Leaders of America (IAFGLA) The FBLA is a national organization whose mission is to inspire and prepare students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences. IBEA) whose purpose is to promote business education by providing needed programs, resources, publication, and services to its membership, and presenting a unified voice on behalf of business educators in Illinois as well as throughout the nation. The purpose of interaction and attendance is to directly convey positive message about WIU to potential students.
- College of Business and Technology representatives supported, through attendance, at the *Plan and Play: Tee Off Your College Search* with WIU event co-hosted by Enrollment Management and University Marketing.
- CBT advising supports and participates in all Discover Western Events and all individual CBT Units regularly meet with potential students and their family members.

*b. Graduate students*

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Graduate student recruiting is highly individualized by program. A significant number of program have maintained extremely positive word-of-mouth programs (CS) that have been built over multiple years. Other programs have been the beneficiary of overcapacity of over-enrolled programs (ASDA). Formal marketing has not been needed and multiple programs are overcapacity. This will be monitored over time.

Click or tap here to enter text.

## **8. Recruitment and retention of faculty and staff**

*Describe the following:*

### *a. Initiatives to retain faculty and staff*

Retention of Faculty and Staff are problematic within the College of Business and Technology. The disciplines within the college suffer from significant salary inversion, perceived “fatigue,” and a desire to work fully remote. The salary inversion issue creates an unstable staffing environment in which faculty feel they are underappreciated. This issue is exacerbated by the fact that they have not received any measurable raises and have seen real incomes decline (including summer compensation) in the face of increased expenses. However, it should also be noted that many faculty have chosen to live well beyond the geographic area at which the campus is delivered, thus increasing commute expenses based on their choices. This fact is, however, ignored in their general expression of discontent. Their choice of living location further contributes to the desire to work remote and thus reduce commute expenses. Unfortunately, the college has seen a decline in engagement activities such as student organization advisors due to 1) working remote and 2) no services being expected from Associate Faculty. The Unit A faculty simply are not engaging students in a meaningful way. The final contributing factor that makes retention and issue is simply the aging of faculty. The number of expected retirements in the next five years is significant.

Thus, retention of qualified faculty is a significant and ongoing concern that cannot be fixed at the college level. It is a systemic issue that will need addressed by broader administrative policies. Yet, the college has attempted several programs to incentivize retention of high performing faculty.

**“Grown your Own Program”** – The college has implemented and maintained a program in which Associate Faculty (Unit B) who desire to acquire additional, discipline relevant qualifications are incentivized to complete advanced degrees. To date, 3 Associate Faculty have successfully completed DBA (doctorate of business administration) degree credentials and been converted to tenure track Unit A faculty. Within the business disciplines, this is critical as it contributes to faculty qualification credentials that support AACSB accreditation efforts. These faculty include:

- Dr. Steve Gray (Finance)
- Dr. Sarah Shike (Management)
- Dr. Honey Zimmerman (Supply Chain Management)

Each faculty was incentivized with a 1 course per semester load reduction while completing coursework and at their discretion, a 1 semester educational leave to complete dissertation related research. A fourth faculty member in Accounting has expressed interest and will be supported when requests become official.

**Targeted Research Impact Program (TRIP)** - A two tier system of Aspirational Impact

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Journals and Basic Impact Journals has been implemented . Initial inclusion of a scholarly publication in either category was, by necessity, discipline based with input from Director/Chairs to ensure strategic alignment with department goals. Periodic review of the metrics and discipline categories will be performed but the Dean of the College of Business and Technology retains final approval over outlet acceptability to ensure alignment with college level goals in subsequent years. It should be noted that while other outlets may be deemed acceptable for retention/promotion purposes, this goal of this incentive program is on increasing scholarly output in high impact publication outlets. Faculty in all college, regardless of contract type are eligible for participation. The goal is to encourage/reward increased levels of quality for in-discipline publishing activity.

***Publication in Aspirational Impact Journals*** - \$1,200 stipend per manuscript. In the event of multiple WIU based authors, the stipend is attached to the manuscript and thus, split equally among WIU based authors. Cover page, table of contents, and full article must be submitted in order to initiate stipend payment. Stipends will not be released until the manuscript is published.

Operationalization of Aspirational Impact Journals: Publications achieving a SNIP score above 0.85 or a CITESCORE above 0.9 in relevant categories identified by Directors/Chairs based on the SCOPUS database (See Appendix A).

***Publication in Basic Impact Journals*** - \$600 stipend per manuscript. In the event of multiple WIU based authors, the stipend is attached to the manuscript and thus, split equally among WIU based authors. Cover page, table of contents, and full article must be submitted in order to initiate stipend payment. Stipends will not be released until the manuscript is published.

Operationalization of Basic Impact Journals: Publications achieving a SNIP score above 0.4 or a CITESCORE above 0.5 in relevant categories identified by Directors/Chairs based on the SCOPUS database.

The first year of the program has resulted that, on average, a greater percentage of the college's peer reviewed journal articles were indexed by SCOPUS (41.7% of last year's portfolio as compared to 53.6% of this year's). The average CITEScore and SNIP (of those indexed by SCOPUS) also increased from 2.3 and 1.0 to 4.2 and 1.3 respectively.

**Peer Reviewed Research Enhancement Program (PRREP)** – Accreditation of business and accounting programs has an associated activity and quality level of research productivity. The most recent AACSB accreditation review cites a required increase in both as we again move through the review process in 2023-2024. As quality research takes time to design, implement, and ultimately publish, it is imperative that high performing faculty are retained and incentivized to actually continue to engage in peer reviewed research. The retention issues outlined in the introductory paragraph create significant obstacles which, the college hopes can be somewhat mitigated through an incentive program common to other colleges/schools of business. Specifically, in both unionized and non-unionized environments, teaching loads specific to course assignments are adjusted based on research productivity. Unfortunately, the contractual environment at WIU only nominally and temporarily recognizes quality research productivity in its negotiated contract. Consequently, the college has proposed and will implement (beginning fall 2022) a program to incentivize/reward faculty performing at levels that support continued accreditation efforts through the awarding of college level ACE awards. Awarding course equivalent ACES will present the opportunity to either 1) provide, at the discretion of the school director, the equivalent of a 1 course reduction from the contract maximum to the contract



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minimum or 2) if program needs course delivery, provide a course equivalent credit that moves faculty toward overload compensation per the negotiated contract.

Unit A Faculty maintaining Scholarly Academic qualification are eligible to request a 3 ACE PRREP CWE (College Workload Equivalent) subject to the following stipulations:

- The faculty member's discipline is subject to accreditation needs governed by a Faculty Qualifications document.
- The Scholarly Academic designation is earned through publication in peer reviewed journals and not through the recency of an earned terminal degree nor alternative methods.
- All peer reviewed journals required by the Faculty Qualification document meet the minimum quality threshold of a CITEScore of 0.3 or a SNIP score of 0.2 within approved discipline specific SCOPUS categories.
- Faculty member is not receiving ACEs for any type of leave/sabbatical activities during the academic year in which the CWE would be applied.

Unit B Faculty maintaining Scholarly Practitioner qualification are eligible to request a 3 ACE PRREP CWE (College Workload Equivalent) subject to the following stipulations

- The faculty member's discipline is subject to accreditation needs governed by a Faculty Qualifications document.
- The Scholarly Practitioner designation is earned through publication in peer reviewed journals and not alternative methods.
- All peer reviewed journals required by the Faculty Qualification document meet the minimum quality threshold of a CITEScore of 0.3 or a SNIP score of 0.2 within approved discipline specific SCOPUS categories.
- Faculty member is not receiving ACEs for any type of leave/sabbatical activities during the academic year in which the CWE would be applied.

b. *Plans to hire faculty and staff*

Based on resignations, retirements, and expansion of graduate related programs, the following positions were requested and searches initiated within the college.

- 5 in Computer Sciences (3 total open lines, 1 retirement, 1 resignation, in-process)
- 1 Supplemental Administrative contract for Institute for Cyber Security Education (in-process)
- 2 in Decision Sciences (retirement plus 1 new line, in-process)
- 2 Associate Faculty in Management and Marketing (in-process)
- 2 in Accounting (replace resignations, systems & tax, both in-process)
- 2 in Engineering (1 Civil filled, 1 in-process for Electromechanical/Mechanotronics)
- 1 Technical Support (on-hold as ITSA Civil Service Classification pay rate at WIU does not match market conditions)
- 1 Farm Technician supporting Allison Organic Farm (in-process)

In addition, the following leadership positions within the CBT were requested with searches initiated.

- Dean of the College of Business and Technology (Internal search initiated, in-process)
- Associate Dean of the College of Business and Technology (Filled, search complete)
- Director of Management and Marketing (vacated, interim candidate identified)
- Director of AFED (search successfully completed)
- Director of Engineering and Technology (interim candidate identified, 2 year appointment)

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**9. Courses**

*Include the following:*

- a. *Total number of general education courses*  
 Natural Sciences and Mathematics
  - Computer Science: CS 114, 214
 Social Sciences - Economics:
  - ECON 100, 231, 232
 Multicultural Studies
  - Business and Technology: BAT 300
  - Economics: ECON 350, 351
  - Information Systems: IS 325
  - International Agriculture: INAG 310
 Human Well-Being
  - Finance: FIN 101
- 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*

| <b>College of Business and Technology</b>   |                                                   |                   |            |            |             |  |
|---------------------------------------------|---------------------------------------------------|-------------------|------------|------------|-------------|--|
| Course Count by Location & Type             |                                                   |                   |            |            |             |  |
| Action                                      | (Multiple Items) <input type="button" value="v"/> |                   |            |            |             |  |
| Type                                        | Undergraduate <input type="button" value="v"/>    |                   |            |            |             |  |
| Count of Star #                             | Column Labels <input type="button" value="v"/>    |                   |            |            |             |  |
| Row Labels <input type="button" value="v"/> | FYE                                               | Independent Study | Internship | Major      | Grand Total |  |
| = ACCT/FIN/ECON/DS                          | 2                                                 |                   |            | 107        | 109         |  |
| Macomb Campus                               | 2                                                 |                   |            | 43         | 45          |  |
| Online Campus                               |                                                   |                   |            | 56         | 56          |  |
| QC Campus                                   |                                                   |                   |            | 8          | 8           |  |
| = AGRICULTURE                               |                                                   |                   | 2          | 71         | 73          |  |
| Macomb Campus                               |                                                   |                   | 2          | 65         | 67          |  |
| Online Campus                               |                                                   |                   |            | 6          | 6           |  |
| = COMPUTER SCIENCES                         |                                                   |                   |            | 97         | 97          |  |
| Macomb Campus                               |                                                   |                   |            | 56         | 56          |  |
| Online Campus                               |                                                   |                   |            | 37         | 37          |  |
| QC Campus                                   |                                                   |                   |            | 4          | 4           |  |
| = ENGINEERING & TECH                        |                                                   | 2                 |            | 81         | 83          |  |
| Macomb Campus                               |                                                   | 2                 |            | 35         | 37          |  |
| Online Campus                               |                                                   |                   |            | 6          | 6           |  |
| QC Campus                                   |                                                   |                   |            | 40         | 40          |  |
| = MANAGEMENT & MARKETING                    | 2                                                 |                   | 1          | 85         | 88          |  |
| Macomb Campus                               | 2                                                 |                   |            | 51         | 53          |  |
| Online Campus                               |                                                   |                   | 1          | 27         | 28          |  |
| QC Campus                                   |                                                   |                   |            | 7          | 7           |  |
| = (blank)                                   |                                                   |                   |            |            |             |  |
| Macomb Campus                               |                                                   |                   |            |            |             |  |
| <b>Grand Total</b>                          | <b>4</b>                                          | <b>2</b>          | <b>3</b>   | <b>441</b> | <b>450</b>  |  |



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|--------------------------------------------|--------------------------|-------------------|--------------|--------------------|
| <b>Course Count by Location &amp; Type</b> |                          |                   |              |                    |
| Action                                     | (Multiple Items)         |                   |              |                    |
| Type                                       | Graduate                 |                   |              |                    |
| <b>Count of Star #</b>                     | <b>Column Labels</b>     |                   |              |                    |
| <b>Row Labels</b>                          | <b>Independent Study</b> | <b>Internship</b> | <b>Major</b> | <b>Grand Total</b> |
| <b>ACCT/FIN/ECON/DS</b>                    | 9                        | 13                | 127          | 149                |
| Macomb Campus                              | 7                        | 13                | 53           | 73                 |
| Online Campus                              | 2                        |                   | 69           | 71                 |
| QC Campus                                  |                          |                   | 5            | 5                  |
| <b>AGRICULTURE</b>                         |                          |                   | 38           | 38                 |
| Macomb Campus                              |                          |                   | 35           | 35                 |
| Online Campus                              |                          |                   | 3            | 3                  |
| <b>COMPUTER SCIENCES</b>                   | 8                        | 11                | 83           | 102                |
| Macomb Campus                              | 8                        | 11                | 41           | 60                 |
| Online Campus                              |                          |                   | 41           | 41                 |
| QC Campus                                  |                          |                   | 1            | 1                  |
| <b>ENGINEERING &amp; TECH</b>              | 13                       | 14                | 84           | 111                |
| Macomb Campus                              | 12                       | 13                | 45           | 70                 |
| Online Campus                              | 1                        | 1                 | 21           | 23                 |
| QC Campus                                  |                          |                   | 18           | 18                 |
| <b>MANAGEMENT &amp; MARKETING</b>          | 2                        | 26                | 76           | 104                |
| Macomb Campus                              |                          | 24                | 31           | 55                 |
| Online Campus                              | 2                        | 2                 | 38           | 42                 |
| QC Campus                                  |                          |                   | 7            | 7                  |
| <b>Grand Total</b>                         | <b>32</b>                | <b>64</b>         | <b>408</b>   | <b>504</b>         |

**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)*
  
- School of Management and Marketing introduced a Sustainable Business minor to be offered on the Macomb and Quad Cities campuses for Fall 2022. This minor provides a new opportunity for students to focus their degree during their academic career and demonstrates our promise to continue to enhance education and the growing needs of our students within this field. WIU's Sustainable Business minor will provide a new take for interested students and bring evidence of skills that are applicable to a majority of majors. Students interested in a sustainability focused independent study course within their major can seek approval from the major faculty, chair and the Sustainable Business minor advisor. In addition, sustainability focused honors or other courses can be approved by the advisor on a substitution basis.

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*c. New certificates, emphases, or other (include audience and aspect of mission served)*

None

## **11. Eliminated academic programs**

*List eliminated majors, minors, other*

No programs eliminated.

## **12. Faculty activities**

*Include the following:*

*a. Achievements*

- AFED faculty published a total of 9 Peer Reviewed Journal Articles in highly reputable journals this year.
- AFED faculty gave a total of 17 peer reviewed conference presentations at national conferences.
- AFED faculty participated in 24 collaborative research projects with graduate students this year.
- Western Illinois University College of Business and Technology (CBT) Adviser Ember Keithley has been named the Outstanding Academic Advisor of the Year by the WIU Council of Academic Advisors. Keithley has served as an advisor in the CBT since 2000. In this role, she advises all students in the School of Agriculture, as well as online business majors in management, human resources management and supply chain management.
- Western Illinois University Assistant Professor of Marketing Donna Wiencek has been named as the American Marketing Association's (AMA) Chicago Board Director, Marketing Insights. Wiencek was elected to the position by the members and appointed by the Board president and vice president for a two-year term. In her position, she will lead the Marketing Insights Committee for AMA Chicago, which is responsible for all chapter analytics, research projects, event evaluations, surveys and member interviews, the chapter ticketing platform partner, and data management in Salesforce.
- The expertise of multiple faculty within the School of Accounting, Finance, Economics, Decision Sciences were recognized through editorial assignments in scholarly activities including: Dr. Hongbok, Editor of the Journal of Finance Issues; Dr. Soon Suk Yoon, Editorial board of Asia Pacific Business Review, Dr. Jobu Babin, Assistant Editor of the Journal of Economic Insight and Special Assistant Editor at Labour Economics, Dr. Shankar Ghimire, Editor of the Journal of Development Innovations, Special Topics Editor at Sustainability
- Ms. Amy Ford consulted as a Gleim publications reviewer and contributed. She continues to be featured for CMA exam webinars for the IMA
- Dr. Soon Suk Yoon revised two published textbooks in the area of Accountancy.
- Dr. Tom Sadler published his textbook Pandemic Economics
- Dr. Shankar Ghimire was named the 2021-2023 Cecil P. McDonough Endowed Professor.

*b. Professional development*

The Online Education Best Practices Committee a new committee was formed whose charge is to:

- Continuously review industry best practices in remote delivery of business and technology related fields.

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- Design, implement, and maintain an audit process with the purpose of providing faculty a suggested benchmark against which they can measure their course design.
- Disseminate best practice information to CBT faculty on a continuous basis.
- Coordinate the review process for online course certification related to initial course design.
- Provide insight and serve in an advisory role to the Dean's Office in matters related to distance education.

Multiple committee members attend the *Hybrid and Online Learning Conference: Best Practices in Design and Delivery* sponsored by AACSB.

In addition, 4 representatives of the college were nominated to participate in the Applying the Quality Matters Rubrics (APPQMR) which focused on the underlying principles behind the QM Rubric and the critical elements of the QM quality assurance process. They will also learned about drafting helpful recommendations as they apply the Rubric to an actual course. They same representatives furthermore enrolled in the Designing Your Online Course (DYOC) where our representatives brought their online course to this workshop and get a framework for developing an online course plan. Participants in this course will also use a framework and explore the QM Rubric to design one module for their online course

*c. Outreach and significant service*

The School of Agriculture hosted both Lt. Governor Julianna Stratton and Director of the Illinois Department of Agriculture Jerry Costello. Both visits centered on the role that the field of agriculture plays as an economic driver and solution to food insecurity within the state of Illinois.

The Western Illinois University School of Agriculture's annual Legacy Sale set a new fundraising record by \$20,000. The ninth annual sale, brought in nearly \$93,000, compared to last year's \$73,000 total, which was also considered a record at that time. The sale was organized by the School of Agriculture's Livestock Merchandising Class and the WIU Livestock Judging Team. The money raised helps pay for travel expenses for the WIU Livestock Judging Team and improvements to the University Farm. The one-day auction included a variety of lots, such as show boxes, frozen genetics, animals, bags boards and a fishing trip. The highest grossing item from the sale was a custom WIU bar, built by WIU students Tucker Marrs and Madison Neeley. The top of the bar is made from wood taken from a previous Western Hall basketball court. The WIU Department of Engineering made a WIU emblem for the front. The bar brought in \$3,400.

The School of Accounting, Finance, Economics and Decision Sciences is proud to announce that the annual Accounting challenge for area high-school and community college students will be held virtually on Friday, April 8. This exciting event provides area students an opportunity to learn more about the study of accountancy and exciting career opportunities within the field.

*d. Research (books, articles, conference presentations, other)*

- *AFED faculty published a total of 9 Peer Reviewed Journal Articles in highly reputable journals this year.*
- *AFED faculty gave a total of 17 peer reviewed conference presentations at national conferences.*
- *AFED faculty participated in 24 collaborative research projects with graduate students this year.*

### **13. Grant activities and external funding**

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- QCML and WIU have received \$2.25M for year 6 (2021-2022) of a ballistic protection research program with Army Research Lab. Dr. Eric J. Faierson is the Principal Investigator for QCML & WIU on the program. QCML & WIU are partnered with University of North Texas (Principal Investigator: Dr. Rajiv Mishra), University of Illinois, and Iowa State in this year of the program. Faculty from University of Illinois and Iowa State University will bring enhanced computational materials and computational structural modeling capabilities to the program. Funding is included in this year of the program for QCML to acquire a larger capacity Spark Plasma Sintering system, which will allow fabrication of larger armor ceramic panels, and thus enable more extensive ballistic tests to be conducted on new materials developed in this program. The program also provides funding for new staff, as well as undergraduate and graduate students, who will be incorporated into the program to gain hands-on experience in advanced materials, manufacturing, and modeling for ballistic protection.
- The School of Agriculture has received an \$84,200 grant from the Illinois Nutrient Research & Education Council (NREC). NREC provides financial support for nutrient research and education programs to ensure the discovery and adoption of practices that address environmental concerns, optimize nutrient use efficiency, and ensure soil fertility. The funding received will specifically be used to review the integration of livestock grazing into western Illinois corn-soybean cropping system to enhance farm profitability and reduce nutrient loss. Faculty will be evaluating three different cropping systems and integrating intensive, intermittent livestock grazing of cover crops to determine the economic, environmental, soil health, and crop productivity of these three systems. This research is being conducted on 16 acres (four 4 acre research blocks) on the Kerr Farm.
- Members of the School of Computer Sciences, the School of Accounting, Finance, Economics, and Decision Sciences, and the Illinois Institute for Rural Affairs were awarded a \$50,000 grant from the Broadband READY program. The program is part of a comprehensive Digital Equity Package announced by Governor Pritzker in 2021 to boost broadband capacity while addressing existing broadband equity gaps. The READY program and other investments to enhance community planning and equitable implementation will complement the Governor's ambitious Connect Illinois program, a \$400 million plan to deliver universal access to high-speed internet statewide.
- WIU School of Agriculture faculty member Win Phippen received \$10 million grant in 2019 from the U.S. Department of Agriculture National Institute of Food and Agriculture (NIFA). The multiyear research grant continues to allow Phippen to further refine Pennycress as a new winter-annual cash cover crop for use by the biofuel industry. This activity supported the application and awarding of a secondary \$1 million grant in the fall of 2020 that allows the WIU University Farm to act as a "grow-out" site for pennycress, along with sites at Illinois State University, the Ohio State University, the University of Minnesota, the University of Wisconsin-Platteville and Washington State University. Research includes using a variety of growing locations to test the environmental impacts on the pennycress plant.

#### **14. Value of programming**

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

The primary value proposition is best stated within the mission of the College of Business and Technology: "The College of Business & Technology prepares students for professional careers and lifelong learning in a globalized economy. We provide an innovative and applied education in business and technology that fosters the highest level of academic standards, integrity,

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and ethics among our constituents.”

Consequently, the CBT strives to be a place of excellence for talented students, faculty, and staff. We will foster excellence through innovative, technology-focused programs. We will offer an array of learning opportunities for students. We have dedicated faculty who are excellent teachers and recognized professionally for their work. We engage in collaborative relationships with industry through joint technology development, sponsored programs, and applied research.

Our technology-driven, value added education designed to train tomorrow's business and technology leaders relies on:

- Experience based learning activities including internships, practicum, and projects.
- Industry aligned curricular learning outcomes with a focus on “career launch.”
- Embedded micro-certifications.
- Actively engaged faculty that supporting student facing initiatives and outcomes.

## **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*
  - The School of Agriculture implemented a new mentoring program in their freshman orientation course AGRI 120. Each new freshman student was paired with a WIU School of Agriculture alumnus, which they had to engage with 2 to 3 times during the 8-week course. There were 36 students in the class and we had 36 different alumni participate as mentors. It was a huge success for both the mentor and mentee. We will continue this program next fall for the new incoming class of freshmen. We were thrilled to have so many willing and active alumni participate in this event. This event was developed to aid in our retention efforts of the freshmen class.
  - WIU's Agricultural Education Program was recognized at the annual National Association for Agricultural Educators (NAAE) as the Region IV "Outstanding Post-Secondary Agriculture Program" for its high placements and retention rates among its Agricultural Education majors in the State of Illinois and across the country. One of WIU's alumni Mr. Trent Taber, who is the agriculture teacher at Cambridge High School, was awarded the NAAE Region IV "Outstanding Middle/Secondary Agriculture Program". These awards were given at the NAAE convention in New Orleans during the first week in December 2021. Region IV consists of six states and there are six regions.
  - The Stafford Challenge: Western Illinois University undergraduate and graduate students and recent graduates (within two years) have the opportunity to develop a proposal for a profit-generating business venture as part of the WIU College of Business and Technology (CBT) Stafford Challenge, created by 1993 WIU Accountancy Graduate David Stafford. The Stafford Challenge is designed to energize the competitive spirit and challenge participants to combine their knowledge, research and creativity to identify and develop real-world business ventures. A \$5,000 prize, funded by Stafford, will be

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awarded to any invested idea. Stafford is an operating director of Baylink Capital and a managing partner of AV Smart Solutions in Kirkland, WA. He is a member of President Guiyou Huang's National Advisory Council. Participants must identify and develop an initial proposal for converting a 65-acre parcel of land in Knox County (IL) into a profit-generating, value-added business venture. All commercially viable ideas were encouraged and the challenge was open to all WIU undergraduate and graduate students, as well as WIU alumni who have graduated in the past two years.

- Students enrolled in the Services Marketing course housed within the School of Management and Marketing assisted the Bailey House, a historical home and special event venue located in Macomb, with efforts to rebrand after remaining dormant since the start of the pandemic. The Bailey House was built in 1887, by William S. Bailey, one of the founders and the first president of Union National Bank in Macomb. The residence was passed through multiple owners before being donated to the McDonough County Historic Preservation Society in 1982. The building was placed on the National Register of Historic Places in 2012.
- The Western Illinois University Society for Human Resource Management (SHRM) student chapter is hosted a donation drive to support the Boys & Girls Club of the Mississippi Valley throughout the month of April. The drive supported the efforts made by the Boys & Girls Club to impact youth development, promote academic achievement and build character and citizenship toward a healthy lifestyle.
- The School of Management and Marketing housed Supply Chain Management hosted its annual SCM Advisory Board/Student Engagement event in which 20-30 students and board members participated in WIU Horn Field Campus leadership training and team building exercises. The engagement activity provides a valuable student/industry interface centered around professional development.
- Housed in the School of Management and Marketing, members of the WIU student chapter of SHRM won the 2022 Illinois State Human Resources Case Competition organized by the Illinois State Council of the Society for Human Resource Management (SHRM). SHRM is the world's largest professional association in human resources (HR), and students from any College/university in Illinois were eligible to participate.
- Western's student chapter of the SHRM allows students to participate in the case competition and learn by working through a challenging case study to come up with a solution within a limited time frame. Judges assessed the presentations on how well the team navigated through situations that they will most likely face in their future HR jobs.
- Six students and two faculty attended the MODEX 2022 supply chain conference and trade show, the Supply Chain & Transportation USA trade show, and the Student Days at MODEX 2022 events. MODEX 2022 is the industry's expo for the manufacturing, distribution and supply chain industries. MODEX 2022 featured the best solutions and innovations the industry has to offer. By attending, the students and faculty will meet over 1000 of the leading providers and see their solutions in person and in action, as well as have the opportunity to meet more than 40,000 industry professionals. There are also more than 100 show floor educational seminars. MODEX 2022 is sponsored by MHI (Material Handling Industry of America, they have awarded many thousands of dollars in scholarships to our students) and a number of other professional organizations in the supply chain management field.
- WIU's Human Resource Management (HRM) program includes the HR major, HR minor, and an HR concentration in the MBA program. Students also have the option to earn two degrees (Bachelor's and MBA) in just five years through the integrated program. Courses are offered at both campus locations or remotely. WIU offers opportunities such as the SHRM case competition, HR internships, HR micro-credentialing projects, study abroad programs, professional development and more. In addition, all curriculum is aligned with the educational guidelines put forth by SHRM.



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- Graduate students in MS Quantitative Economics and MS Applied Statistics & Decision Analytics programs was invited to compete in the University of Iowa's virtual Business Analytics Case Competition. Graduate enrollment in the School of Computer Sciences surpassed 300 students marking the largest enrollment since the program's creation. The MS in Applied Statistics & Decision Analytics has exceeded growth expectations and now has over 100 enrolled graduate students which represents 160% increase in enrollments since Spring 2021. The program initially launched in Fall 2016 on the Macomb campus and now is available to QC and online students as well.
- Western Illinois University's School of Computer Science hosted the 2022 LeatherHack training and cybersecurity competition. A selection committee chose 11 students out of 58 applicants to participate in the competition, based on their experience and interest in cybersecurity. "Many students said that they gained immense knowledge from participation," said CS Professor Dr. Binto George. "This year, the competition focused on web application vulnerabilities, and the plan is to expand to other skill areas assuming the necessary equipment would be available." The competition, and a reception following, was organized by members of the Cybersecurity Enthusiast Club, including computer science graduate student Ayobami Olatunji (club president), computer science graduate student Philip Nwaga (Cybersecurity lab assistant).
- Six Accounting students received Institute of Management Accounts scholarships to prepare for Certified Management Accounting licensure process.
- Ms. Kinsey, an Agriculture Education major was awarded a 1st place undergraduate research poster at American Society of Agronomy Meeting.
- The Western Illinois University School of Agriculture's Livestock Judging Team and Show Team recently earned numerous team and individual awards at the National Barrow Show in Austin, MN. The WIU Show Team was named Champion in the purebred truckload section, which then led to being named Grand Champion Overall in the truckload portion of the competition. WIU's Livestock Judging Team won High Team Overall, as well as Second High Team in Reasons. Two students placed in the top 10 in the individual competitions: Senior agriculture major Kyle Webster, of Chrisman, IL, captured High Individual Overall and Second High Individual in Reasons and senior agriculture major Leremy Jackson, of Unionville, IA, won Fifth High Individual Overall and Seventh High Individual in Reasons. The teams are advised by Associate Professor Mark Hoge and graduate assistants Cooper Bounds and Bailey Irick.
- Students within the Marketing Program housed in the School of Management and Marketing earned multiple micro-credentials including various Google Ads Certifications. The Google Ads Certifications assessment tests the knowledge of basic and advanced online advertising concepts including value proposition of online advertising, campaign setup and management, measurement and optimization. Individuals who demonstrate proficiency in basic and advanced aspects of display, search, measurement, video, and apps obtain the certifications. Google recognizes those individuals as experts in online advertising. Certifications included Google Ads Apps Certification, Google Ads Search Certification, Google Shopping Ads Certification, Google Ads Measurement Certification. Google Ads Video Certification, Google Ads Display Certification.
- The Supply Chain Management program held the 2021 SCM Day (September 14 & 15, 2021). SCM Day is the primary networking and recruiting event for students and industry partners. The event is hosted prior to most companies making their hiring decisions regarding internship and employment for the following spring and summer. Students from freshman year through graduate school attend the day's events including the semi-annual advisory board meeting with program updates, a career fair, on-site interviews, and an evening dinner with keynote address delivered by WIU Alumni Michael Wohlwend of Alpine Supply Chain Solutions.

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- Beta Alpha Psi, hosted the annual career fair focused on students majoring in accountancy, finance, and information systems. Attending firm representatives hosted 30 minute group informational sessions and were able to meet with students 1 on 1 to discuss internship and job opportunities. Meet the Firms provides a great opportunity for networking between students and firm representatives and is BAP's fall fundraiser.
- The Weed Science Team from the Western Illinois University School of Agriculture recently captured first place in the undergraduate division of the North Central Weed Science Society. The team's members, coached by Professor Mark Bernards, earned individual honors including first place in weed identification, first place in herbicide identification and farmer problems, and first and second place finishes in the undergraduate overall individual competition. Team members included agriculture science majors junior Dustin Steinkamp, of Coatsburg, IL; senior Luke Bergschneider, of Franklin, IL; junior Jacob Johnson, of Geneseo, IL; and junior Stephanie Reiter, of Hebron, IL.
- Ms. Kinsey Tiemann, an Agriculture Education major, was appointed to serve as the Board of Trustees Student Representative.

*d. All initiatives to support underrepresented student populations in your College*

- Initiated discussions within college leadership regarding the forming and framing the CBT Diversity, Equity, Inclusion and Belonging Committee. As currently conceptualized, the committee would consist of faculty and student members that would serve to advise college leadership on fostering an environment that expands student and faculty facing DEIB initiatives.
- CPA Project -At the time of launch (2017), the program was the first of its kind throughout the country and was/is designed to assist minority students complete their degrees and pass the CPA examination. The initial project was underwritten through a grant by the American Institute of Certified Public Accountants. The College of Business and Technology under my leadership has maintained its support of this program and requested an additional \$12,000 in funding from industry partners to sponsor one student for one full year. An additional \$4,000 in funds from targeted contributions from industry partnerships has been received this year and will further support the ongoing mission of the CPA Project. To date, a total of \$44,412 has been raised for the CPA Program.
- Supported the funding proposal for the "Initiative for Women's Leadership in Business and Technology" which proposed providing young women with a strong support network and an array of professional, academic, and career development activities in the context of the College of Business and Technology. The Center for WIB desires to develop and foster relationships among current students, potential students, alumni, faculty, staff, and business leaders, as well as provide resources to prepare and develop individuals for greater success.
- The College of Business and Technology, through the School of AFED supports a student chapter of the National Association of Black Accountants (NABA). As a nonprofit membership association, NABA is dedicated to bridging the opportunity gap for black accounting and finance professionals by providing leadership and technical training, as well as networking and career opportunities. NABA has Student Chapters on more than 150 campuses across the Country. Each Student Chapter must be sponsored by a Professional Chapter and they offer special programs based on the unique needs of the students at that Chapter's college or university.
- All searches have contained diversity, equity, and inclusion components and supported the CT Vivian Scholar process in several instances.



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## **16. Alumni highlights**

*List notable highlights from College alumni.*

- **Brian Kibby**, Named Chief Executive Officer at Modern Campus - Modern Campus, an innovator driving Omni CMS and Destiny One, empowers higher education institutions to thrive when radical change is required to successfully respond to lower student enrollment and revenue, rising costs, crushing student debt and even school closures. Powered by the industry's leading "student first" modern learner engagement platform, presidents and provosts can create pathways for lifelong learning, while marketing and IT leaders can deliver Amazon-like personalization and instant fulfillment. Award-winning products and its customers' 19% average annual revenue growth have earned Modern Campus a 98% retention rate and a reputation for customer obsession.
- **Joe Creed** (named Ferguson Lecture) currently serves as group president of Caterpillar Inc., with responsibility for the Energy & transportation segment, which includes the Rail Division, Solar Turbines, Large Power Systems Division (LPSD), Industrial Power Systems Division (IPSD), Caterpillar Remanufacturing Division, Electric Power Division and Caterpillar Oil & Gas and Marine Division. Creed joined Caterpillar in 1997, and has held numerous positions of increasing responsibility across multiple divisions of Caterpillar. He was promoted to chief financial officer for Caterpillar's Energy & Transportation business segment in 2013, and promoted to vice president of Caterpillar's Finance Services Division in 2017. Creed also served as interim Chief Financial Officer for Caterpillar in 2018, and, most recently, as vice president of the Oil & Gas and Marine Division and the Electric Power Division.
- **Curtis A. "Curt" Morgan**, Chief Executive Officer - Since October 2016, Morgan has served in the roles of president and of chief executive officer of Vistra. During his 37-year career spanning nearly the entire spectrum of the energy complex, Morgan has held leadership responsibilities in nearly every major U.S. power market. Prior to joining Vistra, Morgan was an operating partner at Energy Capital Partners (ECP), a private equity firm focused on investing in energy infrastructure. He joined the firm in 2015 and was involved in all areas of the firm's investment activities and portfolio company operations.

Prior to joining ECP, he served as the president and CEO of both EquiPower Resources Corp. and FirstLight Power Resources, Inc. He has also held leadership positions at NRG Energy, Mirant Corporation, Reliant Energy, and BP Amoco. Morgan serves on the board of directors of Vistra and Acropolis Infrastructure Acquisition Corp., and is currently chairman of the Electric Power Supply Association, the competitive power generation industry organization. He is also on the board of Comp-U-Dopt, a non-profit providing digital and technology access and education to underserved youth. Morgan has previously served on the boards of Summit Midstream and Prevent Child Abuse Georgia. A certified public accountant, Morgan received a bachelor's degree in accounting from Western Illinois University and a master's of business administration in finance and economics from the University of Chicago.

- **Scott Harris**, Case IH Global President - Harris has been with the company since 2006, first with CNH Industrial Capital and later as Northeast region sales manager for both agricultural and construction equipment. In 2007, he became senior director of sales and marketing for that division. His last role with CNH Industrial Capital was vice president of U.S. Financial Services and Operations. Harris then joined CNH Industrial Parts and Service in 2011, first as

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vice president of sales and marketing for North America and later the entire division in 2013. He became vice president of CASE Construction in 2016 and then vice president of Case IH North America in 2018. His strong leadership in North America has made a significant impact on the Case IH brand,” said Derek Neilson, CNH Industrial president of agriculture. “As we look to the future, at both Case IH and the agriculture industry as a whole, we are excited for him to make his mark across the globe.” As Case IH global president, Harris will lead the overall strategy for the brand with a strict focus on customer-centric brand building, brand marketing and communications, overall digital customer experience, and the Case IH solutions portfolio. He will coordinate activities with Case IH and CNH Industrial leadership across all regions.

**17. Community and/or regional engagement from College:**

*List notable community and regional engagement activities.*

- The School of Agriculture has worked with the local Hy-Vee store in Macomb to offer hydroponic lettuce to their consumers. Drs. Dan Atherton and Shelby Henning were able to write a Illinois Department of Agriculture grant to construct a hydroponic unit for research purposes and sell the lettuce to Hy-Vee. The School of Agriculture also starting selling fresh tomatoes, bell peppers, and eggplant to Hy-Vee this summer, which was produced in our high tunnel facility on the university farm
- The School of Accounting, Finance, Economics and Decision Sciences is proud to announce that the annual Accounting challenge for area high-school and community college students will be held virtually on Friday, April 8. This exciting event provides area students an opportunity to learn more about the study of accountancy and exciting career opportunities within the field.
- Makerspace, Moline, continues to produce varied promotional gadgets for WIU “customers” and city/regional businesses. The Makerspace has produced promotional items, like key chains and WIU banners, used in Discover Western and recruiting events. Also, custom made parts have been 3D Printed for diverse external customers. Engineering and Engineering Technology students take advantage of the Makerspace to consolidate elements of their Senior Design projects.

**18. Conclusion**

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## **College of Education and Human Services**

### **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/](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.

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***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.

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**1. What is unique and special about your College?**

The mission of the College of Education and Human Services is to educate and empower future practitioners and leaders by creating a dynamic and diverse community committed to authentic and innovative research and service opportunities. We provide our students with opportunities that integrate learning with real-world experiences, critical thinking, and ethical practice to tackle complex challenges in our society. In fulfilling this promise, we are poised to create the next generation of socially conscious leaders and practitioners who create healthy, safe, and equitable environments in their professions, organizations, and communities.

The College of Education and Human Services houses seven academic units – Department of Counselor Education & College Student Personnel, School of Education, Department of Health Sciences & Social Work, Department of Kinesiology, School of Law Enforcement & Justice Administration, Department of Military Science, and the Department of Recreation, Park, and Tourism Administration. COEHS has the largest enrollment of all of the Colleges at WIU, including the largest undergraduate major, Law Enforcement and Justice Administration. Below are some of the strengths of College along with some examples of how these different strengths are exemplified by our programs.

Students learn early in their programs to be strong supporters for their communities. For example, Health Sciences & Social Work students meet with legislators in Springfield to learn about the legislative process that impacts their field. Counselor Education faculty and students provide counseling support for the transgender population in the Quad Cities. The School of Education’s Arlington & Arlene Seymour Center for Rural Education Advocacy, Policy, and Research supports the region through professional development and developing research collaborations with schools.

Students contribute in excess of 750,000 hours to schools, businesses, and agencies within the region. For example, Counselor Education students provide the community clinical mental health therapy. Exercise Science students work with clients for a personal exercise training experience. Dietetics, Kinesiology and Health Sciences students provide diabetes resources through the Bella Hearst Center. The School of Education addresses the teacher shortage crisis through a master’s degree program that fast tracks college graduates into the teaching profession.

Hands-on experiences help our students hone their skills. For example, students in the fields of dietetics and hospitality management operate the Knoblauch Cafe. The Emergency Operations Center and the McCamey Crime Lab serve as educational labs for Law Enforcement, Fire Science, and Emergency Management. The Recreation, Park, and Tourism Administration Department’s Horn Field Campus, which houses an outdoor climbing tower

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and high ropes and team building courses, helps students develop leadership, facilitation, and communication skills.

From curriculum to internships, our students are immersed in the field from the beginning of the WIU experience. For example, Fire Protection Services students can graduate with both their degree and a paramedic certificate. Social Work students, in partnership with Illinois Department of Children & Family Services (DCFS), complete more than 75% of the requirements for their Child Welfare Employee License. Emergency Management students learn competencies related to the Federal Emergency Management Agency (FEMA), the Department of Homeland Security, the National Incident Management System (NIMS), the Army 525 and Air Force 10-2051 training expectations, as well as GIS, drone, and next generation 911 technology. Recreation, Park, & Tourism Administration students' experience includes a 480-hour internship, small-group conversations with industry leaders during field trips, and the ability to earn industry desired certificates - an effective combination garnering the department an average 90% job placement rate for their graduates.

Our focus for the next 5-15 years is to create the following opportunities for our students, faculty, and staff:

- Encourage educational innovation, personal growth and social responsibility
- Create engaged world-changers ready to navigate a complex global community
- Create habits and resources with design thinking approaches to education and human services issues
- Use research, data-based decision making with an entrepreneurial mindset to maximize our impact and be proactive in the changing landscape of our professions and society

**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.*

- **Yield Rate-** We are implementing new yield (converting admitted students to matriculated students) strategies at the Department-level and College-level including a College-wide meeting on the topic; and, plan to enhance those efforts in 2022-2023.
- **Transfer Students** - COEHS has lost 37% of our market share of transfer students over the past five years and we intend on regaining this loss by focusing on updating and increasing our 2+2 agreements with the top transfer schools identified in the 2021 Fact Book. Additionally we will seek out additional institutions that have a direct connection to our programs, and in so doing, build connections with relevant co-curricular student organizations at those community colleges as well as look for opportunities to participate in events, fairs, guest lectures, and other such events.

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- **Graduate/Doctoral Student Retention** - Different from the other Colleges at WIU, the majority of the COEHS graduate/doctoral student population is part-time and presumably balancing careers, families, and studies. (The majority of the WIU part-time graduate students on the Macomb campus are aged 25-34, and 40-49 add to the range for the Quad Cities campus.) We plan to survey this population to make sure we are meeting their needs. We believe that by focusing on retention and student success, we can increase undergraduate and graduate enrollments because of the career positioning of these professionals.
- **International Market** - Thirty seven (37) international students are enrolled in COEHS graduate/doctoral programs. With the increased capabilities/comfort with Live Stream and online courses due to the pandemic, we will work to increase the number of remote learners. (In-person graduate student enrollment is often tied to the number of assistantship opportunities. With a flat budget for assistantships and the required increased pay per hour, we don’t anticipate enrollment growth through the assistantship process.)
- **Traditionally Underrepresented Students** - By implementing the EPP Diversity Pipeline initiative through the Illinois State Board of Education, we aim to increase the racial diversity in the undergraduate School of Education population which will increase overall enrollment. The requirement of this state mandate will involve a significant amount of campus-wide effort including admissions, financial aid, diversity office, faculty in all educational teaching areas, etc.
- **Retention** - Between leaving WIU for another school and leaving WIU due to academic performance, COEHS lost 85 undergraduate students last year. Understanding the non-GPA reasons for departure and identifying areas of academic support are on our agenda for the coming year.
- **Post-Baccalaureate Certificate** - We will be looking at each of our certificate programs with an eye toward enrolling certificate holders in their next degree program.

### **3. Barriers to growth in your College**

**Human Resources:** At the beginning of the year, the faculty identified recruitment barriers primarily focused on lack of human resource and expertise as identified on pages 24-25 of the [2021-2025 COEHS Recruitment, Retention, and Student Success Plan](#). We have been working to address these concerns throughout the year.

**Student Needs:** As we (hopefully) exit the pandemic, we will need to assess the changes in mindset of our current and prospective students regarding their preferences for live stream classes, online classes, and a traditional classroom setting.



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The level of current student engagement in co-curricular student organizations and co-curricular activities has waned during the pandemic despite the addition of College-level Live Stream programming to what our departments already host. It will take time and significant effort to shift student behavior patterns that emerged during the past two+ years.

**Technology:** Technology solutions are critical for our growth - fully implementing email marketing software, funding for texting software, etc. We regularly encounter technology barriers to our goals and dedicate staff time to finding cost-sensitive solutions yet we still have unmet needs.

**Justice, Equity, and Inclusion Practices & Culture:** Another challenge is creating an environment where students feel seen and heard, regardless of who they are or from where they come. Justice, equity, and inclusion matter deeply to the current generation of prospective and returning students as illustrated in numerous webinars, articles, reports, and expressed views of the WIU Black Student Association. As you will read further into the report, we have revamped our hiring processes to better address this issue through personnel (faculty and staff). Simultaneously, we are increasing the multiculturalism capacity of our faculty and staff through workshops, sessions, and adding it as a required standing item on departmental meeting agendas. We are also mindful that College-sponsored/invited speakers and topics reflect a wide representation of racial, gender, and gender expression. It will take consistent, intentional, and noteworthy efforts to match our practices and culture with the expectations of our students.

**Facilities & Equipment:** While we are making steps to spruce up our spaces and replace broken and/or outdated equipment, aging facilities and limited funding plague our College and have an impact on student/family perceptions when they tour campus.

**Career Interests:** Parallel to state and national trends, prospective student-interest in public service careers like teaching and social work has decreased significantly. We are publicizing and connecting our students to resources like the DCFS scholarship program for social workers and participating in ISBE initiatives to raise the profile of the teaching profession; however, reversing these career path trends will take time and significant effort.

#### **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*



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- d. Identify faculty-student ratio by College and Department/School, with explanation of disciplinary norms*

[Click here to access spreadsheets](#) that contain the following information:

**Table A: COEHS - 5 Years of Headcount Enrollment (New Freshmen, New Transfer, New Graduate, & Continuing Undergraduate and Graduate Students)**

**Table B: COEHS - 5 Years of Headcount Enrollment (Race/Ethnicity, Gender, Country to Origin)**

**Table C: COEHS - 5 Years of Total Credit Hour Production**

**Table D: COEHS Faculty Student Ratio**

**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*

[Click here to access the spreadsheet](#) that contains the following information:

**Total Number of Degrees Conferred (per Academic Department and/or Program; per Race/Ethnicity and Gender)**

**6. Retention of students**

*List retention initiatives for the following:*

- a. Current students*

Click here for the [COEHS Recruitment, Retention, and Student Success Plan](#) including a list of this year's retention initiatives listed under the Short Term Strategies section pages 11-13.

- b. Transfer students -*

While our retention initiatives are aimed at all undergraduate, graduate, and doctoral students, we hosted an orientation session specifically for transfer students leading up to the Fall 2022 term and hosted zoom office hours at the start of each semester to specifically provide opportunities for transfers students who might feel like new-student events are not for them.

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**7. Recruitment of students**

*List recruitment initiatives for the following:*

*a. First-year students -*

Click here for the [COEHS Recruitment, Retention, and Student Success Plan](#) including a list of this year's recruitment initiatives for both undergraduate and graduate students listed under the Short Term Strategies section pages 10-11.

*b. Graduate students -*

While our recruitment initiatives are aimed at all undergraduate, graduate, and doctoral prospective students, we hosted a COEHS yield/orientation event and a virtual open house specifically for graduate and doctoral-level students.

**8. Recruitment and retention of faculty and staff**

*Describe the following:*

*a. Initiatives to retain faculty and staff*

During 2021, COEHS worked to develop and implement an onboarding process for all new faculty and staff as well as provide some additional professional development. A description of these efforts is provided below.

In January of 2021, the College hosted a welcome back meeting for all faculty and staff. As part of this virtual event, faculty and staff learned about programming associated with the Internationalization and Social Justice Committees, watched presentations on LEJA's Recruitment Strategies and Kinesiology's Curriculum Mapping and Assessment Plans, and received updates from the Dean's Office Staff on College projects. In mid February, the Dean's Office held virtual town hall meetings with each school/department. These meetings were designed to learn more about the particular needs of the different academic units. In August, the College hosted a back to school virtual event to introduce the new faculty members, celebrate award winners and tenure and promotion candidates, and share some information about resources and upcoming events.

**Faculty Specific Initiatives**

In the fall of 2020, all tenure track faculty were surveyed to get a sense of the type of professional development related to teaching, research, and service that they might find helpful. Based on the survey results, two different virtual programs were held for faculty. On Friday, March 26, the COEHS Dean's Office hosted a virtual panel discussion on service in the academy. More specifically, panel members discussed how to become involved in service at the multiple levels of the University, in the community, and in one's profession as well as

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how to maintain balance with respect to service. Panel members included: Dr. Debra Allwardt (Health Sciences & Social Work); Dr. Hal Marchand (Health Sciences & Social Work); Dr. Katherine Perone (Health Sciences & Social Work); Dr. Jeremy Robinett (Recreation, Park & Tourism Administration); and Dr. Emily Shupe (Kinesiology). On Wednesday, April 28, the COEHS Dean's Office hosted a virtual panel discussion on research and publishing. Panel members shared their insights on research collaboration, identifying appropriate publishing venues, approaching feedback from reviewers and other topics. Panel members included: Dr. Nyazi Ekici (Law Enforcement & Justice Administration); Dr. Ritchie Gabbei (Kinesiology); Dr. Andrea Hyde (Education); Dr. Tim Piper (Kinesiology); and Dr. Eric Sheffield (Education). Additionally, at the beginning of the academic year, the Dean's office met with all tenure track faculty to talk about the different expectations related to the tenure process.

During the Spring 2021 semester, the College created an onboarding timeline for new faculty. The timeline outlined the different responsibilities of the Dean's Office and the Academic Unit starting in May until the time the faculty member began in the fall. In May/June, the emphasis was on welcoming the new faculty members and providing them resources about the academic unit, the College, the University, and the local communities. In July, the Dean's Office continued corresponding with new faculty and working on getting their technology needs identified as well as introducing them to the technology resources available on campus. Finally, in August, the Dean's Office participated in the New Faculty Orientation process and involved the new faculty in the college-wide professional development activities for faculty.

**Staff Specific Initiatives**

During the spring of 2021, the Dean's Office initiated a two step onboarding process for new civil service staff. In June/July, the new employee will receive a welcome email from the Dean's Office providing general information about University orientations, important events/dates within the College and University, what to expect from the school/department along with new employee information. In July/August, the Dean's Office continues communication with the new employee by providing a list of resources available which includes training sessions, and items to complete prior to the start of their employment with the new department/school. This was designed to provide a smooth transition to their new department/school. To ensure success for the new employee, individual monthly training sessions and staff workshops are conducted by the Dean's office administrator.

*b. Plans to hire faculty and staff*

During the summer of 2021, the Dean's Office asked each academic unit to identify their faculty and staff needs. For all vacant staff positions, departments were asked to provide any updates to job responsibilities. Since staffing positions have been reduced so much, all staff positions were forwarded to the Provost's Office for replacement. In terms of faculty hires,

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academic units were asked to provide the following information: (1) program(s) to be served by the new faculty member; (2) whether the program(s) identified in (1) are programs of potential growth; (3) whether the program(s) is distinct or unique; and, (4) how critical the faculty line was for the academic unit. They were also asked to rank order the positions if they had more than one. Based on the information provided by the units, the Dean’s Office rank ordered the positions and submitted them to the Provost’s Office for approval. The Dean’s Office also identified four possible CT Vivian hires for the College. As resignations and/or retirements have come in this year, the Dean’s Office works with the directors/chairs to identify whether additional hires can be made.

**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*

|                         | SPRING | FALL | SUMMER |
|-------------------------|--------|------|--------|
| GEN ED COURSES          | 30     | 38   | 7      |
| FYE COURSES             | 1      | 2    | 0      |
| MAJOR COURSES           | 195    | 256  | 23     |
| INDEPENDENT STUDY       | 27     | 21   | 24     |
| INTERNSHIP              | 28     | 24   | 23     |
| Other                   | 70     | 91   | 59     |
| Graduate Courses        | 165    | 171  | 84     |
| # Courses-Macomb Campus | 138    | 242  | 0      |
| # Courses-QC Campus     | 37     | 27   | 8      |
| ONLINE                  | 244    | 181  | 95     |

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**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)*

**New Undergraduate Options**

Fire Protection Services – Fire Medic Option (Spring 2021)

- This will be the main option for students interested in obtaining a paramedic license along with the Bachelor Degree in Fire Science. Most fire departments require their firefighters to have a paramedic license (or obtain quickly upon hire). This will make the graduates of this program option highly marketable.
- This option directly meets the mission of “preparing students to meet the difficult challenges firefighters and fire service administrators face in the delivery of public safety services.”

**New Graduate Options**

Masters of Teaching – Elementary Education Option & High School English Option (Spring 2021)

- These options will assist with the current teacher shortage in Illinois (and around the country). Students in this program can receive a temporary teaching license (and therefore serve as the teacher of record for a particular classroom). Each year, hundreds of teaching positions go unfilled. The MAT program, including these two new options, helps to provide teachers for these vacancies. The program had 82 students enrolled in its first year of operation.
- As mentioned above, this option is meeting a regional and statewide need resulting from the current teacher shortage.

- b. *New minors (include audience for the program and aspect of mission served by the program)*

COEHS did not create any new minors during 2021.

- c. *New certificates, emphases, or other (include audience and aspect of mission served)*

Post-Baccalaureate Certificate in Emergency Management (Fall 2021)

- Emergency Management is an evolving and growing field of study. LEJA reviewed current needs, best practices, school strengths, our student needs, and career and grant opportunities and have determined that because of the need for practitioners to respond to natural disasters (tornadoes, floods and hurricanes) and manmade disasters (shootings, terrorist activities, and biochemical attacks) this public safety-oriented

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curriculum advances our School's operational and tactical approach for which we have a national reputation of excellence. This new curriculum meets all anticipated accreditation requirements plus allows us to offer specific specialty areas of expertise depending on the disaster and the stage of response and recovery.

- This certificate provides a unique niche to market the emergency management program. Having the PBC in emergency management will put our graduates ahead of the competition with a solid blend of law enforcement, homeland security, and emergency management best practices and experiences.

Post-Baccalaureate Certificate in Community Engagement & Public Safety Leadership (Fall 2021)

- The primary objective of this certificate is to develop and improve the leadership and engagement skills of students working in, or seeking, positions in public safety administration. Public safety administrators must develop the communication and leadership skills necessary to build bridges between groups that mistrust each other, and to motivate change in a public safety culture that is slow to admit errors and assume new responsibilities.
- This certificate fills a unique niche in marketing the public safety administration program.

Integrated Baccalaureate degree in Recreation, Park, and Tourism Administration and Master's degree in Sport Management (Fall 2021)

- This integrated degree provides a seamless transition for students who are interested in applying organizational strategies and management skills gained from the administrative and operational competencies learned through the two curricula, to employment in the sports industry.
- This integrated program assists students with obtaining two degrees in a timely manner and allows the graduates of this integrated degree to be more marketable.

## **11. Eliminated academic programs**

*List eliminated majors, minors, other*

The B.S. Ed. in Bilingual/English as a Second Language Education major was eliminated in the Spring of 2021. These two areas were switched to options under the B. S. Ed. in Elementary Education in the fall of 2020 with final approval occurring in the Spring of 2021.

## **12. Faculty activities**

*Include the following:*

*a. Achievements*

- Dr. LaPrad received the College Award for Multicultural Teaching
- Dr. Rockwood received the College Award for Excellence in Teaching

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- Sheri Moon and the Infant/Preschool staff received word that their Silver Circle of Quality status was renewed for three Years
  - Dr. Barr was named Director of our new Center for Rural Education (established early last fall)
  - Dr. Meeker is close to having the Early Childhood Learning Lab up and running in the QC area
  - Proposal to offer the Sport Management Program on the QC campus was approved.
  - Sport Management Program External Program Review Report submitted.
  - 5 Courses (NUTR 209, 304, 404, 406, and 407) approved for online offering (Kanauss).
  - Dr. Plos received the College Award for Excellence in Community and University Service.
  - Dr. Plos received the Provost Award for Excellence in University & Community Service.
  - Received Sodexo scholarships.
  - The Kinesiology Department submitted accreditation documents for the Exercise Science program to be recognized by the International Universities Strength and Conditioning Association (Piper).
  - Dr. Katherine Perone is serving as the Veteran Liaison for the department.
  - Dr. Tracy Davis spent the fall semester on sabbatical working with Educational Leadership for the development of a doctoral program in Diversity, Equity and Inclusion in Higher Education. Additionally, he speaks nationally on these issues and trains emerging higher education leaders on these important topics.
  - Dr. Rebecca McLean is on a year-long sabbatical focusing on her research on empathy.
- b. *Professional development*
- Dr. Bories and Dr. Narvaez are working on two modules for the Team-Based Learning Collaborative (Linear Kinematics and Forces and Linear Kinetics).
  - Professional Development - Certificate of Completion (2021 August): Best Practices in Teaching Online (BPTO) – Drs. Park and Sonkeng.
- c. *Outreach and significant service*
- Dr. Katherine Perone is serving as the Veteran Liaison for the department.
  - Dr. Marchand has been asked to serve on two federal health advisory committees in May and June 2022. He has served on these programmatic panels for the past 22 years.
  - Dr. Lorette Oden continues to serve on the IBHE Diversifying Faculty in Illinois (DFI) Board

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- Dr. Lorette Oden has been asked to serve as a co-chair for the newly formed Anti-Racism Task Force
- Ms. Julie Eggleston developed a collaboration with organizations in the community to assist the TR students with gaining meaningful field work experiences. The organizations included Bickford Cottages of Macomb, the Lamoine, as well as the McDonough County Special Recreation Association.
- Ms. Julie Eggleston assisted the Youth Task Force with spearheading, programming, promoting, and facilitating the Winter Wanderings virtual series through the task force for the ROE # 26 and the Peace Corps Fellows program.
- Professor Henning was appointed a member of the FESHE Bachelor Committee Work Group.
- Omega Gamma Phi, the Professional Fire Fraternity, has been revived and the FPS students are participating in state and national events.
- Dr. Birnbaum hosted the annual Assistive Technology Conference in January.
- Dr. LaPrad was key in developing this year's Anti-Racist Inquiry Series for Faculty: Looking Inward: WIU Educators Examining Race.
- Dr. Stinnett hosted the annual Love of Literacy Conference here on campus in February.
- Dr. Szyjka once again served as the Director of Science Olympiad for West Central Illinois and Board Member of the Illinois Science Teachers Association.
- Dr. Sheng served as a program evaluator for the Waukeegen School District.
- Dr. Lorette Oden continues to serve on the IBHE Diversifying Faculty in Illinois (DFI) Board.
- Dr. Lorette Oden has been asked to serve as a co-chair for the newly formed Anti-Racism Task Force.
- Dr. Matthew Beck was invited to serve on the American School Counseling Association's (ASCA) School Counselor Summit. This prestigious honor is extended to approximately twenty Counselor Educators across the country who are selected by the ASCA executive committee. The invited School Counseling faculty gather in Washington DC to discuss issues and trends in the field of school counseling.
- Dr. Erin Lane serves on the Iowa School Counseling Association's executive board. She also led the Counseling programs's extensive CACREP accreditation process which resulted in the continuation of our status as a fully accredited program. As part of that process, Dr. Lane streamlined the way the Counseling program collects and utilizes student learning outcomes and data.



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- Dr. Haley Wikoff serves on the American School Counseling Association’s Ethics committee.
  - Dr. Haley Wikoff was invited to be the keynote speaker at the Wyoming School Counseling Association’s state conference, on the issue of supporting LGBTQ students in public schools. She is also leading the Counseling program’s initiative to provide free assessments to transgender individuals seeking hormone therapy or gender affirming surgeries.
  - Dr. Julie Brines started her first year as a faculty member in the fall semester, while her only full-time CSP faculty colleague was on sabbatical. During her first semester, Dr. Brines led the CSP Days planning committee and served as a program coordinator for both the Student Affairs and Higher Educational Leadership tracks. She also attends Students Conduct hearings and serves as secretary of WIU’s University Professionals of Illinois (UPI) local chapter.
- d. *Research (books, articles, conference presentations, other)*
- **Dr. Marchand** is currently re-writing and updating an air-safety and security manuscript and presentation that include recent data that shows the impacts of health safety concerns for the flying public and airline personnel.
  - **Dr. Marchand** is also working on a presentation that addresses health and environmental factors related to tuberculosis sanitariums in the West.
  - **Piper, T.J. & Lukkarinen, M.D.** (In Press). Descriptive investigation: Exercise induced nausea and self-treatment. *Journal of Australian Strength and Conditioning*.
  - **McLean, D., McLean, R., & Kress, V.** (In Press) Meaningfulness and Selecting Clinical Mental Health Counseling as a Career. *The Journal of Humanistic Counseling*.
  - **Dr. Megan Owens** presented at the 2021 ACA conference on Online Camp Communities.
  - **Dr. Megan Owens** presented at the 2021 IPRA conference on Programming with youth development in mind.
  - Sullivan, A.C., **Piletic, C.K.**, & Hilgenbrinck, L.C. (2021). TOYs: The call for a “community” within NCPEID. Panel discussion at the national APE conference.
  - **Piletic, C.K.**, Sullivan, A.C., & Hilgenbrinck, L.C. (2021). Uncovering the APE TOY Culture. Free communication presentation. Virtual July 2021 for National Consortium for Physical Education for individuals with disabilities.
  - Shapiro, D., **Piletic, C. K.**, Zdroik, Z., & Pitts, B. (2021). Paraspport? What is that? The absence of disability, disability sport and persons with disabilities in sport business management textbooks. Poster presentation. virtual July 2021 for National Consortium for Physical Education for individuals with disabilities.

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- Zdroik, J., Shapiro, D., **Piletic, C.**, Pitts, B. (2021) Examination for disability related content across sport business management textbooks. Paper presented virtually at 2021 National Conference for North American Society for Sports Management.
- Kule, A., **Ekici, N.**, Ozer, M. and Gultekin, S. (Eds.) (In press). *Fear and Risk Perceptions of College Students Regarding Terrorism* Understanding Deviance, Crime, Social Control, and Mass Media: The Construction of Social Order. Lanham, Maryland: Hamilton Books of Rowman Littlefield.
- Namli, U., **Ekici, N.**, Kule, A., Bitner, C. and Daugherty, G. (2021). The Modus Operandi and Characteristics of Street Level Drug Distribution in "Regional Economy: Experience and Problems." The XIV International Scientific and Practical Conference (Gutman Readings): proceedings. May 12, 2021 / Ed. A.E. Illarionov. Vladimir branch of RANEPa, Vladimir, Pp. 12-31.
- **Bitner, C., Ekici, N. and Daugherty, G.** (2021). *The Impact of Job Challenge and Job Satisfaction on Police Performance*. Conference Proceedings in The Studies on Social and Education Sciences (SonSES). Available online at [www.ihses.net](http://www.ihses.net). Pp. 175-184.
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<https://www.securitymagazine.com/articles/94660-family-affiliated-extremism-and-the-siege-at-the-us-capitol>
- **Alexander, D. & Bitner, C.** (2021) The challenge of mask enforcement amid the pandemic. *Security magazine*, June 22, 2021.  
<https://www.securitymagazine.com/articles/95466-the-challenge-of-mask-enforcement-amid-the-pandemic>

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- **Rockwood, P.R.** (2021). Serving ALL students social and emotional learning in a “press pause” world. *Thresholds in Education*, 44(2), 162-179.
- **Delany-Barmann, G., Paciotto, C. & Meeker, L.** (2021). Navigating the educational needs of rural multilingual students during the pandemic: Parents’ experiences and perspectives. *Thresholds in Education, Special Issue*, 44(2), 180-205.
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- **Delany-Barmann, G., Paciotto, C. & Meeker, L.**, (eds.) *Thresholds in Education*, 44(2).
- **Delany-Barmann, G.**, McIlvaine-Newsad, H., & Bridegaray, P. (2021). Study Abroad as Community Engagement and Activism in Mekulik, E., Potempa, S., & Inman, K., eds. Education Abroad. Charlotte, N.C: Information Age Press, 39-55. Hasebe, Y (2021). “New Direction for Moral Education: Reconsideration of Moral Pluralism and Christian-Secular Moral Dualism” *Journal of Critical Questions in Education*, November 2021 Vol.12 Issue 3.

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- **Birnbaum, B.**, ed. (2021) *Differentiating Instruction for Learners with Special Needs*. San Diego, CA: Cognella.
- **Sheng, Z.**, Watkins, S., Yoon, S.W., & Kim, J. (2021). Examining schools as learning organizations: An integrative approach. *The Learning Organization*, 28(4), 383-396. <https://doi.org/10.1108/TLO-03-2020-0050>
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- **Plos, J.M.**, Crowley, K., **Polubinsky, R.L.**, & Cerullo, C. (2021). Implementing suicide prevention training into an athletic training curriculum: An introductory model. *Athletic Training Education Journal*, 16 (2), 87-100.
- Dr. Sonkeng published an article in the Journal of Sport Management.
- Maharjan, P., **Hyllegard, R.**, **Narvaez, M.** & **Radlo, S.** (20xx). Transfer of motor skills: A comparative study of college-level musicians and athletes. *International Journal of Motor Control and Learning*, in review.
- **Bories, T. L.**, **Hyllegard, R.**, Maharjan, P. & Brown, J. (2021). The effect of self-awareness on the ability to recognize personal motion. *Journal of Human Sport and Exercise*, in press.
- **Kovacs, C.** & Dohm, C. (2021). Effects of a Demand-Valve SCUBA Regulator on Cardiorespiratory Response During Submaximal Exercise Under Normobaric Conditions: A Pilot Investigation. *International Journal of Aquatic Research and Education* 13 (3), Article 3.
- Clerkin, K.D., Pohl, C.J., **Shupe, E. R.**, & Kim, M.J. (2021). Influencing nutritional habits of college students using a food pantry. *Journal of American College Health* 69(8), 937-941.
- Gang, A. C., **Park, J.**, & Lee, J. (2021 November). FIFA World Cup as a source of cultural capital? Unmet expectations of symbolic recognition in the elite sport habitus. Sport Management Association of Australia and New Zealand (SMAANZ), Virtual Synchronous.
- **Kovacs, C.** (2021). Scuba Diving and Kinesiology: Development of a Unique Academic Program at Western Illinois University. Presented at the Illinois Alliance for Health, Physical Education, and Dance Conference, Tinley Park, IL. December.
- Contributing to the Work entitled Nutrition Counseling and Education Skills: A Practical Guide (Authored by Judith Beto and Betsy Holli) (Kanauss).
- Chapter 15-Facilitating Group Learning (Kanauss).
- Despite the pandemic, the faculty in the Department of Counselor Education and College Student Personnel have continued to excel in their research,

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publications and presentations. During the 2021-22 academic year, all faculty will/have attended and/or presented at professional conferences.

- Dr. Carrie Alexander-Albritton co-presented at the Association of Counselor Education and Supervision conference in Atlanta.

**13. Grant activities and external funding**

- LEJA received a \$2 million dollar grant award for the remodeling and hardening of an Emergency Operation Center (EOC) on campus in the former Currens Library.
- Dr. Lee received \$198,588.00 in grant funding for year two of her Online Gateway Early Childhood Credentialing program
- Dr. Delany-Barmann, Paciotto, & Meeker received a \$50,000 Spencer Foundation Grant
- Sheri Moon received several rounds of Child Restoration Grant monies
- Collaborating on a 100k Strong Grant (Miguel Narvaez).
- Received Grant from Dot Foods for the Food Pantry (Shupe).
- Dr. Davis received a grant to develop racial equity and interfaith cooperation curriculum and was appointed to WIU's Anti-racism Task force.

**14. Value of programming**

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

- All COEHS programs require some type of practicum, internship, or student teaching experience prior to graduation. Students have the opportunity to apply knowledge and theory to their practice prior to the transition to their careers.
- Many COEHS programs encourage and/or require students to be involved in research projects. They often have the opportunity to present their own research at local, regional and national conferences.
- In Spring 2021, COEHS programs conducted a virtual transition session for first year students who were transitioning to their department advisors. Members of each school/program held a short introductory session along with time for questions and answers. In addition, the College created a Western Online course for all transitioning students. This course included specific information about the transition sessions as well as student resources.

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**15. Student success**

*List the following:*

*a. Student clubs and organizations in the College*

[Click here](#) for a list of our co-curricular student organizations. We met with the executive officers of the clubs on January 28 and will continue meeting with the group each semester.

*b. Results of any student surveys in your College, including surveys on student success, program development, student satisfaction, etc.*

The COEHS Dean's Office administered a student survey to 2,283 students in April 2021. One hundred twenty-five (125) surveys were returned. Data was collated, reviewed and analyzed. The results have been supplemented with university-level and national-level data (April-present) for both recruitment and retention and the following areas were identified as important for student retention and success.

- Financial support
- Holistic wellness support
- Professional growth programming
- Sense of community (especially for graduate and online students)
- Desire to feel like someone cares
- General success support (especially motivation tools)

*c. All new initiatives in the College regarding student success*

- Digital Billboards in 4 academic buildings (total of 10 screens; new content every 7-10 days)
- Student Newsletters (3-4 times per semester)
- Platform for department representatives to share articles, ideas, and activities aimed at retention
- Host social (1), wellness (8), professional development (3), and cultural (1) events
- Online Q & A session/online office hours each semester
- Recognition of student achievements via awards, digital bulletin board, social media, personal notes, social media, and student newsletter profiles
- Area on College webpage for student success information
- *Orientation sessions* in June, July, August to re-recruit incoming students who have registered for classes to make sure they matriculate
- *Your Path To Graduation* Sessions and Course Content (1 session per program for a total of 10 sessions – with students, faculty, advisor, and department chair)

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- Creation of two (2) student lounges

We also created multiple avenues for student feedback

- Student Advisory Board
- Digital Suggestion Box
- Student Organization Officer Meetings
- All-Student Town Halls

*d. All initiatives to support underrepresented student populations in your College*

[Click here](#) for an overview of the Equity and Inclusion initiatives all of which are aimed at creating a welcoming and inclusive environment for our students.

## **16. Alumni highlights**

*List notable highlights from College alumni.*

- Former BSW students recently sat on a panel during Black History Month to discuss their experiences as students in the BSW program.
- Alumni Social at the IPRA Conference.
- RPTA Advisory Board.
- RPTA Chair Newsletters.
- RPTA Alumni regularly serve as guest speakers, mentors and internship supervisors.
- RPTA Professional Development Conference.
- Monthly Birthday Emails with departmental updates.
- Amy Wilson (CSP) published a new book, *Inclusive Supervision*.
- One of our recent students is the policy adviser for the Office of Illinois Lieutenant Governor Juliana Stratton.
- Sarah Russel, MSED in Educational Studies, was chosen as Iowa Teacher of the year
- Scott Reifer, VP of Communications, Chicago White Sox, gave a guest lecture in SM 558 Organizational Theory in Sport course on Feb. 10, 2022.
- Dr. Kelly Myers (Crowley), PT, ATC – passed her DPT boards in Oct. – University of Iowa DPT degree.
- Dr. Laura Lins – Orthopedic Surgeon – UW-Madison
- Tom Adams – Athletic Trainer for Professional Baseball
- Graduates of the Department of Counselor Education and College Student Personnel are highly sought after by employers across the country. Our job placement rate after graduation is typically 100% for students looking for positions in their field.
- Sara Cunningham (CSP) is the Vice President of Student Development in St. Louis.
- Stephanie Milner (CSP) finished her law degree.
- Molly Holmes (CSP) serves on the WIU Alumni advisory board.



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- Phyllis McCluskey Titus (CSP) is retiring from ISU.
- Hal DeLaRosby (CSP) and Marlon Blake (CSP) are teaching doctoral courses for WIU.
- Lisa Miller (CNED) received the Illinois Association of Career and Technical Education Career Guidance Award.
- Eryka Berglund (CNED) was named Lead Clinician for Mental Health Outpatient Service at the Robert Young Center.
- Nicole Cisne-Durbin (CNED) serves as the president and CEO of Family Resources, Inc.
- Dr. Joseph Campbell (CNED) is an assistant professor in the Department of Counseling and Human Services at Indiana University, South Bend.
- Dr. Jacob Glazier (CNED) is an assistant professor of Psychology at University of West Georgia.
- Audrey Adamson (CNED) was named Director of Center Preparation and Employer Engagement at WIU.

**17. Community and/or regional engagement from College:**

*List notable community and regional engagement activities.*

- Multiple external assistantship sites – RPTA, Kinesiology
- Rural Health Coaches for Memorial Hospital in Carthage - students from Kinesiology and Health Sciences & Social Work
- DCFS Partnership Program – social work students
- Minority Health Month - health sciences students
- Global Public Health Telebrigades
- Police Testing
- Physical Education for All Workshop – unified sport information for local teachers
- Partnership with TBK sports complex in Quad Cities
- Adapted Physical Activity Motor Clinic – students from the local special education cooperative
- Camp Rocky - camp for local students
- Foos for Families - fundraising event for local organization
- Senior Olympics
- Horn Field Campus
- Emergency Operations Center
- CSI Experience Summer Camp
- LEJA Career Fair
- LEJA's online progression training series – public safety preparedness and corrections & justice administration enhancement



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- Center for Best Practices in Early Childhood Education – STARNET and Provider Connections both support workforce development, learning, and DEI initiatives in early childhood education
- Community Based Organization for the Quad Cities region Logan Square Parent Mentor program
- Maurice Kellogg Science Education Center – staff development for educators; Rocketry Club
- America Reads volunteer program – assisting with reading skills of elementary school students
- WIU Infant & Preschool Center – includes children from the community
- WIU Quad Cities Spanish Bilingual Early Learning and Family Empowerment Lab – working with city of Moline to make this a reality for one of Moline's childcare deserts
- Alternative Licensure program – currently there are 65 students who are full-time teachers in IL schools
- Seymour Center for Rural Education – grant funds to help support Alternative Licensure program as well as research addressing issues impacting rural education
- 2+2 Agreement with Highland Community College – elementary education program
- Grow Your Own Teacher Program with Moline School District #40 and Black Hawk Community College – future teachers program
- Equity-based research in local schools during COVID-19
- Staff development and consultation on Play and Language in diverse Kindergarten settings, including Dual Language Classrooms
- Cohort programs with mentor support in ESL/Multilingual endorsement pathways
- Great River Teacher Corp scholarship program – requires a three year commitment to teaching in a regional rural school

## **18. Conclusion**

As this document reflects, the College of Education and Human Services has had a productive year. The leadership of the College set the goals and direction through a systematic multi-stage collaborative approach with all relevant constituent groups. We were guided by the tenets of Rogers Diffusion of Innovation Theory whereby we diffused change and innovation through the creation of awareness of the need for the change, monitored the process of adaptation, reviewed and tested the adaptation processes, and modified and consistently used the modified versions to ensure success. As a consequence, we have seen a renewed commitment to the recruitment and retention of our students. Our academic units are significantly more involved in this process. We continue to work on strategies for increasing our yield and retaining the students we have recruited. In addition, we have worked hard to recruit alternative streams of students such as international students and working professionals. In addition, we have made a conscious effort to incorporate diversity, equity

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and inclusion initiatives as part of our professional development with staff as well as our work with students. We look forward to continuing this work in the upcoming years. The College continues to review its curricula across the board and determine what changes need to be made in order to provide the best education for our students. We also continue to make positive strides in our community engagement and outreach efforts. Finally, we are very proud of all of the accomplishments of our students, faculty and staff. The productivity of our faculty and staff continues to be robust, as evidenced above, even during this pandemic.

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## **Counselor Education and College Student Personnel**

### **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.

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

**College Student Personnel:**

The College Student Personnel programs prepare and graduate effective leaders and reflective practitioners doing socially and ethically responsible work in the field of student affairs.

**Counselor Education:**

Counselors teaching counselors: knowledge, development, inspiration and transformation

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

**College Student Personnel:**

- Master of Science (M.S.) - College Student Personnel: Student Affairs Track (Macomb)
- Master of Science (M.S.) - College Student Personnel: Higher Education Leadership Track(Quad Cities)

**Counselor Education:**

- Master of Science in Education (M.S.Ed.) - Clinical Mental Health Counseling
- Master of Science in Education (M.S.Ed.) - School Counseling

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

The Department of Counselor Education and College Student Personnel engages in numerous recruitment and retention activities throughout the year. This past year, we have dramatically increased our social media presence in an effort to recruit more students as well as maintain contact with prospective students who inquire about the programs. We are utilizing the skills of our Graduate Assistants and Student workers to assist us in staying up to date with social media. Additionally, we have been presenting in undergraduate classes and meetings about both graduate programs. Counselor Education and College Student Personnel programs each held their major recruitment events (CSP Days and CNED screening interviews/ experiences) in February.

Once students have begun either of the programs, the Department and student organizations hold numerous events to keep students engaged and connected to their studies. College Student Personnel hosts monthly alumni hour events that connect current students to professionals in the field. The student organization, WISPA, coordinates social events for current students on a regular bases. In Counselor Education, the student organizations, Chi Sigma Iota (honorary) and Counseling Association and the faculty offer educational sessions, alumni panels and social events as a means of increasing student engagement/ retention.

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

**College Student Personnel:**

Students who graduate from the College Student Personnel program (Student Affairs and Higher Education Leadership tracks) at Western Illinois University will be able to:

- Identify approaches to address contemporary issues facing higher education;
- Articulate histories, values, and philosophies of higher education;

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- Study leadership (as a role and process) to create learning environments (virtual or in-person) that support the inclusion of all students and members of campus communities while attending to issues of privilege, power, and oppression.
- Define and assess organizational and human resources including, but not limited to: policies, practices, procedures, and structures;
- Gather, apply, and deploy methods of research and assessment to improve, shape, and benefit student learning and higher education; and
- Describe the concepts and principles of student development and learning theories that advance intrapersonal, interpersonal, and cognitive complexity;

**Counselor Education:**

The Department of Counselor Education's programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and was the first counselor education program accredited in Illinois in 1987. The eight CACREP common-core areas as defined by their *Standards for Preparation* are:

- PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE - studies that provide an understanding of all aspects of professional functioning.
- SOCIAL AND CULTURAL DIVERSITY - studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society.
- HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.
- CAREER DEVELOPMENT - studies that provide an understanding of career development and related life factors.
- HELPING RELATIONSHIPS - studies that provide an understanding of the counseling process in a multicultural society.
- GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.
- ASSESSMENT - studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society.
- RESEARCH AND PROGRAM EVALUATION - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

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

Within the Department of Counselor Education and College Student Personnel, both programs have a long history of national recognition as exemplary programs. After almost 20 years of separation, the programs were rejoined together in July, 2019. Since its reformation, the department has consistently shown strengths of strong teaching, scholarship and research endeavors by faculty; high job placements for graduates of both programs; and partnerships

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within both the Quad Cities and Macomb communities, as well as on-campus collaborations.

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

The greatest challenges of the Department of Counselor Education and College Student Personnel primarily stem from recovering from the effects of the pandemic (decline in student and faculty connections, shifting to and from online and face to face learning; increase in student absences, etc.) a lack of the necessary funding to support basic programmatic requirements and the ongoing need for additional faculty.

The College Student Personnel program lost a faculty line in the 2019 cuts. That has left us with two faculty who are running two programs (Student Affairs and Higher Education Leadership) on two campuses. This is a virtually impossible task that has the Department overly reliant on adjuncts who are not trained as educators. Each semester, we are required to hire adjuncts to cover courses that are equal to more than the teaching load of the full-time faculty member that was cut. Students regularly complain about the inconsistency of adjuncts instead of full-time faculty. With Dr. Davis' work with the Educational Leadership doctoral program development, his time has been even more taken away from the CSP programs, leaving us with only one full-time faculty (in her first year) dedicated to CSP programs on two campuses. We are in desperate need for at least one additional faculty member in CSP.

The Counselor Education program is also in need of additional faculty if they are to increase enrollment. CACREP requires a student to faculty ratio of 12:1. At this point, our enrollment is at the maximum capacity for our accreditation. I recently received the resignation of a Counselor Education faculty member, which means we will need to conduct a search to replace in the fall of 2022 (during the hiring cycle for the profession). While CACREP will allow the department to be out of compliance with the student to faculty ratio after a late resignation and a pending search, we will still not be able to admit more students than we graduate annually until we can hire additional faculty.

While every department sustained significant budget cuts this past year, our programs were hit particularly hard. As noted in previous reports, the initial CSP budget (2019) was enough to cover phone and copy machine expenses, but there was not enough left over to pay for paper for the copy machine. That and all other office supply expenses were covered by the CNED budget. Faculty did not have phones in their Macomb offices and there was only one phone line for the CSP program in Macomb. While the change in copy machine and phone expenses has been helpful for Macomb based offices, the we never had phone expenses (except one line) on either campus (QC phones were not charged to departments). As such, we have never paid phone expenses. The budget cut equal to those costs have been problematic to our department, which needed the funds from Counselor Education to help offset the budget deficit in College Student Personnel. Again, I would like to request a re-evaluation of the Department's budget.

Communication and quick turnaround of program needs is always a struggle when working 80 miles apart. The pandemic caused this concern to become much bigger than it had been previously. In order to assist with this, I was spending one day a week in Macomb with CSP faculty. The pandemic made that not possible, in that faculty were also not on campus. With the lifting of some of the protocols, I have returned to more regular Macomb campus office hours. In the fall, I also taught a course for the first year Student Affairs students in Macomb. I am scheduled to teach the course again in the fall. While I realize that the decision to spend time weekly on the campus away from my primary office location is one that I have chosen (and not

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typical of Department Chairs), I feel it is important to have a consistent presence on both campuses, since we have programs and faculty on each. As such, this is something I plan to do and will continue to pay for personally, as the Department does not have enough funds to pay for regular travel to Macomb.

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

- We are shifting the Higher Education Leadership (HEL) from a hybrid program to entirely online. This would allow enrollment of students across the country. We are “piloting” this initiative in the fall, offering first semester HEL students’ courses with live stream, synchronous class meetings to replace the three, monthly face to face classes in the Quad Cities. We are hopeful this pilot will be effective in allowing us to recruit students from across the globe.
- We plan on the continuation and expansion of Social Justice Summit and other diversity initiatives to increase respect and appreciation for diverse students, faculty and ideas on both campuses.
- We hope to begin the implementation of offering assessments to transgender individuals seeking hormone therapies and/ or gender affirming surgeries this spring or summer.
- Following a hiatus during the pandemic, the Robert Young Center’s WIU Counselor Education clinic has re-opened. Both Practicum and Internship students are seeing clients twice a week again. We hope to work towards expanding the clinic’s capacity to work with community members.

**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.**

- Strategic Planning sessions as a full department.
- Develop additional recruitment and marketing strategies that highlight all programs within the Department.
- Re-instatement of Quad Cities School Counselor Academies, and expansion of Macomb School Counselor Academies. These events bring over 100 area school counselors to each campus two-three times per year for professional development. These events are vitally important for undergraduate recruitment.
- Continuation and expansion of College Student Personnel graduate assistantships on both campuses. The students in these positions (approximately 35 between both campuses) play an important role in undergraduate student retention, serving as mentors/ allies for students through residence halls, Greek life, Student Activities, the Multicultural Center, Academic Advising and other university programs.
- Develop an emerging partnership with Augustana College in Moline to increase WIU graduate assistantships on their campus. At one time, Augustana College hall directors (and student affairs personnel) were graduate assistants who were enrolled in the Counselor Education program. We would like to re-instate this program and offer enrollment in either College Student Personnel or Counselor Education. If we are successful in that endeavor, we would like to extend the opportunity to St. Ambrose University’s hall directors and student affairs personnel as well.



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

- Curricular changes will be measured by successful implementation in 2022-23.
- Recruitment efforts will be measured by admissions data.
- Student Services collaboration will be measured by creation of programs/ initiatives/ goals on both campuses.
- New and previously held events will be scheduled on both campuses.
- New partnerships with area colleges will be established or in process.
- New mission and vision statement will be created and implemented.

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

Despite the pandemic, the faculty in the Department of Counselor Education and College Student Personnel have continued to excel in their research, publications and presentations. During the 2021-22 academic year, all faculty will/have attended and/or presented at professional conferences.

Additionally, the following faculty had these accomplishments:

- Dr. Tracy Davis spent the fall semester on sabbatical working with Educational Leadership for the development of a doctoral program in Diversity, Equity and Inclusion in Higher Education. Additionally, he speaks nationally on these issues and trains emerging higher education leaders on these important topics. He also received a grant to develop racial equity and interfaith cooperation curriculum and was appointed to WIU's Anti-racism Task force.
- Dr. Rebecca McLean is on a year-long sabbatical focusing on her research on empathy.
- Dr. Leslie O'Ryan is working with an international organization and will be providing tele-health crisis/ mental health services to those in Ukraine. She will also be assisting with an educational conference in Scotland this spring.
- Dr. Carrie Alexander-Albritton co-presented at the Association of Counselor Education and Supervision conference in Atlanta.
- Dr. Matthew Beck was invited to serve on the American School Counseling Association's (ASCA) School Counselor Summit. This prestigious honor is extended to approximately twenty Counselor Educator's across the country who are selected by the ASCA executive committee. The invited School Counseling faculty gather in Washington DC to discuss issues and trends in the field of school counseling.
- Dr. Erin Lane serves on the Iowa School Counseling Association's executive board. She also led the Counseling programs's extensive CACREP accreditation process which resulted in the continuation of our status as a fully accredited program. As part of that process, Dr. Lane streamlined the way the Counseling program collects and utilizes student learning outcomes and data.
- Dr. Haley Wikoff serves on the American School Counseling Association's Ethics committee. Additionally, Dr. Wikoff was invited to be the keynote speaker at the Wyoming School



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Counseling Association's state conference, speaking on ways to support LGBTQ students in public schools. She is also leading the Counseling program's initiative to provide free assessments to transgender individuals seeking hormone therapy or gender affirming surgeries.

- Dr. Julie Brines started her first year as a faculty member in the fall semester, while her only full-time CSP faculty colleague was on sabbatical. During her first semester, Dr. Brines led the CSP Days planning committee and served a program coordinator for both the Student Affairs and Higher Educational Leadership tracks. She also attends Students Conduct hearings and serves as secretary of WIU's University Professionals of Illinois (UPI) local chapter.

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

- Kywn Townsend Riley - recently won the Chicago Reader's 2021 Best of Chicago Competition, in the "Best New Poetry Collection of 2021" category for her spoken word album, "and She Worthy."
- Kirwin Seger – NASPA NOW Award for Inclusion - NASPA's NOW Professional Recognition recognizes the exceptional contributions from new professionals and graduate students within NASPA.

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

Graduates of the Department of Counselor Education and College Student Personnel are highly sought after by employers across the country. Our job placement rate after graduation is typically 100% for students looking for positions in their field.

#### **College Student Personnel Alumni:**

- Amy Wilson published a new book, Inclusive Supervision.
- Sara Cunningham is the Vice President of Student Development in St. Louis.
- Stephanie Milner finished her law degree.
- Molly Holmes serves on the WIU Alumni advisory board.
- Phyllis McCluskey Titus is retiring from ISU.
- Hal DeLaRosby and Marlon Blake are teaching doctoral courses for WIU.

#### **Counselor Education Alumni:**

- Lisa Miller received the Illinois Association of Career and Technical Education Career Guidance Award.
- Eryka Berglund was named Lead Clinician for Mental Health Outpatient Service at the Robert Young Center.
- Nicole Cisne-Durbin serves as the president and CEO of Family Resources, Inc.
- Dr. Joseph Campbell is an assistant professor in the Department of Counseling and Human Services at Indiana University, South Bend.
- Dr. Jacob Glazier is an assistant professor of Psychology at University of West Georgia.
- Audrey Adamson was named Director of Center Preparation and Employer Engagement at WIU.

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## **School of Education**

### **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.

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

The mission of the School of Education is to bring knowledge, skills, and insights from our multiple disciplines to bear on questions educators face in their professional and personal lives. This distinctive orientation will prepare self-reflective lifelong learners, transformational leaders, and socially conscious practitioners in our ever-changing global society.

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

Undergraduate Degree Programs:

Bachelor of Science in Education, Elementary Education, with options in  
Elementary Education (Grade 1-6 Licensure)  
Early Childhood Education (Birth-Grade 2 Licensure)  
English as a Second Language Education (Grade 1-6 Licensure & ESL Endorsement)  
Multilingual Education (Grade 1-6 Licensure & ESL & Bilingual Endorsements)

Bachelor of Science in Education, Middle Level Education (Grades 5-8 Licensure), with options  
in  
Literacy  
Math  
Science  
Social Studies

Bachelor of Science in Education, Special Education (Grade K-Age 21 Licensure)  
Bachelor of Science in Education, SPED/ELED (Dual Licensure)  
Bachelor of Science in Education, Educational Studies (Non-Licensure)

Undergraduate Minors

Middle Level Literacy  
Educational Studies  
Teaching English to Speakers of Other Languages

Graduate Degree Programs

Master of Arts in teaching, with tracks in  
Early Childhood (Birth-Grade 2 Licensure)\*  
Elementary Education (Grade 1-6 Licensure)  
History (Grade 9-12 Licensure)\*  
Math (Grade 9-12 Licensure)  
SPED (Grade K-Age 21 Licensure)  
Science (Grade 9-12 Licensure)

Master of Science in Education, Curriculum & Instruction  
Master of Science in Education, Educational Leadership (Principal Licensure)  
Master of Science in Education, Educational Studies with tracks in  
Language and Culture  
Professional Education

Master of Science in Education, Reading with tracks in  
Reading Specialist (Reading Specialist Licensure)  
Reading Teacher (Reading Teacher Licensure)

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Master of Science in Education, Special Education with tracks in  
LBSI Certification  
Advanced Studies for Certified LBS1 Teachers  
Educational Specialist (Superintendent Licensure)  
Doctor of Education, with options in  
PK-12 School Leadership (Superintendent Licensure)  
Organizational Justice, Equity, and Inclusion

Post Baccalaureate Certificate Program

Teaching English to Speakers of Other Languages

Minors

Middle Level Literacy  
Educational Studies  
Teaching English to Speakers of Other Languages

\*Awaiting final state approval

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

**School of Education**

**Undergraduate Program Recruiting Strategies**

1. Attend all Discover Western recruitment events on Macomb and Quad Cities campuses or virtually.
2. Send out post cards to those who attended Discover Western events.
3. Send out e-mail messages to prospective students on data bases provided by the Admissions Office (Accepted Students databases).
4. Work with SOE Scholarship Committee to be strategic in awarding scholarships to prospective students so that as many receive scholarships as possible and top students receive the large amounts.
5. Personal tours of campus and Horrabin Hall will be provided to those students and parents who could not attend Discover Western or who wish a live meeting.
6. An SOE representative and Teacher Education personnel will attend a session with community college counselors.
7. Phone conversations will be held with interested parents who could not come to campus or wish to get information over the phone.
8. Students from local schools will be invited to campus when it is again safe to do so.
9. SOE personnel will be available to give talks in local schools about becoming a teacher and our teacher education programs when it is safe to do so.
10. Faculty will attend the WIU Teacher Fair (either live or virtually) to discuss our programs with administrators present.
11. Investigate a living learning arrangement in one of the WIU dormitories for education majors.

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12. Investigate the possibility of creating a virtual information session(s) to drive prospective students in area high schools to interact with current teacher education students and faculty.
13. Create a new flyer highlighting our SOE undergraduate programs to distribute on social media and to area high school counselors.
14. Plan to make a professionally produced promotional video by interviewing recent graduates of WIU's teacher preparation program on the journey to teaching success. This could be shared on our SOE website as well as SOE's Facebook site.
15. Using the Freedom of Information Act to request contact information for schools in Illinois and contiguous states to share our program information with potential students.
16. Establishing Grow Your Own Teacher Programs/2+2 Programs with regional school districts/community colleges

**Undergraduate Program Retention Strategies**

1. Students who drop below a 2.5 GPA as pre-education majors and then 2.75 GPA once they have been accepted to TEP may appeal to take additional courses in their program. The UG committee works to develop a plan with each student they approve so they can continue. These plans are revisited twice per year.
2. The UG advisor and UG coordinator will work with those who are struggling academically before students reach probation status.
3. The director will also identify those with failing grades and incompletes for follow-up strategies.
4. Maintain organizations like Kappa Delta Pi, the Rocket Club, Student Education Association, and the Council for Exceptional Children, which should start back up again once COVID-19 has subsided. CEC traditionally has a children's book initiative to raise money and also donates books around the country. We encourage our students to get involved in extracurricular activities.
5. Undergraduate students in conjunction with *University Housing and Dining* and the SOE director have set up a living arrangement for education majors in one of the dorms that will start in fall 2022.
6. Faculty strive to make personal connections. The UG committee will suggest to faculty to offer class points for civic and service activities in specific classes.
7. Students will again present with faculty at conferences once COVID subsides. Several areas have done this in the past.

**Graduate Program Recruiting Strategies**

1. Attend graduate school recruitment events when notified of interested parties in each specific program. This might extend to include open house events (virtual or face-to-face), alumni meetings or events sponsored by the graduate school. Follow up with attendees as necessary.
2. Distribute School of Education graduate program(s) flyers or website links to superintendents of school districts, Regional Offices of Education, or in-service teachers.
3. Hold phone conversations or Zoom meetings with interested program candidates.
4. Explore and consider hosting local area school informational meetings that pertain to any of the graduate programs.
5. As necessary, revise the graduate program flyer or website content so it can be distributed through various social media or other electronic means.
6. Arrange to produce area specific promotional videos through the Communication Department at Western Illinois University. Professionally edited videos can then be embedded into the School of Education or graduate program websites.
7. Explore the work of designing Facebook pages or Twitter handles in addition to graduate program websites. These platforms will be monitored and updated as needed.
8. For select programs, create program newsletters that will be posted either on the School of

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Education or program specific websites that emphasize news, current events or points of interest/pride.

9. Investigate the possibility of school district or Regional Office of Education partnerships for arranging individual or cohort enrollment into graduate programs.
10. Regularly visit GradSchoolMatch for potential candidates. Attempt to make contact through the internal messaging system. Update director profiles as necessary.
11. Once a year, establish a goal in terms of percentage growth for the upcoming school year. Figures could then be reported on a yearly basis as part of one of the programmatic updates submitted to relevant parties.
12. Process Graduate School transmittals and/or welcome letters in a timely manner as to not “lose” potential candidates to programs outside the institution.
13. Using the Freedom of Information Act to request contact information for schools in Illinois and contiguous states to share our program information with potential students.

#### Graduate Program Retention Strategies

1. At the time of the once-a-semester University Graduate School meeting, graduate program faculty in the School of Education (SOE) will meet afterwards to share and solicit information about retention and recruitment or other matters of importance.
2. Graduate program coordinators will make program updates available at the beginning of each semester after the 10-day enrollment period ends or upon request of the SOE Director. To facilitate transparency, each coordinator will submit the report to the Director of the School of Education/Dean as well as all of the graduate coordinators. The report will contain the breakdown of University defined “active” candidates enrolled in programs, areas of specialization, as well as those projected to graduate.
3. Program coordinators or graduate program advisors will meet with each candidate, after acceptance into the program but prior to enrolling into a course, in order to outline a course of study as well as to establish rapport. As necessary, if students are defined by the University as a “no show” in terms of enrollment into a course, then the program coordinator or advisor will attempt to follow up with the candidate to get them advised and enrolled. Students who have taken courses, but fail to enroll in subsequent semesters will be contacted by the graduate coordinator or advisor for each of the respective programs. Proper records/spreadsheets with this information will be maintained.
4. The Program Advisory Committees will meet once per semester to discuss ideas for both retention and recruitment or other areas of concern.
5. Faculty will contact students who are not making satisfactory progress towards degree completion to: (1) offer consultation; (2) suggest a referral to the writing center and/or; (3) discuss options for taking an incomplete.

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

##### **BSED Educational Studies (non-licensure)**

1. identify, compare, and contrast salient features; analyze policy differences between teaching and learning in formal school and informal non-school contexts

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2. recognize demographic changes occurring in the United States and how these change the ways we think about informal education opportunities
3. explore and analyze access and equity issues in informal education, on a practical and policy level, as these relate to marginalized groups
4. identify potential career paths involving teaching and learning outside schools
5. describe and utilize the social, emotional, cognitive, and physical characteristics that can impact learning during childhood, adolescence, and adulthood; describe and critically evaluate the status of the major extant psychological theories of cognition and motivation and their relevance (or lack thereof) for educational practice; describe, as currently understood in the field, the cognitive processes (e.g., attention, storage, retrieval) that underlie human learning and apply these to problems of learning and instruction, including both those that involve general problem solving and domain-specific tasks and skills

**BSED Elementary Education/ELED (Grades 1-6) option**

1. know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation
2. demonstrate a high level of competence in use of English language arts; know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas
3. know, understand, and use fundamental concepts of physical, life, and earth/space sciences; design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science
4. know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability; consistently engage problem solving, reasoning and proof, communication, connections, and representation
5. know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world
6. know, understand, and use—as appropriate to his or her own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students



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7. know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health
8. know, understand, and use—as appropriate to his or her own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students
9. plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community
10. understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students
11. understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving
12. use his or her knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments
13. use his or her knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom
14. know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student
15. be aware of and reflect on his or her practice in light of research on teaching, professional ethics, and resources available for professional learning; continually evaluate the effects of his or her professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally
16. know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, and physical growth and well-being of children

**BSED Elementary Education/ELED (Grades 1-6) option**

1. know and understand young children's characteristics and needs, birth – age 8
2. know and understand the multiple influences on early development and learning
3. use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children
4. know about and understand diverse family and community characteristics
5. support and engage families and communities through respectful, reciprocal relationships



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6. involve families and communities in young children's development and learning
7. understand the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for young children
8. know about and use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection
9. understand and practice responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities
10. know about assessment partnerships with families and with professional colleagues to build effective learning environments
11. understand positive relationships and supportive interactions as the foundation of his or her work with young children
12. know and understand effective strategies and tools for early education, including appropriate uses of technology
13. use a broad repertoire of developmentally appropriate teaching/learning approaches
14. reflect on his or her own practice to promote positive outcomes for each child
15. understand content knowledge and resources in academic disciplines: language and literacy; the arts—music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies
16. know and use the central concepts, inquiry tools, and structures of content areas or academic disciplines
17. use his or her own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child
18. identify and involve oneself with the early childhood field
19. know about and uphold ethical standards and other early childhood professional guidelines
20. engage in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource
21. integrate knowledgeable, reflective, and critical perspectives on early education
22. engage in informed advocacy for young children and the early childhood profession

**BSED Elementary Education/ESL Option**

1. demonstrate a comprehensive command of the language of instruction, subject matter, methods of inquiry, and structure of the discipline(s) and create learning experiences that make the content meaningful to all students while building on the students' linguistic and cultural diversity

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2. understand how individuals grow, develop, and learn and provide effective learning opportunities that support the intellectual, social, linguistic, and personal development of all students
3. understand how students differ in their approaches to learning based on their cultural backgrounds and individual experiences and create instructional opportunities that are adapted to diverse learners
4. understand instructional planning and design instruction based upon knowledge of the discipline, educational materials, technology, diversity of the community, and curriculum goals
5. understand the use of individual and group motivation and behavior to establish a caring, inclusive, safe, and linguistically and culturally rich community of learning
6. understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills in the learning of both content and languages
7. use knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom
8. understand various formal and informal assessment strategies and use them to support the continuous development of all students
9. understand the role of the community in education and develop and maintain collaborative relationships with colleagues, parents/guardians, and the community to support students' learning and well-being
10. be a reflective practitioner who continually evaluates how his/her choices and actions affect culturally and linguistically diverse students and their parents and therefore seek opportunities to grow professionally from interactions with students, their parents, and other professionals
11. understand education as a profession, maintain standards of professional conduct, and provide leadership to improve the learning and well-being of students for whom English is a new language

**BSED Elementary Education/Multilingual Option**

1. demonstrate a comprehensive command of the language of instruction, subject matter, methods of inquiry, and structure of the discipline(s) and create learning experiences that make the content meaningful to all students while building on the students' linguistic and cultural diversity
2. understand how individuals grow, develop, and learn and provide effective learning opportunities that support the intellectual, social, linguistic, and personal development of all students
3. understand how students differ in their approaches to learning based on their cultural backgrounds and individual experiences and create instructional opportunities that are adapted to diverse learners
4. understand instructional planning and design instruction based upon knowledge of the discipline, educational materials, technology, diversity of the community, and curriculum goals
5. understand the use of individual and group motivation and behavior to establish a caring, inclusive, safe, and linguistically and culturally rich community of learning
6. understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills in the learning of both content and languages
7. use knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom
8. understand various formal and informal assessment strategies and use them to support the continuous development of all students
9. understand the role of the community in education and develop and maintain collaborative relationships with colleagues, parents/guardians, and the community to support students' learning and well-being
10. be a reflective practitioner who continually evaluates how his/her choices and actions affect culturally and linguistically diverse students and their parents and therefore seek opportunities to grow professionally from interactions with students, their parents, and other professionals
11. understand education as a profession, maintain standards of professional conduct, and provide leadership to improve the learning and well-being of students for whom English is a new language

**BSED Middle Level Education (Grades 5-8)**

1. understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in his or her practice; demonstrate his or her ability

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- to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents
2. understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter; use his or her knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes; demonstrate his or her ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge; design and teach curriculum that is responsive to all young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition)
  3. understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools; work successfully within middle level organizational components
  4. understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment; employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition)
  5. understand his or her complex role as a teacher of young adolescents; engage in practices and behaviors that develop his or her competence as a middle level professional; be an informed advocate for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members; demonstrate a positive disposition and engage in ethical professional behaviors

**BSED Special Education (K-Age 21)**

1. understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities
2. create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination
3. use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities
4. use multiple methods of assessment and data-sources in making educational decisions
5. select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities
6. use foundational knowledge of the field and his or her professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession
7. collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences

**Master of Arts in Teaching/Alternative Teacher Licensure**

1. develop developmentally appropriate content area curriculum
2. design and maintain "best practice" based classroom management procedures
3. implement appropriate classroom pedagogy based on current learning theory
4. design and implement appropriate student assessment instruments
5. utilize assessment and other student feedback to adjust curriculum, management, and pedagogy
6. meet professional educator licensure requirements

**Master of Science in Education, Curriculum and Instruction**

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1. understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, psychosocial, and physical areas; design and implement developmentally and challenging learning experiences
2. provide developmentally appropriate environments that incorporate cognitive, linguistic, psychosocial, and physical dimensions of learning where students take intellectual risks, practice democracy, work collaboratively and independently, as well as feel a sense of autonomy; arrange learning environments are in ways that are caring, inclusive, stimulating and safe
3. understand that learners bring into the classroom different abilities, talents, prior learning experiences, and different sets of values, so he or she knows how to access information about the values of diverse cultures and communities to assist learners as he or she develops attitudes of respect and appreciation for others
4. utilize content knowledge and curricular innovations to create sound, research-driven, and integrative learning experiences across the disciplines
5. understand and use a variety of instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways
6. design and implement learning opportunities within and across the disciplines that engage learners purposefully in applying content knowledge
7. effectively employ formative and summative assessments to systematically observe, monitor, and document student learning; understand the strengths and weaknesses of various assessment practices and recognize the need for students to monitor their own learning
8. initiate positive, interactive relationships with families and communities as they support children's learning and development
9. systematically analyze, evaluate, and reflect upon teaching and learning experiences to incorporate best practices as he or she strives to improve instruction in their classrooms
10. seek opportunities for collaboration to improve schools and advance knowledge and practice in their field

**Master of Science in Education, Educational Leadership (Principal Licensure)**

1. apply knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders (ELCC Standard 1.0)
  - A. collaboratively develop, articulate, implement, and steward a shared vision of learning for a school (1.1)
  - A. collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals (1.2)
  - B. promote continual and sustainable school improvement (1.3)
  - C. evaluate school progress and revise school plans supported by school stakeholders (1.4)
2. apply knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment (ELCC Standard 2.0)
  - A. sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students (2.1)
    - A. create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program (2.2)

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- B. develop and supervise the instructional and leadership capacity of school staff (2.3)
      - C. promote the most effective and appropriate technologies to support teaching and learning in a school environment (2.4)
    - 2. apply knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning (ELCC Standard 3.0)
  - A. monitor and evaluate school management and operational systems (3.1)
    - A. efficiently use human, fiscal, and technological resources to manage school operations (3.2)
    - B. promote school-based policies and procedures that protect the welfare and safety of students and staff within the school (3.3)
    - C. develop school capacity for distributed leadership (3.4)
    - D. ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning (3.5)
  - 2. apply knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners (ELCC Standard 4.0)
  - A. collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment (4.1)
    - A. mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community (4.2)
    - B. respond to community interests and needs by building and sustaining positive school relationships with families and caregivers (4.3)
    - C. respond to community interests and needs by building and sustaining productive school relationships with community partners (4.4)
  - 2. apply knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling (ELCC Standard 5.0)
  - A. act with integrity and fairness to ensure a school system of accountability for every student's academic and social success (5.1)
    - A. model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school (5.2)
    - B. safeguard the values of democracy, equity, and diversity within the school (5.3)
    - C. evaluate the potential moral and legal consequences of decision making in the school (5.4)
    - D. promote social justice within the school to ensure that individual student needs inform all aspects of schooling (5.5)
  - 2. apply knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies (ELCC Standard 6.0)
  - A. advocate for school students, families, and caregivers (6.1)



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- A. act to influence local, district, state, and national decisions affecting student learning in a school environment (6.2)
- B. anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies (6.3)
2. apply knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor (ELCC Standard 7.0)
- A. synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences (7.1)
  - A. complete a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment (7.2)
  - B. determine an on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution (7.3)

**Educational Specialist, Educational Leadership (Superintendent Licensure)**

1. apply knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders
2. apply knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district
3. apply knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning
4. apply knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district's educational environment; promoting an understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners
5. apply knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling
6. apply knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district,

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- state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies
7. apply knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor

**Educational Doctorate, Educational Leadership (Superintendent Licensure)**

1. apply knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders
2. apply knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment
3. apply knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning
4. apply knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners
5. apply knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling
6. apply knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies
7. apply knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor

**Educational Doctorate, Educational Leadership (Organizational Justice, Equity, & Inclusion)**

Student Learning Outcomes currently being developed as this is a new program

**Master of Science in Education, Educational Studies**

1. demonstrate competence in the core knowledge base of educational studies

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2. apply knowledge and skills developed in the program to specific, educationally relevant problems and/or issues
3. demonstrate in-depth mastery of at least one specific educationally relevant problem or issue
4. read, interpret, and evaluate scholarly literature
5. write and present information in a professional manner

**Master of Science in Education, Reading**

1. understand the theoretical and evidence-based foundations of reading and writing processes and instruction
2. use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing
3. use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction
4. create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society
5. create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practice, approaches and methods, curriculum material, and the use of assessment
6. recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibly

**Master of Science in Education, Special Education**

1. know, reflect on, act in accordance with, and be committed to professional standards governing his or her subject matter, expectations for learners as described in the appropriate content standards, and making such content meaningful and empowering for all learners
2. know, reflect on, act in accordance with, and be committed to research-based best practices that promote the growth, development, learning, and empowerment of all individuals representing the social fabric of our diverse society
3. know, reflect on, act in accordance with, and be committed to research-based principles governing the planning of instruction, the creation and maintenance of positive, safe learning communities, the implementation of appropriate technological tools, and the use of varied approaches to impact, assess, and empower learning
4. know, reflect on, act in accordance with, and be committed to the importance of professional dispositions, especially those that advance fairness and the belief that all individuals can be empowered to learn
5. know, reflect on, act in accordance with, and be committed to the principles that govern the application of his or her knowledge of subject matter, the empowerment of learners, and the acquisition of practical and professional skills during field and clinical experiences, and to the continual improvement of professional performance

23.

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

School of Education Strengths:

Energetic, focused, hard working faculty

A generally very experienced group of faculty

Branding

High Quality Programs, both licensure and non-licensure/undergraduate and graduate

Diversity of people and a diversity of ideas—among faculty, staff, and students



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Large growth in graduate program student numbers  
Recruitment/retention plan  
Data driven decision making  
Strong grant writing/awarding  
Energetic, focused, hard working GA's and Office Manager  
Numerous Centers providing real life, experiential learning opportunities  
Strong foundation funding/accounts  
Faculty/Staff creativity

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

Lack of Unit A faculty due to recent retirements  
A quickly growing number of graduate students, particularly in the MAT program  
A growing number of faculty closing in on retirement; at the same time, a growing number of professionally under-experienced faculty  
Undergraduate recruitment in an era when little/no high school graduates are considering teaching/educating as a career  
The sheer size of the School/Need a full time Assistant Director  
Lack of Unit A faculty  
Lack of Unit A faculty  
Lack of Unit A faculty :-)  
Start up Funding for proposed QC early childhood learning lab  
Involvement with the state consortium for Early Childhood Education

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

Hire new Unit A faculty, particularly in Literacy, Special Education, Social Studies Education, & Science Education  
Incredible growth of the MAT program student numbers  
Program focused on working parprofessionals  
Hire new Unit A faculty  
Hire new Unit A faculty :-).  
Early childhood learning lab in the QC area  
New Center for Rural Education  
Renovating/revitalizing the Reading Center  
Re-engage local and regional schools & Districts—get back to planning an open house  
Further engage with our region's community colleges to smooth transfer articulation  
Further engage with our region's community colleges to create 2+2 programs  
Further engage with our region's high schools and community colleges to support grow your own teacher education programs  
Recruitment/Retention work  
Learning and Living Community Dorm Floor for education majors

**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.**

Establish Early Childhood Lab School in QC area  
Renovate/revitalize Reading Center such that it becomes a community resource

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Host an open house with Macomb teachers, staff, administration  
Host an open house with regional teachers, staff, administration  
Re-start the Administrator Round Table Events  
Continue developing the new Center for Rural Education  
Develop new licensure areas of the MAT Alternative Licensure Degree Program  
See more grant opportunities to support all of the SOE initiatives  
Hire a Unit A literacy faculty  
Hire a Unit A special education faculty  
Hire a Unit A social studies faculty  
Hire a Unit A science education faculty  
Diversify our student population via targeted recruitment activities  
Examine and revise program curriculum to reflect current scholarship/disciplinary understandings  
Encourage faculty publication/scholarship/grant writing  
Increase student engagement by way of the new living/learning community dorm floor  
Re-engage student organizations that have struggled due to the pandemic  
Create ways to more strongly support our students via mentoring programs, particularly our students of color  
Provide better mechanisms by which local and regional educators can more easily access the resources housed in the School of Education  
Complete the renovation of HH 30 as a graduate seminar/professional collection space  
Develop and get approval for additional focus areas for the MAT program: 9-12 history; early childhood; k-12 music; middle level as the means to address the region and state's dire teacher shortage  
Revise program curriculum to respond to low enrolled courses by combining courses where it can be done  
Advocate for the elimination of the EdTPA requirement for teacher licensure  
Support students in passing the state tests for licensure via the purchase of study materials and tutoring sessions  
Meet the Early Childhood Consortium student number goals via the newly developed para professional and MAT programs  
Continue the development of an international teacher pipeline  
Hire more Unit A faculty :-)...

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

The use of the Reading Center school/community members  
Number of local/regional events we host for school faculty, staff, administrators  
Growth of activities connected to the Rural Center  
Receiving final approval for new MAT program areas  
Number of new faculty hires  
Additional grant monies garnered  
Measure growth of our students in terms of diversity  
The degree to which curriculum/program updates are made  
Measure the "foot traffic" among school/community members in our various centers  
Whether or not EdTPA is eliminated  
Number of international students entering the pipeline and their success  
Number of students passing/not passing state licensure tests  
Count our Early Childhood students

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

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Dr. Birnbaum hosted the annual Assistive Technology Conference in January  
Dr. LaPrad was key in developing this year's Anti-Racist Inquiry Series for Faculty: Looking Inward: WIU Educators Examining Race  
Dr. Stinnett hosted the annual Love of Literacy Conference here on campus in February  
Dr. LaPrad received the College Award for Multicultural Teaching  
Dr. Rockwood received the College Award for Excellence in Teaching  
Dr. Lee received \$198,588.00 in grant funding for year two of her Online Gateway Early Childhood Credentialing program  
Sheri Moon and the Infant/Preschool staff received word that their Silver Circle of Quality status was renewed for three Years  
Dr. Godwyll published a manuscript in Innovative Teaching and Learning  
Dr. Rockwood published a manuscript in Thresholds in Education  
Dr. Delany-Barmann, Paciotto, and Meeker guest-edited an edition of Thresholds in Education on teaching ESL/marginalized students during the pandemic  
Dr. Delany-Barmann published a co-authored book chapter on Study Abroad Programs  
Dr. Hasebe published a co-authored manuscript on peer Bullying in Critical Questions in Education  
Dr. Birnbaum published two books—one on assessment of special needs students and one on differentiated instruction for special needs students  
Dr. Sheng published a co-authored manuscript in The Learning Organization  
Dr. Delany-Barmann, Paciotto, & Meeker received a \$50,000 Spencer Foundation Grant  
Dr. Barr was named Director of our new Center for Rural Education (established early last fall)  
Dr. Meeker is close to having the Early Childhood Learning Lab up and running in the QC area  
Dr. Szyjka once again served as the Director of Science Olympiad for West Central Illinois and Board Member of the Illinois Science Teacher's Association  
Dr. Sheng served as a program evaluator for the Waukeegen School District  
Sheri Moon received several rounds of Child Restoration Grant monies  
Sheri Moon partnered with Social Work to mentor two interns in the Infant and Preschool Center, establishing a new mentor relationship with Social Work  
Numerous faculty presented at state, regional, national, and international conferences  
Faculty worked for approval to add new areas of licensure to the MAT program: ELED (1-6) and 9-12 English

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

Winter OPTA Award Winners:

Meghan Flanagan (ELED - M) from Peoria, IL  
Kelly Joiner (ML) from Bushnell, IL  
Allison Richter (SPED) from Troy, IL  
Jacob Viaene (ELED - QC) from Moline, IL

Spring OPTA Award Winners:

Brianna Bobb (ELED - QC)  
Anastacia (Staci) Crowe (ECH)  
Katlynn Davis (ELED - M)  
Charnelle Fara (ML - Soc St)  
Danielle Harris (SPED)  
Mallorie Hennenfent (SPED)  
Chloe Kaempfe (ELED - M)

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Miachel Kerschieter (ELED - QC)

Nicole Neuweg (ECH)

College Scholar?

**12. List alumni activities:**

Sarah Russel, MSED in Educational Studies, was chosen as Iowa Teacher of the year

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## **Health Sciences and Social Work**

### **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.

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

Department of Health Sciences and Social Work

Mission: Our mission is to promote fully engaged and service-oriented professionals and leaders striving to improve the health, safety, and well-being of their communities.

Vision: We are a diverse and dedicated department committed to providing relevant and meaningful educational, research, and service opportunities that impact the ever-changing needs of the communities we serve.

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

B.S in Health Services Management

B.S. in Public Health

B.S.W. – Bachelor of Social Work

M.S. in Health Sciences (Public Health or School Health Options)

PBC – Post Baccalaureate Certificate in Health Services Administration

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

Fall 2021/Spring 2022 Recruitment and Retention Activities for HSSW

Fall 2021:

\*Short videos were created. Two students were filmed by University Television describing what they liked about being a student in the HSSW department. These short videos are being edited and will be included in emails to potential students.

\*Discussions about targeting working professionals to return to school to major in Health Services Management or Public Health remain ongoing. Westinghouse in Moline was identified as a potential source of students. Working professionals with a 2 year nursing degrees were also identified as a target student. Discussions about creating an asynchronous online option for the working professional to complete their degree is ongoing.

\* An integrated degree for HSM/MBA was created and currently undergoing approval. Once completed, a marketing campaign to attract students will be implemented. This marketing campaign will target high school students who may be interested in earning two degrees in five years.

\* The public health degree was identified as a STEM degree allowing international students to stay in the U.S. for up to 3 years in order to find a career.

\* Meetings with Randy Glean were held to determine how best to market the undergraduate degrees to attract more international students. Barriers were identified. Discussions about managing the barriers are ongoing.

\* An email was sent out inviting Macomb High School students and their parents to attend a virtual open house for HSSW. HSSW worked with admissions to offer students \$1,000 for attending the event.

\* Another open house was offered in connection with the COEHS open house.

\* A plan to track students who have been admitted to the any major in HSSW, but not yet enrolled was created. Faculty and TSAs will work together to attempt at least 8 different types of communication, known as omni-communication to attract students. The types of communication will include: emails, handwritten notecards, and postcards. Students will be tracked to see which type of communication works best in attracting a response.

\* At Macomb Wellness High School Days, students and one faculty member created a seminar on self care. High school students were offered a chance to win a prize by entering a raffle. The raffle asked students for contact information and if they had any questions about college as well as their interest in attending future seminars. Students indicated that they had an interest in having seminars on self compassion and scheduling time to increase

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productivity.

\*\*\*One teacher observed that the high school students were best engaged by college students and noted that WIU should send college students to talk to freshman high school students about their major.

\*\*\* A few high school students attending the seminar approached social work students after the seminar. They shared how they had been discouraged from becoming social workers, because of their background. They inquired if they could become social workers, despite their past difficulties. Social work students overwhelmingly supported these students and encouraged them to attend college and become a social worker. Social Work students did amazingly well and reported that they felt like motivational speakers, which they were, and they did a phenomenal job.

\*\*\* Of the four social work students who presented the seminar, all four overwhelmingly indicated that the event was inspiring to them, and that they definitely wanted to offer another seminar to high school students on other topics. Additional social work students indicated an interest in also being part of future presentations.

TSA's offered a seminar on time management, which was well received. Students expressed an interest in learning more about this topic area.

\*At Rushville Industry High School Wellness Days, there was a snowstorm and the event was cancelled.

\*At Rushville Industry High School Career Day, HSSW had a table. Students completed a questionnaire and were entered into a raffle to earn a prize. Students were asked about their potential major, and the types of seminars they would be interested in attending. Students overwhelmingly expressed an interest in attending a seminar on how to be successful in college/increasing productivity as well as self compassion/self care.

\*Three open houses are being planned for the spring 2022. The open houses will have a seminar component on the topics that students indicated an interest in. High school counselors as well as interested students will be issued a link for to attend a virtual open house with a seminar component.

Additional videos are being created. These videos will feature students and identify a "Day in the life" of a student. Filming will take place in April. These videos will be used for marketing to potential HSSW students.

#### Retention Events:

Hot Cocoa Event. HSSW kicked off the winter season with a festive Hot Cocoa Event. Students from Ben Brewer's class and Lori Smith Okon's class, in addition to other students attended the event. Fifty Five participants attended.

Planned upcoming events:

- Movie night
- Ice Cream Social
- Speakers from the field of public health, health sciences management and social work are being planned.

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

BSW - Student Learning Outcomes

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

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



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The Department of Health Sciences and Social Work offers a diverse number of majors, which include undergraduate programs in Health Service Management, Public Health, and Social Work. The department also offers a minor in Occupational Safety and a Master of Science in Health Sciences – Public Health or School Health Option and a Post Baccalaureate Certificate in Health Services Administration. The programs offered in this department, although diverse, provide opportunities for students to better understand the role collaboration will play in their future careers. All of the programs offered in this department work well together both at the department level and to the students advantage when they graduate and pursue their individual career paths.

The department also has faculty who have real world experiences. They have practiced and in some instances are still practicing in their fields. Such wealth of experiences enhances the learning opportunities for students and expands their scope of knowledge. Students benefit from the small class sizes. They obtain more opportunities for one-on-one interactions with their instructors. Students are also involved in meetings where their voices are heard.

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

The department is experiences a dearth of personnel, especially in the area of health sciences. There is a need to hire additional instructors to support health services management and the public health programs at the undergraduate and graduate levels. Additional personnel can teach courses as well as assist with much needed recruitment and marketing efforts for the department. The department also has a challenge of hiring full time support staff. Currently, there is not support staff in the department.

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

The department's opportunities include the implementation of initiatives to improve retention of students, implementation of recruitment initiatives, high placement of students in outstanding internship and practicum sites, showcasing the work/accomplishments of students, among other opportunities. The department is educating the next group of professionals for the service industries. Showcasing the work of these students can be beneficial to the department.

The department also has opportunities to grow/develop in the area of fundraising. We need to identify potential funders for the areas we offer in the department. Such funding could be a source of scholarships for students.

**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 main goals for the department are:

1. Recruitment, enrollment management and retention of students in all of the programs.
2. Continue to improve awareness and to intentionally work on diversity, equity, inclusion and justice discussions and activities.
3. Encourage students to participate in student organizations and to engage in activites at the university.
4. Remain fiscally responsible with resources.
5. Improve the assessment tools utilized in the department, particularly for health sciences



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- programs.
6. Continue to review and revise the curriculum, as needed, for all of the programs.
  7. Encourage faculty to participate in research and scholarly activities, especially for probationary faculty.

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

Success will be measured by:

1. Seeing an increase in the number of students who select the majors offered in this department.  
Seeing an increase in new students enrolled in the department.
2. Having the department host events focused on diversity, equity, inclusion and justice.
3. An increase in the number of students who become involved in the student organizations and seeing more activities hosted by the student organizations.
4. Not going over budget.
5. Submitting meaningful reports and plans each year. Focusing on the main competencies for each program, assessing and reporting on the data for each area.
6. The curriculum committees meeting to carefully review the curriculum and making recommendations for revisions.
7. Having more faculty submit scholarly and research activities during the year.

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

1. Dr. Katherine Perone is serving as the Veteran Liaison for the department.
2. Dr. Marchand is currently re-writing and updating an air-safety and security manuscript and presentation that include recent data that shows the impacts of health safety concerns for the flying public and airline personnel.
3. Dr. Marchand is also working on a presentation that addresses health and environmental factors related to tuberculosis sanitariums in the West.
4. Dr. Marchand has been asked to serve on two federal health advisory committees in May and June 2022. He has served on these programmatic panels for the past 22 years.
5. Dr. Lorette Oden continues to serve on the IBHE Diversifying Faculty in Illinois (DFI) Board
6. Dr. Lorette Oden has been asked to serve as a co-chair for the newly formed Anti-Racism Task Force
7. Several faculty are also serving on university committees

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

1. Sixteen social work practicum students presented posters on an environmental issue and policy, and their impact on racism, inequality and poverty. The poster presentations were accomplished through a grant supported by the Council on Social Work Education and the New York Community Trust.
2. One student completed an in-course honors project in EOS 310 with Dr. Hal Marchand.
3. Another student is working with Dr. Marchand to complete an Honors thesis by the end of this semester.

**12. List alumni activities:**

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Former BSW students recently sat on a panel during Black History Month to discuss their experiences as students in the BSW program.

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## **Department of Kinesiology**

### **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.

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

**Mission:**

Our mission is to study human movement from broad perspectives to prepare professionals to lead advocacy for lifelong exercise, health, management and wellness in their communities. The department strives to meet its mission by offering sound learning opportunities to students for reaching their highest potential in their chosen area of study. The department employs a student-center approach by emphasizing educational experiences and by also supporting efforts to engage in original research and university and community service activities.

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

B.S. Exercise Science  
B.S. Nutrition and Dietetics  
B.S. Nutrition and Foodservice Management  
B.S. Physical Education Teacher Education  
M.S. Kinesiology  
M.S. Sport Management

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

**Undergraduate Programs:**

- Ongoing email contacts with every batch of accepted students interested in undergraduate programs.
- Discover Western event attendance and recruiting efforts.
- Zoom calls with prospective students.
- Personal tours of Brophy Hall for prospective students.
- Developing strategies to partner with community colleges for a 2+2 agreement.
- Membership on a university committee to recruit underrepresented students.
- Working with the COEHS Global Community and Social Justice Committee that focuses on strategies to improve retention for international students.
- Asking each current scuba student and each member of the scuba club to regularly post on their social media items about scuba diving at WIU.
- The scuba minor is designed with increasingly interesting activities, abilities, and responsibilities at each level of training (KIN 108, KIN 208, KIN 308, & KIN 408). The more scuba classes a student takes, the more they will be able to do in the real world after leaving WIU. A case in point, is all of the foreign trips set up for students to dive in a wide variety of conditions. Some of these trips are restricted to advanced and higher certified divers.
- Participate in Health Fairs in the community.
- Participate in Career Fairs at area high schools.
- Guest lecture in local Health classes.
- PE Program developed a recruitment video for You Tube.
- Frequent posts on the WIU Phys Ed Facebook page.
- Held Professional Development Event for PE teachers on Unified PE.

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**Graduate Programs:**

- Ongoing email contacts with every batch of accepted students interested in graduate programs.
- MOU Agreement finalized with UANL for graduate program (Signed on 2/21/22).
- Hosted 2 graduate students from UANL for a 10-week period where they shadowed athletic trainers in various athletic teams and therapists in the area (Advanced Rehab & Sports Medicine Services).
- Promotional presentations in undergrad Sport Management courses in nearby community and 4-year colleges and universities (e.g., Quincy University, Culver-Stockton College).
- Attend internal and external career fairs (e.g., WIU Graduate Program Expo, Chicago area).
- Attend academic conferences to promote the programs.
- Increase social media activities (e.g., Created LinkedIn page).
- Developed a weekly Sport Management Program newsletter.
- Host Open House/Informational sessions in May 2022.

**Undergraduate and Graduate Programs:**

- We started up the new bulletin boards to recognize and publicize successful students including the Acknowledgements board and Careers board.
- Created block diagram posters showing the various degree programs offered in Kinesiology that will be displayed in Brophy and perhaps handout for events like Discover Western.
- Planning for short videos about students and the department.

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

**B.S. Exercise Science:**

The learning outcomes from each course help us achieve the mission of the Exercise Science Program at WIU, which is to develop competent and contributing professionals by:

- Providing a science-based curriculum addressing the physical and psychological aspects of human movement
- Promoting a physically active lifestyle across the lifespan within a diverse society
- Providing practical experiences and service-learning opportunities in a variety of environments
- Preparing leaders in such professional fields as strength and conditioning, wellness, fitness, allied health, sport and movement analysis, and activity programming
- Preparing students for success in graduate study and professional programs.

**B.S. Nutrition and Dietetics:**

- Determine the science underlying the properties of various food components, and reactions that occur during food preparation/processing and storage.
- Apply knowledge of biochemistry and physiology to human nutrient metabolism.
- Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions in nutrition –related clinical and customer service.
- Assess and resolve managerial problems and use quantitative reasoning concepts, critical thinking related to food and nutrition in a global, cultural and diverse society.
- Develop interventions to affect change and enhance wellness in diverse individuals and groups.
- Demonstrate effective and professional oral and written communication and documentation.

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**B.S. Nutrition and Foodservice Management:**

- Determine the science underlying the properties of various food components, and reactions that occur during food preparation/processing and storage.
- Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions related customer service in nutrition and foodservice.
- Apply best practices and industry standards related to protocol and promotion in nutrition and/or foodservice commercial, public, and non-profit environments.
- Assess and resolve managerial problems related to nutrition and foodservice in a global, cultural and diverse society.
- Develop interventions to affect change and enhance wellness in diverse individuals and groups.
- Demonstrate effective and professional oral and written communication and documentation.

**B.S. Physical Education Teacher Education:**

- Describe and apply specialized content knowledge for teaching preK-12 physical education.
- Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.
- Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.
- Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.
- Describe the historical, philosophical and social perspectives of physical education issues and legislation.
- Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).
- Achieve and maintain a health-enhancing level of fitness throughout the program.
- Plan and implement appropriate (e.g., measureable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.
- Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students
- Plan for and manage resources to provide active, fair and equitable learning experiences.
- Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
- Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).
- Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.
- Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
- Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
- Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
- Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.

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- Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.
- Select or create authentic, formal assessments that measure student attainment of short- and long-term objectives.
- Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.
- Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.
- Engage in behavior that reflects professional ethics, practice and cultural competence.
- Engage in continued professional growth and collaboration in schools and/or professional organizations.
- Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.

**M.S. Kinesiology:**

- Interpret and apply the knowledge and/or skills of Kinesiology learned within coursework specific to the area of study in the classroom (Application of Content Knowledge and/or Skills).
- Review, report, analyze, and apply research methodologies and statistical analysis procedures most often used within the field of Kinesiology.
- Demonstrate a graduate level of foundational “scientific knowledge” within the discipline of Kinesiology.
- Demonstrate an awareness of and value for diversity in the field of Kinesiology, while also becoming advocates for inclusivity of programs for all persons working and participating in programs within the physical activity, sport, wellness, exercise, and rehabilitation professions.

**M.S. Sport Management:**

- Explore, analyze, and appreciate complex problems in the field of sport management and develop innovative solutions.
- Interpret and apply the knowledge and/or skills of sport management learned in the classroom (Application of Content Knowledge and/or Skills).
- Prepare and present a purposeful presentation and/or document designed to increase knowledge, to foster understanding, or to promote change in the listeners’/readers’ attitudes, values, beliefs or behaviors (Oral and Written Communication).

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

- WIU offers an Exercise Science program that gives students a broad enough exposure to pertinent topics so that they can thrive in a variety of Exercise Science professions.
- WIU offers a number of topics and experiences on special courses that other regional schools do not offer, such as:
  - A high degree of hands-on lab experiences in a number of classes (as many as 7 courses have experiential lab components).
  - Experience working with older adult exercisers (KIN 300).
  - Experience testing and training clients in a real-world setting (KIN 463).



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- o Experience with detailed program design:
  - KIN 343- Cardiorespiratory program design.
  - KIN 347- Strength and conditioning program design.
  - KIN 463- Personal training program design (16 sessions) for a WIU staff member.
- o A 400-hour internship that is the capstone of the program and set entirely in an area of student career interest.
- WIU has a long history of developing strong professionals, that are well-known throughout the Midwest as being very high performing and industrious workers.
- WIU has professors that actively involved students in research projects.
- Diverse expertise and background of faculty in the department.
- Exploring collaborations with community organizations (e.g., Carthage Hospital, WIRC) in addition to partnerships.
- Dedicated faculty are invested in students' academic success.
- Classes emphasize practical skills and allow students to become familiar with the use of specific laboratory equipment.
- Several classes use additional online resources to support teaching (e.g., nearpod and kahoot!).
- Sport Management has a rich history in the Department of Kinesiology and as being one of the oldest programs in the country.
- Dedicated, stand-alone degree in Sport Management and is transcribed on the diploma.
- Maintained strong enrollment numbers despite ongoing Covid-19 global pandemic and nationwide decline of college enrollment, with an average of 50 graduate students enrolled each fall throughout the past seven years.
- Only two of our peer institutions offer a M.S. degree in Sport Management. The two that offer a degree are both online degrees.
- Strong relationship with the Department of Athletics and Campus Recreation through the offering of the many graduate assistantships to support their departments.
- The majority of Sport Management students are on graduate or teaching assistantships.
- The organized student association (Sport Management Association) brings a cohesive effort for the students' professional development through inviting guest lecturers from academia and practical fields, attending conferences, and taking annual trips to various venues for behind the scenes look at the sporting industry.
- The program has a global network of alumni in all areas of the sport industry who are loyal and committed to the Sport Management program, providing their insights and expertise in the form of guest lectures, panel discussions, and mentoring of the emerging professionals.
- The curriculum is guided by the robust COSMA principles, encompassing both strong foundational knowledge and practical, hands-on experiences and applications that will equip students with the necessary skills to become the next generation of empathic leaders in the increasingly global industry.
- Well-known program that enjoys a strong reputation in the sport industry for preparing quality graduate students for a wide variety of career choices within the global sport industry.
- More than 800 graduates of the M.S. degree in Sport Management have found leadership roles, such as athletic director, public relations coordinator, social media coordinator, general manager of a professional sport franchise, or as associate athletic directors.



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- The program requires an internship experience regardless of the selected academic route (thesis versus non-thesis), providing a valuable work experience, the ability to put into practice the knowledge acquired in the classroom, and the opportunity to make meaningful and professional connections that could lead to full-time employment.
- A full-time student will typically complete the requirements for the degree in two years or less.
- The Sport Management faculty is committed to cater towards the unique demands of each student, providing both in-person, fully remotely taught courses, and a livestream option.
- All courses in the graduate Sport Management program are taught by dedicated, full-time faculty members who hold degrees from nation's top public universities and who are actively engaged in scholarship activities, such as conducting qualitative field research in the field, writing book chapters and reviews, and giving scholarly presentations at national conferences (e.g., NASSM, NASSS, COSMA).
- The Sport Management Program offers accelerated degree programs, such as the Integrated 4+1-degree plans with the Departments of Broadcasting & Journalism and the Recreation, Park, and Tourism Administration at Western Illinois University, and soon to be with Augustana College.
- The Sport Management program is part of the dual degree with UANL (Mexico).
- The Sport Management program has been approved to offer the degree on the second campus.
- The Sport Management program has established a strong partnership with TBK Bank Sports Complex in the Quad Cities region to offer more external graduate assistantships to students. For Spring 2022, they hired three graduate assistants with a promise to expand the number in the near future.
- No other Scuba Program in the whole country takes the time in each course to ensure that every WIU scuba student is confident, competent, and safe to dive in the appropriate open water situation.
- No other Scuba Program has as many options offered for students to choose from when deciding what kind of scuba diver, they want to be.
- Nutrition and Dietetics boasts a high placement rate (above national average) for supervised internships.
- Beautifully renovated Conference Room through financial gifts from Emeriti Faculty Dr. Miriam Satern and Dr. Cheryl Cohen.
- The Department of Kinesiology continues to be able to support 10 Teaching and Graduate
- The Scuba Program has arranged travel to Nassau, Bahamas to put into practice what students learn in Brophy pool. The Director of the Scuba Program provides these types of opportunities annually.
- Department of Kinesiology completed a diversity training conducted by administrators for the Multicultural Center.
- Extremely high placement average for post-graduation internship programs, much higher than national average.
- Only Illinois University to offer dietetics internship course to help with internship placement.
- Only Nutrition and Foodservice Program in Illinois.
- Food Pantry that serves over 150 student per week.

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

- Lack of capital equipment line item in the budget limits the ability to purchase state of the art equipment, replace old and broken items needed in labs and for the Scuba Program.
- The lab equipment in the William Lakie Human Performance Lab is outdated and in dire need of replacement.
- The Bod Pod and Hydrostatic Weighing system is no longer fully functional and needs replacement.
- The Brophy Hall 135 Fitness Room needs updating with replacement equipment for devices that have broken down over the years (numerous recumbent bikes, treadmills, rowers, and strength equipment) are in need of replacement.
- The Brophy Hall Weight Room needs updating with replacement equipment for devices that have broken down over the years (numerous training bars, training plates, medicine balls, etc.) are in need of replacement.
- Faculty numbers and expertise is limited in specific content areas and requires some faculty to go into overload year after year.
- Declining enrollment numbers due to lack of recruitment options amid the ongoing global Covid-19 pandemic.
- Increasing competition from other similar graduate degree programs offered in the state of Illinois and nationwide.
- Only two full-time faculty teaching Nutrition and Dietetics and Nutrition and Foodservice Management courses.
- Need of Masters program in Health/Wellness/Nutrition.

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

- The MOA with Universidad Autonomo Nuevo Leon (UANL) in Monterey Mexico could lead to a very positive impact on the number of incoming students.
- The International Universities Strength and Conditioning Association (IUSCA) program accreditation could lead to an increase in the number of students who seek WIU due to our potential to offer specialization in the Strength and Conditioning area of concentration within Exercise Science.
- Use the Sport Management Program's 50<sup>th</sup> anniversary celebration events to connect with alumni for recruitment and for potential professional development opportunities for students as well as GA positions.
- Finish development and implementation of the undergraduate Inclusive Sport Management degree to increase enrollment numbers and as a recruitment tool.
- Increase partnerships with the sporting community, regional sport organizations, and other educational institutions in the Quad Cities region for securing sufficient graduate assistantships to increase the recruitment of our first QC campus Sport Management cohort.
- Complete the 4+1 Integrated bachelor's to master's programs with Augustana College and WIU's School of Management.
- Reach out to other institutions with undergraduate programs in Sport Management to launch accelerated degree plans, e.g., St. Ambrose, Black Hawk College.
- Revisit the reorganization of departments with Health Sciences.
- Seek out new Programming/Curricular Innovation – certification programs.
- Add 2+2 programs with Nutrition and Dietetics and the Exercise Science Programs.

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- Finalize the agreement with the Testing and Training International to increase recruitment for Dietetics students.
- Explore the Quad Cities for expansion for the Kinesiology Program.
- Increase Online course offering options.
- Increased international students in Nutrition and Dieteticw taking online courses.

**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 hope to gain IUSCA accreditation, after our final site visit in April, so we can begin to advertise and recruit for the program in Fall 2022.
- Our curriculum for the IUSCA accreditation is a novel way to combine our Exercise Science curriculum with the Coaching Minor so that we can better prepare future strength coaches.
- The Honors Fraternity, Phi Epsilon Sigma, and the Exercise Science Student Association have both been meeting again and reviving their respective regular pre-COVID activities.
- Set off a marketing plan and recruitment efforts for the QC campus and Sport Management.
- Sport Management faculty will collaborate on providing high quality of education to students on both campuses as well as different options of learning modalities.
- Finalizing the development of a new undergraduate Inclusive Sport Management degree and taking through all levels of degree and curriculum approval processes. With plans to offer Fall 2023.
- Initiating new diversity-oriented research projects and seeking both internal and external grants.
- Engaging in student-led research and collaborating for conference presentations and journal publications.
- Organizing a student research symposium.
- Assign a new Graduate Coordinators for both graduate programs.
- The Sport Management faculty will realign in order to have a presence on both campuses.
- As the 2+2 program conversations take place with community colleges, include the Scuba Program and opportunities to take these courses (KIN 108/208) at WIU so when transfer, students are farther along to complete the minor.
- Evaluate the transition to all online for the last two years for the Nutrition and Dietetics program.
- Begin the recruitment of students from the Caribbean region.
- Explore the STEM designation for the Nutrition and Dietetics Program.
- Pursue additional externally funded graduate assistantships for the Kinesiology Graduate Program.
- Formalize and increase our community involvement so the Department of Kinesiology becomes a hub for our campus and community neighbors. Possibly connecting this initiative to the establishment of the Institute, housed in the Department of Kinesiology.
- Bring HyVee Kids Fit back to campus and hosted by the Department of Kinesiology.
- The PETE Program is proposing a complete overhaul of the curriculum and will be ready for offer fall 2022.
- Completing the search for a C.T. Vivian Diversity Teaching Scholar for the PETE Program.
- Development of additional online dietetics courses.
- Return of Food and Culture events hosted by the Food and Culture Club.
- Additional Grant funding for the WIU Food Pantry.
- Additional faculty member in Nutrition and Dietetics.

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- Ability of the Student Association for Nutrition Education to participate in nutrition programs such as health fairs, working with Big Brothers/Big Sisters, special needs cooking classes with the Macomb Park District.

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

- Monitor student retention and enrollment for all programs.
- Measured by how many community colleges establish articulation agreements with our programs. The department does not have any agreements at this time. Only the former Athletic Training Program had a 2+2 agreement.
- Determine if students from community colleges actually register for KIN 108 prior to transferring to WIU to continue with their scuba education.
- Number of external GA positions & number of new graduate students.

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

- Research: Articles:
  - Park, J., & Williams, A.** (2022). Perceived barriers to careers in sport and stereotypes toward women in sport: Exploring Division I female college athletes' experiences in athletic and educational settings. *Journal of Issues in Intercollegiate Athletics*, 15, 1-23.
  - Plos, J.M., Crowley, K., Polubinsky, R.L., & Cerullo, C.** (2021). Implementing suicide prevention training into an athletic training curriculum: An introductory model. *Athletic Training Education Journal*, 16 (2), 87-100.
  - Dr. Sonkeng published an article in the *Journal of Sport Management*.
  - Maharjan, P., **Hyllegard, R., Narvaez, M. & Radlo, S.** (20xx). Transfer of motor skills: A comparative study of college-level musicians and athletes. *International Journal of Motor Control and Learning*, in review.
  - Bories, T. L., Hyllegard, R., Maharjan, P. & Brown, J.** (2021). The effect of self-awareness on the ability to recognize personal motion. *Journal of Human Sport and Exercise*, in press.
  - Kovacs, C. & Dohm, C.** (2021). Effects of a Demand-Valve SCUBA Regulator on Cardiorespiratory Response During Submaximal Exercise Under Normobaric Conditions: A Pilot Investigation, *International Journal of Aquatic Research and Education*, 13, (3), Article 3.
  - Clerkin, K.D., Pohl, C.J., Shupe, E. R., & Kim, M.J. (2021). Influencing nutritional habits of college students using a food pantry. *Journal of American College Health*, 69(8), 937-941.
- Conference Presentations:
  - Park, J., Park, J. Y., & Lee, J.** (2022 June). Exploring the functions of mentoring relationship in athletic and academic settings: A qualitative study of NCAA Division II

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college athletes. North American Society for Sport Management (NASSM), Atlanta, GA.

Gang, A. C., **Park, J.**, Lee, J., Jo, E., & Park, J. Y. (2022 April). Football fans and citizenry: Analyzing the dynamics of social interaction in physical and virtual spaces before and during COVID-19. North American Society for the Sociology of Sport (NASSS), Montreal, Canada.

**Park, J.**, Park, J. Y., Lee, J., Gang, A. C., & Jo, E. (2022 February). Understanding sources of support for career development in higher education: Lived experiences of Division I female student-athletes. Applied Sport Management Association (ASMA), Indianapolis, IN.

Gang, A. C., **Park, J.**, & Lee, J. (2021 November). FIFA World Cup as a source of cultural capital? Unmet expectations of symbolic recognition in the elite sport habitus. Sport Management Association of Australia and New Zealand (SMAANZ), Virtual Synchronous.

Dr. Sonkeng accepted to present at 2022 NASSM in Atlanta, and NASSS in Montreal, Canada.

**Kovacs, C.** (2021). Scuba Diving and Kinesiology: Development of a Unique Academic Program at Western Illinois University. Presented at the Illinois Alliance for Health, Physical Education, and Dance Conference, Tinley Park, IL. December

- Collaborating on a 100k Strong Grant (Miguel Narvaez).
- Dr. Bories and Dr. Narvaez are working on two modules for the Team-Based Learning Collaborative (Linear Kinematics and Forces and Linear Kinetics).
- Professional Development - Certificate of Completion (2021 August): Best Practices in Teaching Online (BPTO) – Drs. Park and Sonkeng.
- Proposal to offer the Sport Management Program on the QC campus was approved.
- Sport Management Program External Program Review Report submitted.
- Dr. Sonkeng received 2022 Summer Stipend and 2022 Provost Travel Award.
- 5 Courses (NUTR 209, 304, 404, 406, and 407) approved for online offering (Kanauss).
- Contributing to the Work entitled Nutrition Counseling and Education Skills: A Practical Guide (Authored by Judith Beto and Betsy Holli) (Kanauss).
- Chapter 15-Facilitating Group Learning (Kanauss).
- COEHS Excellence in Community and University Service Award (Plos).
- Provost Award for Excellence in University & Community Service (Plos).
- Received Grant from Dot Foods for the Food Pantry (Shupe).
- Received Sodexo scholarships.
- Submitted accreditation documents for the Exercise Science program to be recognized by the International Universities Strength and Conditioning Association (Piper).

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

- Kamal Hunte was accepted to present at 2022 NASSS Conference in Montreal, Canada.

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- Azalea Phinata has been individually nominated for the annual Intercollegiate Broadcasting System (IBS) Media Awards.
- Kamal Hunte has been nominated for the Graduate Student Professional Developing Funding Department Application.
- Recent Alumni Hires:
  - Thomas Harrison hired by American Junior Golf Association (Georgia).
  - Angelo Maltese hired as the Associate Director of Championships and Special Events at the NJCAA National Office in Charlotte, North Carolina.
  - Tyler Johnson hired as Asst Athletic Director at Fayetteville College (NC).
- Student Publications:
  - **Maharjan, P.**, Hyllegard, R., Narvaez, M. & Radlo, S. (20xx). Transfer of motor skills: A comparative study of college-level musicians and athletes. *International Journal of Motor Control and Learning*, in review.  
  
Bories, T. L., Hyllegard, R., **Maharjan, P. & Brown, J.** (2021). The effect of self-awareness on the ability to recognize personal motion. *Journal of Human Sport and Exercise*, in press.
- Three students successfully completed entire Sports Health & Wellness Minor – Mason Staubus, Jasmine Williams, Sydney Scott.
- Acceptance to a Doctorate of Physical Therapy Program (DPT): Andrew Kovachevich, Mason Staubus.
- Acceptance into a Master's in Athletic Training Program: Jasmine Williams.
- Athletic Training Students Passed Board of Certification examination on first attempt (Andrew Kovachevich, Sabrina Kleparski).

**12. List alumni activities:**

- Scott Reifer, VP of Communications, Chicago White Sox, gave a guest lecture in SM 558 Organizational Theory in Sport course on Feb. 10, 2022.
- Dr. Kelly Myers (Crowley), PT, ATC – passed her DPT boards in Oct. – University of Iowa DPT degree.
- Dr. Laura Lins – Orthopedic Surgeon – UW-Madison
- Tom Adams – Athletic Trainer for Professional Baseball



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## **School of Law Enforcement and Justice Administration**

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

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### **WIU Vision**

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

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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.

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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.

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

**Mission — School of LEJA**

The mission of the School of Law Enforcement and Justice Administration is to provide quality, broad-based, interdisciplinary courses which provide students with the educational tools necessary to meet the challenges of the criminal justice/public safety systems.

The WIU Fire Protection Services Program is dedicated to preparing its students to meet the difficult challenges facing firefighters and fire service administrators in the delivery of public safety services. In support of this mission, the Fire Protection Services Program is founded on three strategic objectives:

- The delivery of an academically rigorous and relevant curriculum.
- Prepare future firefighters for successful careers in the fire service.
- Prepare current firefighters for senior leadership positions.

**Vision — School of LEJA**

The School of Law Enforcement and Justice Administration strives to educate and inspire future public and private servants who will contribute to the public good, provide for the safety and welfare of the civil body politic, shine as an exemplary reflection of the values and work ethic of Western Illinois University, as they engage in the most noble careers, "To Protect, To Serve," To Save Lives, and To Protect the Property of the people (Peel, 1829).

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

B.S in Law Enforcement and Justice Administration

B.S. in Emergency Management

B.S. in Fire Protection Services

Master of Arts in Public Safety Administration

PBC in Police Executive Management

PBC in Emergency Management

PBC in Community Engagement and Public Safety Leadership

PhD in Public Safety Administration (under construction)

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

Recruitment efforts include: hosting LEJA Open Houses, EM Open Houses and Fire Protection Open Houses for admitted students and interested students several times each semester,

Visiting area schools to include, Moline, West Prairie, Illini West, Rushville/Industry, Pekin High School, Lake County Tech Center, SRC, Highland CC, and ICC, etc.

Hosting Emergency Management Day and a Fire Protection Day events

Participating in the Educational Summit and Regional Board of Education School Board Meetings for the Western Division of Schools

Attending the Illinois Valley Central District (IVC) College and Career Fairs to promote all of the School's programs

For the FPS Program alone the School has:

Conducted Zoom Presentation - The Scholarship Scene

Manned a Recruitment Table - Illinois Fire Chiefs Conference

Hands-on activities - Emergency Management Recruiting Event

Hands-on activities - Experience QRTF Event

Hands-on Activities - Career Fair Rushville

Face-to-Face Presentations – 3 Discover Western Events

Zoom Presentations - Lake County Technical School x 3

Hands-on Activities - Student Activity Fair

Additionally, the School sends out regular correspondence to all interested potential students concerning the latest news from our programs and courses.

Furthermore, the School posts all employment opportunities on our Facebook page for current and recent



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graduates to review. We average between 3 – 10 posts per week.  
Meets with 5 – 10 students and their families per week on campus to discuss our programs and degree options.  
Facilitates the mock trial competition at ISU and at Mississippi College  
Offers Law School admittance advice, LSAT preparation, and personal statement reviews.  
Presents to MYLO student groups.  
Presents to Boy Scout groups.  
Presents tours of crime lab and EOC to visiting dignitaries.  
Presents interactive demonstrations to Police and Fire Explorer groups.

The School is also working toward a partnership with the Macon County Law Enforcement Training Center to offer internship/assistance in attending the police academy to enable the students to be marketable for immediate hire by small law enforcement agencies unable to find academy slots.

Further, The School of LEJA is exploring possibilities with the Illinois State Police allowing for some academic credit for certified officers who successfully complete the 29-week state certified academy

**Retention** efforts include engaging fraternity members in professional association conferences and events like IESMA and the State Emergency Operations Center in Springfield and the IESMA Training Summit

- Engaging and involving students in the Camera Essentials Course out of Peoria for criminalist minors.

Additionally, we have put on several UAF Part 107 and drone usage courses for students and professionals involved in EM, LEJA, Homeland Security, and FPS fields.  
The LAE Fraternity has a planned visit to the Peoria Coroner's Office.

The Investigator Fraternity has toured the Illinois State Police Academy and has visited the McDonough County Sheriff's Office and County jail. Further, the Fraternity has brought in an FBI Cybercrimes expert, a Western Illinois Regional Counsel Victim Services expert, an Illinois Department of Natural Resources Conservation Officer and a female Pennsylvania State Patrol Trooper who discussed her role working undercover as a vice and narcotics investigator for over a decade.

The School participates in numerous Veteran related events and activities. The School also works with legislative personnel and the Black Caucus on social justice reform and public safety concerns.

Advising Pre-Law school students on LSAT exams and preparations.  
Reviewing and assisting with resumes and interviews for career placement and planning.  
Throughout the year faculty have conducted numerous TV and radio interviews, produced publications, accepted invitations for community presentation and class lectures from various institutions/universities, and provided a very visible social media presence through Linked in and the School's Facebook page where we advertise job openings for current and prior students.

The FPS Program offers a firefighting practicum.

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

##### **LEJA Outcomes:**

The program is designed to provide professional knowledge, understanding, and skills for criminal justice, public safety, and loss prevention personnel and, at the same time, develop an educational base for further development into staff and administrative positions in criminal justice and private security agencies. The program offers flexibility for a Constitutional, liberal and professional education to meet

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the anticipated needs of the criminal justice network in the 21<sup>st</sup> Century. The student learning outcome is to develop the skills and to find employment in city, county, state, and federal agencies, in private security, corrections, courts, and in adult and juvenile court services.

**EM Outcomes:**

As recent incidents of floods, fires, hurricanes, tsunamis, the current pandemic, and manmade disasters have occurred and as technological improvements in GIS and virtual accessibility have radically changed the methodology and response to situations, there was a significant need to expand our Program and enhance the educational requirements needed in this field. Thus, WIU's EM curricula was entirely redesigned so students would receive up-to-date materials and instruction. This new instruction includes:

- **A strategic/operational track** for those seeking employment in disaster management.
- **A tactical track** for those seeking employment in first response agencies.
- **FEMA-endorsed** accreditation requirements.
- **Army 525 and Air Force 10-2051 training expectations** required for civilian contractors.
- **FBI, CIA and DEA competencies.**
- Knowledge related to **National Incident Management System**. Modern technology including **GIS, drones, next generation 911** technology, digital transformation and comprehensive data systems.
- Scientific understanding of natural disasters, earth systems, climate and weather.

**FPS Outcomes:**

The objective of the FPS Program is to prepare students to meet the difficult challenges facing firefighters and fire service administrators in the delivery of public safety services. In support of this mission the Fire Protection Services Program is founded on three strategic objectives:

- The delivery of an academically rigorous and relevant curriculum.
- Prepare future firefighters for successful careers in the fire service.
- Prepare current firefighters for senior leadership positions.

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

The strength of the school is clearly the professional background and experience of the faculty. All faculty have the requisite educational degrees; but more importantly, they have all been leaders in their field for extensive numbers of years. They are called upon to teach the professionals throughout the state and nation and serve as leaders and board members on numerous state and national organizations relating to the field of public safety.

Another strength is our course content and course delivery (face-to-face and online). Our classes are updated every semester as the legislative enactments, Courts, and social justice demand that we are current and relevant. We now address the major competencies and beyond to assist our students as they step into their careers upon graduation. We provide them with the current laws, rules, best practices and technological know-how to begin their career from day one.

Another strength of the School is its strong partnerships with professional criminal justice, public safety agencies and individuals. This partnership leads to our fourth major strength- the internship program. Students are successful in obtaining competitive paid and unpaid positions from 1500 + agencies, businesses, and individuals to learn more about and prepare for their future employment.

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

The biggest barrier to the school's continued success is lack of administrative support. The shortage of faculty, adjuncts, budget, and marketing support makes it difficult to meet student curricular needs and engage them in meaningful interactive events. The shortage of faculty is a challenge not only to meet the course needs, but to recruit and ensure students receive a diversity

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of teaching methods and experience.

The biggest challenge within our program is staffing. This spring, we were forced to combine a face-to-face offering of a class with an online class. While this works, and the students did have the opportunity to complete the class as desired, the reality is that students that are living on the Western Illinois University Campus deserve the ability to participate in face-to-face offerings of classes.

The FPS major (not the fire administration major) is a face to face program. The skills and education per the curriculum mandates are much better met in person as it allows for face-to-face communication and hands-on activities. The more the students can be exposed to the tools of the trade, the better prepared they will be when they hit the job market. To make this happen, we need greater access to staff so that we can ensure these opportunities exist.

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

The School has just been awarded the number one criminal justice program in the state and is recognized within the top programs nationally, yet that title is not marketed. Our newly revised Emergency Management curriculum is receiving national recognition as well in terms of interest among EM leaders and agencies. We have a state of the art EOC that is largely ignored. We have a state-of-the-art crime lab where the ceiling and walls are crumbling around us. Yet we use these facilities to market our program, to recruit students and state and federal legislators for dollars and support. Both of these facilities as well as the LEJA offices could use cosmetic upgrades commensurate with the value of our programs. The numbers of students, families, alumni, and dignitaries that visit our facilities or meet with our faculty easily rival, and most likely exceed, all other programs and events that bring people to campus.

We stand to be the first University in the nation to actually offer a Fire Medic B.S. degree program. Yet we struggle to provide faculty and assistance in the actual operation and implementation of the program.

Professors Henning and Greene are currently working together to revise and create consistency and a planned rotation between all the online course offerings. In the fire administration option. This is being done in a manner consistent with the Quality Matter initiative of the University.

**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 plan to once again host a CSI Summer Experience. In the past we have hosted it both physically and virtually and have had students attending from 14 states and beyond our maximum capacity. Many of those attending have enrolled in our programs for all four years.

We will continue to have Open Houses for each of our areas of study and Career Fairs to support student internship and employment opportunities from all over the U.S. and around the world.

As we have just revised our EM, FPS, criminalistics undergraduate programs, and created two new PBC's at the Master of Public Safety Administration level, most of our curriculum content will remain stable with the normal yearly legal updates. The course rotation and offerings will however, depend on professor availability.

We are working on offering a PhD in Public Safety Administration. The feasibility study is being sent and the courses and curriculum are in the process of being finalized.

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We will continue to zoom in with leaders in all fields related to the School so that students can directly learn from, interact with, and meet the leaders in their fields. These zoom meetings allow for first-hand accounts of incident management, issues of national and local concern, and descriptions of careers on a personal level.

The EM Program and the FPS Program are working deliberately toward moving in the direction of affording Quality Matters online courses for most of its online components. A faculty member has attended and completed the QM Applying the Quality Matters Rubrics (APPQMR) course and is enrolled in the QM Designing Your Online Course (DYOC) set for March.

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

Obviously, the success of the recruitment programs and initiatives will be tied to student yield. When the Doctorate Program is sent to the Higher Education authorities, that too will show success.

The number of agencies and partners who choose to hire our faculty, to offer jobs and internships to our students and promote our program are also ways we measure our success.

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

Receiving a \$2 million dollar grant toward the remodeling and hardening of an Emergency Operation Center (EOC) on campus in the Currens Library.

Professor Henning was appointed a member of the FESHE Bachelor Committee Work Group.

Kule, A., Ekici, N., Ozer, M. and Gultekin, S. (2022 in press). *Fear and Risk Perceptions of College Students Regarding Terrorism* (Ed.). Understanding Deviance, Crime, Social Control, and Mass Media: The Construction of Social Order. Lanham, Maryland: Hamilton Books of Rowman Littlefield.

Namli, U., Ekici, N., Kule, A., Bitner, C. and Daugherty, G. (2021). The Modus Operandi and Characteristics of Street Level Drug Distribution in "Regional Economy: Experience and Problems." The XIV International Scientific and Practical Conference (Gutman Readings): proceedings. May 12, 2021 / Ed. A.E. Illarionov. Vladimir branch of RANEP, Vladimir, Pp. 12-31.

Bitner, C., Ekici, N. and Daugherty, G. (2021). *The Impact of Job Challenge and Job Satisfaction on Police Performance*. Conference Proceedings in The Studies on Social and Education Sciences (SonSES). Available online at [www.ihses.net](http://www.ihses.net). Pp. 175-184.

Kule, A., Demir, M., Ekici, N. and Akdogan, H. (2021). Perceptions of Generation Z Regarding Terrorism: A Cross-Regional Study. *Studies in Conflict and Terrorism*. DOI: 10.1080/1057610X.2021.1894737

Ekici, N. (2022). TV News Coverage: Year two of pandemic continues to hinder law

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enforcement.

<https://khqa.com/news/local/year-two-of-pandemic-continues-to-hinder-law-enforcement>

Alexander, D. and Ekici, N. (2022). COVID-19 and perceptions of police: Updated survey results and implications. *Security Magazine*.

<https://www.securitymagazine.com/articles/96956-covid-19-and-perceptions-of-police-updated-survey-results-and-implications>

Ekici, N. (2021). TV News Coverage: Study shows COVID-19 effects on law enforcement

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Ekici, N. and Alexander, D. (2021). COVID-19's effects on police departments in Illinois, Missouri and Ohio. *Security Magazine*. Online at

<https://www.securitymagazine.com/articles/96082-covid-19s-effects-on-police-departments-in-illinois-missouri-and-ohio>

Alexander, Dean, "Family affiliated extremism and the siege at the U.S. Capitol," *Security magazine*, Feb. 22, 2021

<https://www.securitymagazine.com/articles/94660-family-affiliated-extremism-and-the-siege-at-the-us-capitol>

Alexander, Dean, Bitner, Chris, "The challenge of mask enforcement amid the pandemic," *Security magazine*, June 22, 2021.

<https://www.securitymagazine.com/articles/95466-the-challenge-of-mask-enforcement-amid-the-pandemic>

Alexander and Buettner, "COVID-19, anti-vaxxers and moving forward together," *Security magazine*, Nov. 17, 2021.

<https://www.securitymagazine.com/articles/96541-covid-19-anti-vaxxers-and-moving-forward-together>

"WIU professors take a closer look at how COVID-19 is impacting police departments," Peoria Public Radio, WCBU, Oct. 25, 2021.

<https://www.wcbu.org/local-news/2021-10-25/wiu-professors-take-a-closer-look-at-how-covid-19-is-impacting-police-departments>

"Could an inauguration protest happen in Alton?" Alton Telegraph (newspaper), Jan. 18, 2021.

<https://www.thetelegraph.com/insider/article/Could-an-inauguration-protest-happen-in-Alton-15879348.php>

"WIU Professor Continues To Research Domestic Terrorism & Extremism," WRMJ Radio, Jan. 18, 2021.

<https://wrmj.com/wrmj-interview-wiu-professor-continues-to-research-domestic-terrorism-extremism/>

Omega Gamma Phi the Professional Fire Fraternity has been revived and the FPS students are participating and state and national events.

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

The School of LEJA comprises approximately 1/5<sup>th</sup> (18.5%) of WIU's student population. Yet it receives only \$12,000 for its annual budget. The School is extremely successful in reaching out for donations, recruitment of students, and engagement of professionals to add to the value and experience of the program. We have maintained our designation as one of the top criminal justice programs in the nation and the state based upon our ability to keep current, interact and educate leaders and provide real-world guidance, assistance, and responses to our students and professional. We do this because we are public servants who by choice want to make a difference and lead us into a better tomorrow.

In a highly competitive job market, over 50 of our graduates have been hired by the FBI. We hold the distinction of having the most alumni who are employed as U.S. Secret Service agents. Our recent EM and FPS students are receiving employment offers at top salaries and choice positions.

Although we are unable to track the specific success of the students from our program upon graduation due to manpower and record keeping abilities, we do have an interactive internship map that clearly displays where they have been employed during their internships. After graduation, all data is kept by alumni and not shared with us. Further, we know that many students, if not all, are receiving employment as we receive numerous background investigation reports within months of completion of the degree program.

**12. List alumni activities:**

One of our recent students is the policy adviser for the Office of Illinois Lieutenant Governor Juliana Stratton.



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## **Recreation, Park and Tourism Administration Department**

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

**Mission**

To provide an outdoor educational environment to support the university's mission of instruction, research and service.

**Vision**

- Outdoor education – environmental, cultural, historical
- Outreach and marketing
- Leadership development
- Interdepartmental programming
- Technology and the environment – define and lead

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

BS in RPTA, MS in RPTA

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

- Recruiting current students to speak at high schools when allowable
- Partnering with ROE #26 to deliver Western Area Career System (WACS) cooking course
- Ongoing faculty involvement in community and region
- Coordinating messaging campaigns to our alumni to speak on our behalf
- Volunteering faculty to speak to high school clubs/organizations across the region and state
- Facilitating and maintaining close relationship with Admissions, Enrollment Management, and University Relations
- Updating and monitoring social media and webpage
- Participating in local and national organizations
- Highlighting program changes and improving relationship with First Year Advisors
- Working with University Relations to create geofencing opportunities to highlight the program

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

Undergraduate Major Assessment Report: 2020-2021

*I. Learning Outcomes #1: Foundations*

Students graduating from the program shall demonstrate entry-level knowledge of the background, nature and scope of the profession, including the history, philosophy, and social and behavioral science that comprise the foundation of knowledge. Specifically:

1. The definitions of and understand the terms recreation, leisure, and play.
2. The history of the recreation profession including key individuals and their contribution to the field.
3. The social and individual benefits of recreation.

*II. Direct Measurement:*

Course: RPTA 111

Instrument: Comprehensive Final Exam

RPTA uses a comprehensive exam to measure students' understanding of the above foundational concepts important to their future career. Faculty teaching this course administered the



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comprehensive final exam at the conclusion of the semester. The following scoring system measured student understanding:

2 = Student completely met the learning expectation (grade = 80-100%)

1 = Student partially met the learning expectation (grade = 60-79%)

0 = Student did not meet the learning expectation (grade = 0-59%)

*III. Results:*

The measurement tool was a comprehensive final exam. The exam questions aligned with the learning outcomes for developing foundational knowledge of the field. Two sections were offered during the Fall 2020 and one section was offered during Spring 2021. Based on the assessment scale used, (36) students met expectations, (0) students partially met expectations, and (1) did not meet expectations. The results of the assessment derive from students' total grade for the final exam. There is no indication of specific deficiencies of student learning, as individual questions were not analyzed for this assessment.

*IV. Impact:*

The assessment data from the 2019-2020 academic year provided limited use for making substantive updates to this course for the 2020-2021 academic year. Instead, the assessment data from this year provided insight for an update to undergraduate assessment. Specifically, the RPTA Curriculum and Assessment committee met throughout this academic year to evaluate and update the undergraduate degree assessment. The accrediting body: Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT) for the RPTA program modified all the learning outcomes (including standards and assessment), thus the committee realigned the learning outcomes with more appropriate RPTA courses and new assessment instruments were identified. All three objectives were changed for this learning outcome.

Moving forward, the committee will assess one objective in RPTA 111, one objective across RPTA 422, 449, 454, and 476, and a course was re-integrated into the curriculum to address the third objective. These courses were identified, as the curricula directly address the new objectives. The committee believes these changes will appropriately address students' learning. This updated assessment plan will begin with the 2021-2022 academic year.

*I. Learning Outcomes #2: Provisions of Services*

Students graduating from the program shall demonstrate entry-level knowledge of the necessary services and processes for providing such services to constituents. Specifically:

1. Planning recreation programs
2. Designing recreation programs
3. Marketing recreation programs
4. Evaluating recreation programs

*II. Direct Measurement:*

Course: RPTA 235

Instrument: Recreation Program Plan

The Department of Recreation, Park and Tourism Administration (RPTA) uses a final project (Recreation Program Plan) to measure students' understanding of the above program development concepts important to their future career. The final project was administered at the conclusion of the semester. The following scoring system measured student understanding:

2 = Student completely met the learning expectation (grade = 80-100%)

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1 = Student partially met the learning expectation (grade = 60-79%)

0 = Student did not meet the learning expectation (grade = 0-59%)

*III. Results:*

The assessment of student learning was the capstone project: Recreation Program Plan. This instrument is a compilation of the skills acquired throughout the semester. One section was held in Fall 2020 and one section held in Spring 2021. Based on the assessment scale used, (23) students met expectations, (4) partially met expectations, and (1) students did not meet expectations.

*IV. Impact:*

The assessment data from the 2019-2020 academic year provided limited use for making substantive updates to this course for the 2020-2021 academic year. Instead, the assessment data from this year provided insight for an update to undergraduate assessment. Specifically, the RPTA Curriculum and Assessment committee met throughout this academic year to evaluate and update the undergraduate degree assessment. The accrediting body (COAPRT) for the RPTA program modified all the learning outcomes, therefore the committee realigned the learning outcomes with more appropriate RPTA courses and new assessment instruments were identified. All four objectives were changed for this learning outcome. Moving forward, the committee will assess two objectives through RPTA 235, one objective through RPTA 497, and one objective through RPTA 230. These courses were identified, as the curricula directly address the new objectives. The committee believes these changes will appropriately address students' learning. This updated assessment plan will begin with the 2021-2022 academic year.

*I. Learning Outcomes #3: Management and Administration*

Students graduating from the program shall demonstrate entry-level knowledge of administrative functions associated with leisure service employment. Specifically:

1. Legal aspects of the recreation profession.
2. Fiscal elements of the recreation profession.
3. Facility management processes in the recreation profession.
4. Policy administration in the recreation profession.

*II. Direct Measurement:*

Course: RPTA 322

Instruments: Employee Recruitment and Selection Assignment

During this assessment cycle, the Department of Recreation, Park and Tourism Administration (RPTA) only used the final project to measure students' understanding of the above administrative functions important to their future career. The assessment was administered at the conclusion of each semester. The following scoring system measured student understanding:

2 = Student completely met the learning expectation (grade = 80-100%)

1 = Student partially met the learning expectation (grade = 60-79%)

0 = Student did not meet the learning expectation (grade = 0-59%)

*III. Results:*

The assessment of student learning was the project: Employee Recruitment and Selection Assignment. This instrument addresses the objectives of this learning outcome acquired during the semester. One section was held during Fall 2020 and one section held during Spring 2021. Based on the assessment scale used, (27) students met expectations, (8) students partially met expectations, and (2) students did not meet expectations.

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*IV. Impact:*

The assessment data from the 2019-2020 academic year provided no use for making substantive updates to this course for the 2020-2021 academic year. Two primary situations occurred that led to an evaluation of the curriculum and assessment for this learning outcome. First, the assessment instrument did not directly measure all of the objectives associated with this learning outcome and some content addressing the learning outcome was previously removed from the course curriculum. Second, the accrediting body (COAPRT) for the RPTA program modified all the learning outcomes. Specifically, learning outcome #3 was significantly altered by COAPRT. The RPTA Curriculum and Assessment committee met throughout this academic year to evaluate and update the undergraduate degree assessment. This learning outcome was realigned with courses that appropriately address the new outcome objectives and new assessment instruments were identified. Moving forward, the committee will assess two objectives through RPTA 322 and one objective across RPTA 422, 449, 454, and 476 for Learning Outcome #3. These courses were identified, as the curricula directly address the new objectives. The committee believes these changes will appropriately address students' learning. This updated assessment plan will begin with the 2021-2022 academic year.

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

1. Faculty – the faculty are all experts in their specific areas with real world, hands on work experience
2. Curriculum – the curriculum has been streamlined to meet the needs of our students and provide them cutting edge training for the jobs they will seek
3. Course delivery – the RPTA department has been very responsive to Covid and now has the ability to deliver curriculum in a variety of learning formats
4. Alumni Relations – we are in constant contact with our alumni through our advisory board, which has helped shape our curriculum. Also, many alumni give their time to the department as guest speakers, internship supervisors, mentors and financial supporters of the program.
5. Student Retention – we do a very good job of retaining our students once they become our majors
6. Horn Field Campus – 92 acre outdoor facility used for outdoor education, recruitment and community building. This past year saw the completion of a pavilion to expand usage.

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

- Hiring an Outdoor Recreation faculty member (this is finally underway)
- Funding to support faculty research and travel, student travel and HFC Pavillion Phase II
- Recruitment of students – RPTA has made the shift from being a discovery major to a major set on discovering students. We have been very active in recruitment efforts. However, historically, as the overall enrollment of the University rises, so do the number of RPTA majors.

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

1. Have an Outdoor faculty member in place
2. Continue to raise funds to support our people and creatively use appropriated and foundation
3. Remain steadfast in recruiting efforts for freshman and transfer students
4. Continue to foster and maintain relationships with internal and external stakeholders in the

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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.**

1. Retain our accreditation with COAPRT (4<sup>th</sup> oldest program in US)
2. Streamline the RPTA MS Program
3. Begin work to offer a professional track in the graduate program
4. Complete and update 2+2 agreements with regional community colleges
5. Continue to be a COEHS leader in recruitment and retention activities
6. Continue to expand external graduate assistantships in the Macomb, QC and Peoria areas

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

By specific completion of each goal broken down into objectives where warranted

1. Accreditation visit is 3/21-3/24/2022
2. Curriculum and Assessment Committee is meeting every 2 weeks to complete this task
3. Curriculum and Assessment Committee is meeting every 2 weeks to complete this task
4. Dr. Robinett and Dr. McLean have been working with community colleges such as COD and EICC
5. Through Ms. Eggleston and Dr. Robinett, RPTA will continue to be the leader in COEHS recruitment and retention planning and offerings
6. This has been ongoing and we are the campus leader in this area.

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

Ms. Julie Eggleston

Successful collaboration with organizations in the community to assist the TR students with gaining meaningful field work experiences. The organizations - Bickford Cottages of Macomb, the Lamoine, as well as the McDonough County Special Recreation Association.

Assisted the Youth Task Force with spearheading, programming, promoting, and facilitating the Winter Wanderings virtual series through the task force for the ROE # 26 and the Peace Corps Fellows program.

Dr. Michael Lukkarinen

Piper, T.J. & Lukkarinen, M.D. (In Press). Descriptive investigation: Exercise induced nausea and self-treatment. *Journal of Australian Strength and Conditioning*.

Presentation of a refereed poster at the 2020 International Conference on Sport and Society.

Lukkarinen, M.D., Piper, T.J. & Moore, M.C. (2020). Descriptive investigation: Exercise induced nausea and self-treatment. *International Conference on Sport and Society*. University of Granada, Granada, Spain.

Dr. Don McLean

Co-authored with Dr. Rebecca McLean and Dr. Victoria Kress a paper entitled "Meaningfulness and Selecting Clinical Mental Health Counseling as a Career" that is currently in press with *The Journal of*

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*Humanistic Counseling.*

Dr. Megan Owens

ACA conference

2022: Two presentations (practitioner: Alumni Development & research: Virtual Camp Connections)

2021: One presentation (research: Online camp community)

IPRA conference

2022: Two presentations (practitioner: Program Evaluation)

2021: One presentation (practitioner: Programming with youth development in mind)

Dr. Cindy Piletic

Publications

Pitts, Brenda G., Shapiro, Deborah R., Piletic, Cindy K., & Zdroik, Jennifer. (2022). Examination of Disability-Related Content Across Sport Management Textbooks. *Sport Management Education Journal*. Advanceonline publication. <https://doi.org/10.1123/smej.2020-0087>.

Piletic, C.K., Sullivan, A., & Dillon, S. (2020). Adapted Physical Education Advocacy and the Role of the NCPEID. *Palaestra*, 34(4), 50 - 58.

Presentations

Sullivan, A.C., Piletic, C.K., & Hilgenbrinck, L.C. (2021) The national APE TOYs: The call for a “community” within NCPEID. Panel presentation. virtual July 2021 for National Consortium for Physical Education for individuals with disabilities.

Piletic, C.K., Sullivan, A.C., & Hilgenbrinck, L.C. (2021). Uncovering the APE TOY Culture. Free communication presentation. Virtual July 2021 for National Consortium for Physical Education for individuals with disabilities.

Shapiro, D., Piletic, C. K., Zdroik, Z., & Pitts, B. (2021). Parasport? What is that? The absence of disability, disability sport and persons with disabilities in sport business management textbooks. Poster presentation. virtual July 2021 for National Consortium for Physical Education for individuals with disabilities.

Taliaferro, A., Piletic, C.K., & Bittner, M. (2021). NCPEID Consortium Conversations webinar focused on APE/APA practicum considerations - update. Panel discussion presented virtually June 2021 for National Consortium for Physical Education for individuals with disabilities.

Zdroik, J., Shapiro, D., Piletic, C., Pitts, B. (2021) Examination for disability related content across sport business management textbooks. Paper presented virtually at 2021 National Conference for North American Society for Sports Management.

Columna, L.A., Piletic, C.K., & Bittner, M. (2020). NCPEID Consortium Conversations webinar focused on APE/APA practicum considerations. Panel discussion presented virtually June 2020 for National Consortium for Physical Education for individuals with disabilities.

Dr. Robinett

Taylor Brooks, a '20 grad, and Dr. Robinett will be presenting at The Academy of Leisure Science Conference on Wednesday, March 2, 2022.

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

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- Three students received scholarships from IPRF (IPRA foundation) to attend the state conference

**12. List alumni activities:**

1. Alumni Social at the IPRA Conference
2. RPTA Advisory Board
3. RPTA Chair Newsletters
4. RPTA Alumni regularly serve as guest speakers, mentors and internship supervisors
5. RPTA Professional Development Conference
6. Monthly Birthday Emails with departmental updates

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## **College of Fine Arts and Communication**

### **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/](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.



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**1. What is unique and special about your College?**

The primary focus of the College of Fine Arts and Communication is to provide exposure to and training for artists, professionals, and scholars. Students will comprehend the complexity of visual and performing arts, communicative arts and sciences, and interactive media through the study and applications of the aesthetics, creativity, history, and theories. The College showcases the various modes of expression that define communication and the arts, serving as a major cultural center for the region as it seeks to educate both the campus and community in how the arts and communication serve, inform, and contribute to the totality and quality of life. We also encourage and nurture continued faculty growth as artists, scholars, and teachers. The College is committed to expanding recruitment/retention activities and enrollment for our programs through participation in Discover Western and WIU admissions activities, visits to area high schools, colleges, and university, and conducting individual meetings and virtual events with prospective students and parents. The College is also committed to utilizing online and social media marketing tools in an effort to community/regional schools, art organizations, museums, clinics, retirement homes, and hospitals to expand our mission throughout the Macomb community and Western Illinois. We also encourage and nurture continued faculty growth as artists, scholars, and teachers. All of our programs also have a special connection to the community. Our students and faculty are involved in learning opportunities that impact the community.

**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.*

Arts Leadership degree. The department of Theatre and Dance has been working on establishing a degree option within the Master of Fine Arts (MFA) program. We feel the degree will provide another unique curriculum offering in the college. Students will have opportunities to hone their skills in the COFAC Recital Hall and the WIU Center for Performing Arts, once it has been built.

Clinical Doctorate for Audiology (Au.D.). The Speech Pathology and Audiology department's hearing clinics continued to be vital to the stability of their undergraduate majors and graduate students. Revising the audiology graduate program will increase the services that the department can provide to the local community. Students who graduate from the undergraduate program will have the option of applying for the M.S. in Speech Pathology, the clinical doctorate in Audiology, and/or dual-certification. These types of options are excellent for recruiting and retaining students.

Students who successfully complete the degree will be eligible for state licensure and depending on their completed degree, Certificate of Clinical Competence (CCC/A). After completion of the AuD program at WIU, student would be prepared to enter the healthcare profession to provide patient-centered care in prevent, identification, diagnosis, and evidence-based treatment of hearing, balance, and other auditory disorders for people of all ages. Student earning the degree will be able to seek jobs in hospitals, schools, university clinics, nursing homes, private practice, industry, and many other employment setting. According to the U.S. Bureau of Labor Statistics (BLS) projections (2016), the number of employed audiologists will increase 20% before 2026. This rate is notably faster than the 7% average growth rate for all occupations.

**3. Barriers to growth in your College**

Loss of Talent Grant/Tuition Waiver funds. The allotment of these funds for our programs has been cut every year. Those funds assist in recruiting quality students. These reductions have impacted our programs ability to remain competitive with other institutions in the state.



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Rising cost of graduate assistantships. The amount of funding for our graduate assistants needs to be adjusted for the increase in minimum wage rates. Otherwise, we will have fewer dollars to award and attract quality graduate students.

Competitive faculty salaries. Some of our faculty have valuable professional experience in their fields. It has been difficult to hire and keep some faculty, who are hired at the temporary, Unit B faculty salary levels.

The need for facility and equipment upgrades. A lack of repairs and improvements to facilities, especially impacting our accredited programs, have impacted recruiting efforts and the quality of the educational experience for our students. These facility impairments also make our reaccreditation efforts extremely challenging.

#### **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*

- a. 5 years of headcount enrollment by new freshmen, new transfer, new graduate, and continuing undergraduate and graduate students in college

New Freshmen

|      |     |
|------|-----|
| 2017 | 104 |
| 2018 | 78  |
| 2019 | 96  |
| 2020 | 116 |
| 2021 | 81  |

New Transfers

|      |    |
|------|----|
| 2017 | 73 |
| 2018 | 68 |
| 2019 | 79 |
| 2020 | 58 |
| 2021 | 55 |

New Graduate

|      |    |
|------|----|
| 2017 | 70 |
| 2018 | 53 |
| 2019 | 50 |
| 2020 | 77 |
| 2021 | 56 |

Continuing Undergraduate and graduate students

|      | UG  | Grad | Total |
|------|-----|------|-------|
| 2017 | 740 | 148  | 888   |
| 2018 | 673 | 134  | 807   |
| 2019 | 664 | 133  | 797   |
| 2020 | 657 | 153  | 810   |
| 2021 | 569 | 154  | 723   |

- b. 5 years of headcount enrollment by race/ethnicity, gender, and country of origin

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**College of Fine Arts & Communication**

| Fall Term    | International | American   |          |           |           | Pacific  |            | Two<br>or<br>More | Unknown   | Male       | Female     | Total      |
|--------------|---------------|------------|----------|-----------|-----------|----------|------------|-------------------|-----------|------------|------------|------------|
|              |               | Black      | Indian   | Asian     | Hispanic  | Islander | White      |                   |           |            |            |            |
| <b>2017</b>  |               |            |          |           |           |          |            |                   |           |            |            |            |
| Undergrad    | 9             | 193        | 2        | 8         | 56        | 1        | 437        | 27                | 7         | 336        | 404        | 740        |
| Graduate     | 12            | 10         | -        | -         | 8         | -        | 113        | 2                 | 3         | 49         | 99         | 148        |
| <b>Total</b> | <b>21</b>     | <b>203</b> | <b>2</b> | <b>8</b>  | <b>64</b> | <b>1</b> | <b>550</b> | <b>29</b>         | <b>10</b> | <b>385</b> | <b>503</b> | <b>888</b> |
| <b>2018</b>  |               |            |          |           |           |          |            |                   |           |            |            |            |
| Undergrad    | 10            | 168        | -        | 6         | 54        | 1        | 407        | 19                | 8         | 287        | 386        | 673        |
| Graduate     | 15            | 5          | -        | 1         | 6         | -        | 100        | 4                 | 3         | 47         | 87         | 134        |
| <b>Total</b> | <b>25</b>     | <b>173</b> | <b>-</b> | <b>7</b>  | <b>60</b> | <b>1</b> | <b>507</b> | <b>23</b>         | <b>11</b> | <b>334</b> | <b>473</b> | <b>807</b> |
| <b>2019</b>  |               |            |          |           |           |          |            |                   |           |            |            |            |
| Undergrad    | 8             | 149        | 1        | 11        | 58        | 1        | 400        | 25                | 11        | 288        | 376        | 664        |
| Graduate     | 13            | 9          | -        | 1         | 5         | -        | 99         | 3                 | 3         | 52         | 81         | 133        |
| <b>Total</b> | <b>21</b>     | <b>158</b> | <b>1</b> | <b>12</b> | <b>63</b> | <b>1</b> | <b>499</b> | <b>28</b>         | <b>14</b> | <b>340</b> | <b>457</b> | <b>797</b> |
| <b>2020</b>  |               |            |          |           |           |          |            |                   |           |            |            |            |
| Undergrad    | 6             | 164        | -        | 9         | 61        | -        | 380        | 26                | 11        | 285        | 372        | 657        |
| Graduate     | 8             | 10         | -        | 1         | 6         | 1        | 120        | 3                 | 4         | 62         | 91         | 153        |
| <b>Total</b> | <b>14</b>     | <b>174</b> | <b>-</b> | <b>10</b> | <b>67</b> | <b>1</b> | <b>500</b> | <b>29</b>         | <b>15</b> | <b>347</b> | <b>463</b> | <b>810</b> |
| <b>2021</b>  |               |            |          |           |           |          |            |                   |           |            |            |            |
| Undergrad    | 7             | 127        | 1        | 10        | 47        | 1        | 338        | 26                | 12        | 237        | 332        | 569        |
| Graduate     | 19            | 10         | -        | 1         | 6         | -        | 110        | 4                 | 4         | 65         | 89         | 154        |
| <b>Total</b> | <b>26</b>     | <b>137</b> | <b>1</b> | <b>11</b> | <b>53</b> | <b>1</b> | <b>448</b> | <b>30</b>         | <b>16</b> | <b>302</b> | <b>421</b> | <b>723</b> |

c. 5 years total credit hour production by department

| COLLEGE AND DEPARTMENT               | FY2017        | FY2018        | FY2019        | FY2020        | FY2021        |
|--------------------------------------|---------------|---------------|---------------|---------------|---------------|
| <b>FINE ARTS &amp; COMMUNICATION</b> | <b>32,168</b> | <b>28,882</b> | <b>27,361</b> | <b>25,638</b> | <b>25,805</b> |
| Art & Design                         | 4,324         | 4,252         | 3,812         | 3,430         | 3,380         |
| Broadcasting & Journalism            | 3,603         | 3,483         | 2,893         | 2,527         | 2,461         |
| Communication                        | 9,567         | 9,032         | 8,739         | 8,011         | 7,991         |
| Museum Studies                       | 501           | 583           | 499           | 448           | 462           |

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|------------------------------|-------|-------|-------|-------|-------|
| School of Music              | 6,994 | 6,366 | 5,909 | 5,770 | 6,412 |
| Speech Pathology & Audiology | 2,359 | 1,952 | 2,035 | 2,121 | 2,285 |
| Theatre & Dance              | 4,820 | 3,214 | 3,474 | 3,331 | 2,814 |

- d. Identify faculty-student ratios by college and department, with explanation of disciplinary norms.

Faculty-student ratios in COFAC can vary, due to disciplinary norms and accreditation requirements.

Enrollment thresholds in some Art and Design studio courses are 8 students for undergraduate courses and 5 students in graduates classes. Due to the unique nature of these courses, smaller ratios are needed in order to facilitate more individualized instruction. Individual interaction allows for immediate feedback encouraging student participation, supporting individual learning, and honing technical skills.

BC&J courses involving hands-on instruction in video, news and sports production are smaller.

Many SOM applied study courses also have smaller faculty-student ratios to the the unique nature of individualized and group instruction in these courses.

The Museum Studies graduate program also has moderate ratios, which allow students to receive individual interaction from faculty. Individual interaction allows for immediate feedback encouraging student participation, supporting individual learning, and honing technical skills.

SPA courses involving faculty supervision of students conducting client diagnostic and screening also limit ratios due to national accreditation requirements.

Enrollment thresholds in dance technique or applied theatre classes are 8 students for undergraduate courses and 4 for graduate courses.

## 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

- a. Total number of degrees conferred 2021: 186 UG, 52 Grad
- b. Total number of degrees conferred per department and/or program
 

|                           |    |
|---------------------------|----|
| Undergraduate             |    |
| Art & Design              | 14 |
| Broadcasting & Journalism | 36 |
| Communication             | 70 |
| Music                     | 33 |
| Speech Path & Aud         | 16 |
| Theatre & Dance           | 17 |

Graduate

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|                  |    |
|------------------|----|
| Communication    | 5  |
| Museum Studies   | 13 |
| Music            | 10 |
| Speech Pathology | 20 |
| Theatre          | 4  |

c. Number of degrees conferred per race/ethnicity, gender, country of origin

|                                      | <u>International</u> | <u>Black</u> | <u>Indian</u> | <u>Asian</u> | <u>Hispanic</u> | <u>White</u> | <u>Islander</u> | <u>Unk</u> | <u>More</u> | <u>TOTAL</u> | <u>TOTAL</u> | <u>TOTAL</u> |
|--------------------------------------|----------------------|--------------|---------------|--------------|-----------------|--------------|-----------------|------------|-------------|--------------|--------------|--------------|
| <b>UNDERGRAD</b>                     |                      |              |               |              |                 |              |                 |            |             |              |              |              |
| Art & Design                         | -                    | 1            | -             | -            | 5               | 8            | -               | -          | -           | 4            | 10           | 14           |
| Broadcasting & Journalism            | -                    | 16           | -             | -            | 3               | 15           | -               | 1          | 1           | 27           | 9            | 36           |
| B.A. in Communication                | -                    | 21           | -             | -            | 9               | 35           | -               | 1          | 4           | 24           | 46           | 70           |
| B.M. in Music                        | 1                    | 1            | -             | 1            | 2               | 27           | -               | -          | 1           | 8            | 25           | 33           |
| B.S. in Speech Pathology & Audiology | -                    | 1            | -             | 1            | -               | 14           | -               | -          | -           | 1            | 15           | 16           |
| Theatre & Dance                      | 1                    | 1            | -             | -            | 2               | 13           | -               | -          | -           | 6            | 11           | 17           |
| <b>GRADUATE</b>                      |                      |              |               |              |                 |              |                 |            |             |              |              |              |
| M.A. in Communication                | 1                    | 1            | -             | -            | -               | 3            | -               | -          | -           | 3            | 2            | 5            |
| Museum Studies                       | -                    | 1            | -             | -            | -               | 11           | -               | -          | 1           | 4            | 9            | 13           |
| Music                                | 3                    | -            | -             | -            | -               | 6            | -               | 1          | -           | 7            | 3            | 10           |
| M.S. in Speech Pathology             | -                    | -            | -             | -            | 1               | 19           | -               | -          | -           | 2            | 18           | 20           |
| M.F.A. in Theatre                    | -                    | 1            | -             | -            | -               | 3            | -               | -          | -           | 2            | 2            | 4            |

## 6. Retention of students

List retention initiatives for the following:

- a. Current students
- b. Transfer students

Theatre and Dance has several initiatives aimed at retention. The department has “Rocky Buddies,” a program to provide support for freshman and transfer students in their transition to WIU. Majors are matched with new students who have chosen similar areas of study. They also hold welcome meetings and cookouts to unite the new and current students. The department holds Unified Auditions in the first week of each semester. Every new student can participate in production activities of their shows. A special production, New Friends: Freshman Showcase, features new student majors or minors. The department schedules other social activities throughout the fall and spring semester to bring students and faculty together in informal settings.

The department of Communication conducts an annual Career Preparation Day, featuring WIU alumni, to enable majors to better understand and promote the value of their degrees to future employers.

The Broadcasting and Journalism department held a virtual panel discussion with alumni in December 2020. Students could also attend a virtual meeting in 2021 with alumni in a Negotiating a Contract workshop. The department continued paying entry fees for students to compete in a state, regional, and national award competitions. The department also awarded talent grant/tuition waivers for students working in radio, news and sports production.

The Speech Pathology and Audiology department received a large endowment, which allows

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graduate students to receive a \$2,000 per semester scholarship.

The School of Music sponsored a Musician Wellness Series in the spring 2022 semester. The series allowed students to have virtual and in-person activities designed to help them with physical and mental wellness. SOM Ambassadors contributed to retention efforts through communication with freshmen throughout the year. The department also held student and faculty discussion sessions with University Counseling, Student Development and Success Center, and Executive Director of Retention Initiatives regarding student mental health and wellness.

The Museum Studies graduate program held a virtual symposium for their students. The event connects students with alumni and other museum professionals.

The College started an “Undergraduate Student Leadership Award” program. One student was chosen by each department to receive an award (to be presented in a livestream event in the COFAC Recital Hall in April). The recipient exemplifies the best qualities of being a student, provides guidance and support to other students in and out of the classroom, and delivers service to others.

The Dean’s Office also initiated a small way to recognize COFAC majors on their birthdays. Students are emailed during the week of their birthdays and invited to the dean’s office for a birthday cookie.

## **7. Recruitment of students**

*List recruitment initiatives for the following:*

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

The School of Music held a number of recruitment activities on-campus, off-campus, and virtually throughout the year. Faculty are involved in clinics, festivals, symposiums, tours, and other events with prospective high school and transfer students. It is essential for WIU faculty to develop relationships with music professionals at high schools and community colleges, providing free lessons and performances to showcase the program.

The department of Speech Pathology and Audiology held a SPA Day in the spring 2022 semester in association with a Discover Western. The event was an opportunity for faculty, staff, and students to walk potential students and their families through how our program operates. The department received a \$15,000 award from the Mellinger Foundation to use for undergraduate scholarships. The department also holds a fall and spring Graduate Open House for prospective graduate students.

The department of Theatre and Dance was very active in recruiting new students. They contracted with a recruiting/marketing company to assist in finding prospective students and allowing students to submit applications on their platform. The number of students who have applied for admission to the department has more than tripled this year. Faculty, staff, and students also travel to conferences and festivals to recruit new students. The department also conducted five (with a six planned in April) “A Day in the Life…” events, which offer students two day long campus visits to campus. Other activities include “text-a-thons” employing current students texting prospective students and “production post cards” inviting prospective students to spring productions.

The department of Broadcasting and Journalism created a Recruitment Committee in 2020. The group reaches out to each student on the prospective list. The department is also planning a “Day in the…Media Life” event (March, 2022). The event allows prospective students to attend a tour of facilities and a class, tour the live sports truck, participate in a live radio broadcast, and observe a live

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TV newscast. The department also offers incoming freshmen living in the Living, Learning Community floor a tuition waiver.

The department of Art and Design sponsored a High School Art Exhibition and Awards virtual event in the fall 2021 semester. Over 100 high school students from seven high schools participated in the event. Faculty also participated in the Prairieland Art Show, a regional high school collaborative show. Department representatives also attended two high school career fairs this spring.

The College designed “flip cards” for each undergraduate program in COFAC. The laminated cards were designed to have one side featuring a picture of a student, five or six talking points about the program, and contact information for the department. The other side had a QR code with a link to the department’s website. The cards were distributed to all WIU Admissions Counselors during their fall meeting. The cards were also mailed to counselors/administrators in 16 area school districts. The Interim Dean and COFAC chairs/directors met virtually with representatives from eight of the districts to connect, discuss, and answer questions about our academic programs. We plan to target other school districts around the state, beginning with the Quad Cities area in the near future.

The COFAC International Committee was charged with adapting the flip cards to attract international students. The committee is also working on a crowdfunding event to raise scholarship money for international students.

At the beginning of the year, we produced a hard copy magazine documenting our efforts in recruiting, retention, and alumni engagements. The College is proud of our efforts and understands our future depends on continuing to generate new ideas to attract students to our programs.

The College worked with University Television to feature one undergraduate student in each program and have that student provide a testimonial on his or her experience in the department. The videos are used at Discover Western events and can be found on each department’s website.

A postcard, welcoming prospective students to the college, was designed by the dean’s office. The Interim Dean penned handwritten notes to each accepted student in the college every week.

## **8. Recruitment and retention of faculty and staff**

*Describe the following:*

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

COFAC New Faculty Mentoring workshops. In 2021, we began our third year of mentoring new faculty in the college. We scheduled monthly sessions with senior faculty from each department. Sessions were held in person and virtually in the University Union, the WIU Art Gallery, and the WIU Horn Field campus. Faculty mentors organized a “welcome bag” containing gifts from WIU and the Macomb community. Topics with the new faculty included preparing retention documents, handling course delivery in a pandemic, and dealing with classroom conflict.

Participation in the CT Vivian Scholar program. COFAC led the effort to increase diversity in faculty ranks by participating in the program and having three scholars chosen for the 2021-22 academic year. All three scholars taught classes and were featured in presentations. Following reviews, each participant was offered a tenure-track contract for 2022-23. The department of Theatre and Dance is currently searching for a CT Vivian Scholar for the next academic year. The College hopes to continue being a significant part of the program.

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The College received permission to search for Unit A tenure-track positions in Communication, Broadcasting and Journalism (2), School of Music (3), and Museum Studies. Included in those hires, two new chairs/directors will be joining the college next year. The College also received approval for to search for Unit B positions in Speech Pathology and Audiology and Broadcasting and Journalism.

COFAC also moved some proven faculty to tenure track lines. Qualified faculty members, hired as temporary Unit B faculty, were moved to tenure-track lines during the year. In all of the cases, the individuals had established records of teaching effectiveness and were contributing in several areas in their respective programs. We are extremely glad to retain these people in our college.

## **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*

- a. 23 total general education courses
- b. In 2021, 2022 COFAC offered 10 FYE courses
- c. 972 (491/481) total number of major courses
- d. 94 (45/49) total number of independent study, internship, and other courses
- e. 188 (98/90) total number of graduate courses
- f. 865 (434/431) number of courses offered through Macomb campus
- g. 23 (11/12) number of courses offered through QC campus
- h. 84 (46/38) number of courses offered through Online campus

## **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)*

MFA in Theatre, Technical Direction emphasis. Graduate students interested in expanding their theatrical knowledge in construction, management, and organization of productions.

Master of Music Therapy. Graduate students interested in continuing their education and advance their clinical practice as musical therapists.

## **11. Eliminated academic programs**

*List eliminated majors, minors, other*

N/A

## **12. Faculty activities**

*Include the following:*

- a. *Achievements*



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

Art & Design

Susan Czechowski

Interview and podcast recording- Shepard Fairey and Tyanna Buie, 4/5/21

2022-2025 Board of Directors, Southern Graphics Council International

2021 - present Resident Artist Board: North Art Studios, Peoria, Illinois

Keith Holz

“Witness to Global Realignment and Human Suffering: Oskar Kokoschka in Post-War London,” in: Sites of Interchange: Modernism, Politics, and Culture in Britain and Germany, 1919-1951.” Edited by Lucy Wasensteiner. Series: “German Visual Culture,” Volume 8. Series editor: Christian Weikop. New York and Frankfurt: Peter Lang Publishing, December 20, 2021, 283-302.

“Oskar Kokoschka's Amerika Kampagne,” and “Oskar Kokoschka's American Campaign,” in: Oskar Kokoschka: New Perspectives. Edited by Régine Bonnefoit and Bernadette Reinhold. Berlin: deGruyter Verlag, October 2021, 168-186, 187-203.(print and e-book editions)

Extensive editing and proofreading of 16 final English manuscripts translated from Czech and Slovak to English (16 chapters, 10 to 109 pages each) with translator Stephan von Pohl for *Nové realismy na československé výtvarné scéně 1918–1945. / Modern Realist Approaches across the Czechoslovak Scene, 1918-1945.* Ivo Haban and Anna Habanová, eds., Liberec: Regional Art Gallery and Liberec: National Heritage Institute, Czechia, Czech edition, English edition, March 2021.

“Nepříliš věčné, nepříliš nové: zobrazení řemeslné výroby a práce v průmyslu v umění meziválečného Československa.” [“Handicrafts under duress: interwar representations in word and image of German Bohemian glass workers.”] In: *Nové realismy na československé výtvarné scéně 1918–1945. / Modern Realist Approaches across the Czechoslovak Scene, 1918-1945.* Ivo Haban and Anna Habanová, eds., Stephan von Pohl, translator. Liberec: Regional Art Gallery and Liberec: National Heritage Institute, Czechia, Czech edition, August 2020, English edition, March 2021, 130-147.

Bill Howard

2021 Summer Stipend Grant, Western Illinois University

2021 Excellence in Teaching Award, College of Fine arts and Communication, Western Illinois University

2021 Honorary Alumni Award, Western Illinois University

Delta National Small Print Exhibition, Arkansas State University, State University, Arkansas

21<sup>st</sup> International Print Biennial, Varna, Bulgaria

Jenny Knavel

“SAQA Journal 2021”(Studio Art Quilt Associates), 2021, Volume 31., No. 2 Artwork was selected for the cover.

Equinox 2022 - Western Illinois University Art Gallery, Macomb, Illinois

Midwest Views 2022 - Wisconsin Museum of Quilts and Fibers, Cedarburg, Wisconsin

The Natural Dyes in Northeast America Symposium Three: Pasts & Future Exhibition 2021

Online, hosted virtually by Ryerson University, Toronto, Canada

Racine and Vicinity Show 2021 - Racine Art Museum Racine, Wisconsin

Common Thread 2021 2021 - Textile Center, Minneapolis, Minnesota

Reproductions of the Past 2021 - China National Silk Museum, Hangzhou City, Zhejiang



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Province, China

Sherry Lindquist

2022-2025 Board of Directors, International Center for Medieval Art  
"The Renaissance Uncanny." Renaissance Society of America (online;  
previously scheduled in Dublin). Co-organized with Diane Wolfthal.  
"Political, Artistic, and Existential Borders in the Hours of Thomas  
Butler," Leeds International Medieval Congress, 2022. Session:  
"Transgression and Conflict in Multi-Text Manuscripts," organized by  
Mary Bateman.

"Curating Monsters: Grappling with Medieval and Modern Otherness in the Gallery." 55th  
International Congress of Medieval Studies, Kalamazoo, MI. Session: "Medieval exhibitions in  
the Era of Global Art History," organized by Gerhard Lutz and Lloyd de Beer.  
Forthcoming. "Curating Monsters: Grappling with Medieval and Modern Otherness in  
the Gallery," with Asa Mittman. Curating the Global Middle Ages, ed. Gerhard Lutz and Lloyd  
DeBeer, ICMA Viewpoints series with Penn State University Press.

Duke Oursler

St. Paul, Bronze, St. Paul Catholic Church Macomb, IL

Ian Shelly

Social Distance: Revisited, Invitational Exhibition, Rushville, Illinois  
Works on Paper, International Juried Exhibition, The In Art Gallery (Online) - Juror: Laura F.  
Gibellini 3<sup>rd</sup> place award  
10x10x10xTieton 2021, International Juried Exhibition, Tieton, Washington - Juror: Theresa  
Bembnister, Valerie  
Lazalier (Catalog)  
That Which Surrounds You, International Juried Exhibition, Online - Juror: Asya Abdrahman  
Drawn to Macon IV, National Juried Exhibition, Macon, Georgia - Juror: Kristy Edwards  
Honey, I Shrank the Art, Regional Juried Exhibition, Northport, New York  
Together, National Juried Exhibition, Woodstock, Illinois  
Non-Traditional, International Juried Exhibition, The In Art Gallery (Online) - Juror: Jessica  
Lynn Hunt 3<sup>rd</sup> Place Award  
Elevate, National Juried Exhibition, Online - Juror: Cbabi Bayoc  
Sculpture at the Kavanagh, Regional Juried Exhibition, St. Charles, Illinois

Broadcasting and Journalism

Quintin Parker:

Submitted Sports BCJ Mini Tour Video to BEA Awards Competition for peer review in the faculty  
category. – Dec. 17, 2021

Submitted ESPN production to BEA awards competition for peer review in the faculty category.  
– Dec. 17, 2021

Submitted a Photoshop tutorial to BEA Awards competition for peer review in the faculty  
category. Collaboration project with Rajvee Subramanian. – Dec. 17, 2021

Launched production of Sports Broadcasting Club Documentary - Leatherneck Insider show. –  
Dec. 10, 2021

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Filmed The Summit League Soccer Championships held on campus. – Nov. 11-13, 2021

Volunteered and assisted with Gordy Taylor/Macomb on the Move - Studio Production in Sallee Hall - Hosted by Former Macomb Mayor Tom Carper. – Nov. 8, 2021

Darina Sarelska:

Accepted for publication: Journalism Practice special issue “Disinformation studies as an emerging research field. In print, 2022

J. Jenkins & D.Sarelska: “Reporting the Coronavirus: Journalists Working Under Lockdown in Spain, Italy, and Bulgaria During the 2020 COVID-19 Outbreak”

Accepted for conference presentation: 72nd Annual International Communication Association Conference. In review, 2022

D.Sarelska & J.Jenkins: “The Watchdog Function Made Room for the Service Dog”: Journalists’ Role Conceptions in Bulgaria, Italy, and Spain During the COVID-19 Pandemic

Executive Producer for the Bulgarian Parliamentary Election coverage for BG Voice, Chicago, IL

Jessica Martin:

Advised/Supervised students - virtual conferences IBS, NBS, and SINBA.

Advised students who won MidAmerica – Emmy for News Report-Serious News, and Talen-News.

SINBA award for Outstanding Television News Reporting

IBS Best College/University TV News Station

Advises for the WIU chapters of the Broadcasting Production Club, Student Chapter of the National Broadcasting Society, and the Students of Illinois Broadcasters Association.

Adviser/Creator of the Proxy Report which is a special project that was launched in September 2021.

Member of the Associated Collegiate Press, Broadcast Education Association, Emmy MidAmerica Chapter, IBS Radio & Television, Illinois News Broadcasters Association, and National Electronic Media Association.

Co-Founded L.I.O.N. (Life Integrated Outreach Network) which is a non-profit organization which helps improve accessibility to life-sustaining resources to those in need.

Will Buss:

Facilitator/participant in a weekly podcast program, “Shop Talk,” at TriStates Public Radio.

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Substitute broadcaster for the “Morning Edition” at TriStates.  
Reporter/writer for weekly column for the McDonough County Voice.  
Member - Proxy Report  
Adviser to the WIU Chapter of the National Association of Black Journalists.  
Member - Illinois News Broadcasters Association, Society of Professional Journalists, and Illinois College Press Association.

Pechulano Ngwe Ali:

Submitted Panel Proposal – “Critical thinking in Journalism and Mass Communication Education” – Association for Education in Journalism and Mass Communication Annual Conference 2022.

Long form auto documentary – “Macomb 1906: An Unsolved Cop Murder”

“Shades of a Story” – CT Vivian Scholar Presentation – February 2022

Rajvee Subramanian:

Publication: Henson, H., McDaniel, J., Subramanian, R. and Edwards, T. Intervention and assessment of earthquake knowledge at rural schools near the New Madrid seismic zone, USA. Nat Hazards (2020). <https://doi.org/10.1007/s11069-020-04215-1>

Workshop - Media Literacy Workshop - Beardstown High School students

Works in Progress: *Digital Media Production* (book)

Interactivity & Credibility: “A Content analysis of Popular free Weight Loss Mobile Applications”

Submitted a Photoshop tutorial to BEA Awards competition for peer review in the faculty category. Collaboration project with Quintin Parker. – Dec. 17, 2021

Yong Tang:

Yong Tang, *Mass Media Law in China: An Insider's Look at How the Ruling Party Controls All Forms of Public Communication* (work in progress) (book proposal submitted to Harvard University Press).

Yong Tang, *Open Government Information Regulations: China's Long Road to Its FOIA That Could Have Prevented the Global COVID-19 Pandemic* (work in progress) (book proposal submitted to University of Pennsylvania Press).

April 2021 - Invited forum speaker – “COVID-19 and the Role of Communication.” International Law Institute.

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September 2021-present - Reviewed the book *Zoning China: Online Video, Popular Culture, and the State* (published by the Massachusetts Institute of Technology Press, MIT Press) (work in progress).

July 2021 - Reviewed one article for *Journalism and Mass Communication Quarterly*. January 2021 Reviewed 13 book proposals for AEJMC-Peter Lang Scholarsourcing Program.

Eun Go:

"Understanding the effectiveness of online engineering education in the time of Covid-19" - American Society for Engineering Education (ASEE) (Peer-reviewed)

"Diversity, Equity and Inclusion in PR Education: How PR Programs Can Create a More Diverse, Equitable and Inclusive Environment in Public Relations Classrooms" - the Journal of Public Relations Education.

#### Department of Communication

Department of Communication faculty published nine articles/books over the past year, made eight presentations to regional and national conferences, and engaged in the delivery of four professional workshops.

#### Museum Studies

Dr. Angela McClanahan-Simmons has published articles, joined committees and planned and implemented a major international virtual conference.

In spring 2022 Dr. Pamela White conducted the review of the Southern University of New Orleans Museum Studies Program.

#### School of Music

##### **Whitney Ashe**

*Headliner at the 2021 CU Jazz Festival*

*Featured artist at the Central Illinois Jazz Society in February 2022*

*Courtney Blankenship*

*Elected as Music Industry Board Member to the National College Music Society Board*

*Book Review of: The Artist's Guide to Success in the Music Business Rock Music Studies*

##### **Bruce Briney**

*5 concerts as music director with Quincy Symphony 2021-2022*

*7 concerts as section trumpet with Quad Cities Symphony*

*Commissioned and premiered two new orchestra pieces (Kepler and Wonder of the Waters) of Steven Taylor UIUC, and Randall Faust (WIU retired)*

*LBQ premiere performance with WIU Wind Ensemble at 2022 Band Showcase*

##### **Richard Cangro**

*Korean International Music Education Association 2021 Conference - Keynote speaker (virtual);*

*Nebraska Music Educator Association 2021 Conference, presenter;*

*Alabama Music Educator Association 2022 Conference, presenter;*

*Performer in concerts with Jacksonville, Knox-Galesburg, and Quincy Symphony Orchestras;*

*Conductor for Quincy Area Youth Orchestra*

##### **Hong-Da Chin**

*Music Written:*

*Secret Cities for cello solo (premiere on 3/7 at WIU)*

*Hanging on by a Thread for piano four four hands (TBD performances in 2022-2023)*

*Performances:*

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*"...tears...yet far yet near..." was performed by No Exit New Music Ensemble at several venues in Cleveland and Kent, OH*

*"Secret Cities" for cello solo premiered by Craig Hultgren at the WIU New Music Festival at Western Illinois University*

*"Two Broken Records" was performed by the Ogni Suono Saxophone Duo at University of Wisconsin-Milwaukee, Penn State, Rowan University, the University of Wisconsin-Oshkosh, and the University of Wisconsin-Whitewater*  
**Alfonzo Cooper, Jr.**

*Presented the the kickoff Black History Month event in collaboration with the WIU Music School and the Multicultural Center, presenting a recital of music by African American composers, both living and deceased. This recital was dedicated to the memory and legacy of the late Rev. Dr. C.T. Vivian, and the title of this recital was I, Too Sing: Songs of the Dark Brother.*

**Brisa De Paula**

*WIU Faculty & Guest Artist Virtual Recital, November 2022*

*Recital and masterclass at Miami University Bassoon Day on November 13, 2021 in Oxford, OH.*

**Mike Fansler**

*WIU Wind Ensemble Performance: Illinois Music Education Conference, Peoria, IL, January 2022*

*Professional Recording (Klavier Records) "as the fireflies watched" (December 2021)*

**Jena Gardner**

*Masterclass with University of Arkansas Horn Studio. September 22, 2021*

*Masterclass with West Virginia University Horn Studio. October 5, 2021*

*Quad-City Symphony Orchestra. November 20, 2021*

*Quad-City Symphony Orchestra. December 12, 2021*

*International Women's Brass Podcast Interview. February 9, 2022*

*Western Horn Festival. April 3, 2022*

*Knox-Galesburg Symphony Chamber Concert. May 21, 2022*

*International Women's Brass Conference May 25 - 28 (provost travel award)*

*Presentation: Brass Injury Prevention Pedagogy*

*Presentation: Diversity in the Horn Quartet with Cobalt Quartet*

*Adjudication: Horn Solo Competition Judge*

**Anita Hardeman**

*Publication of an article in a conference proceedings ("The French operatic prologue as liminal space" in*

*Proceedings of the 2018 Society for Eighteenth-Century Music Conference) -- anticipated summer 2022*

*Served as external evaluator on Promotion and Tenure portfolio for Dr. Devin Burke, University of Louisville*

**Jason Hawkins**

*Clinician and Director of ILMEA district events as listed in recruitment activities above*

*Director of the Suburban Prairie Conference Choral Festival (Chicago Suburbs)*

*Clinician for the Vocal Jazz Ensemble Readings Session at the Illinois Music Education Conference*

*Adjudicator for WorldStrides Heritage Festivals (Choral)*

*Guest speaker for the University of Central Florida Music Education Convocation (Meaningful Assessment in the Music Classroom)*

**Jennifer Jones**

*Accepted manuscript for publication with Music Therapy Perspectives*

*Understanding the Experience of Discussing Race and Racism During Clinical Supervision for Black Music Therapy Students with ith co-author Janae P. Imeri*

**Suyeon Ko**

*Accepted proposals to Flute Festivals:*

*- The Flute Society of Washington: Performance presentation of Inventionen, Version fur Zwei flotes*

*- National Flute Association: two performance proposals*

**James Land**

*Presentation at the Illinois Music Education Conference*

*12 performances with the Saint Louis Symphony Orchestra*

*Two presentations and a solo recital at the Great Plains Regional Tuba and Euphonium Conference at Drake University.*

**Natalie Landowski**

*Duo Red Vespa's recital, "In a Woman's Voice: Spoken-Word Compositions by American Women" Recital and Masterclass, Utah State University*

*Adjudicator, MTNA Illinois State Piano Competitions*

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**Kenny Lee**

*Guest conductor in Atlanta with the Gwinnett Symphony Orchestra*  
*Performance and masterclass at Stetson University*  
*Performance and recording session in Boston at the New England Conservatory (upcoming)*  
*Performance in San Francisco*  
*Performances in Boulder, Colorado at the Flatirons Chamber Music Festival*  
*Summer Stipend Project recording session*

**John Mindeman**

*Received Summer Stipend award to compose a new piece for trumpet and wind ensemble - to be premiered in the 2022-2023 school year*  
*Performed multiple concerts as principal trombonist of the Quincy Symphony Orchestra*  
*Arrangements performed in Dec. 2021 by the New York Philharmonic Brass and the Bakersfield (CA) Symphony Orchestra*

**Kevin Nichols**

*Presentation at the Illinois Music Education Conference*  
*Performances with Heartland Festival Orchestra, Knox-Galesburg Symphony, Peoria Symphony Orchestra, Quad Cities Symphony, Post 6 Big Band, and Lamoine Ramblers*

**James Romig**

*THE COMPLEXITY OF DISTANCE, for solo electric guitar, will be released on New World Records in June 2022.*

**Emily Sevcik**

*Publication: Sevcik, E. E. (in press). Eva Augusta Vesceilius: Life and music career before 1900. Journal of Music Therapy, 1-28. <https://doi.org/10.1093/jmt/thac004>*  
*Conference presentations at the Great Lakes Region of American Music Therapy Association Regional Conference and the AMTA National Conference*  
*American Music Therapy Association 2021 Anne Emery Kylo Professional Scholarship Recipient and the 2021 Past Presidents' Conference Scholar Award Recipient*

**Istvan Szabo**

*Performed as soloist with the Clinton Symphony Orchestra and the Muscatine Symphony Orchestra*

**Lynn Thompson**

*Director of Music, Wesley United Methodist Church, Macomb, IL*  
*Recordings of performances in songs from Excelsius by Mari nne Kreitlow awarded Creative Support Grant from the Minnesota State Arts Board*

**Brian Winnie**

*Winnie, Brian J. "What's in Your Vocal Modal? Establishing a Voice Quality in the Choral Rehearsal." Podium ACDA-IL 48, no. 1 (2021): 3-5. (also forthcoming in the Choral Journal)*  
*Guest presentation at the Estill Voice North American Summit in June 2022.*

**Theatre and Dance**

**Dan Schmidt** (Technical Director/Production Manager) –

USITT Presenter - Costume Storage for '21, Scenic Cataloging for '22

Creator - Tool Tutorial Website

Artist - Rocky On Parade

Member – USITT

Member – SETC

**Hadley Kamminga-Peck** (Head of Directing/Head of History) –

Director - MERRY WIVES OF WINDSOR – Festival 56

Director – LEGALLY BLONDE – Timber Lake Playhouse

Writer – THE LADY M. PROJECT – Local Theatre Project

Writer – MARGARET OF ANJOU

Illinois State Chair – KC/ACTF Region 3

**Lisa Wipperling** (Instructor of Musical Theatre Voice) –

Soloist – Kevin Nichol Recital



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Co-Writer – MARGARET OF ANJOU  
Soloist – Whitney Ash Recital  
Respondent – KC/ACTF Region 3  
Member – SETC  
Musical Arranger – HANNAH: THE MUSICAL  
**Lysa Fox** (Head of Musical Theatre) –  
Performer – ALWAYS PATSY CLINE – Ozark Actors Theatre  
Director – URINE TOWN – Idaho Rep  
Director – WORKING – Indiana Rep  
Musical Theatre Intensive Coordinator – KC/ACTF Region 3  
**Lara Little** (Instructor of Dance) –  
Faculty Advisor – University Dance Company  
Faculty Advisor – University Theatre Club  
Board Member at Large/Treasurer – CORPS de Ballet International  
Donald Laney (Instructor of Dance) –  
Soloist – “I might have been alright” – West Virginia Dance Company  
Performer – NUTCRACKER – Beckley Dance Theatre  
Choreographer – THE WORLD GOES ‘ROUND – Clinton Area Showboat Theatre  
Faculty Advisor – University Dance Company  
**Rebel Mickelson** (Head of Costume Design) –  
Costume Design – 39 STEPS – Cumberland County Playhouse  
Creator – THEA 165 Class Donation of pillows/fidget blankets – McDonough District Hospital  
Artist – Rocky on Parade  
Member – USITT  
Steven House (Head of Scenic Design) –  
Artist – Rocky on Parade  
Board Member – Illinois Theatre Association  
Board Member – WIU Performing Arts Society  
Member – USITT  
Member – SETC  
Member – Macomb Art Center  
Winner – COFAC Excellence in University and Community Service  
**Tammy Killian** (Chairperson)–  
Artist – Rocky on Parade  
Performer – ALWAYS PATSY CLINE – Ozark Actors Theatre  
Member – USITT  
Member – SETC  
Member – Dramatist Guild  
Member – American Association of Community Theatres  
Member – Macomb Art Center  
Faculty Advisor – BYOP (Playwriting Group)  
**DC Wright** (Head of Movement/Stage Combat) –  
Fight/Intimacy Director – ROMEO AND JULIET – Festival 56  
Performer – EDWIN AND BOOTH IN OTHELLO – Milwaukee Chamber Theatre  
Performer – MURDER ON THE ORIENT EXPRESS – WIU Alumni Theatre

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Regional Representative Coordinator – Society of American Fight Directors

Faculty Advisor – WIU Stage Combat Club

**Adam Lewis** (Head of Undergraduate Performance) –

Performer – OUTSIDE MULLINGAR – Richmond Hills Playhouse

Respondent – KC/ACTF Region 3

Faculty Advisor – Surgin' Generals Improv Troupe

Faculty Advisor – BYOP (Playwriting Group)

Performer – G.I.T. Improv – Black Box

- IT'S YOUR FAULT
- SHAKESPEARED!

**Josh Wroblewski** (Head of Lighting Design) –

Lighting Consultant – 34<sup>th</sup> Annual Young Playwrights Festival – Pegasus Theatre

Script Evaluator – 35<sup>th</sup> Annual Young Playwrights Festival – Pegasus Theatre

Member – USITT

Faculty Advisor – WIU USITT Chapter

### **13. Grant activities and external funding**

Illinois Arts Council Grant \$13,600

Mellinger Foundation-Speech Pathology and Audiology \$15,000

### **14. Value of programming**

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

The College of Fine Arts and Communication brings the visual and performing arts to the student population. We also feature media programming that keep students informed and entertained. Our programs also serve the physical needs (speech and hearing) of students.

#### **COFAC Recital Hall**

The Recital Hall offers an outstanding performance space for audiences to experience outstanding musical presentations through the year. The Recital Hall also provide five-camera livestreaming capabilities. The School of Music presents an average of 175 events each year in the Recital Hall.

#### **Local News and Sports Coverage**

Broadcasting and Journalism provide WIU and the local community with award-winning coverage of local news (NEWS3) and WIU sports events (ESPN+).

#### **Speech and Hearing Clinic**

WIU students can have their speech and hearing evaluated free of charge at the WIU Speech and Hearing Clinic, operated by the department of Speech Pathology and Audiology.

#### **Theatre and Dance Productions**

The department of Theatre and Dance produces 13-15 stage productions throughout the year. Students can attend the events for free.

#### **Art Exhibitions and Events**

The department of Art and Design holds student, faculty and guest artist exhibitions throughout the year at the WIU Art Gallery and other on-campus locations.



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**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*

a. Student clubs and organizations

SOM: American Choral Directors Association, Western Illinois Student Chapter National Association for Music Education, WIU Collegiate Chapter Mu Phi Epsilon, Beta Omicron Chapter, Music Business Association Music Therapy Association, Music Teachers National Association, WIU Collegiate Chapter, Phi Mu Alpha Sinfonia, Kappa Psi Chapter, School of Music Ambassadors, Sigma Alpha Iota, Mu Kappa Chapter

T&D: WIU USITT Chapter, Surgin' Generals, University Theatre Club, University Dance Company, Shades of Vision (BIPOC Student Organization) and WIU Stage Combat Club

BC&J: WIU Chapter of National Broadcasting Society, Students in News Broadcasters Association, and National Association of Black Journalists

MST: GEMS (Graduate Students in Museum Studies)

A&D: Kappa Pi, WIU Ceramics Club and Metals Club

SPA: WIU Student Speech Language Hearing Association (WIUSSLHA)

b. Results of any student surveys in your college, including surveys on student success, program development, student satisfaction, etc.

The School of Music conducted a new student survey in the Fall 2021 semester, gathering information primarily related to recruitment and contributing factors to students' decision to attend WIU. Significant factors included cost of attendance, talent grant or scholarship support, the WIU Cost Guarantee, campus visits, and lessons or clinics with WIU Music Faculty.

c. All new initiatives in the college regarding student success

SOM: As a result of discussions regarding student mental health and wellness, the School of Music launched a Musicians' Health and Wellness Series in the Spring 2022 semester, which includes guest presentations on breathing, mindful movement, mindful meditation, and introductory yoga skills.

T&D: Rocky Buddies

BC&J: Student Peer Mentors

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A&D: Faculty have been working with chair and advisors to better assist students who continue to have excessive absences. Faculty and/or advisors reach out to those students to try and help those who need it.

d. All initiatives to support underrepresented student populations in your college SOM: The appointment of two C. T. Vivian Diversity Teaching Scholars in the Fall 2021 semester has had a positive impact on underrepresented student populations in the School of Music. In addition, all faculty have expanded programming to include more works by underrepresented composers. Academic advisors and faculty direct students to campus support services and frequently complete Leatherneck Care Referral Forms.

T&D: Dumela Alumni Organization (BIPOC Alumni Council), Shades of Vision (BIPOC Student Organization), Plans to do IDE training in the fall and specific area IDE training in spring 2023. Plans to hire a CT Vivian Scholar in 2022.

BC&J: Hired a CT Vivian Scholar in 2021.

A&D: Awaiting approval for a new department student organization, the “Black Artist Guild”.

## **16. Alumni highlights**

*List notable highlights from College alumni.*

In 2021, the College started a new effort to engage alumni and highlight their achievements. The Interim Dean started a weekly podcast featuring alumni from the department of Broadcasting and Journalism. We have begun a second season of the podcast, highlighting almost 70 alumni success stories. <http://www.wiu.edu/cofac/podcasts/>

A second podcast with alumni from the other programs (Museum Studies, Art & Design, Theatre & Dance, Music, Speech Pathology and Audiology and Communication) within COFAC kicked off in September 2021. The podcast has a new episode every two weeks. [http://www.wiu.edu/cofac/necks\\_chapter/](http://www.wiu.edu/cofac/necks_chapter/)

### **Art & Design alumni**

Tyanna Buie (2006), Assistant Professor, College for Creative Studies, Detroit, MI

Andrea Kliffmiller (2021), Program Coordinator, The Hub Arts and Cultural Center, Rushville, IL

Sarah Warner (2021), Elementary Art Teacher, Clark County, Las Vegas, NV

### **Broadcasting & Journalism alumni**

Denise Nelson (2006), Anchor, WQAD-TV, Moline, IL

Tenia Watson (2001), Executive Producer, “The Real”, Los Angeles, CA

Cisco Cotto (1998), Anchor, WBBM-AM, Chicago, IL

Rayvon Carter (2013), Senior Writer, Apple, Chicago, IL

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Communication alumni

Michael Gerrish (1997 & 1999), Marketing and Experience Officer, Blue Cross Blue Shield of Kansas, Lawrence, KS

Erika Davis (2016 & 2018), Senior Communications Associate, TAWANI Enterprises, Chicago, IL

Museum Studies alumni

Abby Klug (2020), Exhibits Project Manager, Edwards Creative, Milan, IL

Neville Crenshaw (2016), Manager/Special Exhibitions and Featured Experiences/Guest Services, Saint Louis Science Center, St. Louis, MO

School of Music alumni

Benjamin Rogers (2018), “40 under 40” educator by Yamaha, Director of Choirs, Liberty Middle School, Spanaway, WA

Sean Klink (2020), Music Composition teacher, Monmouth College, Monmouth, IL

DJ Alstadt (1999), Director of Bands, Naperville Central High School, Naperville, IL

Orlando Riveros, Academic Director, Conservatorio Musicarte, Paraguay

Speech Pathology and Audiology alumni

Caitlin Egan (2014 & 2014), Speech Language Pathologist, UChicago Medicine, Chicago, IL

Patti Nemecek (1977 & 1978), Speech Language Pathologist, Macomb, IL

Theatre & Dance alumni

Amina Alexander (2020), Lighting Designer of STICK FLY, St. Louis Rep, St. Louis, MO

Nissi Shalome (2019), on national tour of SUMMER: THE DONNA SUMMER MUSICAL

Melody Betts (2009), on Broadway and on national tour of WAITRESS THE MUSICAL, also appeared in TV shows, “Chicago Fire”, “Chicago Code”, “Chicago PD”, and “Jesus Christ Superstar Live” on NBC.

**17. Community and/or regional engagement from College:**

*List notable community and regional engagement activities.*

In the fall and spring semesters, the School of Music offers the WIU Community School, which provides high-quality, affordable music instruction to the community. Instruction includes private lessons and group classes for people of all ages.

Each summer, the School of Music also offers the Summer Music Institute. Both Day and Resident Camps allow area youth to come to campus and have the opportunity to develop musical skills and knowledge in a fun-filled, nurturing environment. The Institute was held virtually in summer 2021.

While it has been postponed during the COVID pandemic, the College has brought area theatre talent, including area students in fourth grade through high school, to campus during the summer for a “SummerStage” production. After weeks of rehearsal, the event concludes with live productions available to the public. COFAC is planning to resume SummerStage activities in summer 2023.

The Speech Pathology and Audiology clinic serves the community in many ways. Faculty and students diagnose and treat clients in the on-campus clinic. Additionally, they serve clients at Bridgeway, Elms, West Central Illinois Special Education Cooperative (Macomb), and Knox-

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Warren County Special Education Cooperative (Monmouth, Roseville, and Abingdon). The services not only provide a much needed service to our community members and our local school districts, but it is providing experience for our students.

Through the BCA, PAS and YPAS, we are providing exposure to the arts for not only the youth of Illinois (over 6,000 annually), but we are promoting and facilitating lifelong learning through the arts for everyone in our community in West-Central Illinois.

#### **BCA**

The Bureau of Cultural Affairs (BCA) has endeavored through the years to provide high quality, affordable performing arts programs for the citizens of West-Central Illinois, as well as the Western Illinois University (WIU) campus community. The BCA is unique in that it has a diverse membership, including college students, faculty, staff, administrators and members of the community. The students of the BCA have excellent role models from non-students who choose to volunteer with our organization and through their own involvement meet a wide variety of community members who have a passion for the arts. Our lectures, demonstrations and educational outreach activities provide the information needed to have a greater understanding of and appreciation for the arts. We strive to find opportunities to get artists into our community to help foster the idea that the arts can be anywhere, as well as bringing in students to witness the vast job opportunities related to the arts. The BCA strives for diversity within our programming bringing to western Illinois performances ranging from dance to nationally known comedians such as The Second City, Ryan Stiles, Larry Miller, and Jim Gaffigan, as well as internationally renowned violinist and Macomb native Benny Kim to the Tibetan Monks. The BCA brought to Macomb and the community a wide and varied assortment of artists, including Artrageous, Recycled Percussion, Doktor Kaboom, Ryan and Ryan Piano Duo, Step Afrika, and more.

#### **YPAS**

In normal years through the Youth Performing Arts Series (YPAS), we bring in students from pre-K to High School to our campus facilities to experience top-flight performances ranging from dance to music to theater. In recent years, the shows selected are geared towards a topic of conversation in the school system such as anti-bullying and pro-recycling. All students and teachers attend the YPAS performances free of charge and transportation expenses are also covered 100% for the bus expenses. For many of these Illinois children the YPAS performances are their first exposure to the arts, of any kind. The past two years, however, due to COVID-19, we offered the YPAS shows virtually through Zoom. We were able to expand our reach to a number of school districts in the 20 surrounding counties and provided arts entertainment to nearly 12,000 children.

## **18. Conclusion**

I would like to acknowledge the efforts and persistence of administrators, faculty, staff, and students to continue to find ways to adapt and keep a high level of academic success during these unprecedented times. In addition to adjusting to pandemic conditions, we have been asked to do more with less. In spite of these obstacles, we have kept a true Leatherneck spirit and helped prepare our students for their futures. The people within COFAC have much to be proud of. As the interim dean, I am fortunate and blessed to be associated with so many wonderful people.

**Part I (for Chairs)****Department/School:****College: University Libraries****Department Vision and Mission Statements:**

## Mission-University Libraries

University Libraries identifies, collects, organizes, preserves, and provides access to information and resources to support the research and curricular needs of students, faculty, staff, and the regional community. We produce and celebrate scholarship, and educate students as they pursue academic excellence, educational opportunity, personal growth and social responsibility.

## Vision-University Libraries

University Libraries strives to be the first place WIU users go for their research needs. We strive to exceed their expectations for superior research assistance, high quality instruction, and seamless access to the resources they need.

**Degrees Offered in Department/School:**

University Libraries has a Bachelor in General Studies under its academic responsibilities. However, I am presenting a separate Annual Report for that Program.

**List specific recruitment and retention activities:****List Student Learning Outcomes for Majors:**

Students will be able to:

- determine the type(s) of information they need
- develop research problems and questions
- identify search terms
- select appropriate databases
- construct relevant search strategies
- refine search results
- evaluate and access both print and online resources

## Describe Department/School Strengths:

### In General-

- Faculty & staff expertise, knowledge, and commitment to education and service!
- Faculty & staff attitude and effort. This group really pulls together and works very hard for the common good of our students and faculty.

### Instruction-

- During 2021, Library faculty instructors taught the most current and effective methods for finding, accessing, and evaluating information in a range of disciplines.
- Library faculty further strengthened subject matter expertise by branching out into new discipline areas, particularly the sciences and social sciences where gaps in personnel limit the ability to assign subject matter experts.
- Librarians created discipline specific content for each library instruction session to give students experience working with professional information tools that match the field of study.
- Library instructors participated in the ongoing development of the library's new catalog and search systems. This meant changes to universally used functions for accessing books, journals, and interlibrary loan materials.
- Librarians began developing novel approaches to teaching to adjust for the switch to a new more integrated library catalog and search platform, bringing information about these new tools and methods into the classroom to keep students and instructors up to date.
- Like adapting technical and teaching skills, some instructors again developed and taught lessons in entirely new subject areas. These new topics included courses in the sciences and historical research.
- The library research methods credit course (UNIV/LIB360) was offered for the first time. The project began in 2017 as a joint effort between Libraries and BGS program. The class enrolled eight students in the initial semester.
- Teaching methods for information seeking were re-tooled and focused to provide new ways of teaching and a safe place for students to learn during the lesson. Given the uncertain learning conditions, these tools and methods supplied additional channels to support learning in and outside the classroom to meet student need in multiple locations.
- Visits to the library research guides have increased 120% over the last five years. During the 2022 school year, library learners accessed the guide pages over 200,000 times! This is a 4% increase compared to visits in 2020-2021.
- Outbound link resources were followed 35,926 times 2020-2021 (down from 43,450). Importantly, library faculty create links in the class learning guides that point to related research resources. These *outbound links* (links to other sites) are an additional way for people to discover useful content.

## Archives and Special Collections-

- We continued our commitment to both diversity and internationalization by hiring students from Ghana, Nigeria, Bangladesh, Mexico and the US (a student from Jamaica was already here). Our student also created a display in ASC that highlighted part of WIU's history regarding international students.
- The most used materials include cataloged ASC items and photographs. Recent MA and PhD theses and dissertations, some oral histories, photographs, monographs, and series are available online.
- Began a discussion with St. Paul and Edison School principals regarding holding the sixth graders' local history day during the fall of 2021. We've all agreed that we're in favor of doing it but need to wait to find out what the public school COVID protocols will be for the fall and if presenters will be willing to participate. Ultimately, we decided that it was not prudent to hold the event in the fall and decided to consider it again in spring 2022.
- Provided illustrations and historical content throughout the year to Illinois State Historical Society Executive Director William Furry.
- A second ready reference Icarian collection was purchased with the endowment for the QC Library.
- Received two additions to the C.T. Vivian Collection from daughter Denise Morse.
- Worked with former Macomb High School art teacher Pat Hobbs on the establishment of a McDonough County Arts Council collection.
- Continued work on the development of a Bill Knight collection of papers and writings. Bill Knight is a former WIU journalism professor and a columnist for a number of regional newspapers
- Continued work with Downtown Development Director Kristin Terry to develop a collection of material related to the outdoor sculptures on and around the Macomb square.
- Continued conversations with former Macomb High School teacher, owner of Century 21 Real Estate, and WIU alumnus regarding the establishment of a Lorraine and Kenneth Epperson collection.
- Began work on the establishment of a Macomb Feminist Network collection.
- Began work with Doug Anstine and Susan Anstine Eiler on the establishment of a collection related to their father, longtime Macomb resident and former mayor, Robert Anstine. Actually, Robert Anstine was the longest-serving mayor of Macomb with a total of eighteen years in office to his credit. He was also the person who, in partnership with Dr. Hallwas, established our summer festival Heritage Days in 1981.
- Began work with longtime Macomb resident, WIU alumnus, and former mayor Tom Carper on the establishment of a Tom Carper collection.
- Worked with the retired Judge Kent Slater on renewal of efforts to develop a McDonough County Bar Association collection that would include materials from

very early years through current times. We have a substantial amount of material reflecting the 1950s through the 1990s, but we need to work to recover items from that organization from the nineteenth century and on into the twenty-first century.

- Initiated conversations with legal professionals from Hancock County regarding the development of a Hancock County Bar Association collection. The attorneys there are anxious to see that happen.

#### Record Management-

- Continued to make improvements in Records Management for WIU in order to ensure it is performing its due diligence in following the requirements set forth in the State Records Act.
- Invited the Dr. Huang and Athena Brooks to visit Archives and Special Collections, which resulted in the first known visit of a WIU President to Archives.
- Finalized the Records Retention Schedule for the WIU - QC.
- Finished processing approximately 3800 historical papers from various VP areas on campus.
- Received approximately 56 cubic feet. or 168,000 of historic documents.
- Created a PowerPoint Presentation on records management and placed it on the library webpage.
- Began the process of creating 5 new training modules for records management.
- Increased outreach to the campus community about records management and we are seeing a large increase in receiving historical documents and disposal inquiries.
- Disposed of approximately approximate 386 cubic ft. or 1.2 million sheets of paper.
- Found that over 350 student groups that had not been entered into the Archives Series Listing and these are now listed in the document.
- Provided Zoom training on records management for the College of Education and Human Services Annual retreat and for the WIU-QC's new Retention Schedule and the disposal process.

#### Curriculum Library-

- Fall semester supported classes in COEHS, CAS, COFAC and Discover Western: 7 tours with 67 patrons, 4 times classes came in to use CLB materials during class with 73 patrons, 3 times staff gave instruction with 62 patrons.
- Cataloged/processed 824 new Curriculum Library materials.
- Continued to work with faculty who teach the LLA 311+313 (Children's Literature) classes. We have provided them with lists of titles which we hold multiple copies, done additional library use instruction for their classes, communicate what assignments have been used and enjoyed by students in the past, etc. We continue to open the lines of communication between the faculty and Curriculum Library staff to better serve the faculty and their students.



- Received a donation of 37 items for the Lueck collection.
- Received 25 items in donation from other sources.
- As of 12/31/2021 the yearly donation total of CLEC items was 687. CLB retained 433 items, QC 31 items, graphic novel collection 18 items, 205 items to the book sale.
- Purchased 334 new items to add to the collection. These included books, games and manipulatives.
- Held CLB book sale which netted \$297 and donated materials to Phi Kappa Phi after conclusion of book sale.
- At the request of the School of Education the Curriculum Library was open for Discover Western tours. This was done to assist in recruitment efforts to highlight offerings available to potential education students.
- CLB staff cataloged and processed 824 items, 11 corrections, 112 items to the QC Library.
- Started work to re-add Age/Grade/Reading L:/Award information to bibliographic records that were lost in the migration to Alma. As of 12/31 have completed major children's award winners and items from the LLA 313 required reading list. This project will be ongoing as we will have to add this information to almost all of the bibliographic records here in the Curriculum Library, more than 38,000 items.

#### Music Library-

- Physical course reserves restarted in Fall 2021
- In Fall 2021, the Music Library offered 12 tours for new faculty and students, with over 49 attendees.
- Music Librarian taught 12 instruction sessions in Summer and Fall 2021
- COVID presented a challenge in the 2020 and 2021 workflow because many recitals were not recorded in the recital hall and those files take extra time to edit and prepare for the archive. Library Web Specialist hired Dec 2021, allowing the library to archive ready materials. Jade, Hunter Dunlap, Kent Garrison, and Dr. James Land met in January to revisit the project's workflow. Dr. Land will upload files of recitals/concerts weekly in a shared Google Drive folder. Alonso Rubio will join the project as the recital archive cataloger. Dr. Land has an independent study student who will be processing the raw data backlog from 2019-Present. As files are edited and ready for archive, they will be shared via Google Drive on a running basis.

#### Quad Cities Library-

- Continued to provide essential library services (circulation, instruction, computer/printer access) throughout the year despite working under pandemic conditions.

- The Jeff Leibovitz Special Collection has seen less work this year than last. Again, the pandemic has made work with the Steering Committee more challenging. Still, we've circulated the curriculum cases to several local teachers and are already taking reservations for this Spring.
- Brittany took on retention records responsibilities as part of her ¼ academic support function. She worked closely with Bruce Ackers (University Records Officer) in implementing the program at the Quad Cities campus and worked with Bruce recently to provide a zoom-based training session.
- Tom guest-lectured to four classes, all on zoom. All were 400 or 500 level classes in Counselor Education, Museum Studies and Special Education.

#### Reference Unit-

- Answered thousands of reference questions from a wide range of disciplines (virtual-only from January through August; in person and virtual during the Fall semester). Some examples from the year.
- Successfully reverted back to in-person plus virtual reference for Fall 2021 after creating and instituting COVID-safe protocols.
- Incorporated use of outward-facing technology (secondary monitors, keyboards, and mice) to facilitate safe, collaborative communication with patrons during COVID and into the future.
- Resumed hosting tutors for Academic Services when in-person services returned in Fall 2021.
- Continued to provide patron assistance with WestCat/I-Share following its migration to a new platform. Staff continued training and were active members of the task force that shape the functionality and look of the public search interface.
- Promoted reference services through creative submissions to weekly Student Announcement emails.
- Demonstrated our services' contributions toward student success and community support as evinced by patron responses to email reference assistance:
  - Graduate student: "This is a wonderful service."
  - Graduate student: "I'm pretty impressed. I don't have any suggestions. I am grateful for the help."
  - Faculty: "I truly appreciate your help and your quick replies :) This is so helpful."
  - Alumna/us: "Service was excellent and provided extra information that has been very helpful."
  - Librarian from other institution: "Many thanks for the joint effort on this. Great detective skills."
- Continued conducting a survey through spring 2021 to measure user satisfaction with our Reference Email Service.
- Assisted patrons with increased, diverse digital content purchased during COVID, including ebooks and streaming media; discussed platforms and associated technologies at unit meetings.

- Lobbied for reinstatement of Dissertations & Theses Global and encouraged collaboration with College of Arts & Sciences to provide Gale literary databases (in addition to OED).
- We not only selected titles to expend our reference unit allocation of \$20,000, we were also able to recommend titles worth around \$25,000 to be purchased with any remaining library funds.
- Continued to maintain and expand a reference collection that directly supports assignments and research on DEI topics.
- Unit staff provided copyright assistance to university faculty during 2021. A total of three CITR workshops were offered on Copyright in the summer, spring, and the fall. A total of 19 copyright consultations were held with faculty on intellectual property issues. Michael taught as a guest instructor on Copyright and Open Educational Resources for two sections of Best Practices in Teaching Online offered by CITR.

#### Resources Management Services-

- Successfully navigated our second year with the *Alma/Primo* VE Integrated Library Management System. We made progress developing new workflows as we continued our transition from an 18-year history with the *Voyager* ILMS (ending June 2020), and towards fully embracing the opportunities afforded by *Alma*. Through it all there have been countless examples of teamwork and collaboration as we worked to reach our goals.
- Ordered and processed approximately \$160,465 in library materials (Spring 2021), \$93,907 were e-books with the remainder being print monographs, DVDs, and music materials
- Added 4,728 physical items to the WestCat Library Catalog (including purchases and gifts), during 2021.
- The national search to fill our open E-Resources & Collections Librarian position successfully concluded as Craig Whetten was hired to fill this Unit A faculty position.
- During the absence of our retired E-Resources Librarian colleague, Jeff Matlak, during 2021, the ad hoc “E-Resources Working Committee” (Brian Clark, Hunt Dunlap, Jeanne Stierman, Krista Bowers Sharpe), temporarily plugged some of the gaps created by his departure, and have been coordinating with CARLI staff on ways to work through Voyager-to-Alma e- resource migration issues (e.g., bibliographic record duplication).
- Coordinated with Administrative Information Management Systems (AIMS) staff to receive properly formatted (XML) library patron loads (authenticated details of valid WIU-affiliated persons) from the University mainframe. I downloaded fresh files, reformatted, uploaded data, ran *Alma* user data synchronization processes, troubleshoot errors, communicated with CircDesk staff and users - working to ensure all eligible WIU-affiliated users may gain access to library resources and services.
- Organized and promoted participation (for relevant staff) in numerous training sessions (e.g., *Ex Libris* Conference Calls, CARLI “Office Hours” zoom webinars, etc.),

devoted to a wide assortment of functions (e.g., Fulfillment, Reserves, Cataloging, OPAC, etc.).

- Coordinated with uTech regarding CAS/SSO functionality (added new *I-Share Union View* domain in 2021).
- Triageed and worked to address incoming reports of problems, issues, complaints and workflow disruptions. This response effort continues. Among other factors, it is influenced by *Ex Libris*/CARLI acknowledgements of “Known Issues,” the added complexity periodically introduced by *Ex Libris*’ “agile” software development processes leading to monthly feature updates, and the tacit understanding that the complexity of some issues may require additional time/resources to investigate before a determination can be made on resolution options. *Alma* is a complex ILMS.
- Due to the upcoming technical deprecation of the “Time Tracker” student worker time-clock system (retired December 31, 2021), investigated options and installed another Open Source employee time-management system, called *Kimai* (August 2021).
- Facilitated/coordinated with Digitization staff, Archives & Special Collections Unit, CARLI, and others in developing, maintaining and enhancing digital projects and collections (e.g., *Western Courier*) on *ContentDM* (hosted via CARLI).
- Updated the *Firefox & Chrome-based WIU Libraries Research Panel* browser extension, including fresh distribution, maintenance and support.
- Filled Web Specialist I civil service position. Kent Garrison joined our unit in December 2021, and quickly came up to speed with several of our web technologies.
- Due to a backlog and the absence of a Web Specialist during much of 2021, Sean Cordes (Instruction/Reference) provided webpage design assistance.
- Further integrated *Alma/Primo VE* services into library’s existing web framework.
- Maintained the Libraries’ web presence in accordance with library, university, state, federal and international laws, guidelines and standards related to accessibility (e.g., U.S. Section 508; Illinois Information Technology Accessibility Act (IITAA); W3C).
- Provided ongoing training and assistance to BGS staff as we absorbed and integrated the BGS website into the ‘./libraries/’ *OmniUpdate* instance, and trained BGS staff on OU features and library web policies.

### **Describe Department/School Challenges:**

- Decrease in contact time students have with information professionals. The number of students receiving information literacy instruction across the libraries was seven hundred or about 10% of the total WIU FTE student enrollment for 2020 (6965).
- Shift to online teaching from traditional classroom-based library instruction to live online classes. To meet this challenge, we put new processes in place both before and after library classes, including procedures to manage a more complex scheduling system and video storage system. Despite obstacles, the shift to online learning was positive overall, and helped prepare library instructors for current and future changes

including the idea of working in multiple, distributed environments such as *holding live classes in both the physical and Zoom environment at the same time*.

- Maintain support for Dissertations & Theses Global and continue collaboration with College of Arts & Sciences to support Gale literary databases and OED.
- Restore funding to add current materials (e.g., nursing), reinstate standing orders, and purchase additional databases. Faculty members are coming to WIU with expectations of access to sophisticated and expensive databases. Supporting a world class education requires world class library access to information. Interlibrary loan can't meet these needs.
- Hire faculty so that library staffing levels will again allow WIU Libraries to meet fully its teaching, research and service mission to the university, community and region throughout the year. In Reference, this becomes ever more necessary with WIU's increased offerings of online classes: Non-traditional users, in particular, need assistance during evenings and weekends.
- The Malpass Library building is having a serious situation with its public elevators. Two of them are unrepairable. The third one is in constant needs of repair. This situation is creating a challenge not only for the WIU Libraries but for the whole university. Because the three public elevators are not working properly, we are not in compliance with the ADA regulations.
- The restrooms at the Malpass Library are not in condition to meet the new demands and policies to have diversity, equity, and inclusion as part of the university's facilities. At the Malpass Library, the fundamental challenge is to have a gender-neutral restroom.
- The WIU Libraries collections are old. It is fundamental to update the collections that support the demands of scholars, students, and the community. To be part of the teaching, research, and community engagement of our programs, departments, and colleges, not only is it necessary to update the collection, but to expand the total number of titles and volumes, printed and online.
- The commitment from the President's Office to diversity, equity, and inclusion, requires us to have services and collections that reflex intellectually these new realities. The same challenge is to rethink our services and collections that strategically support international students. They will be almost a thousand for August 2022.
- At the same time to help in the recruitment and retention of our students is important to expand our services and collections related to our region.

**Identify Opportunities for your department/school in the short term:**

- We are working with the Provost's Office to establish the Learning Innovation Commons to bring in our curriculum, research projects, and community engagement through the use of data management, retention, and sharing; data visualization; open access and scholarly communication; digital research project consulting, design, and implementation; GIS and mapping; textual quantitative analysis; visual design and

user-interface development; digitalization of objects in 2 and 3 dimensions; digital publications. As part of this Learning Innovation Commons, we will use resources from the Illinois Innovation Fund.

- This Learning Innovation Commons is creating the opportunity to reconceptualize all the services and collections at the WIU Libraries. By May 2022 a Blueprint Committee will present to the Provost's Office a reconceptualization of the WIU Libraries. Part of that reconceptualization will include the proposal for the establishment of 6 area studies collections (Hispanic, Latinx, Caribbean Studies Collection; African and African Diaspora Studies Collection; European and Asian Studies Collection; Middle Eastern Studies Collection; Women, Gender, and LGBTQIA+ Studies Collection; Anti-Racism, Intolerance, Genocide, and Holocaust Studies Collection). Also, as part of this reconceptualization is the creation of the Western Illinois Research Center, including Archives and Special Collections. The Center will be a collaborative project with the Illinois Institute for Rural Studies and the History Department.
- For the area studies collections, we are hiring three scholar-librarians who can help to develop them. We are using the C.T. Vivian Diversity Teaching Scholars Program to fill these positions.
- Begin an analysis to establish a digital repository for the university.
- As part of the collaboration with the History Department, we are analyzing the idea as part of its Master's Degree in History to have a specialization in public history and digital humanities.
- Part of the reconceptualization of the WIU Libraries will include the change in focus for the services and collections from teaching-oriented to promoting the curriculum, research, and community engagement. An important part is the establishment of a new collection development policy that will increase the WIU Libraries collections from one million to two million. For this part, the WIU Libraries will be proposing a new physical space for the new part of the collections.
- This new physical space will be also for expansion in two years for the Learning Innovation Commons, the Western Illinois Research Center, areas studies, collections, and the Seminar for Intellectual History.
- To be part of the recruitment, retention, and promotion of the internationalization of the university. By May 2022, the grant proposal will be presented, called Illinois International Scholar Initiative, to the Title VI Undergraduate International Studies and Foreign Languages Program at the US Department of Education. This grant will be a collaboration with the Department of Political Science and Foreign Languages.
- As part of the idea of continuing the WIU Libraries as a center of the academic life in the university. We presented a grant to the Institute for Humane Studies at George Mason University to establish a Seminar of Intellectual History in collaboration with the Centennial Honors College. The Seminar follows the Greco-Latin tradition of a space for discussion about great ideas for humankind, with an important collection of books and materials about the history of great ideas.
- A proposal for 40 million was presented to the US Senate through the appropriation process to help in resolving the physical issues that WIU Libraries are confronting, to

develop the Learning Innovation Commons, area studies collections, Western Illinois Research Center, building the collections to two million books and volumes, and to establish a second site for the WIU Libraries on campus.

- With the library staff, we analyzed the new roles and trends for the WIU Libraries. After careful consideration, we are proposing to the Provost's Office to change the name from WIU Libraries to University Libraries and Interdisciplinary Studies.

**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.**

- To have a plan for the transformation of the WIU Libraries to the new University Libraries and Interdisciplinary Studies.
- To have the design and plan to develop the phase 1 of the Learning Innovation Commons.
- To establish the collection development plans for the area studies collections.
- To have design and plan to develop the Western Illinois Research Center.
- To have design and plan to develop the specialization in the Masters of History.
- To have design and plan to develop the digital repository for the university.
- To hire a C.T. Vivian Diversity Teaching Scholar.
- To present the Title VI Undergraduate International Studies and Foreign Languages grant proposal.
- To identify resources to start increase the collections to two million books and volumes.

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

- To have the approval from the Provost's Office for the plan to establish the new Universities Libraries and Interdisciplinary Studies.
- To have identified the additional site for the Universities Libraries and Interdisciplinary Studies.
- To start operation of the Learning Innovation Commons at the Malpass Building as phase 1 of the project.
- To start the renovation of the Malpass Building on the physical areas (elevators and restrooms).
- To start the renovation and moving for the areas studies collections and the Western Illinois Research Center.
- To have the plan and the date to start the specialization of public history and digital humanities.
- To have at least two C.T. Vivian Diversity Teaching Scholars hired.
- To start the development of the digital repository for the university at the University Libraries and Interdisciplinary Studies.

- To have an agreement with the Library of Congress' Surplus Books Program to increase our collections to two million.

**List Major Faculty and Staff achievements:**

**List Major student achievements and recognitions:**

**List alumni activities:**



- Total number of general education courses
- Total number of FYE courses
- Total number of major courses
- Total number of independent study, internship, and other courses
- Total number of graduate courses
- Number of courses offered through Macomb campus
- Number of courses offered through QC campus
- Number of courses offered through Online campus

### **Number of New and Revised Academic Programs**

- New Major Options [include audience for the program and aspect of mission served by the program]
- New Minors [include audience for the program and aspect of mission served by the program]
- New Certificates, Emphases, or Other [include audience and aspect of mission served]

### **Eliminated Academic Programs**

- Majors, minors, other

### **Faculty Activities**

- Achievements
  - Krista Bowers Sharpe was granted tenure and promoted to Assistant Professor
  - Jeff Hancks converted CSP554 from face-to-face to hybrid format
  - Jeff Hancks transferred to the QC campus and began the process of taking over leading the QC Library
  - Sean Cordes participated in the Library Catalog Transition
  - Sean Cordes developed design of the new Resource Management Systems unit web page.
- Professional Development
  - Jeff Hancks attended the American College Personnel Association annual conference in St. Louis, MO.
  - Brian Clark attended the Zoom Video Conferencing Basics to Advanced workshop
  - Sean Cordes attended the Coursera training sessions for Strategy of Content Marketing and Understanding Research Methods
  - Krista Bowers Sharpe attended many webinars and conferences on DEIA issues in Higher Education and Academic Libraries
  - Michael Lorenzen attended the Copyright X online training through Harvard University

- Outreach and Significant Service
  - Jeff Hancks served on the Council for the Advancement of Standards in Higher Education
  - Krista Bowers Sharpe chaired the Illinois Association of College & Research Libraries Communications Committee
  - Sean Cordes served on Faculty Senate
  - Sean Cordes and Hunt Dunlap served on the University Technology Advisory Group
  - Sean Cordes served on the University Personnel Committee
  - Sean Cordes served on the BGS Advisory Board
  - Sean Cordes served on the CITR Advisory Committee
  - Sean Cordes served on the Campus Visit Advisory Group
  - Sean Cordes chaired the Council of International Education
  - Jade Kastel and Hunt Dunlap served on the E-Resources & Collections Librarian search committee. Hunt chaired the committee.
  - Jade Kastel, Bill Thompson, Craig Whetten and Jeff Hancks served on the Government Information & Sciences Librarian search committee
  - Jade Kastel served on the Director of Jazz Studies search committee
  - Bill Thompson served as the UPI President
  - Michael Lorenzen chaired the Government Information & Sciences Librarian search committee
  - Krista Bowers Sharpe, Brian Clark, and Sean Cordes served on the Dean of Libraries search committee
  
- Research:
  - Books:
  - Articles: 5
  - Conference Presentations: 7
  - Other: 1

### **Grant Activities and External Funding**

- We presented a grant to the Institute for Humane Studies at George Mason University to establish a Seminar of Intellectual History in collaboration with the Centennial Honors College. The Seminar follows the Greco-Latin tradition of a space for discussion about great ideas for humankind, with an important collection of books and materials about the history of great ideas.
- A proposal for 40 million was presented to the US Senate through the appropriation process to help in resolving the physical issues that WIU Libraries are confronting, to develop the Learning Innovation Commons, area studies collections, Western Illinois Research Center, building the collections to two million books and volumes, and to establish a second site for the WIU Libraries on campus.

- To be part of the recruitment, retention, and promotion of the internationalization of the university. By May 2022, the grant proposal will be presented, called Illinois International Scholar Initiative, to the Title VI Undergraduate International Studies and Foreign Languages Program at the US Department of Education. This grant will be a collaboration with the Department of Political Science and Foreign Languages.

**Value of Programming**

- Please explain how departments, programs, and other aspects of your college add value to the educational experiences of Western students.

**Student Success**

- List student clubs and organizations in the college
- List results of any student surveys in your college, including surveys on student success, program development, student satisfaction, etc.
- List all new initiatives in the college regarding student success
- List all initiatives to support underrepresented student populations in your college

**Alumni Highlights**

- List notable highlights from college alumni

**Community and/or Regional Engagement from College**

- List notable community and regional engagement activities

**Conclusion**

Please include here any important information that is not covered in this report.

## **Part I (for Chairs)**

**Department/School:**

**College: University Libraries**

### **Department Vision and Mission Statements:**

#### Mission

The Bachelor of Arts in General Studies (BGS) degree program is a fully online, non-traditional approach to undergraduate education designed for students who are place-bound by work and/or family responsibilities. The stated mission of the BGS is *to assist each student to design, implement, and complete a focused and comprehensive plan of study leading to a bachelor's degree that meets the student's personal and professional educational goals.*

The BGS mission is central to Western Illinois University since it empowers students to navigate dynamic and diverse personal and professional needs by providing individualized paths to degree completion for many non-traditional students. According to the 2021 WIU Fact Book, the BGS degree is ranked eighth out of the top ten majors/degrees selected by students transferring to WIU. Indicative of its vital importance to the University, the BGS program produced 9.6% of all conferred undergraduate degrees in 2021 and produced the second highest number of total undergraduate degrees, only trailing LEJA. No doubt, the BGS provides access for many non-traditional students, empowering them to attain professional and academic goals with a viable path to a high-quality bachelor's degree.

#### Vision-

The Bachelor of Arts in General Studies will be the premier choice in Illinois for students seeking a high quality, flexible, and fully online Bachelor's degree completion program.

### **Degrees Offered in Department/School:**

In essence, the Bachelor of Arts in General Studies (BGS) offers one program, but it is highly customizable per student. Much of the success of the Bachelor of Arts in General Studies (BGS) degree is credited to this flexible individualized design. Although there are specific general education requirements, the remaining WIU courses may be selected from multiple departmental offerings. These WIU credits may be coupled with credits awarded from the following components to arrive at uniquely individualized programs of study, culminating in a General Studies degree:

*Transfer Courses from Regionally Accredited Institutions* - BGS recognizes that adults frequently have previously attended a variety of educational institutions, so we accept transfer of successfully completed undergraduate coursework taken at any regionally accredited institution.

*Online Courses* - Students may enroll in online courses, on campus courses, or any combination of the two.

*Proficiency Exams* - Students are encouraged to earn credit by taking proficiency examinations, such as the College Level Examination Program (CLEP), Excelsior College Examination Program, and DANTES Subject Standardized Tests.

*Military Assessment* - The American Council on Education (ACE) provides credit recommendations for formal courses and occupations offered by all branches of the military. Students who have served in any branch of the military may ask that their course and occupation history be reviewed for academic credit consideration. All credit recommendations are based on ACE reviews.

*Prior Learning Portfolio* - Students may apply for up to 30 academic credit hours through the preparation of a prior learning portfolio, which documents specific college-level knowledge gained through nonacademic pursuits and must be comparable to WIU courses. University faculty evaluate and recommend credit for the prior learning, which then must be approved by the department chair and college dean.

*Undergraduate Certificates* - BGS coordinates a national program where fire service personnel may earn credits leading to their bachelor's degrees as well as certification through the National Fire Academy in *Fire Administration and Management* or *Fire Prevention Technology*.

### **List specific recruitment and retention activities:**

#### Enrollment Information

Total Fall 2021 Enrollment: 224 (Fall 2020: 251)

Total 2021 Graduates: 131

Total 2021 Applications: 182

Total 2021 Admissions: 167

Total 2021 UNIV 490 Enrollment: 16

### **List Student Learning Outcomes for Majors:**

BGS incorporates the latest technologies to enable students to successfully attain the following learning outcomes.

- Provide a flexible, high-quality program for non-traditional students that consider alternative methods of learning and modalities of instruction.
- Provide all graduates strong university-level general education knowledge. The Bachelor of Arts in General Studies degree program provides university-level coursework in a cohesive approach so that all graduates complete Western Illinois University general education requirements.
- Provide exceptional preparation for graduate school.
- Provide workforce preparation and career enhancement.

#### **Describe Department/School Strengths:**

- The entire BGS degree can be completed online, providing the flexibility that non-traditional students require.
- The program meets the needs of an increasing population—non-traditional students—many of whom are returning to higher education and consequently need an individualized academic program and transcript to meet their personal career and academic goals.
- The program is willing to engage in open communication toward the goal of continuous improvement.
- Caring, committed advising and administrative staff are dedicated to the success of the program

#### **Describe Department/School Challenges:**

- The dramatic decrease in academic advisors, who also act as recruiters, has severely damaged relationships with community colleges and decimated enrollment.
- Insufficient campus-wide knowledge of the program, particularly among faculty and academic advisors. More students who are unsuccessful in their original majors might transfer to BGS if it were promoted better internally.
- Insufficient branding and marketing have resulted in a lack of knowledge or awareness about the program among target populations.

#### **Identify Opportunities for your department/school in the short term:**

- Existing online or hybrid WIU courses could be overhauled to produce new quality courses that improve the variety of BGS course offerings rather than creating brand new online courses.
- Add additional intake periods beyond the beginning of the current semesters.
- Add additional in-demand minors online
- Increase the availability to value-added academic experiences, such as internships, research, or fieldwork.

- The BGS program has the opportunity to steadily increase its pipeline of non-traditional students to WIU, especially as this target audience continues to grow.
- Create a handful of courses which are exclusive to BGS students to build community among them.
- Over 1.5 million Illinois residents started college but did not finish. This is a huge pool we are doing virtually nothing to reach.
- The student population that BGS is serving is asking for a bachelor's in general studies with a concentration in science. For that reason, we can reactivate the Bachelor's in Interdisciplinary Studies in science. Also, the Title VI Undergraduate International Studies and Foreign Languages grant proposal to the US Department of Education will develop the Illinois International Scholar Initiative, which can give us the opportunity to create the Bachelor's in Interdisciplinary Studies with a concentration on international studies.
- We are looking to move the BGS as part of the Department of Interdisciplinary Studies. In addition to the reactivation of the Bachelor's in Interdisciplinary Studies in science and a new concentration on international studies, we are working with the Department of History to promote a new specialization on its Master's in History related to public history and
- digital humanities.

**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.**

### **Continuous Steady Growth to Develop Additional Online Courses, Entry Points, and Programs**

- Encourage departments to add additional courses and course lengths which are of interest to online students
- Allow additional entry points to the University, allowing students to begin courses year-round, not just at the three current semester starts.
- Pursue development of additional minors and micro credentials to enhance students' job marketability.

### **Increase and Strengthen Partnerships with Community Colleges**

- Strengthen partnerships with existing Illinois and regional community colleges.
- Explore and develop wider domestic community college partnerships
- Explore international community college partnerships, especially in the Caribbean and Latin America.

### **Continue to Explore and Develop Corporate Academic Program Partnerships**

- Develop existing corporate partnerships
- Explore new partnerships with regional businesses

### **Develop the BGS Brand**

- Design a marketing plan specific to BGS.
- Develop more efficient and effective marketing tools/materials.
- Work with Undergraduate Admissions for greater recruiting and marketing assistance.

### **Continue to Strengthen Advising**

- Provide professional development resources that address the unique problems of (1) Serving distance education students, (2) Recruitment/Retention, and (3) Degree completion.

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

- To have a program of online assessment for the BGS.
- To develop a plan of collaborative agreements with strategic community college partners.
- To develop a corporative plan to establish strategic partnerships with the business sector in the region.
- To have for Fall 2022 a marketing plan in collaboration with the Office of the Vice President of Student Management.
- To have for Fall 2022 a recruitment and retention plan in collaboration with the Office of the Vice President of Student Management.

### **List Major Faculty and Staff achievements:**

- Relocated the BGS Office to the Malpass Library, 3<sup>rd</sup> floor office suite
- Filled the vacant Office Administrator position
- BGS staff member, Keri Allison, served on the Dean of Libraries search committee
- Stop Out postcard was sent out in February 2022
- Keri Allison switched advising appointment calendar to Calendly successfully
- Keri Allison is a member of the Council of Academic Advisors (COAA) and served on the Professional Development & Networking subcommittee
- BGS has a BGS Advisory Committee
- BGS has a chapter membership with Omega Nu Lambda National Honor Society, Beta Chapter



**List Major student achievements and recognitions:**

- BGS Department Scholar, FL21 – Tessa Barker
- BGS College Scholar, FL21 – David E. Peterson, Jr.
- BGS Department Scholar, SP22 – Brandi Gollihar
- BGS College Scholar, SP22 – Brandi Gollihar

**List alumni activities:**

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## **Centennial Honors College**

### **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/](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.

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**1. What is unique and special about your College?**

The Centennial Honors College collaborates with all of the colleges at WIU. The Honors College serves academically talented students who engage in specially designed courses and research opportunities. The College also supports and encourages the pursuit of national scholarships.

Students from any major can participate in the Honors College. The Honors curriculum includes general honors, honors in the major, university honors, and pre-law honors minor. Faculty from any discipline have the opportunity to request to teach an honors course that would be a unique offering for students in honors. Honors students have an opportunity to elect to be housed on the Honors Floors in the residence halls, with students who share similar interests and dedication as theirs. These students are also granted permission to enroll in courses prior to the general student body. Students in the Honors, as well as the general student body, are encouraged to attend and participate in several events hosted by the Honors College (i.e., Academic Honors Convocation, Thomas E. Helm Undergraduate Research Day, Quad Cities Student Research Conference, Pre-Law Symposium, Pre-Med Symposium, and the Student Honors Association. The Honors College also participates in Constitution Day, which is recognized annually at the university. Honors students are also granted scholarships specific for honors students and they participate in and are individually recognized during the Honors Convocation ceremonies prior to Commencement.

**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 Centennial Honors College has great potential for growth. It will be important to reach out to students and faculty from all of the colleges to invite their participation in the Honors College. The enrollment in many honors programs typically consist of approximately 10% of the student population. The general trend at WIU falls under this 10%. There is potential for WIU to increase enrollment and interest in honors through intentional and active recruitment of students into honors. The Honors College has recently revisited and revised the admission criteria for honors. The intent of the revision is to encourage students who may not otherwise consider enrolling in the honors program, to possibly consider applying for admissions consideration into honors. Additionally, students who enroll and successfully complete honors programs may have increased opportunities to secure employment and may be more marketable to employers upon their degree completion. Some graduates may seek to advance their educational experience and growth following the attainment of their Bachelor's degree, in which case, the rigor of an honors curriculum could prove beneficial to these students and could lend itself to assisting with their future successes.

Another area in which the Honors College could have positive impact on the growth of the College is through outreach and visits to local high schools to meet with juniors, seniors, and any prospective student who may be considering a future degree from WIU. The College could also offer dual enrollment honors courses (e.g., ENG 180/280), which would allow dual enrolled high school students to join the Honors College and to maintain good academic standings. Dual enrolled high school students can also begin to fulfill the honors program degree requirements while they are still in high school. Positive experiences in dual enrolled courses could provide an additional benefit to those students and could assist with attracting them to enroll as full time students at WIU and to be ultimately retained while they are at WIU.

**3. Barriers to growth in your College**

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Lack of resources to conduct active and consistent recruitment is a barrier to the College. The College is currently operation with one office support staff, two academic advisors in Macomb, one advisor in the QC, and a Dean. The College lost some personnel partially due to budget cuts and to relocation to other institution. The College can benefit from hiring additional staff who can take on the roles that the current staff have added to their already full workloads. One such area for a new staff member to assist with is the coordination, marketing, and hosting of new and engaging programming for the College and the university community.

Another barrier to growth is the College stems from the lack of honors-specific scholarships to incentivize new and current honors students. Additionally, for new honors students, orientation into honors is not in sync with other new student registration and orientation programs, which results in the lack of pertinent information being delivered to students in a timely manner.

**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*

**4a Headcount by class**

|               | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 |
|---------------|-----------|-----------|-----------|-----------|-----------|
| New Freshmen  | no data   | No data   | 169       | 132       | 73        |
| New Transfers | No data   | No data   | 61        | 49        | 46        |
| Continuing UG | No data   | No data   | 603       | 583       | 489       |

**4b. Headcount by ethnicity and gender**

|                  | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 |
|------------------|-----------|-----------|-----------|-----------|-----------|
| American Indian  | No data   | 1         | 2         | 3         | 2         |
| Asian            | No data   | 10        | 19        | 14        | 14        |
| Black            | No data   | 151       | 101       | 92        | 77        |
| Hispanic         | No data   | 96        | 86        | 87        | 74        |
| Other            | No data   | 14        | 7         | 12        | 14        |
| Pacific Islander | No data   | 1         | 1         | 1         | 0         |
| Two or More      | No data   | 35        | 24        | 18        | 10        |
| Unknown          | No data   | 10        | 12        | 8         | 5         |
| White            | No        | 654       | 581       | 529       | 383       |

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|        |         |     |     |     |     |
|--------|---------|-----|-----|-----|-----|
|        | data    |     |     |     |     |
| Female | No data | 303 | 534 | 515 | 425 |
| Male   |         | 331 | 299 | 249 | 183 |

## 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

The total number of degrees conferred from August 2021 to May 2022 is 126 (August 2021 – 20; December 2021 – 26; June 2022 – 80).

## 6. Retention of students

*List retention initiatives for the following:*

- a. Current students
- b. Transfer students

The Honors Academic Advisors meet with current and transfer students to discuss their degree requirements. This is currently achieved through semester meetings with the honors advisors and numerous email communications from the honors advisors. These discussions/interactions are pertinent to the success and retention of honors students at WIU and in their respective programs.

The Student Honors Association (SHA) could also facilitate more activities, special events, and get-togethers that include the WIU student body as well as the community. At the beginning of the fall 2021 semester, the College hosted an ice-cream social for the honors students and guests. Several students and some faculty and staff participated in the event. The SHA on the QC campus have hosted some social events as well with Dr. Jim Rabchuk, their faculty advisor. Such events are important for students to develop a sense of belongingness, improved self-esteem, pride and identity.

## 7. Recruitment of students

*List recruitment initiatives for the following:*

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

Recruitment initiatives for first-year students includes the active participation of the College at Discover Western events. The Academic Advisors meet with prospective students and their parents/guardians/and others to provide information about the honors program and to answer any questions they may have. The participants are provided information on the program requirements and how the honors course fit into their overall degree plan. The participants are also invited to apply to the Honors College, if they did not already do so. They are also invited to schedule an appointment to meet with their honors advisors to receive more detailed information about the expectations for the honors program.

Students who are identified as eligible for admission into the Honors College are sent letters and brochures. These students are invited to apply to the Honors College. The students are also sent information regarding upcoming informational sessions and invited to attend.

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The Honors College, via the honors advisors, also attend and participate in departmental recruiting events such as Ag Open House and Biology Days. Students will also be encouraged to submit an essay (as part of the new criteria for admissions into the Honors College), which provides a third path to admissions into honors.

## **8. Recruitment and retention of faculty and staff**

*Describe the following:*

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

Although there are no faculty specifically assigned to the Centennial Honors College, the College relies on faculty from the various departments and colleges to teach courses in the program. Faculty are welcome to bring forward new honors course proposals that may be of interest to honors students. The Honors Council and an ad hoc committee have also worked with faculty who teach honors courses to assist with the revision of the general honors assessment goals. The Honors College encourages faculty to work with students to assist them with their research projects and to present their research during Undergraduate Research Day.

## **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*

- a. 28 general education (GH) courses were listed for fall 2021, spring 2022, and summer 2022.

The total number of general education courses for fall 2021 are as follows:

GH 101 – 4 sections  
GH 299 – 4 sections (2 sections were delivered online)  
GH 301 – 2 sections  
GH 302 – 3 sections

The total number of general education courses for spring 2022 are as follows:

GH 101 – 3 sections  
GH 299 – 7 sections (5 were listed online, one of which was a study abroad course)  
GH 301 – 2 sections  
GH 302 – 2 sections

The total number of general education courses for summer 2022:

GH 299 – 1 section (online)

- h. 8 sections were offered online

## **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)*

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- 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)*

Click or tap here to enter text.

### **11. Eliminated academic programs**

*List eliminated majors, minors, other*

Click or tap here to enter text.

### **12. Faculty activities**

*Include the following:*

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

Click or tap here to enter text.

### **13. Grant activities and external funding**

Click or tap here to enter text.

### **14. Value of programming**

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

Students in the Centennial Honors College enjoy specialized courses which count towards their general education and graduation requirements through the General Honors program. General Honors courses have lower enrollments to provide for more in depth interaction with honors faculty and other honors students, and to engage in deeper critical thinking activities. Through the Honors in the Major program (Major Honors), students get the opportunity to engage in research and creative projects in a one on one mentoring relationship with their course instructors. These honors projects are completed in connection to major coursework that the students are completing for their degree requirements. The Pre-Law Honors minor offers an interdisciplinary minor for honors students to complete foundational coursework to prepare them for legal studies. This programming is only available to students participating in the Centennial Honors College. Graduates of the Centennial Honors College are recognized for scholarly and creative accomplishments, setting them apart from non-honors students. These accomplishments are noted on students' official transcripts and enhance students' resumes in competing for graduate school and employment opportunities.

The Honors Council works with faculty from all departments on campus. The Honors Council reviewed and approved 1 new course proposal during this academic year. The Council also reviewed and approved three proposed departmental changes to honors in the major.

Furthermore, the Honors College is also responsible for bringing forward grant requests to the Honors Council for review. The Honors Council reviewed and heard testimonies for four student research grant proposals this academic year. The grant proposals were approved for funding.

The Honors College was fortunate to host in-person and virtual events this academic year. The College hosted the Annual Pre-Law Symposium as a virtual event during the fall 2021 semester. As the pandemic cases began to decrease, the College saw an opportunity to host the Annual Jill M. Brody Pre-Med Symposium in person, which yielded excellent participation from invited



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schools and current students. The COVID protocols were followed for the event. The College also planned and hosted the Annual Thomas E. Helm Undergraduate Research Day in person, with COVID protocols being in effect. Students and their faculty mentors shared their research projects at this event. The Annual Quad Cities Student Research Conference was held virtually this year.

All of these activities, among many others offered at WIU, lend themselves to the enrichment of the student experience at WIU.

## **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*

- a. The student organization in the Honors College is the Student Honors Association (SHA).
- b. N/A
- c. With the elimination of the Honors Orientation as part of WIU's orientation and registration programs, a large number of new honors students are no longer connecting with their academic honors advisor prior to registering for classes and attending WIU. The structure of the First Year advising program leads students to believe that they only need to work with their First Year advisor, whether or not that is the intent. Honors advising is not part of the FY advisors' enormous responsibilities. Additionally, advising holds do not affect honors advising. These issues have resulted in miscommunications, confusion and lack of participation in honors courses, which, in turn, has resulted in students not maintaining good standing in the Honors College, disappointment in their initial honors experience, and ultimately, withdrawal from the Honors College. To facilitate engagement with new honors students, the academic honors advisors began hosting virtual Honors Orientation sessions. These are 20-40 minute group sessions held via Zoom twice per month to provide new honors students with an overview of the Honors College - the requirements, opportunities, how to choose honors courses, and how to maintain good standing. A flyer is mailed to new freshmen inviting them to join one of the sessions, which is still treated as optional.

To ensure new honors students are connecting with their academic honors advisor and becoming fully informed of their individual honors program, in April 2022, the WIU Honors Council approved an additional requirement for maintaining good standing in the Honors College: new honors students are required to meet with their academic honors advisor upon acceptance to the Centennial Honors College and at least once during their first year at WIU. This will ensure that new honors students are meeting their academic honors advisor, learning about their additional support for academic success, and becoming fully informed about their role in the Honors College.

- d. The Honors College has begun discussions related to diversity, equity and inclusion initiatives for the College.

## **16. Alumni highlights**

*List notable highlights from College alumni.*



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Click or tap here to enter text.

**17. Community and/or regional engagement from College:**

*List notable community and regional engagement activities.*

Click or tap here to enter text.

**18. Conclusion**

The Centennial Honors College continues to attract students from all majors and departments to participate in the honors program. Students receive support from their honors advisors, in addition to their major advisors. The Honors College continues to receive support from donors, which enables the college to provide enriching and relevant programs for students and the university community. The College is continuing to provide educational and intellectual opportunities to enhance the experiences of students at WIU. Students are encouraged to use their imaginations, be creative, and to become leaders in their fields.

Academic distinctions earned by the students this academic year are listed below:

Fall 2021

- \*23 Centennial Honors Scholars
- \*8 students graded Cum Laude
- \*7 students graduated Magna Cum Laude
- \*5 students graduated Summa cum Laude
- \*6 College Scholars
- \*37 Department Scholars

Spring 2022

- \*68 Centennial Honors Scholars
- \*68 students graduated Cum Laude
- \*50 students graduated Magna Cum Laude
- \*41 students graduated Summa Cum Laude
- \*6 College Scholars
- \*52 Department Scholars

Summer 2022

- \*17 Centennial Honors Scholars

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- \*8 students graduated Cum Laude
- \*14 students graduated Magna Cum Laude
- \*6 students graduated Summa Cum Laude

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**Illinois Institute for Rural Affairs**

**The Purpose of These Documents**

With this annual report, Directors will align past and future work in their units 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 Directors will describe what is unique about their program, document progress, define initiatives, and record 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/](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.

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**1. Mission statement:**

**About Us**

The Illinois Institute for Rural Affairs (IIRA) is an academic unit hosted by Western Illinois University. The IIRA builds the capacity of community leaders and policymakers by providing technical support, applied research, policy evaluation, on-campus teaching, and training across the state. IIRA is a clearinghouse for information on rural issues, coordinates rural research, and works with state agencies on issues of importance to rural communities.

**Mission**

The Illinois Institute for Rural Affairs seeks to improve the quality of life for rural residents by collaborating with public and private agencies on local development and enhancement efforts.

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**2. What is unique and special about your unit?**

**The IIRA is unique for at least six reasons, including:**

- i. Work with Governors Rural Affairs Council and the Lt. Governor.* The IIRA is the only academic unit of its type in the entire United States. The State of Illinois created IIRA in 1989 as part of a state initiative to address the 1980s Farm Crisis and the intractable challenge of rural economic stagnation.

A 1989 Illinois Governor's Executive Order created the Governor's Rural Affairs Council (GRAC) to address rural development issues. State leaders recognized that the Farm Crisis was not just an agricultural issue. They recognized that the Farm Crisis was actually a rural development issue that affected both the farm and rural non-farm economy. To address this complex challenge, state leaders decided to create the GRAC as a multiagency forum, chaired by the Lt. Governor, as a holistic response to rural development.

The GRAC is composed of 19 state agencies and nonprofit organizations, including the IIRA. The same executive order that created the GRAC, describes the IIRA as, "the State's Academic clearinghouse for rural development data and initiatives." Its mission is to work with the Office of the Lt. Governor and multiple state agencies to improve the quality of life in rural Illinois. The IIRA is the only agency in the entire state of Illinois with a mission focused on rural community and economic development.

- ii. Research Emphasis Stipulated by Governor's Executive Order.* The IIRA is also unique on campus because it is a tenure-granting academic unit, which prioritizes research as much as teaching and outreach. The executive order recognizing the IIRA also stipulates that each year, the IIRA will create an annual report for the GRAC documenting conditions in rural Illinois and making recommendations for improvement. The IIRA submits this report each year to the Office of the Lt. Governor and the Illinois General Assembly.
- iii. Emphasis on Critical Praxis—Linking Research, Teaching, and Outreach.* With its emphasis on research, teaching, and outreach, the IIRA is unique on campus for the extent to which it engages in *critical praxis*. This is the idea that we conduct research on community

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and economic development. We teach about our theories. We then put into practice our theories. Finally, we reflect on the outcomes of the practical applications of the theories to improve what we do. We recognize that other WIU academic units also link research, teaching, and the practical applications of the research through outreach. Examples of this could include the School of Agriculture and EAGIS / GIS Center. At a minimum, we hypothesize that the IIRA engages in critical praxis as much as any other academic unit does on either WIU campus.

- iv. *Reliance on External Funding.*** The IIRA is also the only tenure-granting academic unit on campus that relies on external sources for two-thirds of its funding. In 2021, WIU budgeted \$819,559 for IIRA. The IIRA actually spent \$565,000 in WIU appropriated funds but raised \$1,572,000. That means that in 2021 for every dollar WIU provided to the IIRA in appropriated funding, the IIRA raised another \$2.78 dollars.
- v. *Recruiting Students for other WIU Departments.*** The IIRA hosts the WIU Peace Corps Fellows (PCF) program on campus. We recruit returned Peace Corps Volunteers who have served their time overseas and are looking to pursue a graduate degree. The IIRA recruits Peace Corps Volunteers for its MA degree in Community and Economic Development (MA in CED). However, we also recruit for ten other departments on campus, including EAGIS, Sociology, Political Science, RPTA, MBA, Economics / Decision Sciences, MLAS, Public Health, and Education. Geography (EAGIS) and RPTA have had more PCFs on the WIU campus than any other.
- vi. *IIRA and its Director Represent WIU to the Illinois Innovation Network.*** The IIRA director serves as the liaison between WIU and the Illinois Innovation Network (IIN). In this role, the IIRA is working to strengthen research, teaching, and outreach partnerships with other universities across the state.

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**3. Did the unit participate in any recruitment and/or retention activities? If yes, please explain.**

The IIRA manages the MA Degree Program in Community and Economic Development (MA in CED). The IIRA adopts several recruitment and retention strategies, including:

- i. *Recruiting—Graduate School Recruitment Fairs.*** The IIRA / MA in CED has participated in several previous fairs organized by the WIU School of Graduate Studies.
- ii. *Recruiting—Social Media.*** The IIRA maintains a Facebook page devoted to the MA in CED program.
- iii. *Recruiting—Individual Recruiting.*** We reach out to students who have applied but have not committed to coming to WIU. We arrange telephone calls and zoom chats with prospective students to tell them about the merits of WIU and our degree program.
- iv. *Recruiting—Expand Program Delivery.*** The IIRA officially only offers the MA in CED in hybrid form through the WIU-QC campus. We also now offer it in a face-to-face format on the WIU-Macomb campus. We need to make this official. We believe that offering this flexibility can help us to recruit students.

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- v. **Recruiting—Midwest Community Development Institute (Midwest CDI).** This is a weeklong workshop held each August in Moline. We tout the merits of the MA in CED program by noting that students can get academic credit by participating in the Midwest CDI workshops.
  - vi. **Recruiting—Peace Corps Fellows / AmeriCorps VISTA.** The IIRA's Peace Corps Fellows program actively recruits students to attend WIU graduate programs throughout the year. We have access to the AmeriCorps / Peace Corps directories of Returned Peace Corps Volunteers (RPCVs) and VISTA (Volunteers in Service to America) volunteers. We recruit these RPCVs to attend WIU and enroll in one of 10 graduate degree programs. In 2021, we recruited 18 RPCVs to enroll as Peace Corps Fellows on the WIU campus.
  - vii. **Retention—Regular Email Engagement.** We offer the MA in CED program in both hybrid and face-to-face formats. In order to keep hybrid students engaged, we regularly reach out to make sure they are doing okay.
  - viii. **Retention—Training Events.** We bring Peace Corps Fellows and MA in CED students together to participate in periodic training events. This includes on-campus training, but it also includes free registration to participate in our annual rural development conference. This helps to build a sense of community.
  - ix. **Retention—Social Events.** We periodically schedule social events throughout the academic year to help build a sense of connection between the students and with faculty and staff.
- 

**4. List any learning outcomes or other performance measures in the unit:**

The IIRA Offers the MA Degree in Community and Economic Development (MA in CED). We have developed learning outcomes, which WIU posts on its webpage here:

[http://www.wiu.edu/provost/learningoutcomes/LO\\_MA\\_CED.php](http://www.wiu.edu/provost/learningoutcomes/LO_MA_CED.php).

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

1. Demonstrate the ability to engage in systems thinking by applying classical and contemporary concepts of community development such as Asset Based Community Development (ABCD) and the Triple Bottom Line (TBL) to develop a personal philosophy of, and approach to, community development (*community development skills*).
2. Demonstrate an ability to explain the factors, assets, and deficits that affect a local economy; demonstrate the ability to implement an economic development model and prescribe a set of policies that can help improve the economic development trajectory of a local economy (*economic development skills*).
3. Demonstrate analytic and research methods commonly used in the field of community and economic development to help community stakeholders make informed decisions about plans of action (*analytic and research skills*).
4. Communicate in written format, in face-to-face settings, online, and through social media (*communication skills*).

In addition to learning outcomes linked to our MA degree in Community and Economic Development, we have an additional 28 metrics we track each year. We summarize these metrics below, going back 33 years to our founding in 1989—with metrics for 1990 (Table 1).

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**Table 1. IIRA CY2021 Metrics for 2022 CAR Report**

| IIRA Metrics Calendar Year                              | 1990        | 2005        | 2010         | 2015         | 2020         | 2021         | Total         |
|---------------------------------------------------------|-------------|-------------|--------------|--------------|--------------|--------------|---------------|
| <b>Inputs</b>                                           |             |             |              |              |              |              |               |
| <i>Faculty and Staff</i>                                |             |             |              |              |              |              |               |
| Full-time/Part-time                                     | 9           | 28/1        | 36/1         | 29/1         | 19/2         | 17/1         | -             |
| <b>Peace Corps Fellows on campus</b>                    | <b>0</b>    | <b>20</b>   | <b>14</b>    | <b>14</b>    | <b>15</b>    | <b>18</b>    | <b>-</b>      |
| Graduate Students (GAs)                                 | 0           | 0           | 0            | 8            | 3            | 3            | -             |
| Student Workers                                         | 5           | 2           | 9            | 11           | 6            | 0            | -             |
| Peace Corps Preps                                       |             |             |              |              | 6            | 3            | -             |
| VISTA Volunteers beginning 2019                         |             |             |              |              | 26           | 40           | -             |
| <i>Grants</i>                                           | 5           | 46          | 49           | 30           | 28           | 36           | 885           |
| Indirect Cost Dollars (000's)                           | 0           | 0           | 257          | 202          | 138.7        | 130          | 2,574         |
| Appropriated Dollars (000's)                            | 250         | 1,124       | 1,612        | 1,643        | 605.7        | 565          | 32,042        |
| Grant Dollars (000's)                                   | 480         | 1,974       | 2,673        | 1,703        | 1,466        | 1,572        | 47,218        |
| Total Dollars (000's)                                   | 730         | 3,098       | 4,285        | 3,346        | 2,072        | 2,127        | 79,289        |
| <b>Leverage Ratio (Grant \$ ÷ Appropriated \$)</b>      | <b>1.92</b> | <b>1.76</b> | <b>1.66</b>  | <b>1.04</b>  | <b>2.42</b>  | <b>2.78</b>  | <b>1.47</b>   |
| % Grants Received                                       | 100         | 94          | 82           | 92           | 90           | 89           | 86%           |
| Toll Free Number                                        | 601         | 2,560       | 1,184        | 804          | N/A          | N/A          | 62,133        |
| Miles Traveled (000's)                                  | 31          | 216         | 273          | 130          | 20           | 19           | 4,253         |
| <b>Outputs</b>                                          |             |             |              |              |              |              |               |
| Conference Presentations                                | 15          | 42          | 23           | 143          | 21           | 12           | 1,390         |
| Presentations Non-Conference Beginning 2019             |             |             |              |              | 45           | 65           | 153           |
| MAPPINGS (Community Planning Programs)                  | 0           | 5           | 4            | 4            | 3            | 2            | 260           |
| Mailings (000's)                                        | 10.4        | 23.2        | 9.3          | 10           | 2.5          | 2.8          | 708           |
| Surveys                                                 | 2           | 8           | 59           | 71           | 1            | 25           | 728           |
| Teaching - # of Students Taught in all WIU Departments  | 260         | 719         | 219          | 176          | 98           | 144          | 8,608         |
| <b>Teaching - Total # of Students in MA CED Program</b> | <b>0</b>    | <b>0</b>    | <b>0</b>     | <b>0</b>     | <b>20</b>    | <b>22</b>    | <b>--</b>     |
| Training Programs                                       | 0           | 92          | 195          | 186          | 62           | 23           | 2,580         |
| Books                                                   | 0           | 0           | 0            | 1            | 0            | 0            | 20            |
| Chapters/Articles                                       | 24          | 11          | 22           | 10           | 24           | 52           | 585           |
| Rural Research Reports                                  | 3           | 10          | 6            | 3            | 2            | 2            | 226           |
| Trade Publications                                      | 0           | 7           | 17           | 19           | 3            | 0            | 361           |
| Total Publications                                      | 27          | 28          | 45           | 33           | 29           | 54           | 1,168         |
| <b>Outcomes</b>                                         |             |             |              |              |              |              |               |
| Conference Participants                                 | 1383        | 5,879       | 7,764        | 6,838        | 5,561        | 1,089        | 161,209       |
| <b>Awards</b>                                           | <b>1</b>    | <b>5</b>    | <b>1</b>     | <b>0</b>     | <b>2</b>     | <b>2</b>     | <b>79</b>     |
| Jobs Created/Retained*                                  | 0           | 0           | 684          | 353          | 402          | 381          | 7,398         |
| <b>SBDC Debt and Equity Funding (Loans) (\$000's)</b>   | <b>0</b>    | <b>0</b>    | <b>5,303</b> | <b>3,356</b> | <b>3,900</b> | <b>6,467</b> | <b>57,474</b> |
| VASDC Debt and Equity Funding (Loans) (\$000's)         | 0           | 0           | 0            | 0            | 127          | 125          | 252           |
| PTAC Government Contracts (\$000's)                     | 0           | 0           | 19,671       | 0            | 199,400      | 7,986        | 653,531       |

**Some key metrics from the past year include:**

- Highest number of Peace Corps Fellows on campus since 2005.
- Lowest appropriated funding level since 1997, when we had \$535,000.
- Lowest staffing levels since 1997 when we also had 17 full time staff members.
- Exceeding our enrollment targets for the MA in CED program with 22 students in 2021.
- Highest ever leverage ratio of grant dollars / appropriated dollars. Leverage ratio of 2.78 means that for every \$1.00 WIU gives us, we raise another \$2.78 dollars. This does not include tuition dollars paid by our MA in CED students.



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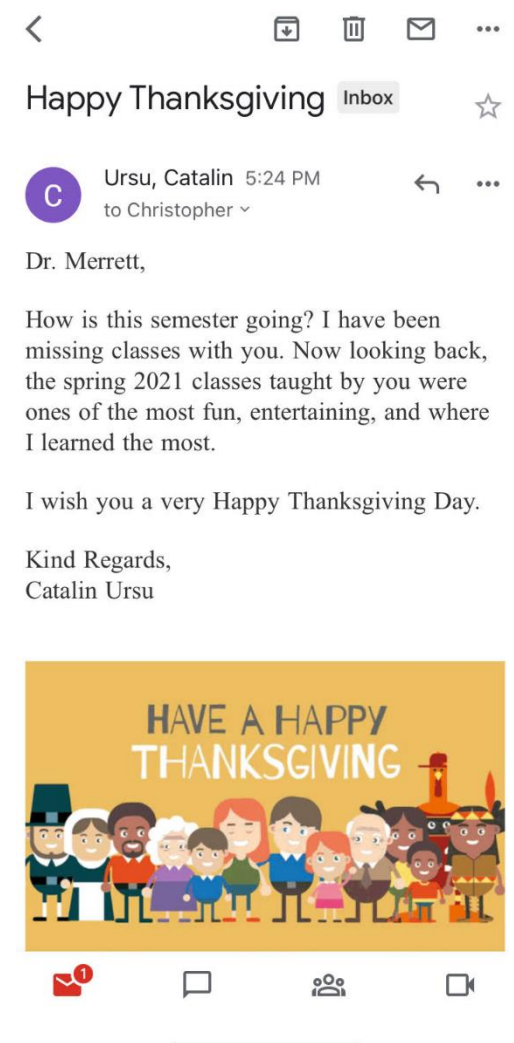
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**5. Describe unit strengths:**

The IIRA has many strengths despite having its budget cut by two-thirds since 2015.

- i. **Award-Winning Outreach.** The IIRA offers award-winning outreach. In 2021, the University Economic Development Association (UEDA) bestowed upon the IIRA its award of excellence for university-based outreach innovation. Here is the UEDA announcement of our award: <https://universityeda.org/ueda-announces-category-leaders-for-2021-awards-of-excellence>.
- ii. **High Quality Teaching.** The IIRA offers high quality teaching. As an example, former students write to us after they graduate to say that they enjoyed taking courses with us (Fig. 1).
- iii. **High Research Productivity.** The IIRA has a productive research program. This is driven in part by the Governor's Executive Order which describes the IIRA as the, "States academic clearinghouse for rural development data and initiatives." We interpret this to mean that we must regularly publish research on a range of topics related to rural development. We also publish the *Rural Research Reports* series, which is available on our website: <https://www.iira.org/>.
- iv. **Diverse Funding Sources.** The IIRA continues to secure two-thirds of its funding from a diverse set of external agencies including the USDA, Illinois Department of Commerce and Economic Opportunity (DCEO), the Illinois Department of Transportation (IDOT), AmeriCorps, the Office of the Illinois Lt. Governor, sponsorships, and fees for services.
- v. **IIRA Serves as Statewide Ambassador.** The IIRA serves as an ambassador and trusted partner with other public and private sector agencies across the state. For example, in July 2021, we secured a DCEO Community Navigator Grant to help small businesses gain access to funding to help them recover from the pandemic. Partners in this project included John Wood Community College, Two Rivers Regional Council, the Workforce Development Board, Two Rivers RC&D, and the Macomb Area Economic Development Corporation (MAEDCO).

**Figure 1. Email from Happy Student**





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**6. Describe unit challenges:**

**At this point, there are at least two challenges:**

- i. ***Too Few Faculty Members.*** The IIRA needs a new faculty member to increase IIRA research productivity and help to teach courses in the MA in CED program. Currently, with just two Ph.D. staff members, including one faculty member and the IIRA director, the IIRA is out of compliance with the WIU School of Graduate Students. As noted in the WIU Graduate Studies Catalog, a graduate thesis committee must be composed of three faculty members from the degree-granting program. The IIRA cannot meet that requirement. At one time, the IIRA had five Ph.D. faculty and staff members. That has not been the case since 2017.
  - ii. ***Inadequate Operating Funds.*** We currently have \$10,000 in operating funds. The IIRA is supposed to be the statewide leader for research, teaching, and outreach related to rural development. We could use expanded operating funds to help us print some of our publications and underwrite costs related to rural development research. These costs could include purchasing data, conducting surveys, and so forth.
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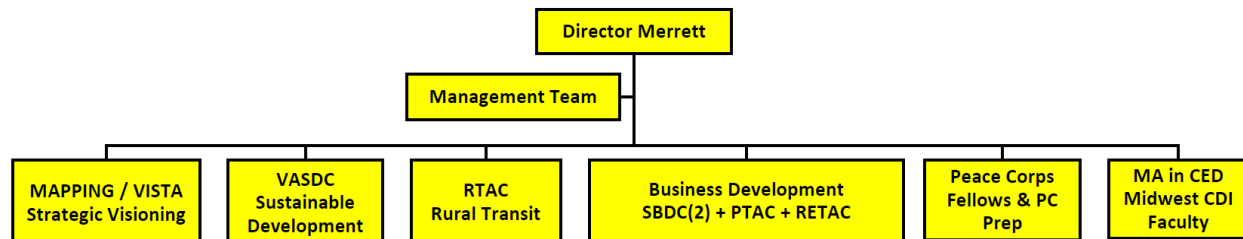
**7. Identify opportunities for your unit in the short term:**

The IIRA could improve the delivery of its MA in CED Program. Right now, with just two faculty members and a heavy reliance on adjunct faculty, we are not meeting our potential. If WIU staffed the IIRA appropriately, the MA in CED program would be better run with the capacity to enroll more students. At this point, we have way more applicants than the IIRA can accept in good faith.

**8. Describe your plans for moving forward in the next academic year. Include a list of specific goals.**

The IIRA is composed of six programs, each with its own set of goals. I include a basic organization chart (Fig. 2):

**Figure 2. IIRA Organization Chart**



Here are the goals we have set for the upcoming year for each program, as well as for the IIRA:

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- i. *Management and Planning Programs for Non-Metropolitan Groups (MAPPING)*.** This is the IIRA community planning outreach program. This program also supports our VISTA (Volunteers in Service to America) program. Goals for upcoming year include:

  - a.** Secure \$160,000 DCEO Funding for MAPPING
  - b.** Work with at least four communities to create and implement their strategic plans.
  - c.** Secure \$50,000 in AmeriCorps VISTA funding
  - d.** Recruit and deploy at least 25 VISTA volunteers in rural Illinois communities.
  
- ii. *Value-Added Sustainable Development Center (VASDC)*.** This program conducts research and delivers outreach related to local food systems, cooperatives, community-supported enterprises, and other issues related to rural community sustainable development. Goals for upcoming year include:

  - a.** Secure \$200,000 in USDA Rural Co-op Grant Funds.
  - b.** Work with four communities to address rural food desert issues.
  - c.** Open one rural grocery store co-op.
  - d.** Secure \$200,000 in Earmark funds from Sen. Durbin.
  - e.** Hire support staff to help expand outreach to address food desert issues.
  - f.** Field community inquiries for technical assistance.
  
- iii. *Rural Transit Assistance Center (RTAC)*.** RTAC helps communities without fixed-route public transit services plan, implement, and maintain their “demand-response” rural public transit systems. Specifically, RTAC works with rural transit systems that receive 5310 and 5311 Federal Grant support dollars. Goals for the upcoming year include:

  - a.** Plan to renew \$1,800,000 IDOT grant, which extends over three years.
  - b.** Host annual rural transit conference in Springfield, Illinois.
  - c.** Host annual ROADEO driver training conference / competition.
  - d.** Conduct annual transit system capital needs assessment survey for IDOT.
  - e.** Deliver ten training workshops, including two paratransit training events.
  - f.** Publish quarterly *TransReport* newsletter.
  - g.** Maintain and monitor rural transit listserv to address rural transit provider needs.
  - h.** Work directly with transit systems to address their technical assistance inquiries on an as-needed basis.
  
- iv. *Business Development: Small Business Development Center (SBDC) and Procurement Technical Assistance Center (PTAC)*.** The SBDCs at WIU help promote new business startups, business expansion, and business succession planning. The two WIU SBDCs serve a 22-county region in west central Illinois and northwest Illinois. The PTAC office helps businesses sell goods and services to local, state, and federal government agencies. The WIU PTAC office currently serves Macomb to the Metro East area, with some service delivered to the Quad Cities. Goals for the upcoming year include:

  - a.** SBDC. Secure \$255,000 in DCEO funding to support two WIU SBDC offices.
  - b.** SBDC. Work with at least 200 clients interesting in starting a new business.
  - c.** SBDC. Help at least 10 entrepreneurs actually start their business.
  - d.** SBDC. Help entrepreneurs secure at least \$3,000,000 in loans
  - e.** SBDC. Help businesses create / retain at least 100 jobs in 22 county region.
  - f.** SBDC. Help manage the Minority Empowerment Grant Program for 2022.



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- viii. ***Department of Commerce and Economic Opportunity (DCEO) Broadband Ready Grant.*** This grant is part of the State's \$400 million investment in broadband expansion managed by the DCEO Office of Broadband. The Broadband READY program adopts a regional approach to expand broadband utilization and digital literacy. The IIRA is working with the WIU School of Computer Sciences and the WIU Department of Accounting, Finance, Economics and Decision Sciences (AFEDS) to deploy this \$50,000 grant. Here are the specific goals for this grant:
- a. Create four (4) Chromebook lending programs in partnership with local libraries.
  - b. Deliver five or more workshops focused on digital literacy.
  - c. Deliver five or more workshops focused on cyber security.
  - d. Work with McDonough Telephone Cooperative to conduct a survey of businesses in our region to gauge broadband utilization and digital literacy.
- ix. ***Department of Commerce and Economic Opportunity (DCEO) Community Navigator Grant Program.*** This DCEO program is designed to help small businesses secure grant funds to help recover from the Covid-19 pandemic. Our goal is to help businesses in our region secure at least \$250,000 in "Back to Business" Covid recovery funds.
- x. ***Overall IIRA Goals for Next Year.*** In addition to goals for individual IIRA programs, the IIRA has overall goals it pursues, too. Looking forward, the IIRA will participate in the following organizations and complete deliverables connected to these commitments.
- a. ***Governor's Rural Affairs Council (GRAC).*** The IIRA will continue to record minutes for quarterly GRAC meeting and complete the 2022 Annual Report for the GRAC.
  - b. ***Rural Partners.*** The IIRA will continue to serve on the Board of Directors for Rural Partners.
  - c. ***Illinois Innovation Network (IIN).*** The IIRA director will continue to serve on the IIN executive committee. WIU / IIRA will also represent WIU at bi-monthly IIN council meetings, while serving on two IIN working committees (e.g. Research Working Committee and the Education & Workforce Development Working Committee).
  - d. ***Lt. Governor's Ag Equity and Food Insecurity Advisory Committee.*** IIRA will serve on this committee at the invitation of the Lt. Governor.
  - e. ***Farm Equity Study.*** The IIRA is representing WIU in the study that also involves the other three Ag programs in the State (i.e. UIUC, ISU, and SIUC) and the Illinois Department of Agriculture.
- 

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

The IIRA was established on the WIU campus in 1989. For the last 33 years, the IIRA has measured its success through at least 28 measurements related to inputs, outputs, and outcomes. These measures are outlined above (Table 1). The IIRA will use these metrics again in 2022 to measure our success (Table 2). Because of our commitment to the idea of praxis, we will use these measures as part of our process to review, reflect, and improve what we do.

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**Table 2. IIRA Proposed CY2022 Metrics for 2023 CAR Report**

| <b>IIRA Metrics Calendar Year</b>                       | <b>1990</b> | <b>2021</b>  | <b>2022</b> | <b>Total</b>  |
|---------------------------------------------------------|-------------|--------------|-------------|---------------|
| <b>Inputs</b>                                           |             |              |             |               |
| <i>Faculty and Staff</i>                                |             |              |             |               |
| Full-time/Part-time                                     | 9           | 17/1         |             | -             |
| <b>Peace Corps Fellows on campus</b>                    | <b>0</b>    | <b>18</b>    |             | -             |
| Graduate Students (GAs)                                 | 0           | 3            |             | -             |
| Student Workers                                         | 5           | 0            |             | -             |
| Peace Corps Preps                                       |             | 3            |             | -             |
| VISTA Volunteers beginning 2019                         |             | 40           |             | -             |
| <i>Grants</i>                                           | 5           | 36           |             | 885           |
| Indirect Cost Dollars (000's)                           | 0           | 130          |             | 2,574         |
| Appropriated Dollars (000's)                            | 250         | 565          |             | 32,042        |
| Grant Dollars (000's)                                   | 480         | 1,572        |             | 47,218        |
| Total Dollars (000's)                                   | 730         | 2,127        |             | 79,289        |
| <b>Leverage Ratio (Grant \$ ÷ Appropriated \$)</b>      | <b>1.92</b> | <b>2.78</b>  |             | <b>1.47</b>   |
| % Grants Received                                       | 100         | 89           |             | 86%           |
| Toll Free Number                                        | 601         | N/A          |             | 62,133        |
| Miles Traveled (000's)                                  | 31          | 19           |             | 4,253         |
| <b>Outputs</b>                                          |             |              |             |               |
| Conference Presentations                                | 15          | 12           |             | 1,390         |
| Presentations Non-Conference Beginning 2019             |             | 65           |             | 153           |
| MAPPINGS (Community Planning Programs)                  | 0           | 2            |             | 260           |
| Mailings (000's)                                        | 10.4        | 2.8          |             | 708           |
| Surveys                                                 | 2           | 25           |             | 728           |
| Teaching - # of Students Taught in all WIU Departments  | 260         | 144          |             | 8,608         |
| <b>Teaching - Total # of Students in MA CED Program</b> | <b>0</b>    | <b>22</b>    |             | <b>--</b>     |
| Training Programs                                       | 0           | 23           |             | 2,580         |
| Books                                                   | 0           | 0            |             | 20            |
| Chapters/Articles                                       | 24          | 52           |             | 585           |
| Rural Research Reports                                  | 3           | 2            |             | 226           |
| Trade Publications                                      | 0           | 0            |             | 361           |
| Total Publications                                      | 27          | 54           |             | 1,168         |
| <b>Outcomes</b>                                         |             |              |             |               |
| Conference Participants                                 | 1383        | 1,089        |             | 161,209       |
| <b>Awards</b>                                           | <b>1</b>    | <b>2</b>     |             | <b>79</b>     |
| Jobs Created/Retained*                                  | 0           | 381          |             | 7,398         |
| <b>SBDC Debt and Equity Funding (Loans) (\$000's)</b>   | <b>0</b>    | <b>6,467</b> |             | <b>57,474</b> |
| VASDC Debt and Equity Funding (Loans) (\$000's)         | 0           | 125          |             | 252           |
| PTAC Government Contracts (\$000's)                     | 0           | 7,986        |             | 653,531       |

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**10. List major staff achievements:**

**IIRA Summary Metrics for 2021 Calendar Year**

- **Illinois Communities Served by the IIRA (Overall):** Since 1989, the IIRA has served over 500 communities in rural Illinois and beyond. The IIRA has worked in all 102 Illinois counties.
- **MAPPING Program as Catalyst for \$10.1 million in funding for rural recreational facilities (2020-21).** MAPPING helped Rushville, Dieterich, Pana, and Pittsfield raise funding for recreational facilities. Funding has helped or is helping to build fitness centers, nature paths, and community festivals.
- **MAPPING / VISTA Volunteers.** 8 VISTA volunteers serving in Macomb, Stronghurst, and Mattoon.
- **SBDC Jobs created / retained (2021):** 234
- **SBDC Business starts (2021):** 16
- **SBDC as Catalyst for Debt / Equity Financing (2021):** \$3.9 million + \$2.7 million = \$6.6 million in small business financing.
- **Clients Advised by WIU SBDCs (2021):** 339, including 70 minority clients.
- **PTAC contracts and Clients (FY2022):** 131 contracts amounting to \$3,302,110.
- **PTAC Active clients (FY2022):** 173.
- **DCEO Community Navigator Grant (FY 2022):** \$186,000 to help businesses in underserved rural communities cope with the covid pandemic.
- **DCEO Broadband Ready Grant (FY2022):** \$50,000 grant to expand broadband utilization and digital literacy in rural communities in west central Illinois.
- **Peace Corps Fellows Graduate Students (FY2022):** 13 on campus or in communities.
- **Peace Corps Fellows Grants to Supporting Program (FY2022):** \$271,548 from USDA and AmeriCorps.
- **Cooperative Development.** The IIRA has helped to open four rural grocery store cooperatives in the past four years, including in Toulon, Winchester, Mt. Pulaski, and in rural Nebraska. The *New York Times* reported on this work:  
<https://www.nytimes.com/2019/11/05/us/rural-farm-market.html>.
- **Research (2021-22):** The IIRA produced 22 research publications on topics such as rural tax benefits from marijuana sales, impacts of telemedicine, rural demographic change, the impacts of covid on minority-owned businesses, and so forth. Publications available at:  
<http://www.iira.org>.
- **MA in CED (FY2022):** 22 full time students in the program that started in 2016.



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- **32<sup>nd</sup> Annual Rural Development Conference.** In 2021, 343 people attended this virtual conference. Planning for the 33<sup>rd</sup> Annual Conference for 2022.
- **Policy Development (FY2022):**
  - Governors Rural Affairs Council, chaired by Lt. Governor Juliana Stratton.
  - Illinois Innovation Network. Elected to serve on IIN executive committee.
  - Lt. Governor's Ag Equity and Food Insecurity Advisory Committee.
  - Ag Disparity Study with IL Department of Agriculture, UIUC, ISU, and SIUC.

**1. MAPPING Strategic Visioning Program is a Catalyst for Change. Gisele Hamm, Linda-Lee Blaine, and Hala Glaze.**

- a. **Rushville.** The \$7,000,000 Rushville Fitness center opened up in November 2021. This project emerged as a priority goal after Rushville went through the MAPPING process. Here is a newspaper account explaining how the IIRA MAPPING process was the catalyst for this project:  
<https://www.myjournalcourier.com/news/article/Anonymous-donor-antes-up-for-fitness-center-14001118.php>.
- b. **Dieterich.** The “Movin' Dieterich” MAPPING group has raised over \$3 million for their recreation/child care complex, with the Wright's Furniture family recently donating \$300,000, giving them naming rights:  
<https://www.facebook.com/DieterichCommunityCenter/>. This news report documents how the MAPPING program helped Dieterich secure a \$2,000,000 grant from the state of Illinois:  
[https://www.effinghamdailynews.com/news/local\\_news/state-awards-dieterich-2m-grant-for-community-center/article\\_e6dca960-883a-11eb-b2c9-fb28bb0ba7c5.html](https://www.effinghamdailynews.com/news/local_news/state-awards-dieterich-2m-grant-for-community-center/article_e6dca960-883a-11eb-b2c9-fb28bb0ba7c5.html).
- c. **Pana.** “Pana Pride” completed an update in November 2021 and completed a successful “quick win” project, raising \$72,000 for their Christmas lights display in 2021: [https://www.wandtv.com/news/pana-pride-collects-72k-for-holiday-lights-display/article\\_add37786-53e9-11ec-b0af-bb9924f897d1.html](https://www.wandtv.com/news/pana-pride-collects-72k-for-holiday-lights-display/article_add37786-53e9-11ec-b0af-bb9924f897d1.html).
- d. **Hillsboro.** Hillsboro's Hilltop Coop co-working space / business incubator recently opened. The MAPPING program helped Hillsboro start this project: <https://www.thejournal-news.net/stories/the-coop-officially-opens-in-downtown-hillsboro,74779>. Here is the website: <https://www.thehilltopcoop.com/>.
- e. **Pittsfield.** The “Picture Pittsfield” group that formed out of the Pittsfield MAPPING process and the City completed a new walking path. The “Picture Pittsfield” group helped to raise \$18,000 for the project:  
<https://www.myjournalcourier.com/news/article/Pittsfield-finishing-up-new-walking-path-16483773.php>.
- f. **VISTA Volunteers.** MAPPING also manages the WIU Volunteers in Service to American (VISTA) volunteer program. We have currently placed these volunteers in the following communities:
  - Two volunteers with Family Outreach Community Center (Stronghurst).
  - Three volunteers with the Good Food Collaborative (Macomb).
  - Two volunteers -- Fit-2-Serve (Mattoon).
  - One volunteer -- Mattoon Area Family YMCA (Mattoon).

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**2. Business Development. Jim Boyd, Ann Friederichs, Theresa Ebeler, and Maria Ramos, and Robin Hanna.**

*a. SBDC Offices in Macomb and the WIU-QC campus serving a 22 county region in west central and northwestern Illinois:*

- Jobs created: 38
- Jobs retained: 196
- Business starts: 16
- Debt Financing: \$3.9 million
- Equity Financing: \$2.7 million
- Clients Advised: 339
- Minority Clients: 70
- WIU-Macomb SBDC. Presented a John Wood Career Day.
- WIU-Macomb SBDC. Presented Business Plan formation to multiple CEO (Creating Entrepreneurial Opportunities – HS Entrepreneurship Class) classes in our region, including Macomb, Carthage, and Knox County.
- WIU-Macomb SBDC. Scheduled six two-hour sessions on Business essentials in Pittsfield.
- WIU-Macomb SBDC. WGEM reported Pittsfield Economic Development, in collaboration with the SBDC at WIU, started four businesses in 2020. Featured business was Douglas Automotive. Online: <https://www.wgem.com/2022/02/09/free-classes-pittsfield-people-looking-start-business/>.
- WIU-QC SBDC. Working with Mercado and the Minority Empowerment Equipment Grant for Year 4. Working on advising and selection process and meeting with all applicants. Here is a description of Year 4 outcomes from January 2021: <https://www.mercadoonfifth.org/news/mercado-awards-minority-business-grants>. Here is a news report announcing the Year 5 program <https://www.ourquadcities.com/news/local-news/mercado-on-fifth-again-offers-grants-to-minority-owned-businesses/>.
- WIU-QC SBDC. Help Hispanic farmer bring fresh produce to Mercado for the season.
- WIU-QC SBDC. Working with City of Moline and their Childcare Workforce Infrastructure Program – grant is for minority childcare centers - setting up selection parameters and on the committee. Our hope is that this will be something that our new SBDC Business Advisor can help with and be able to push out to the Hispanic Community.
- WIU-QC SBDC. Continue to push and drive the Minority Food Hub Pop up Events on campus. Have had Hispanic, Indian, Soul and soon Jamaican and Hispanic Coffee.
- WIU-QC SBDC. Working with SCORE and their Black Women Owned Pitch Competition – judging and working on funding and future education.



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- b. Procurement Technical Assistance Center (PTAC) serving west central Illinois and the Metro East Area of Illinois.**
- PTAC has 131 contracts amounting to \$3,302,109.95 in current fiscal year (FY2022).
  - Active clients: 173.
  - Communities served
    - Support and service to SBDC clients interested in government contracting in Macomb and Quad Cities.
    - Helps businesses to be better prepared to do business with WIU and other government contracts.
    - Support entrepreneurs & businesses near or located on the Rock Island Arsenal and (RIA) and the Scott AFB military installations.
  - Publications
    - Illinois Business Journal article in November 2021.
    - Illinois PTAC newsletter features two PTAC client success stories
    - <https://us12.campaign-archive.com/?u=38ec8494151dc869c7a6d3ce6&id=8af8a9c6d0>).
    - Military Membership in Urban Redevelopment.
  - Trainings/Events
    - USACE Innovation Summit: October 2021 – Presentation of Case Study, National Geospatial Agency (NGA) and Redevelopment – 49 participants
    - FEMA outreach How to Do Business with FEMA : January 2022 - 156 participants
    - Other and Upcoming Training/Events
      - August 2021 – PTAC: What It Can Do For Your Business
      - October 2021 – Cybersecurity Series
      - November 2021 – Submitting a Competitive Proposal
      - February & March 2022 - USACE & SAFB Industry Days.
- c. RETAC: SILC (State Independent Living Council) Survey.**

**3. Peace Corps Fellows (PCFs). Karen Mauldin-Curtis**

- a. Six Fellows (6) graduated at the end of Fall 2021** after having completed their eleven-month, community-based graduate internships and full-time AmeriCorps service assignments. All six graduates transitioned into full-time employment upon graduation (as did the three Fellows who graduated in August). The Fellows served in the following communities/organizations:
- Grow Rushville.
  - McDonough County ESDA.
  - Knox County Health Department
  - Pike County Economic Development Corporation.
  - Grow Gillespie.
  - Peace Corps & AmeriCorps Fellows Program/IIRA.
- b. Eight (8) Fellows are currently completing their eleven-month, community-based graduate internships and full-time AmeriCorps service assignments in the following communities/organizations:**

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- \*Macomb Park District (\*new partner).
  - McDonough County Housing Authority.
  - \*Good Food Collaborative, McDonough County (\*new partner).
  - Sullivan Chamber of Commerce.
  - \*Revitalize Erie (\*new partner).
  - \*Monmouth College, Rural Education Initiatives (REDI) (\*new partner).
  - Mattoon in Motion.
  - SUI School of Medicine, Dept. of Population Science and Policy.
- c. Five (5) new students have joined the program for the 2021-22 academic year, and are serving full-time graduate assistantships with the following organizations:**
- Monmouth College, Rural Education Initiatives (REDI).
  - City of Macomb (offices of Community Development and Downtown Development).
  - \*Chamber of Commerce, Macomb (\*new partner).
  - MAPPING Program/IIRA.
  - Good Food Collaborative, McDonough County (\*new partner).
- d. Awarded Grants:**
- \$50,000 from USDA-RD RBDG #28, completed Jan. 2022.
  - \$25,000 from USDA-RD RBDG #29, active with projected completion June 30, 2022.
  - \$196,548 from AmeriCorps State & National (ACSN), active with projected completion December 31, 2022.
- e. Pending Grant applications:**
- \$196,548 from AmeriCorps State & National - application submitted Nov. 19, 2021 (notification of award pending).
  - \$45,000 from USDA-RD RBDG – We will submit this on or before Feb. 28, 2022 (application in process).
- f. Partnering Academic Departments (number of Fellows fall 2021- spring 2022):**
- Business Administration (MBA) (1 Fellow)
  - Community and Economic Development (7 Fellows - 3 graduated fall 2021, 4 current)
  - Earth, Atmospheric, and Geographic Information Sciences (GIS) (1 Fellow, graduated fall 2021)
  - Economics
  - Educational Studies (2 Fellows)
  - Health Sciences (Public Health) (2 Fellows, graduated fall 2021)
  - Liberal Arts and Sciences (1 Fellow, graduated fall 2021)
  - Political Science (1 Fellow)
  - Recreation Park and Tourism Administration (2 Fellows)
  - Sociology (2 Fellows)

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- g. Peace Corps Prep Program:** Due to the evacuation of all Peace Corps volunteers and the suspension of all placements in response to COVID 19, our PC Prep recruitment and programming activities are on hold. We remain in regular communication with Peace Corps and will resume activities once the agency resumes their recruitment and placement activities.
- h. Our MOA with the Peace Corps** for another 5 years of partnership for the Coverdell Fellows Program has just been signed by the agency and I'm about to send up the line for president Huang's signature.
- i. Update on eligibility requirements:** In addition to recruiting returned Peace Corps volunteers (RPCVs), we are pleased to announce that AmeriCorps Alumni are now eligible to apply to our [Fellows Program in Community Development](#) and as of fall 2021, we currently have two AmeriCorps Alumni in the program.

**4. Rural Transit Assistance Center (RTAC). David Patton, Mable Kreps, and Ed Heflin.**

- a.** Delivered Spring 2021 conference virtually due to Covid.
- b.** Helped IDOT restructure the Human Services Transportation Program, and rewrite the contracts with the regional planning commissions for the Coordinator's job duties.
- c.** Assisted the City of Macomb in assessing operations and formulating possible service delivery changes. This included formulating a ten-year Macomb-only Rural Mobility Index for analyzing operating and financial trends.
- d.** Initiated meetings of the three rural transit grantees with fixed routes—Galesburg, Macomb, and Quincy. These are information sharing sessions to assist the new managers at Galesburg and Macomb, as well as a training opportunity for the Quincy assistant director who will assume the director role when the incumbent retires.
- e.** Assisted IDOT management personnel in creating a new work scope and regional plan format for the seven Human Service Transportation Plan (HSTP) Coordinators who serve rural Illinois.
- f.** Assisted the HSTP Coordinators in transitioning to their new plans. This includes one-on-one assistance as well as making presentations at HSTP regional meetings.
- g.** Assisted rural residents in finding rides for medical appointments and getting to work in a couple of specific cases.
- h.** Prepared a needs survey, which was sent to the State's twenty-two Centers for Independent Living (CIL) and prepared a summary of results, which we presented at a meeting attended by CIL staff members, HSTP Coordinators, and HSTP Coordinators.
- i.** Co-presented a webinar for CIL managers and constituents, on how to access and effectively use fixed route transportation.
- j.** Provided guidance to Mercer County stakeholders who desire enhanced transportation services from the Rock Island Section 5311 grant. This is an ongoing process.
- k.** Presented Transit 101 training to the new manager at Galesburg Transit and McDonough County Public Transit.

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- l.** Held weekly phone conferences to assist the Warren County Program Compliance Oversight Monitor (PCOM) in improving the efficiency and efficacy of the Warren County transit system.
- m.** Assisted Winnebago County in working through Phase Two of the Coordination Primer Process, which creates transit capacity for the county to achieve a Section 5311 grant and find a qualified provider.
- n.** Worked with a variety of interested stakeholders (Section 5311 grantees, the Illinois Public Transportation Association (IPTA, the Statewide Independent Living Council (SILC), the Illinois Network of Centers for Independent Living (INCIL), and the Illinois Department on Aging (IDoA) in gathering data and forming coalitions aimed at improving the efficacy of the State of Illinois Non-Emergency Medical Transportation (NEMT) delivery system.
- o.** Starting the FY22 CNA/TAMs with the conference (capital needs assessment and the info from that goes into the state's transit asset management plan).
- p.** Taking training requests in an ongoing basis, but training #s are well down from last year at this point.
- q.** Getting set-up to offer online paratransit driver training through the TAPTCO Company's system.

**5. Value-Added Sustainable Development Center (VASDC). Sean Park.**

- a.** Opened four Rural Fresh Markets in four years.
- b.** Case Study on RFM with University of North Carolina Econ. Dev.
- c.** Working with South Side Food Co-op – Englewood Illinois (Chicago Metro).
- d.** Chicago Food Shed Partnership—Survey of 4 state area (WI, IL, IN, MI)
- e.** Illinois Independent Grocer Survey Supported by NIFA Grant.
- f.** Sheffield Illinois Project (still in planning) possibly to include partnership with OSF St. Francis hospital.
- g.** Presentations this year to include:
  - University Economic Development Association (Virtual)
  - Iowa State University (in person)
  - University of Indiana (in person)
- h.** Cairo Community Development Project (about 50-70% of my time)
  - Beginning with Grocery, Deli/Bakery, and community room.
  - Working on telehealth partner.
  - To include a community/educational kitchen.
  - Potential funding from USDA-RD, Illinois R3 program, Regional Delta Authority.

**6. MA in CED. Chris Merrett, Adee Athiyaman, and Sandy Wittig.**

- a.** 22 Full Time Students.
- b.** 62 Applicants for August 2022.
- c.** Merrett course load: GEOG 580, IIRA 501 (2 sections), IIRA 595, IIRA 598, ECON 535, GEOG 549 (2 sections).
- d.** Athiyaman course load: IIRA 511, IIRA 512, IIRA 696.
- e.** Park course load: IIRA 510.
- f.** Adjunct faculty course load: IIRA 514.

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**7. IIRA Administration. Chris Merrett, Sandy Wittig, Erin Wherley, and Bill Westerhold.**

- a. Governors Rural Affairs Council.
- b. Illinois Innovation Network.
- c. Lt. Governor's Ag Equity and Food Insecurity Advisory Committee.
- d. Ag Disparity Study with IL Department of Ag, UIUC, ISU, SIUC.
- e. DCEO Community Navigator Grant (\$186,000) – Sandy Wittig is project lead.
- f. DCEO Broadband Ready Grant (\$50,000) – Chris is Co-PI.

**8. Research Output for 2021. Adee Athiyaman and Chris Merrett.**

1. Coronavirus Vaccine Refusal and Hesitancy: Metro versus Nonmetro Differences. Research Brief, Short Paper, Vol. 3, No. 21 (December 14, 2021).
2. Supplier-Induced Demand and Telemedicine in Rural Illinois: An Exploratory Analysis. Research Brief, Short Paper, Vol. 3, No. 20 (December 7, 2021).
3. Unused Human Resources in Rural Illinois: A Profile of “Not in the Labor Force” Population, January – October 2021. Research Brief, Short Paper, Vol. 3, No. 19 (November 28, 2021).
4. The Dynamics of Rural Illinois' Human Capital. Research Brief, Short Paper, Vol. 3, No. 18 (November 8, 2021).
5. Explaining Outmigration Intentions of Rural Population. Research Brief, Short Paper, Vol. 3, No. 17 (October 24, 2021).
6. Direct Mail Advertisements and Their Economic Contributions: The Case of Rural Illinois. Research Brief, Short Paper, Vol. 3, No. 16 (October 8, 2021).
7. Illinoisans Reports to the Do-Not-Call Registry since the Indoor Mask Mandate: August 30, 2021 – September 13, 2021. Research Brief, Short Paper, Vol. 3, No. 15 (September 16, 2021).
8. Twitter Reactions to Governor Pritzker's Indoor Mask Mandate. Research Brief, Short Paper, Vol. 3, No. 14 (September 7, 2021).
9. Covid-19 Impacts on Women-Owned Businesses: A Systematic Literature Review and Empirical Analysis. Research Brief, Short Paper, Vol. 3, No. 13 (August 26, 2021).
10. Problem Identification in Community Economic Development via Natural Language Processing. Research Brief, Short Paper, Vol. 3, No. 12 (August 6, 2021).
11. Differing Perceptions of External Environment: The Case of Ethnic Groups in the Midwest, Metro versus Nonmetro Region. Research Brief, Short Paper, Vol. 3, No. 11 (July 16, 2021).
12. Deep-Tech Inventions in Illinois: An Empirical Analysis. Research Brief, Short Paper, Vol. 3, No. 10 (June 29, 2021).
13. An Empirical Analysis of Research Outputs in Community Economic Development: Implications for the Study Area. Research Brief, Short Paper, Vol. 3, No. 9 (June 3, 2021).
14. Marijuana Tax Revenues: Estimates for Illinois Counties, July 1, 2020 to April 30, 2021. Research Brief, Short Paper, Vol. 3, No. 8 (May 18, 2021).
15. Marijuana Use: Differences between Metro and Nonmetro Regions. Research Brief, Short Paper, Vol. 3, No. 7 (May 7, 2021).
16. Covid-19 Pandemic: Effects on Minority-Owned Businesses in Illinois. Research Brief, Short Paper, Vol. 3, No. 6 (April 6, 2021).

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17. Twitter Conversations of Lawmakers in Illinois: Do Lawmakers' Verbal Behaviors Predict their Political Affiliation? Research Brief, Short Paper, Vol. 3 No. 5 (March 6, 2021).
  18. Telemedicine in Illinois: Ecological Explanations. Research Brief, Short Paper, Vol. 3, No. 4 (February 21, 2021).
  19. Some Empirical Aspects of Manufacturing Sector during the Covid-19 Pandemic. Rural Research Report, Vol. 31, Issue 1, January 2021.
  20. The Value of Telemedicine. Research Brief, Short Paper, Vol. 3, No. 3 (February 3, 2021).
  21. Who Uses Telemedicine, Believers or Disbelievers of Covid-19? Research Brief, Short Paper, Vol. 3, No. 2 (January 16, 2021).
  22. Consumer Awareness of Telemedicine During the Covid-19 Pandemic: Demographic influences. Research Brief, Short Paper, Vol. 3, No. 1 (January 11, 2021).
  23. Annual Report of the Governor's Rural Affairs Council for 2021.
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**11. List grant activities and external funding sources:**

During the 2021 Calendar Year, the IIRA secured over \$1.57 million in external funds from a 36 state and federal government agency grants, as well as sponsorships.

- MAPPING: \$160,000 (DCEO)
  - VISTA: \$50,000 (AmeriCorps)
  - SBDC: \$255,000 DCEO
  - PTAC: \$75,000 (DCEO)
  - VASDC: \$200,000 (USDA)
  - RTAC: \$600,000 as part of a three year \$1,800,000 grant (IDOT)
  - Peace Corps Fellows: \$75,000 (USDA)
  - Peace Corps Fellows: \$196,548 (AmeriCorps)
  - Community Navigator: \$186,000 (DCEO)
  - Office of the Lt. Governor: \$10,000 (Support for the GRAC)
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**12. Please explain how your unit adds value to the educational experiences of Western's students:**

WIU's Core Values shape the educational experience of students attending Western. These course values include: (i) Academic Excellence, (ii) Educational Opportunity, (iii) Personal Growth, and (iv) Social Responsibility. IIRA contributes to the educational experience across all four of these core values.

- **Academic Excellence.** This commitment to academic excellence includes faculty, who promote critical thinking, engaged learning, research, and creativity.
  - **Importance of Research.** IIRA is a highly productive research entity on campus. Our staff members serve on the editorial boards of national journals in the field of community and economic development. Students benefit from this because IIRA award winning research becomes part of the courses that IIRA delivers to WIU students.



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- ***Commitment to Teaching Excellence.*** The IIRA shows its commitment to teaching excellence in multiple ways. First, it manages the Peace Corps Fellows program. We recruit Returned Peace Corps Volunteers to Campus to enroll in one of ten graduate programs. These students are multilingual, global travelers who elevate the learning community at WIU. The WIU PCF program earned a National Excellence Award in 2010 from the University Economic Development Association: <https://www.newswise.com/articles/western-illinois-university-peace-corps-fellows-program-wins-national-excellence-award-for-community-development> .
  - ***Educational Opportunity.*** WIU asserts that it is committed to providing accessible, high quality educational programs and financial support for our students. The IIRA helps WIU fulfill this mission.
    - ***Raised Funds for Graduate Students.*** We have raised over a million dollars to support Peace Corps Fellows enrolled in ten graduate programs across campus.
    - ***New Graduate Program.*** We started the MA in Community and Economic Development in 2016. This expands degree offerings for WIU students.
  - ***Personal Growth.*** The IIRA has a mission to improve conditions for the people of rural Illinois and beyond. As part of our teaching, research, and outreach, we emphasize the ***capabilities approach*** espoused by Nobel Prize winning economist Amartya Sen and University of Chicago philosopher, Martha Nussbaum. We promote the idea that community development should focus on helping individuals and communities be the best versions of themselves. As part of this emphasis, we ask our students to develop their own philosophy of community development that involves developing a sense of altruism, ethical behavior, and thinking beyond oneself.
  - ***Social Responsibility.*** According to WIU, “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.” This value rests at the very core of what the IIRA does each day in the classroom, in our research, and in our community outreach. Our MA in CED degree and our PCFs program rest on a commitment to making the world a better place. We even have our students read an article titled “***Social Justice: What is it? Why teach it?***” In all of our actions, we demonstrate to our students what it means to work each day to make the world a better place. We do this with rigor and compassion.
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**13. If appropriate, please list community and/or regional engagement from unit:**

The IIRA has a statewide mission to serve the residents of Illinois. IIRA constituent programs such as MAPPING, Peace Corps Fellows, VASDC, RTAC, also have a statewide service area. In addition, the two SBDCs serve a 22-county region in northwest and west central Illinois. The PTAC serves a multi-county region extending from Macomb to the Metro East Area near St. Louis.

Despite the fact that the Covid pandemic significantly curtailed IIRA face-to-face outreach in 2021, we still managed to offer technical assistance to at least 50 communities and client organizations. Representative communities served in 2021 include:

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|                              |                             |                             |
|------------------------------|-----------------------------|-----------------------------|
| 1. Aledo                     | 12. Hillsboro               | 23. Pike County             |
| 2. Ames, IA                  | 13. Kewanee                 | 24. Pittsfield              |
| 3. Bloomington, IN           | 14. Knox County             | 25. Quincy (Multiple sites) |
| 4. Cairo                     | 15. Lynch, NE               | 26. Rock Island             |
| 5. Carthage (Multiple sites) | 16. Macomb (Multiple sites) | 27. Rushville               |
| 6. Chicago                   | 17. Manhattan, KS           | 28. Sheffield               |
| 7. Dieterich                 | 18. Mattoon                 | 29. Springfield             |
| 8. Englewood                 | 19. McDonough County        | 30. Stronghurst             |
| 9. Erie                      | 20. Moline                  | 31. Sullivan                |
| 10. Galesburg                | 21. Monmouth                | 32. Warren County           |
| 11. Gillespie                | 22. Pana                    | 33. Winnebago County        |

**14. Conclusion:**

The IIRA is committed to the mission and core WIU values, and delivers on this mission and core values every day. Despite recent budgetary cutbacks, the IIRA has expanded programming and taken on more responsibilities, such as those connected to Illinois Innovation Network, the second SBDC, our MA in CED program, and the DCEO Community Navigator Grant Program.

The primary request we make is to allow the IIRA to hire another faculty member. In doing so, WIU would better equip us to deliver on the research mission, which has been assigned to us by the Governors Rural Affairs Council and by WIU when it established the IIRA back in 1989.

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## **University Technology**

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

With this annual report, Directors will align past and future work in their units 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 Directors will describe what is unique about their program, document progress, define initiatives, and record 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/](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.

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**1. Mission statement:**

University Technology (uTech) is a division of Academic Affairs at Western Illinois University. Its mission is to provide secure, reliable and high-speed technological infrastructure; an efficient, effective operations environment; integrated information management solutions, and other high-quality, timely services and support to the Western Illinois University community to advance the University's goals and objectives while reflecting its core values: Academic Excellence, Educational Opportunity, Personal Growth and Social Responsibility.

The Center for the Application of Information Technologies (CAIT), which is part of University Technology, was chartered by the Illinois Board of Higher Education in 1996. CAIT's mission (as described in the 2013 IBHE Program Review) is to develop, deploy, and support online learning systems and applications for educational entities, businesses, public agencies, and not-for-profit organizations. It is 100% self-funded through the grants/contracts for services it provides both to the University and to outside clients.

**2. What is unique and special about your unit?**

University Technology (uTech) is comprised of several subdivisions that each provide unique and special services. Throughout this report, where appropriate, responses will be provided on behalf of each of these uTech units, who each will have specific goals and challenges.

- Administrative Information Management Systems (AIMS) develops, maintains and enhances the core administrative applications and information processes that support key data functions of the University. We support decision making efforts by providing administrative information to functional offices and administration. We provide business analysis expertise and guidance to create new system applications. We run and maintain core administrative processes.
- Business Applications helps offices better understand and use the software they need to do their jobs. We work closely with employees across campus in an effort to make their experience with the software more pleasant.
- The Center for the Application of Information Technologies (CAIT) satisfies Western Illinois University's mission and helps to satisfy its core values by serving as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond. CAIT has established long-term, positive partnerships with organizations like Illinois Attorney General's Office, Illinois Community College Board, Illinois Department of Child and Family Services, Illinois Department of Corrections, Illinois Law Enforcement Training and Standards Board, and University of Penn State School of Medicine. With our focus in the areas of Adult Education, Child Welfare, Correctional Education, and Police Training.
- Digital Spaces has a significant amount of involvement with faculty and students as we touch every Classroom, Lab or Digital Recreation space on campus. Therefore our relationships with faculty and students are far more intimate than many other traditional area within University Technology.
- The Infrastructure area is comprised of several teams (Networking, Servers and Telecommunications). These teams plan, design, build, maintain, and support networking and computing for students, faculty, staff and administration at Western Illinois University –

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the technology supported by this team supports integral, mission-critical infrastructure across both campuses.

- QC Technology is a location based unit instead of a specific technology area. It is a team of only four staff to serve an entire campus and is tasked with supporting all technology needs on campus. While each of our team members has their own areas of expertise, all are comfortable providing assistance and support outside of their areas of expertise in order to provide redundancy in our services.
- Web Services is a small team of three that is tasked with coordinating, disseminating and leading WIU's web presence of nearly 16,000 individual web pages. We pride ourselves in our timely response to requests from all areas across the university and willingness to try new things, and to design, redesign and retool web experiences in order to help other areas meet their respective missions.

**3. Did the unit participate in any recruitment and/or retention activities? If yes, please explain.**

- AIMS supports the creation and maintenance of the admission business applications, campus event management and reservation system, communication plans and application processing used to recruit and admit prospective and inquiry students, as well as applicants. We store, maintain and report on strategic information used to guide retention activities.
- CAIT's nationally deployed i-Pathways high school equivalency preparation curriculum and secondary-to-higher education bridge curriculum provides educational paths to those who may become WIU students. CAIT provides WIU students the opportunity to work with professionals on real-world projects and interfacing with actual customers and clients.
- Digital Spaces oversees the university's new Digital Rec Center, which has hosted several High School events in conjunction with undergraduate admissions and university marketing where students interested in eSports had an opportunity to visit the space and also take a campus tour.
- Web Services is involved in a plethora of recruitment/retention activities by means of building and supporting landing pages used to market to prospective students via digital marketing initiatives, supporting admissions applications for undergraduate, international, and BGS students, supporting websites and applications for campus visit opportunities. We pride ourselves in working closely with University Marketing and helping to make their vision a reality in short order.

**4. List any learning outcomes or other performance measures in the unit:**

- AIMS will: 1) develop, maintain and support custom administrative applications, batch processing, data integrations, and report creation for administrative data; 2) collect, process, store and maintain University administrative data.; 3) work with functional offices to design and implement new applications to support new and changing business processes.
- CAIT will 1) support the implementation of technology initiatives at Western Illinois University in the areas of online course development, web design, mobile applications, and technology

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applications; 2) provide and support custom online applications/systems, mobile applications, and data/technical initiatives for state agencies, educational institutions, businesses, public agencies, and nonprofit organizations.

- Digital Spaces performance measures: 1) upgraded 190 classrooms; 2) built a new Digital Rec Center; 3) rotated in 100+ new computers in classroom and learning spaces
- Web Services staff created over 500 new web pages during FY22, and edited well over 2,000 web pages for areas across both campuses.

**5. Describe unit strengths:**

- AIMS is composed of highly skilled individuals in the areas of application development, web development, business analysis, report writing and data integration. We are subject matter experts partnering with key functional offices to support core business processes. We perform many key business functions to keep the operations of the University running smoothly. We strive for excellent customer service.
- CAIT is able to satisfy Western Illinois University's core value of social responsibility by serving as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond; CAIT provides student employment, graduate assistantship and internship opportunities for Western Illinois University students in areas of application development, customer support, information technology and networking, web development, and graphic design; CAIT is comprised of highly skilled individuals in the areas of application development, customer service, graphic design, instructional design, IT, project management and web development. CAIT maintains their own technology, housed in two separate data centers, that use current cloud-based technologies, and provide seven-day-a-week customer support based upon project needs. Most of the products developed by CAIT use responsive web design techniques, and deliver content to meet the web accessibility needs related to Section 508, W3C's WCAG guidelines and the Illinois Information Technology Accessibility Act.
- Digital Spaces strengths lie in our ability and success in developing relationships with our constituents. We are experts in troubleshooting and training on digital spaces on campus, which are comprised not just of classroom technology, but technology used in meeting spaces, student computer labs, and recreational technology utilized in areas like the Digital Rec Center.
- In the infrastructure team, we pride ourselves in the strength of our team; we don't hesitate to go the extra mile to help the university succeed. Our team is resilient and continues to move forward with minimal resources. We are dedicated, here day or night whenever we are needed. We do our best to complete tasks with limited staff and numerous interruptions throughout the day.
- QC Technology staff is dedicated, and fully committed to making WIU-QC the best it can be and make suggestions and decisions based on that goal. We pride ourselves on our "technical fearlessness" - every team member is capable of and willing to attempt any technical task set before them.
- Web Services strengths are in 1) the relationships we have established with colleges, departments and units across both campuses. We encourage contacts to reach out to us

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individually with questions, comments and concerns, and strive to be partners with our clients and not simply technicians; 2) the experience with web technologies needed to support mission-critical web applications and recruitment/retention driven web pages necessary to promote the university, its programs, and its mission; 3) our birds-eye view of the entire University and all of its processes – the benefit of developing web pages for departments across the entire University gives us a unique big-picture perspective of all aspects of Western Illinois University.

## **6. Describe unit challenges:**

Challenges for University Technology vary amongst the different units; below are the most significant challenges as stated by the directors within said areas. Some concerns are shared amongst all units.

### **AIMS:**

It is becoming increasingly difficult to maintain our existing mainframe system. We have lost one third of our positions over the last several years. Now, AIMS is staffed for maintenance and not for new application development. 43% of AIMS employees could be retired within five years. We are losing AIMS staff who are the sole sources of knowledge to develop, maintain and report off of critical business applications. We are losing subject matter experts, due to retirements and resignations, who have the extensive business knowledge of existing process and data relationships, and the ability to maintain our system. As University employees are leaving, AIMS is taking on more of the duties that were performed in the functional offices. We are struggling to keep up with programming and data requests.

AIMS programmer salaries are not competitive with the market, or even other WIU University Technology or campus technology positions, and we are having a hard time recruiting and retaining staff with the skills to develop and maintain our existing system. We are losing staff to higher-paying work-from-home opportunities. They are staying in Macomb but making much more working remotely for other companies. This is a paramount issue to address as skilled staff will be crucial to maintain existing mainframe services. Our staff perform an extremely important function for the University. We need to address these staffing issues soon, before we lose some of these critical employees, or we may not be able to maintain our system. For example, Financial Aid awards may not be disbursed, final grades may not be processed, payroll checks may not be produced, tuition assessments may not be applied, COVID Compliance processing may not get completed, IRP reporting may not be timely, and other critical processes may be affected. Critical issues like these could cause a failure to the University.

### **CAIT:**

CAIT is in a unique position of providing employment opportunities to work on highly technical projects that require a high-level skill set, but from within a Higher Education environment. We are unable to compete with salary expectations of individuals working in the private sector. We also find difficulty in attracting candidates to a rural Illinois environment, distant from any major metropolis. In addition to the recruitment challenges due to non-competitive salaries, we have also faced issues offering H1-B sponsorships to qualified candidates.

While CAIT was able to successfully transition to working remote during the recent pandemic

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years, as the University enforced strict return to work policies when majority were still allowing remote work did cause stress onto our staff with several seeking employment elsewhere that will allow them to work remotely. We are regularly losing employees to higher paying, fully remote opportunities. These challenges have a direct impact on the quality of work and quantity of work CAIT can provide as we are always having to refill and train entry level employees.

CAIT's success has been built on maintaining strong long-term relationships and positive word of mouth, but it has always been a struggle to market our organization. That struggle continues to our i-Pathways project, which it's success too has been built off the back of our national reputation and staff that have developed a reputation as experts in the field. The impact the pandemic had on adult education centers around the country was felt with our i-Pathways project this past year as we saw active user numbers drop. Along with restriction on travel and limited national and regional conferences, has impacted our national exposure to the adult educational field. All CAIT's marketing efforts of this has been done with no dedicated marketing funding or resources.

#### Digital Spaces:

The greatest challenge affecting Digital Spaces is in keeping up with standard maintenance necessary to manage the fleet of classroom and lab computers across campus. The number of devices needing maintenance to ensure functioning learning and other digital spaces is challenging with limited staff.

#### Infrastructure:

The potential loss of additional infrastructure staff and institutional knowledge is concerning. The continued reliance on unsupported and out of date production equipment and software limits how quickly we can react to changing needs from departments and the university, if we can react at all. There is insufficient funding to properly support an environment of this size. The limited staff we have on hand, and the difficulty in recruiting new staff for open positions continues to be challenging.

#### QC Technology:

We are a very small group - four people - that allows little if any redundancy. Three of the four people are approaching the possible age of retirement. Losing one staff person would create major challenges. Losing more than one could be catastrophic.

It is very difficult to find fitting student workers as we are not a residential campus and the fact that salary competition from being in a larger competitive employment market is high. Additional challenges include being in the middle of the first major technology upgrade cycle since construction of buildings on campus.

#### Web Services:

Web Services' primary challenge is in the sheer volume of websites that it is primarily responsible for. Only one college and the Quad Cities campus have a full-time web professional – all other web pages fall to Web Services to maintain. While we would like nothing more than to assist departments with regular, full-scale redesigns using modern layouts and the latest technologies, to do so is essentially an impossible task. We have to pick and choose where we can afford to spend extra development time – currently that means focusing on areas involving



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recruitment and retention. That leaves websites of many academic departments without the time or attention they need.

Being a staff of three, there are also single points of failure for many mission critical web applications. Only one staff person is well versed in the programming languages necessary to adequately maintain admissions applications, for example, so the loss of a single employee could mean critical failure in one of these applications.

## **7. Identify opportunities for your unit in the short term:**

AIMS:

We are working with the Business Services and Billing & Receivables office to make changes to the University's payment processing to be in compliance with NACHA guidelines that state that any new bank accounts have to be validated. We are using JetPay to handle this process. We send students to the JetPay system to make credit card and ACH payments.

We are working with Human Resources and Payroll to reconcile FY21 SURS data (received from SURS). This is due to an audit finding all agencies covered under SURS were given for a lack of data reconciliation between ourselves and SURS. Once the base year of FY21 is established, we will perform this reconciliation on an annual basis, but will only have to reconcile changes that have occurred from year to year.

We are working with HR and Payroll to apply recently announced FY22 salary increases for 3 negotiated Civil Service groups, as well as non-negotiated employees. UPI increases covering Unit A/B faculty, Unit B ASPs, and Protech are also a possibility for FY23, pending an agreement.

We are expanding holiday tables so we have room to store the new holidays of Juneteenth, Election Day (when observed), and possibly Veterans Day

We are expanding the TimePro time entry system to include all departments using student employment. A handful of departments are being added every pay period during the Spring semester.

We are implementing new applications within WIUP to allow Human Resources, and all other relevant offices that deal with employee clearance forms, to electronically sign a clearance form. This will replace a lengthy manual process.

We are working with the Undergraduate Admissions office to create an automated multi-email prospective and inquiry student communication plan that will send targeted messages to students encouraging them to visit campus and apply.

We are creating a new process for R2T4 to identify and track students with Title IV aid who withdraw from the university and will assist Financial Aid Office (FAO) personnel in determining if that aid is required to be returned and in what amount. These new processes will replace a largely manual system and are intended to streamline operations related to R2T4.

We are adding five new fields to our Foundation Alumni database to store preferred communication methods and four new date fields to indicate when some existing codes are last updated.

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We are working with the Registrar's Office to document business processes to prepare for a Student Information System implementation.

We are working with our Unified ERP partner to develop and implement the Unified Student Admit admissions CRM and application processing system for our Admissions offices, as well as a University mobile application. We are evaluating third party software for Finance, Human Resources and Payroll to integrate with our Student Information System (SIS) and ultimately replace our homegrown mainframe applications.

**CAIT:**

CAIT has a national revenue generating model with the i-Pathways project. Currently, i-Pathways is being used as a distance learning curriculum and as a classroom curriculum, either in a hybrid distance learning model, or as a classroom supplement to over 20 states and multiple state and local correctional facilities around the country. The i-Pathways project reach has also expanded internationally, serving students and programs in Ontario, Canada, military families in Japan, and schools in Benoni, South Africa. This project not only is a revenue generating project, but it has also created regional and national media exposure for both CAIT and Western Illinois University in past years. This next year, i-Pathways will be expanding its curriculum to include an Alternative Credentialing path.

CAIT is fostering positive relationships with other universities such as Penn State University and the University of Illinois. Initially created for a National Institute of Health research grant, CAIT and Penn State University - School of Medicine, developed an online mandated reporter training for the state of Pennsylvania. That partnership expanded to include a statewide mandated reporter training for the state of Maine, and this year expand to serve HeadStart programs across the country. CAIT has also worked with Washington DC Department of Child and Family Services to provide a new custom learning management system and update Mandated Report curriculum to their population in both English and Spanish.

**Digital Spaces:**

In the short term, Digital Spaces will be refreshing old spaces that have not had attention, in some cases, in many years, in order to make them feel new and inviting.

**Infrastructure:**

In the short term, we are seeking out opportunities to grow the knowledge and skills of junior staff; to improve the security posture of the university; and to improve the wireless coverage and experience across all campuses.

**QC Technology:**

QC Technology will be moving toward staggering equipment replacement so a more even replacement cycle model can be implemented. Additionally, we will seek out additional ways to leverage support from uTech staff on the Macomb campus, and find more ways to reach out to our end-users and solicit their input.

**Web Services:**

Web Services is excited to welcome a new staff member in late April 2022. This employee will



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provide opportunities to increase our ability to provide support to the academic departments that have struggled without a dedicated web professional for several years.

We are also excited to continue working closely with University Marketing as they pursue new ways to use digital marketing to reach prospective students.

We additionally will be seeking opportunities to seek out training and conferences that are geared specifically for higher education web professionals. The pandemic, although very tough on the world, has brought about change in how conferences are handled – the hybrid or online conference experiences that appear to be the new norm will provide opportunities that were otherwise cost prohibitive to pursue.

Lastly, half of the academic year, 2/3rds of our staff have been working interim roles -our director has been serving as interim CIO for the University since mid December, requiring one of the staff members to fill in as interim director of Web Services. When a permanent CIO is hired, our staff will quickly go from being a team of 2 to a team of 4 with the addition of our new employee, and ready to start working quickly for our customers and improving the web experience for prospective students, current students, and others.

**8. Describe your plans for moving forward in the next academic year. Include a list of specific goals.**

AIMS:

We currently do not store the official titles for coaches on their contracts in any way. They are instead coded as Executive Assistants. We plan to utilize the administrative title table to also store titles for coaches so we can properly see their true titles throughout the system, both in WIUP and in the online directory.

We currently only store a home phone number for each employee. That number may be a landline or a cell phone. We plan to split the home phone number off to a separate table where we can store multiple phone numbers for each employee and indicate if each is a landline or cell number.

We will store a veteran status for employees that will be voluntarily reported. We will also be adding this to our annual mailers to give each employee the option to update this status on an annual basis.

We will start storing an emergency contact for employees. The plan is to allow them to update the contact whenever they would like on a WIUP screen. We may also add this to our annual mailers to allow for an annual review by employees.

We plan to create a “Class Roster/Attendance Verification” process for the Financial Aid Office. With an eye on the future, this process will solicit the input of instructors to provide FAO details on whether students did or did not begin attending class or otherwise commence coursework. This information will be used to augment the R2T4 Process in the short term and could play a role in controlling disbursement of Title IV aid based on commencement of coursework in the long term.

We plan to create an “Alternative Aid Application Processing for Rise MAP Awards” system for

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the Financial Aid Office. The State of Illinois allows undocumented students who qualify to receive a state MAP grant. Since these students are undocumented, they cannot be processed as other MAP recipients are since they cannot file a FAFSA. We will develop applications to automate as much of the Rise MAP process as possible.

We hope to evaluate, purchase and implement a third-party financial aid software to replace our current MVS homegrown financial aid application. We hope to have the software implemented by May 1, 2023 to be able to meet the Department of Education: Federal Student Aid changes for the 2024/2025 academic year.

CAIT:

CAIT will support strategic planning and implementation of technology initiatives at Western Illinois University in the areas of online course development, web design, mobile applications, and technology applications. These efforts include:

- Working collaboratively with the Provost Office, Office of Distance Education, and academic departments to support development of online course instruction and tools aligned with University priorities.
- Providing WIU with instructional and technology development services through instructional design, multimedia, web, mobile, and database applications, in alignment with the WIU strategic plan initiatives and priorities.
- Providing administrative support to campus through consultation, committee work, and grant solicitation.

CAIT will provide and support custom online applications/systems, mobile applications, and data/technical initiatives for state agencies, educational institutions, businesses, public agencies, and nonprofit organizations. These efforts include:

- Continuing relationships with existing partners and securing new contracts.
- Soliciting new partnerships through grants/contracts with outside agencies.
- Working with WIU departments and faculty to write and secure grants/foundation monies.

Specific Goals:

- Collaborate with Provost Office and Office of Distance Education to evaluate and improve functionality of the Online Course Evaluation Tool to better server the overall need of the University (University funding required).
- In partnership with Illinois Community College Board, develop Alternative Credentialing Program curriculum to be offered within the i-Pathways system.
- Review and update i-Pathways Adult Basic Education and Adult Secondary Education curriculum to better ensure students are achieving their academic skill gains with the TABE 11/12 test and CASAS tests.
- Collaborate with Penn State University - School of Medicine to expand the iLookout for Child Abuse mandated reporter training to other states. Penn State will assist other states or national programs in securing funding, and CAIT will provide the technical support and instructional development for a training to meet their specific needs.

Digital Spaces:

Bringing more Digital Spaces to campus that can help with recruitment and retention. This includes a Printing Lab (CNC, Laser Engravers, 3D Printers, color printers, and large format printers) and Student Space with Technology integration (Personal Zoom Rooms, green screen

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rooms, podcasting rooms, and streaming rooms)

**Infrastructure:**

- Complete implementation of new edge firewall units on both campuses
- Move VPN access to the new Macomb Palo Alto edge firewall units
- Implement production back end services for Aruba wireless environment
- Complete network and wireless upgrade of Corbin & Olson halls
- Evaluated and prepare proposal for Thompson network and wireless upgrade
- Continue installation of VoIP in Sherman Hall and additional buildings
- Install a new IBM DS8910F storage unit
- Implement a 12-100 character password for all mainframe services
- Maintain our current 99.999 % system availability
- Successfully perform a DR test with Sungard remotely. The application area performing the test is TBD.
- University-wide implementation of an Identity Management system. Improvements upon the faculty, staff, guest, and student account lifecycle must be realized. This includes but is not limited to onboarding, offboarding, dynamic access, and multi-system integration.
- Implement new Electronic Mail (Email ) Policy. The new policy was approved in March 2022 and will entail many changes and updates.
- Evaluate and implement New Google Drive restrictions. Google has put a cap on google drive usage. The server team will need to determine what information will need purged, offloaded, and/or archived to reduce our storage on Google Drive.
- Expand infrastructure and services to further support University departments in accomplishing their goals.
- Consolidate, simplify, and standardize the environment.

**QC Technology:**

- Replace the antiquated Cisco VOIP system and move toward a more cost effective Asterisk solution
- Complete installation of edge firewall unit on QC campus
- Assess and remediate points of failure when intercampus network connectivity is lost

**Web Services:**

- Continue ongoing web cleanup effort to either update or archive pages that have not been updated since 2014
- Continue to support University Marketing and recruitment web efforts, including being ready to support the WIU.edu redesign project under Marketing's direction and leadership
- Continue to support large web redesign projects, including all academic departments within the College of Education and Human Services
- Evaluate and prioritize websites for academic departments that do not have a full-time web professional for redesigns and content evaluation, and task our new employee with working through this prioritized list.

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

AIMS:

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AIMS will be able to assess the success of each goal once we receive feedback from our customers and evaluate their satisfaction regarding the improvements our programming efforts have had on their business processes. The goals will be successful if we are able to provide enhancements that will make our users' jobs easier, automate their processes saving time, meet standards, guidelines and requirements from external and government agencies, and provide a better user experience within our systems.

**CAIT:**

CAIT will measure the success of releasing a new version of the Online Course Evaluation Tool once the new version is launched and we have received feedback from faculty and students on the success the improvements have had on their evaluation process.

CAIT will measure it's success for developing Alternative Credentialing curriculum and expanding i-Pathways curriculum when we release the information to the public. Providing new curriculum to expand i-Pathways library and identifying outdated or misinformation in our content and fixing those mistakes will result in improved user retention and expand the audience we will serve.

CAIT will measure the success of their collaborative efforts with Penn State University as new states sign on and are onboarded into their state's version of the iLookout for Child Abuse training system.

**Digital Spaces:**

Success will be measured by completing the physical build-out of the Printing Lab and Student Space, marketing them to students, and measuring the utilization of those spaces over the course of an academic year.

**Infrastructure:**

- Were the projects completed
- Implementation and success with performing current and future items identified in project proposals.
- Increase the quantity of servers supported that directly support departments. Increase the quantity of departments served.
- Decrease total physical server count. Decrease the number of similar tools by category. Identify and embrace standardized services and create project plans for migrations.

**QC Technology**

- Success will be measured by tracking project milestones to assess progress and completion.

**Web Services**

Analytics and data are used heavily to determine success; for example, by running reports of the number of web pages that have not been modified since 2014, we can reasonably measure the success of our web cleanup project. Web redesign success can be measured using Google Analytics to compare website utilization and success rates compared to the same time period the year previous. We also expect the number of support tickets for requests to increase due to the

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addition of a new employee, who will be tasked with many cleanup and redesign projects for academic departments of greatest need.

**10. List major staff achievements:**

AIMS:

- We contracted with JP Morgan to print University and Foundation checks. We converted the process of printing checks at Morgan Hall to send a file to JP Morgan to have checks printed at their site.
- We completed the processing and new layout setup for Immediate Credit Recovery (ICR) and National Credit Management (NCM) collection processes.
- We added Perkins Loan information to STARS to make it available to students when they are making payments.
- We added 2 new deduction options to the Payroll system for the new SURS Deferred Compensation Plan. The new deduction types can be utilized as flat dollar amounts or a percentage of earnings. Programming was updated to properly send the new deferred compensation data and money back to SURS.
- We updated programming to allow for earlier entry of faculty personnel and contract data so that they can gain quicker access to WIU's technical systems and prepare for classes (especially online components) in a timely manner.
- We completely switched the method we use to calculate withholding Wisconsin state tax amounts for employees that are utilizing the Wisconsin reciprocal tax agreement. The method we were previously using was no longer valid starting in tax year 2022.
- We modified the student admission application process to allow students to submit their preferred first name, that is different from their formal first name, to be used within our administrative processes. We have modified many of our WIUP and STARS applications and reports to utilize the Preferred Name where necessary. We have integrated the Preferred Name with LDAP to be used within various LDAP processes, Western Online and our online Directory.
- We modified the Math process for progression and prerequisites. The Math department has created new introductory courses and altered the current progression through the Math courses to facilitate student success and retention. To allow this change, we had to alter how Math prerequisite courses were evaluated, how Math placement was determined, and how Math forced enrollment was applied. This had to be done in a way that would allow a transition from old rules to the new rules.
- We modified the process for Teacher Education processing. Teacher Education asked us to develop a way to track graduate level students who were seeking additional endorsements (which is further licensing on top of their initial teaching license). These students had been previously kept by the current teacher licensing process, but in an obscure and incomplete manner. This required us to create new databases and new WIUP applications to keep these graduate level additional endorsement seeking students. This request was to create all of the supporting programs (screens and batch processes) that would allow this new processing to fully interface with the existing processes in order to maintain the integrity of the data as the students completed their degrees and received additional entitlements from the state. We modified and expanded the information that was collected from the instructors for the Reach program as well as the information that was presented in the progress reports for the students and advisors to review.
- We expanded the programming for the Advisor assignment process. We completed modifications of the programs that update fields that would (or could) necessitate advisor

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changes. The assignment of advisors based upon major now considers the student's primary campus (Macomb, QC or Online) and their first year advising status. Including the "migration" of first year students from their first year advisors to the departmental advisors, at the end of their first year.

- We completed the programming for the Financial Aid FY23 startup. All programming was updated to handle changes to federal, state and/or institutional processes for Financial Aid application-related processing (FAFSA).
- We added a RENEWAL field to the scholarship system to allow department users to indicate that a scholarship is renewable and assisted the Scholarship Office in their processing.
- We modified our admission application process to electronically accept student applications submitted through the Common Application.
- We created a STARS application where students can agree to terms of use for the new digital recreation center. We integrated this application with the access control system to automatically grant access to students who have registered their consent.
- We worked with our Unified ERP partner to implement the Unified Engage - Web Portal and Yoda AI Chatbot. We provided live agents who monitor Rocky PAW and chat with users and answer specific questions regarding technology support, financial aid and undergraduate admissions. Rocky PAW was launched within the Engage web portal and on our wiu.edu websites

**Business Applications:**

- Upgraded Laundry readers in Washington and Thompson Halls
- Upgraded security cameras where the data is stored for Grote Hall
- Setup access control for Digital Rec
- Setup security cameras for Digital Rec
- Working with HR to move all student employees to TimePro
- Took on the responsibility of administering Western Online
- Started the upgrade of security cameras in the Union Bookstore and Office of Public Safety
- Implemented Request Tracker as the departments new ticketing system

**Digital Spaces:**

- Designed and Implemented a Digital Recreation Center and Gaming Arena.
- Completed change-over from Polycom to Zoom technologies in all Macomb campus building's classrooms and conference rooms
- Upgraded 190+ Classrooms with new technology
- Successfully managed an enterprise license for Zoom and Single Sign On for both Macomb and QC campus.
- Designed and integrated a Pay-for-print model and implemented changes.
- Upgraded an "Right-sized" iMacs in Computer labs and Computer Resource Centers across Macomb campus.

**Infrastructure:**

- Completion of on-line training for new firewall units
- Completed installation of network for Sherman VoIP deployment
- Implementation of QC edge firewall units
- Moved Horn Field Campus to a 1 Gbps dedicated fiber connection from a less than 54 Mbps shared radio connection
- Successfully performed a DR test with Sungard remotely. The Payroll application area was



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- tested.
- Migrated all of our existing remote printer definitions in VPS (600+) to new naming conventions. The new names incorporate the printer's location as well as it's model.
  - Upgraded our IBM Security Guardian Key Lifecycle Manager server software from release 3.0.1 to the supported release 4.1.1. This software provides the key management for our 3592 encrypting drives.
  - Our CICS response times on both WIUP and STARS continue to meet our set goals. Enterprise Systems uses a transaction response goal that attempts to complete 80% of all WIUP and STARS transactions within .3 seconds or less. When looking at the busiest two hours of 2021, the response time was 95% of transactions completed within .3 seconds or less. The system actually completed 85% of the transactions in .10 seconds or less.
  - Over the previous 52 week period, our system availability is 99.999% (7776.80 hours out of a possible 7777.40 hours). The WIUP and STARS systems had a combined total of 1 hour of unscheduled down time.
  - Fully locked down all mainframe port access through the firewall
  - Provided support to AIMS in the Unified ERP conversion
  - Where possible, we continued to eliminate hardcopy output sent to our mainframe printers.

**QC Technology:**

- Completed change-over from Polycom to Zoom in Quad Cities Campus building's classrooms and meeting rooms
- Added Zoom capability to additional QC instructional spaces resulting in more than double the amount of rooms being able to use video conferencing in
- Replaced nearly 100 desktop computers on the QC campus with mobile workstations
- Combined CSP and CNED dept websites into one CSP/CNED site
- Redesigned: Student Activities, Success, Resources, Faculty/Staff Achievements

**User Support Services:**

- Replaced 134 fleet of Ricoh copiers with copiers from Konica Minolta
- Replaced hundreds of workstations with laptops for a more mobile workforce
- Finished configuring BitLocker on workstations for better security of devices.

**Web Services:**

- Completed digital marketing landing pages for University Marketing used to target prospective students interested in agriculture, business, psychology, ROTC degree programs
- Created 117 (and counting) JotForms for areas across the university; the ability to rapidly create and deploy Jotforms to gather information for business process has grown throughout the pandemic, and has greatly aided the university in transitioning many paper processes to electronic formats essentially overnight.
- Created a new Faculty Orientation website with the Office of Assessment, Accreditation and Strategic Planning to provide virtual resources for faculty members new to Western
- Created and launched a centralized campus scheduling website for the Office of Scheduling and Event Services
- Maintained WIU's various coronavirus websites and related web applications, which required often frequent and urgent updates due to the changing environment. Web Services managed the Return to Work website, the Return to Campus website, and web applications used daily by nearly all WIU employees and student, including the daily COVID-10 self checker and the vaccination upload system

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- Partnered with CITER and Retention Initiatives to develop a centralized student resources page that allows students to view campus resources pertinent to their specific campus (Macomb, QC or Online)
- Promoted cybersecurity initiatives during National Cybersecurity Awareness month
- Modified the undergraduate admissions application to submit incomplete application data automatically to the admissions office for appropriate followup, allowing improved conversion of abandoned applications into completed prospects
- Created website for the new Office of Diversity, Equality and Inclusion
- Added 3D virtual room tours to University Housing & Dining Services web pages for residence halls, improving the experience for students to cross-compare living options
- Added an application fee waiver option to the International Admissions application

**11. List grant activities and external funding sources:**

CAIT:

Illinois Community College Board

DAISI: \$202,998.00

i-Pathways: \$183,330.00

IL Constitution: \$123,790.00

Illinois Department of Child and Family Services

IL Virtual Training Center: \$315,400.00

Illinois Attorney General Office

Website Hosting & Chicago Police Consent Decree Site: \$41,880.00

Website Redesign: \$37,129.00

Illinois Law Enforcement Training and Standards Board Executive Institute

Part-Time Basic Law: \$30,020.00

Online Learning Network: \$96,240.00

I LETSBEI Website: \$3,300.00

School & Campus Safety: \$6,060.00

Human Subject Pool: \$ 1,500.00

Washington DC Department of Child & Family Services

DC-Mandated Reporter Training: \$16,979.00

Arkansas Department of Child & Family Services

Arkansas Mandated Reporter Training: \$8,280.00

Penn State University - School of Medicine

iLook Out for Child Abuse: \$170,803.00

University of Illinois

ICRT: \$80,000.00

Western Illinois University

Provider Connections: \$40,627.00

STARNET: \$6,216.00

Small Business Development Center: \$4,128.00



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iPrefer: \$1,288.00  
WEPPAS (COEHS): \$4,140.00

i-Pathways National  
National Partners: \$80,000.00  
Department of Corrections/Tablet Providers: \$202,000.00

**12. Please explain how your unit adds value to the educational experiences of Western's students:**

**AIMS:**

AIMS supports many core functions that add value to the educational experience. We create and maintain the STARS student portal where students can perform many self-service tasks for housing, orientation, financial aid, registration, bill payment and grades. We support data integrations to many educational software applications, including Western Online. We also support data integrations of many automated administrative processes like financial aid loans, meal plans, id cards, room access.

**CAIT:**

CAIT provides student employment, graduate assistantship and internship opportunities for Western Illinois University students in the areas of application development, information technology and networking, web development, and graphic design. Students working with our development teams are given a real world project experience as part of a production team with actual project deliverables and working under official project timelines. Students also have the opportunity to work with our customer support teams where they are given real world experience interacting with end-users and clients, and communicating their needs to the development teams. These opportunities provide a paid professional development experience in their area of study while completing their bachelor and/or master degree.

**Digital Spaces:**

We touch every space on campus that has technology in it and how students interact with technology in our public spaces. We are student focused and faculty conscious so that students come first while also trying to meet the needs of faculty. We are the people who can make it happen (specific to students).

**Infrastructure:**

We provide a high speed, reliable, and secure network environment to facilitate the educational process in the classroom and remotely

**QC Technology:**

QC Technology adds value to students' educational experience both directly and indirectly. We support the direct technologies they use:

- Classroom technology
- Video conference technology
- Computer Labs

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We also provide technical services and support to all faculty and staff on campus to support their efforts to add value as well.

**13. If appropriate, please list community and/or regional engagement from unit:**

Click or tap here to enter text.

**14. Conclusion:**

University Technology provides a variety of critical services to Western Illinois University, which serves the University's mission and helps to satisfy its core values. While often times the work that takes place is largely invisible to the students, faculty and staff at the University, our services are as integral to the University as running water and working electricity.

From managing systems that facilitate employees receiving payroll to students receiving financial aid award letters; supporting the technology that online students depend on to participate in classes and take online exams; providing robust wireless internet and network access within and between two campuses; ensuring that learning and lab spaces are comfortable, functional and modern; supporting students and employees with hardware and software problems with a single telephone call; to ensuring that prospective students can experience Western on the web via a modern, responsive website; to serving as a resource and stimulus to economic, educational, cultural, environmental, and community development in our region, the state, and across the nation – there is a dedicated University Technology team member behind it all.

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## **ILETSB Executive Institute**

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

With this annual report, Directors will align past and future work in their units 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 Directors will describe what is unique about their program, document progress, define initiatives, and record 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/](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.

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**1. Mission statement:**

The Illinois Law Enforcement Training and Standards Board Executive Institute, in partnership with the law enforcement community, will promote the professionalism of policing. We lead the quest to understand the current problems of law enforcement executives. Through innovative education, training, research, and services the Executive Institute will guide the law enforcement community to achieve higher standards and professional development that will enhance their mission of providing professional law enforcement services to their constituents.

**2. What is unique and special about your unit?**

The ILETSB Executive Institute provides knowledge and technical assistance to criminal justice practitioners throughout the State of Illinois following the shared pillars of building trust and legitimacy, policy and oversight, community policing and crime reduction, and officer safety and wellness.

**3. Did the unit participate in any recruitment and/or retention activities? If yes, please explain.**

At every conference and training, the ILETSB Executive Institute either promotes WIU by means of promotional materials/flyers, verbal acknowledgement of WIU alumni in attendance, and collaborative efforts with LEJA.

**4. List any learning outcomes or other performance measures in the unit:**

The primary learning outcome for any of the Institute's courses is to provide practitioners with knowledge and understanding to serve their constituent populations in a culturally competent, fair and just manner, and to perform their duties as prescribed in constitutional policing.

**5. Describe unit strengths:**

1. Dedicated workforce with a variety of backgrounds and areas of expertise, many of whom are equally dedicated to Western Illinois University, the surrounding community, and criminal justice.
2. Progressive education and training throughout the state of Illinois using classroom, online, and blended learning methods. Curricular activities of the ILETSB Executive Institute are certified by the Illinois Law Enforcement Training and Standards Board, which allows officers to satisfy their state legal mandates but also helps contribute to increased professionalism, stronger community relations, and independent higher order thinking skills. Courses range from research methodology to cultural competency and leadership courses, and are designed by academics and leaders in the field. Studies continue to show that officers who attend the most current education and training courses are better skilled with independent decision-making and problem solving skills, higher tuned critical thinking skills, are less likely to use force, have fewer citizen complaints, etc.

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3. Adaptability. Throughout the COVID-19 pandemic, staff adapted education and training courses using various delivery methods including a webinar series. With the restrictions that were in place, face-to-face training became limited including basic recruit academies at and in-service training at regional training sites. ILETSB Executive Institute staff immediately acclimated training academies to online training which allowed recruit classes to graduate on time.

**6. Describe unit challenges:**

1. The financial constraints of the organization prevents ILETSB Executive Institute from hiring much needed staff in the areas of research methodology and instructional design.
2. Due to the legislative changes in law enforcement, more Illinois training mandates are now required. This places a significant strain on staff and historically are unfunded. To stay ahead of the inevitable future, we must continue to produce the highest quality materials available to meet demand.
3. Staffing. With only one individual having instructional design and higher education teaching experience, this limits the capacity of developing new courses in a timely manner. Due to the current limitations on funding and the lack of experienced personnel, additional creation of classes is slim.

**7. Identify opportunities for your unit in the short term:**

1. The Executive Institute embraced the web-based learning platform in its infancy, a decision that has pushed the ILETSB Executive Institute ahead of the game in regards to the number of course offerings, the variety of course offerings, and the quality of offerings. Beginning in 2005, the Institute partnered with CAIT to develop two learning management systems. The relationship continues 17 years later. Both are custom-designed learning management systems. One serves basic recruit training and the second provides in-service training for all ranks of policing. Due to the solid beginnings of the Online Learning Network, the opportunities for the future are endless. The Institute eagerly looks to the future, to offer courses to meet educational gaps that are evident in the law enforcement community.
2. Continue to expand the LEAD series. The LEAD program's tiered approach to leadership development is designed to prepare today's emerging public leaders, from first-line supervisors through senior-level managers and administrators, to succeed in an ever-changing professional environment and to effectively meet the challenges of the future. Each tier, or level, builds on and enhances the skills learned at the previous level.
3. Continue to develop fluid webinars based on current issues that are on-demand and can be readily promoted to the law enforcement community.
4. The recent events surrounding systemic racism and policing, provide the Institute an opportunity to collaborate with various groups and associations on-campus as well as various academic departments.

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**8. Describe your plans for moving forward in the next academic year. Include a list of specific goals.**

The Institute will continue to provide education and training, research, and technical assistance to the law enforcement community in Illinois. Additional revenue sources will be sought through grant awards, partnership opportunities, and fee-based services.

1. As the Institute looks to the future, we will continue to embrace and foster collaborative efforts with the School of Law Enforcement and Justice Administration faculty to further research in the criminal justice field.
2. The Institute is staffed by many alumni of Western Illinois University, and we will continue to recruit for the institution at our many events, including conferences and seminars. Whether the Executive Institute has a recruitment table set up at events or shares experiences of WIU in conference speeches, we do our best to actively look for new Leathernecks.
3. Advance opportunities to enhance curricular activities through various delivery methods and establish the ILETSB Executive Institute as the go-to entity for online education, live webinars and courses in the field of professionalizing police agencies.
4. Continue to develop evidence-based curriculum, assist policymakers in decision making, and provide other technical assistance by conducting scholarly research on relevant and emerging issues in policing.
5. Be in the forefront of police reform in the nation and Illinois, and continue to promote and support the 21<sup>st</sup> Century Policing Pillars set forth by the Task Force on 21<sup>st</sup> Century Policing Report that is the basis of Illinois legislation regarding police and community relations.

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

- 1) It is imperative that the Institute continues to track quality and make adjustments on current curriculum and future projects. Hours are spent investigating and researching before starting a project, and staff consults with academic scholars and experts in the field to ensure our products are of superior quality. But it doesn't stop there, as we assess the experiences of each of our participants, and learn from their feedback. We then fine tune the product, and repeat. Due to this process, we have many products that have stood the test of time and continue to be superior in quality when compared to others in the field.
- 2) Indicators of success may also be measured in numbers of persons served. For instance, in FY22, the Online Learning Network served 28,600 concurrent users totaling approximately 75,000 training hours (to date). In five years our users have increased 558%, and from 2017 to 2022 the courses completed in the Online Learning Network have increased 4,513%. The Institute continues to develop new courses to meet mandates and quality control reviews to ensure current courses are up to date.
- 3) Qualitative confirmation comes in many forms including focus groups, after action reports, technical assistance, new or continued relationships, etc.

**10. List major staff achievements:**

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Staff presented at approximately twenty-five conferences/executive summits/trainings, despite COVID restrictions that were in place until recently.

Heather Hotz, Director of the Executive Institute, and Eric Arnold, Program Director of the School and Campus Safety Center, received several program recognitions by various state organizations/leaders.

The Executive Institute continues to secure grant funding through external projects.

### **11. List grant activities and external funding sources:**

The ILETSB Executive is funded through grants, contracts, and registration and subscription fees. Staff continue to partner with internal and external organizations in the submission of grants and seeking new contracts.

Grants for FY22 academic year 2021-2022

ILETSB Programming  
ILETSB Administrative

#### **STATE**

FY 22 WIU PAR - \$140,000.00

Illinois Criminal Justice Information Authority - \$145,542.00

#### **FEDERAL - Active Homeland Security grants**

|                                             |                     |                     |
|---------------------------------------------|---------------------|---------------------|
| FFY 18 School and Campus Safety             | SHSP - \$31,661.21  | UASI - 124,648.14   |
| FFY 18 Cyber and Jail Intelligence Officers | SHSP - \$32,520.23  | UASI - 44,894.81    |
| FFY 18 ISP Fellowship                       | SHSP - \$18,558.36  | UASI - \$23,520.23  |
| FFY 19 School and Campus Safety             | SHSP - \$355,435.96 | UASI - \$314,262.97 |
| FFY 19 Cyber and Jail Intelligence Officers | SHSP - \$134,027.76 | UASI - \$134,027.76 |
| FFY 19 ISP Fellowship                       | SHSP - \$22,168.42  | UASI - \$22,168.42  |
| FFY 19 WIU                                  | SHSP - \$189,512.12 | UASI - \$162,190.10 |
| FFY 19 Homeland Security workshops          | SHSP - \$321,647.08 | UASI - \$33,936.64  |
| FFY 20 School and Campus Safety             | SHSP - \$310,543.96 | UASI - \$269,461.05 |
| FFY 19 Cyber Intelligence Officer           | SHSP - \$107,280.92 | UASI - \$20,044.07  |
| FFY 20 Jail Intelligence Officer            | SHSP - \$83,955.67  | UASI - \$81,718.83  |
| FFY 20 ISP Fellowship                       | SHSP - \$25,578.18  | UASI - \$25,578.18  |
| FFY 20 WIU                                  | SHSP - \$439,891.99 | UASI - \$535,718.16 |
| FFY 20 Homeland Security workshops          | SHSP - \$357,431.78 | UASI - \$33,936.64  |
| FFY 20 WIU Election Site Safety             | SHSP - \$52,631.58  | UASI - \$52,631.58  |

BJA - Behavioral Threat Assessment - \$996,598.00

### **12. Please explain how your unit adds value to the educational experiences of Western's students:**

The Executive Institute promotes experiential learning through applied studies in external settings. These applied settings include internships and practicum students. We partnered with the School of Law Enforcement and Justice Administration to support the internships of three undergraduate students; we partnered with the Social Work program to support the practicum experience of one student. The Executive Institute provide opportunities for student development and learning outside the classroom through involvement, leadership, and co-curricular experiences in environments that are supportive, challenging, and inclusive. We continue to support articles authored by interns and practicum students in our weekly newsletter. Additionally, the Executive Institute provides professional development to all practicum and intern students through attendance and participation at conferences and meetings.



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**13. If appropriate, please list community and/or regional engagement from unit:**

Center for Homeland Security: In the area of regional/community engagement as it applies to my work at the Executive Institute, Derek Carle has been appointed to several various committees and task forces. Carle serves on the Illinois Terrorism Task Force and two of their sub-committees, the Law Enforcement Mutual Aid Committee (LEMAC) and the Emergency Management sub-committee. Carle was also appointed to the Vision 2025 Homeland Security Strategy Task Force. This task force was implemented to refine the current Vision 2020 Homeland Security Strategy. This strategy provides a comprehensive framework to guide, organize, and unify homeland security efforts, as part of the overall emergency management system, in the State of Illinois over a four-year period (2021-2025). The strategy is intended to serve as a roadmap to the future and to guide the implementation of homeland security related policies, priorities, and programs across the state. Carle was also appointed to a work group reviewing and refining the bomb threat checklist for the Illinois Ready.gov. Carle also work on the McDonough County/WIU Emergency Operations Center Project.

School and Campus Safety Program:

Engaged the WIU community with 2 sessions of “Active Assailant Threat Response for Resident Assistants” and brought Dr. Gene Deisinger to WIU for a 2-day training on behavioral threat assessment.

Partnered with the local Regional Office of Education to provide Professional Development for K-12 educators for the Digital Threat Assessment and Advanced Digital Threat Assessment classes.

Presented at the School Safety Conference at WIU.

Facilitated access to Web EOC through the Illinois Emergency Management Agency, as well as established all of the ITTF-funded equipment for the WIU Emergency Operations Center.

Engaged the Governor's Homeland Security Advisor and Director of the Illinois Emergency Management Agency on the importance of the Emergency Operations Center, as well as the need for additional funding for the Emergency Operations Center at WIU.

Served as the WIU Emergency Center Liaison during the COVID-19 pandemic.

**14. Conclusion:**

The Illinois Law Enforcement Training and Standards Executive Institute values the professionalism of policing. We see ourselves evolving as the leader in promoting professionalism through practical and academic research, information sharing, and succession planning.