

# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

June 13-14, 2019

Western Illinois University  
Macomb, Illinois

<b>Agenda Topic</b>	<b>Page</b>	<b>Action</b>
<b><u>June 13, 2019 – Sherman Hall Room 205</u></b>		
<b>Motion to Convene to Closed Session – 7:00 p.m.</b>		
<b>Roll Call</b>		<b>Action</b>
<b>Motion to Convene to Closed Session – 7:00 p.m.</b>		
<b>Roll Call</b>		<b>Action</b>
<b>Closed Session</b>		
<b>Motion to Reconvene in Open Session</b>		
<b>Adjourn</b>		
<b><u>June 14, 2019 – Brophy Hall 215</u></b>		
<b>Motion to Convene to Open Session – 8:00 a.m.</b>		
<b>Roll Call</b>		<b>Action</b>
<b>Motion to Convene to Closed Session – 8:00 a.m.</b>		
<b>Roll Call</b>		<b>Action</b>
<b>Closed Session</b>		
<b>Motion to Reconvene in Open Session</b>		
<b>Adjourn</b>		
<b><u>June 14, 2019 – Brophy Hall Gymnasium</u></b>		
<b>Motion to Convene to Open Session – 9:00 a.m. – Brophy Hall Gymnasium 103/104</b>		

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Jack Thomas		
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Jeanette Malafa		
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Mr. Billy Clow, Interim Provost and Academic Vice President		
Dr. Joe Rives, Senior Vice President for Strategic Planning and Initiatives		
Dr. Ronald Williams, Vice President for Student Services		
Dr. William Polley, Interim Vice President for Administrative Services		
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Christopher Pynes – Chair, Faculty Senate – Macomb & Rob Porter – Chair, Faculty Council – Quad Cities		
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<b>Adjourn</b>		<b>Action</b>

# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

June 14, 2019

Review and Approval of the Meeting Minutes of:  
March 29, 2019

Minutes are available for review at:

**[http://www.wiu.edu/board\\_of\\_trustees/minutes/index.php](http://www.wiu.edu/board_of_trustees/minutes/index.php)**



WESTERN ILLINOIS UNIVERSITY  
BOARD OF TRUSTEES

June 14, 2019

Report No. 19.6/1  
Report on Contributions



# Interim Campaign Progress Report July 1, 2018 - June 30, 2019

Pledges Made	Planned Gifts (FV)*	Total Pledges
\$ 1,280,018	\$ 1,373,821	<b>\$ 2,653,839</b>
Cash Gifts	Gifts-in- Kind	Total Receipts
\$ 4,197,421	\$ 58,993	<b>\$ 4,256,414</b>

	Overall Total	Goal	% to Goal
FY2019	<b>\$ 6,910,252</b>	\$ 8,000,000	86.4%

\*Discounted Present Value for  
the 7 planned gift pledge(s): \$ 253,060

Deferred gift pledges not included in totals: \$ 300,000

Outside scholarships not included in report: \$ 1,118,371

PURPOSE: Record of fiscal year goals and progress

AUDIENCE: Internal use for administrators, development officers, and board members

NOTES: Cash Gifts do not include pledge payments.

Gifts-in-kind do not include service or noncharitable gifts-in-kind.

Printed on 2019-05-22





# Interim Campaign Progress Report July 1, 2018 - June 30, 2019

COLLEGE/UNIT	PLEDGES	GIFTS	GIFTS- IN-KIND	PLANNED GIFTS	FISCAL YEAR TOTAL
CAS	45,776	577,229	75	517,400	1,140,480
CBT	62,781	325,501	5,641	0	393,923
COEHS	125,688	337,776	150	750,000	1,213,614
COFAC	41,129	179,128	7,791	0	228,048
LIBRARY	5,554	17,694	2,492	0	25,740
HONORS	2,880	59,815	219	0	62,914
INTL STUDIES	145	5,275	0	100,000	105,420
STUDENT SERVICES	14,938	391,133	927	0	406,998
QC	20,286	573,012	0	0	593,298
WQPT	235,998	764,329	8,311	6,421	1,015,059
ATHLETICS	489,528	128,522	32,135	0	650,185
ALUMNI	7,226	18,709	0	0	25,934
BGS	13,702	21,127	0	0	34,829
TRI-STATES RADIO	124,817	315,028	0	0	439,845
PFA	5,555	1,260	0	0	6,815
UNIV SCHOLARSHIPS	71,844	286,640	1,008	0	359,491
OTHER	12,172	195,243	244	0	207,660
<b>UNIVERSITY TOTALS:</b>	<b>1,280,018</b>	<b>4,197,421</b>	<b>58,993</b>	<b>1,373,821</b>	<b>6,910,252</b>

Outside scholarships not included in report: \$ 1,118,371

PURPOSE: Record of fiscal year progress by unit

AUDIENCE: Internal use for administrators, development officers, and board members

NOTES: Gifts do not include pledge payments.

Radio is separate from COFAC; Parent and Family Association is separate from Student Services.

Gifts-in-kind do not include service or noncharitable gifts-in-kind.

Printed on 2019-05-22



WESTERN  
ILLINOIS  
UNIVERSITY

# Significant Donors Report

## Gifts of \$5,000 or more for Fiscal Year July 1, 2018 - June 30, 2019

Name	Pledges Made	Planned Gifts Made	Planned Gifts PV	GIK Pledge	Non-Deductible GIK Pledge	Total Pledges	Cash Gifts	Pledges Paid	Planned Gifts Paid	Planned Gifts Cash	GIK Pledge Paid	Non-Deductible GIK Paid	Total Receipts
ADLER THEATRE	0	0	0	0	0	0	4,000	0	0	0	0	5,789	9,789
CARMEN J AGOYO SILVA	25	0	0	0	0	25	0	50	0	0	0	0	50
BEM ALLEN	0	0	0	0	0	0	11,000	0	0	0	0	0	11,000
PAULA ALLEN	0	0	0	0	0	0	0	0	0	0	0	0	0
AMERICAN ONLINE GIVING FOUNDATION	840	0	0	0	0	840	8,780	840	0	0	0	0	9,620
PAUL ANAST	0	0	0	0	0	0	5,500	0	0	0	0	0	5,500
ANONYMOUS	1,429	0	0	0	0	1,429	15,259	1,429	0	0	0	0	16,688
ANONYMOUS	0	0	0	0	0	0	0	15,000	0	0	0	0	15,000
ANONYMOUS	4,608	0	0	0	0	4,608	400	4,608	0	0	0	0	5,008
ANONYMOUS	750	0	0	0	0	750	0	750	0	0	0	0	750
ARCHER-DANIELS-MIDLAND COMPANY	0	0	0	0	0	0	6,100	0	0	0	0	0	6,100
BRAD BANTER	10,290	0	0	0	0	10,290	258	10,290	0	0	0	0	10,548
ANN BAISE	0	0	0	0	0	0	0	0	0	0	0	0	0
GARY BAISE	0	0	0	0	0	0	10,000	0	0	0	0	0	10,000
LARRY BALSAMO	0	0	0	0	0	0	4,250	0	0	0	0	0	4,250
BASF CORPORATION	0	0	0	0	0	0	14,350	0	0	0	0	0	14,350
BOB BAUMANN	800	0	0	0	0	800	4,000	800	0	0	0	688	5,488
PEGGY BECKMAN	0	0	0	0	0	0	6,000	0	0	0	0	0	6,000
DENNIS BOWMAN	0	0	0	0	0	0	850	5,000	0	0	0	0	5,850
GINNY BOYNTON	9,130	0	0	0	0	9,130	740	9,528	0	0	0	0	10,268
SCOTT BROUETTE	10,500	0	0	0	0	10,500	100	10,500	0	0	0	0	10,600
CHARLENE CALLISON	0	0	0	0	0	0	6,000	0	0	0	310	0	6,310
GAYLE CARPER	0	0	0	0	0	0	500	0	0	0	0	0	500
TOM CARPER	0	0	0	0	0	0	1,695	0	0	0	0	3,900	5,595
DEBBIE CARTER	0	0	0	0	0	0	0	0	0	0	0	0	0
JIM CARTER	3,000	0	0	0	0	3,000	3,055	3,000	0	0	575	0	6,630
CATERPILLAR FOUNDATION	0	0	0	0	0	0	6,000	0	0	0	0	0	6,000
KAY CATLIN	0	0	0	0	0	0	0	0	0	0	0	0	0

Name	Pledges Made	Planned Gifts Made	Planned Gifts PV	GIK Pledge	Non-Deductible GIK Pledge	Total Pledges	Cash Gifts	Pledges Paid	Planned Gifts Paid	Planned Gifts Cash	GIK Pledge Paid	Non-Deductible GIK Paid	Total Receipts
STEVEN CATLIN	150	0	0	0	0	150	5,005	250	0	0	0	0	5,255
GREG CHAPMAN	28,000	0	0	0	0	28,000	0	11,000	0	0	0	0	11,000
CHERIE CLARK	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
ERIC CLARK	50,000	0	0	0	0	50,000	0	15,000	0	0	0	0	15,000
PAT CLAWSON	0	0	0	0	0	0	0	0	0	0	0	0	0
ROGER CLAWSON	1,959	0	0	0	0	1,959	3,154	1,959	0	0	0	0	5,113
COBANK	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
ERNIE CODILIS	0	0	0	0	0	0	52,000	0	0	0	0	0	52,000
PAMELA CODILIS	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNITY FOUNDATION FOR GREATER ATLANTA	0	0	0	0	0	0	10,000	0	0	0	0	0	10,000
COMPEER FINANCIAL	0	0	0	0	0	0	11,100	0	0	0	0	0	11,100
COUGAR MOUNTAIN SOFTWARE	0	0	0	0	0	0	0	0	0	0	0	39,487	39,487
DON DEXTER	0	0	0	0	0	0	0	1,000	0	0	0	10,900	11,900
MARIAH DI GRINO	0	0	0	0	0	0	0	7,000	0	0	0	0	7,000
VIRGINIA DIEHL	92	0	0	0	0	92	2,060	92	0	0	0	0	2,152
DORIS & VICTOR DAY FOUNDATION	45,000	0	0	0	0	45,000	500	45,000	0	0	0	0	45,500
DOW AGROSCIENCES LLC	0	0	0	0	0	0	11,250	0	0	0	0	0	11,250
GINGER DYKSTRA	0	0	0	0	0	0	4,075	8,000	0	0	0	0	12,075
CATHY EARLY	2,325	0	0	0	0	2,325	4,027	2,325	0	0	40	0	6,392
EDWARD JONES	6,020	0	0	0	0	6,020	810	9,080	0	0	0	0	9,890
DAVE EGLER	0	0	0	0	0	0	6,100	0	0	0	0	0	6,100
SALLY EGLER	1,495	0	0	0	0	1,495	153	1,495	0	0	0	0	1,648
GAY ELFLINE	0	0	0	0	0	0	10,000	0	0	0	0	0	10,000
GEORGE ENGELN	10,000	0	0	0	0	10,000	0	2,000	0	0	0	0	2,000
ERIC GLEACHER FOUNDATION	5,000	0	0	0	0	5,000	0	5,000	0	0	0	0	5,000
ANN ERNST	0	0	0	0	0	0	0	0	0	0	0	0	0
JERRY ERNST	0	300,000	0	0	0	300,000	15,000	0	0	0	0	0	15,000
ANNA FAGERLIE	0	0	0	0	0	0	0	0	0	100,000	0	0	100,000
SUE MARTINELLI-FERNANDEZ	8,636	0	0	0	0	8,636	790	8,636	0	0	0	0	9,426
FIDELITY CHARITABLE GIFT FUND	5,500	0	0	0	0	5,500	69,961	5,250	0	0	0	0	75,211
FIGGE ART MUSEUM	0	0	0	0	0	0	0	0	0	0	0	7,068	7,068
FIRST CHRISTIAN CHURCH	0	0	0	0	0	0	7,500	0	0	0	0	0	7,500

Name	Pledges Made	Planned Gifts Made	Planned Gifts PV	GIK Pledge	Non-Deductible GIK Pledge	Total Pledges	Cash Gifts	Pledges Paid	Planned Gifts Paid	Planned Gifts Cash	GIK Pledge Paid	Non-Deductible GIK Paid	Total Receipts
BILL FLODIN	550	0	0	0	0	550	5,000	525	0	0	0	0	5,525
JUDY FLODIN	0	0	0	0	0	0	0	0	0	0	0	0	0
FMC CORPORATION- AGRICULTURAL PRODUCTS GROUP	0	0	0	0	0	0	6,000	0	0	0	0	0	6,000
FRATERNAL ORDER OF POLICE	0	0	0	0	0	0	10,000	0	0	0	0	0	10,000
JOHN GARVEY	0	0	0	0	0	0	0	6,489	0	0	0	0	6,489
SARAH GARVEY	0	0	0	0	0	0	0	6,489	0	0	0	0	6,489
GATEHOUSE MEDIA - WESTERN ILLINOIS DIVISION	0	0	0	0	0	0	0	0	0	0	0	7,083	7,083
CHUCK GILBERT	8,080	0	0	0	0	8,080	650	8,080	0	0	0	0	8,730
KAREN IHRIG-GILBERT	0	0	0	0	0	0	200	0	0	0	0	0	200
DIANA GOFF	0	0	0	0	0	0	7,033	0	0	0	0	0	7,033
GOLDSTEIN FAMILY FOUNDATION	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
RICHARD GORDON	0	0	0	0	0	0	10,000	0	0	0	0	0	10,000
GRANT W. AND VIRGINIA M. BRISSMAN FOUNDATION	0	0	0	0	0	0	25,000	0	0	0	0	0	25,000
GEORGE GRICE	39,000	0	0	0	0	39,000	0	39,000	0	0	0	0	39,000
RICH GUERINE	0	0	0	0	0	0	12,500	0	0	0	0	0	12,500
CLIFF HAKA	0	258,700	0	0	0	258,700	0	0	0	0	0	0	0
SUE HAKA	0	258,700	0	0	0	258,700	0	0	0	0	0	0	0
KAREN HAMMOND	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
DENNY HANSEN	0	0	0	0	0	0	15,000	0	0	0	0	0	15,000
JIM HANSEN	9,000	0	0	0	0	9,000	100	14,000	0	0	0	0	14,100
RACHEL HANSEN	0	0	0	0	0	0	0	0	0	0	0	0	0
SALLY HANSEN	0	0	0	0	0	0	0	0	0	0	0	0	0
ARLENE HARHEN	0	0	0	0	0	0	0	0	0	10,000	0	0	10,000
MINDA HARTS	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
KEN HAWKINSON	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
MOLLY HOLMES	150	0	0	0	0	150	28,000	50	0	0	0	0	28,050
ED HOLZWARTH	0	0	0	0	0	0	150	0	0	0	0	0	150
SUE HOLZWARTH	6,050	0	0	0	0	6,050	270	6,050	0	0	0	0	6,320
MOLLY HOMER	0	0	0	0	0	0	6,800	0	0	0	0	0	6,800
HUBBELL-WATERMAN FOUNDATION	0	0	0	0	0	0	50,000	0	0	0	0	0	50,000
DEAN HUISINGH	0	0	0	0	0	0	500	5,000	0	0	0	0	5,500

Name	Pledges Made	Planned Gifts Made	Planned Gifts PV	GIK Pledge	Non-Deductible GIK Pledge	Total Pledges	Cash Gifts	Pledges Paid	Planned Gifts Paid	Planned Gifts Cash	GIK Pledge Paid	Non-Deductible GIK Paid	Total Receipts
ROSEMARY HUISINGH	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
HUNT AND DIANE HARRIS FOUNDATION	0	0	0	0	0	0	50,000	0	0	0	0	0	50,000
GEORGE HUSSEY	0	0	0	0	0	0	12,488	0	0	0	0	0	12,488
IH MISSISSIPPI VALLEY CREDIT UNION	15,000	0	0	0	0	15,000	2,500	5,000	0	0	0	0	7,500
ILLINOIS CORN MARKETING BOARD	0	0	0	0	0	0	17,000	0	0	0	0	0	17,000
MONICA IVERSON	0	0	0	0	0	0	100	0	0	0	0	0	100
RICK IVERSON	2,100	0	0	0	0	2,100	11,600	2,100	0	0	0	0	13,700
LAURA JANUS	0	0	0	0	0	0	27,000	0	0	0	0	0	27,000
JOHN DEERE CLASSIC	0	0	0	0	0	0	64,483	0	0	0	0	120	64,603
JOHN F BLAUVELT GEOGRAPHY FUND	0	0	0	0	0	0	232,000	0	0	0	0	0	232,000
GARRY JOHNSON	7,300	0	0	0	0	7,300	5,317	7,300	0	0	0	0	12,617
JOYCE JUHL	0	0	0	0	0	0	0	0	10,585	13,260	0	0	23,845
STEPHEN JULSTROM	0	0	0	0	0	0	21,000	0	0	0	0	0	21,000
SARAH KARLOWICZ	0	0	0	0	0	0	5,100	0	0	0	0	0	5,100
KAY KENNEDY	0	0	0	0	0	0	0	0	0	35,441	0	0	35,441
JUDY KERR	0	0	0	0	0	0	100	0	0	0	0	0	100
MEL KERR	5,000	0	0	0	0	5,000	0	5,000	0	0	0	0	5,000
DELANO KRUZAN	0	0	0	0	0	0	5,180	0	0	0	0	0	5,180
LAND O'LAKES, INC.	0	0	0	0	0	0	6,400	0	0	0	0	0	6,400
JACK LAVERDIERE	0	0	0	0	0	0	0	0	0	0	0	11,000	11,000
NANCY LAVERDIERE	435	0	0	0	0	435	1,430	435	0	0	0	0	1,865
DAN LIEHR	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
MIKE LITWIN	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
JEFF LORBER	5,500	0	0	0	0	5,500	110	2,700	0	0	0	0	2,810
SANDY LORBER	3,500	0	0	0	0	3,500	0	700	0	0	0	0	700
LOWELL N JOHNSON CHARITABLE FOUNDATION	0	0	0	0	0	0	67,500	0	0	0	0	0	67,500
BILL MAAKESTAD	0	0	0	0	0	0	3,475	2,500	0	0	0	0	5,975
MARGUERITE CASEY FOUNDATION	0	0	0	0	0	0	20,000	0	0	0	0	0	20,000
MARY OLIVE WOODS TRUST	0	0	0	0	0	0	29,426	0	0	0	0	0	29,426
JAN MATHERS	0	0	0	0	0	0	0	0	0	0	0	0	0
RICH MATHERS	100	0	0	0	0	100	5,200	100	0	0	0	0	5,300

Name	Pledges Made	Planned Gifts Made	Planned Gifts PV	GIK Pledge	Non-Deductible GIK Pledge	Total Pledges	Cash Gifts	Pledges Paid	Planned Gifts Paid	Planned Gifts Cash	GIK Pledge Paid	Non-Deductible GIK Paid	Total Receipts
GEORGE MAVIGLIANO	0	0	0	0	0	0	1,000	5,210	0	0	0	0	6,210
RENEE MAVIGLIANO	0	0	0	0	0	0	0	5,210	0	0	0	0	5,210
CLAUDIA MC CAIN	0	0	0	0	0	0	1,000	0	0	0	0	0	1,000
JIM MC CAIN	0	0	0	0	0	0	5,615	0	0	0	0	0	5,615
JODY MC CAMEY	0	0	0	0	0	0	500	33,000	0	0	0	0	33,500
VELMA MC CAMEY	0	0	0	0	0	0	0	26,000	0	0	0	0	26,000
MC DONOUGH EYE ASSOCIATES, PC	0	0	0	0	0	0	0	7,500	0	0	0	0	7,500
JULIE MC HARD-SHIKE-	0	0	0	0	0	0	180	5,000	0	0	0	0	5,180
JOHN MEIXNER	8,712	0	0	0	0	8,712	61	2,904	0	0	0	138	3,103
MODERN WOODMEN OF AMERICA	0	0	0	0	0	0	10,500	0	0	0	0	0	10,500
TOM NARDI	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
CRAIG NEADER	6,000	0	0	0	0	6,000	0	6,000	0	0	0	0	6,000
KATE NELSON	0	0	0	0	0	0	9,826	0	0	0	0	0	9,826
JOYCE NIELSEN	0	0	0	0	0	0	15,000	0	0	0	0	0	15,000
JIM NIELSEN	0	0	0	0	0	0	6,000	0	0	0	0	0	6,000
SHEILA NOLLEN	0	0	0	0	0	0	16,810	0	0	0	0	0	16,810
DEBRA OHLIN	0	0	0	0	0	0	0	0	0	0	0	0	0
ED OHLIN	2,000	0	0	0	0	2,000	4,000	2,000	0	0	0	0	6,000
SAM OLIVA	0	0	0	0	0	0	0	250,000	0	0	0	0	250,000
CHRIS ONTIVEROS	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
PAMELA ONTIVEROS	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
NICHOLAS PANO	1,000	0	0	0	0	1,000	6,100	1,000	0	0	0	0	7,100
PARR INSTRUMENT CO	0	0	0	0	0	0	6,000	0	0	0	0	0	6,000
JOHN PASSANANTI	5,025	0	0	0	0	5,025	250	5,025	0	0	1,140	0	6,415
MARY PASSANANTI	0	0	0	0	0	0	0	0	0	0	0	0	0
KATHARINE PAWELKO	0	0	0	0	0	0	3,000	3,800	0	0	0	0	6,800
DAVE PEREK	0	0	0	0	0	0	0	0	0	0	0	0	0
STACEY PEREK	0	100,000	0	0	0	100,000	0	0	0	0	0	0	0
QUAD CITIES COMMUNITY FOUNDATION	0	0	0	0	0	0	260,200	0	0	0	0	0	260,200
PHYLLIS QUENSEL	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
RADISH MAGAZINE	0	0	0	0	0	0	0	0	0	0	0	11,055	11,055
REFRESHMENT SERVICES PEPSI	0	0	0	0	0	0	300	5,000	0	0	432	0	5,732

Name	Pledges Made	Planned Gifts Made	Planned Gifts PV	GIK Pledge	Non-Deductible GIK Pledge	Total Pledges	Cash Gifts	Pledges Paid	Planned Gifts Paid	Planned Gifts Cash	GIK Pledge Paid	Non-Deductible GIK Paid	Total Receipts
REGIONAL DEVELOPMENT AUTHORITY	0	0	0	0	0	0	0	100,000	0	0	0	0	100,000
REGIONAL OFFICE OF EDUCATION # 26	0	0	0	0	0	0	6,500	0	0	0	0	0	6,500
ALENE REUSCHEL	1,000	0	0	0	0	1,000	1,100	4,000	0	0	0	0	5,100
PAUL REUSCHEL	1,000	0	0	0	0	1,000	100	4,000	0	0	0	0	4,100
RUTH RICHERT	0	0	0	0	0	0	32,400	0	0	0	0	0	32,400
JOE RIVES	20,580	0	0	0	0	20,580	25,225	20,580	0	0	0	0	45,805
FRANK RODEFFER	0	0	0	0	0	0	21,700	0	0	0	0	0	21,700
ROY J CARVER CHARITABLE TRUST	0	0	0	0	0	0	494,917	0	0	0	0	0	494,917
SARAH KNIGHT MEMORIAL	0	0	0	0	0	0	10,000	0	0	0	0	0	10,000
DEBORAH SCHWIEBERT	5,250	0	0	0	0	5,250	0	2,750	0	0	0	0	2,750
MARK SCHWIEBERT	5,250	0	0	0	0	5,250	500	2,750	0	0	0	0	3,250
ARLIE SEYMOUR	0	750,000	0	0	0	750,000	0	0	0	0	0	0	0
SHIVE-HATTERY ARCHITECTURE + ENGINEERING	6,000	0	0	0	0	6,000	0	2,000	0	0	0	0	2,000
SHOEMATE FOUNDATION	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
SIPCAM AGRO USA INC	0	0	0	0	0	0	6,000	0	0	0	0	0	6,000
SODEXO INC & AFFILIATES	0	0	0	0	0	0	339,686	0	0	0	0	0	339,686
AMY SPELMAN	5,090	0	0	0	0	5,090	30	5,090	0	0	0	0	5,120
MIKE STAHL	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
PAT STAHL	0	0	0	0	0	0	0	0	0	0	0	0	0
STC INVESTMENTS	0	0	0	0	0	0	100	0	0	0	0	15,630	15,730
DENISE STEWART	0	0	0	0	0	0	0	0	0	0	0	0	0
FRANK STOUT	7,000	0	0	0	0	7,000	0	7,000	0	0	0	0	7,000
PENNY STOUT	0	0	0	0	0	0	0	0	0	0	0	0	0
STRONGHURST LLC	0	0	0	0	0	0	0	25,000	0	0	0	0	25,000
CARIN STUTZ	12,500	0	0	0	0	12,500	0	7,500	0	0	0	0	7,500
RODGER STUTZ	12,500	0	0	0	0	12,500	0	7,500	0	0	0	0	7,500
SUMMIT LEAGUE	250,000	0	0	0	0	250,000	0	50,000	0	0	0	0	50,000
SYNGENTA CROP PROTECTION LLC	0	0	0	0	0	0	12,000	0	0	0	0	0	12,000
JOHN TANNEY	5,000	0	0	0	0	5,000	500	5,000	0	0	0	0	5,500
CARMELITA TEETER	0	0	0	0	0	0	3,000	0	0	0	0	0	3,000
NORM TEETER	0	0	0	0	0	0	15,000	0	0	0	0	0	15,000

Name	Pledges Made	Planned Gifts Made	Planned Gifts PV	GIK Pledge	Non-Deductible GIK Pledge	Total Pledges	Cash Gifts	Pledges Paid	Planned Gifts Paid	Planned Gifts Cash	GIK Pledge Paid	Non-Deductible GIK Paid	Total Receipts
THE CATHERINE BRUNDAGE TRUST	0	6,421	0	0	0	6,421	0	0	0	0	0	0	0
THE LAKE FOREST GROUP, LLC	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
THE LAW CENTRE	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
THE MOLINE FOUNDATION	100,000	0	0	0	0	100,000	1,060	64,000	0	0	0	0	65,060
JACK THOMAS	6,040	0	0	0	0	6,040	0	6,040	0	0	0	0	6,040
LINDA THOMAS	0	0	0	0	0	0	100	0	0	0	0	0	100
AUDREY THOMPSON	0	0	0	0	0	0	0	0	0	0	0	0	0
DAVE THOMPSON	0	0	0	0	0	0	3,200	0	0	0	0	0	3,200
JACKIE THOMPSON	1,500	0	0	0	0	1,500	3,712	1,500	0	0	0	0	5,212
RONALD THOMPSON	8,786	0	0	0	0	8,786	0	6,286	0	0	0	0	6,286
DIANE TICHENOR	3,300	0	0	0	0	3,300	3,150	3,300	0	0	0	0	6,450
LEE TICHENOR	0	0	0	0	0	0	70	0	0	0	0	0	70
TRACY FAMILY FOUNDATION	0	0	0	0	0	0	76,000	0	0	0	0	0	76,000
BETH TRIPLETT	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
UNIVERSITY OF ILLINOIS	0	0	0	0	0	0	8,187	0	0	0	0	0	8,187
US BANK FOUNDATION	0	0	0	0	0	0	8,000	0	0	0	0	0	8,000
RON WALKER	15,235	0	0	0	0	15,235	125	3,235	0	0	0	0	3,360
JANICE WELSCH	1,350	0	0	0	0	1,350	5,265	1,350	0	0	0	0	6,615
ANITA WERLING	0	0	0	0	0	0	0	0	0	0	0	0	0
DENNIS WERLING	6,000	0	0	0	0	6,000	6,200	6,000	0	0	0	0	12,200
WESLEY UNITED METHODIST CHURCH	0	0	0	0	0	0	45,313	0	0	0	0	0	45,313
WEST CENTRAL DISTRIBUTION	0	0	0	0	0	0	10,875	0	0	0	0	0	10,875
WEST CENTRAL FS INC	0	0	0	0	0	0	6,700	0	0	0	0	0	6,700
WESTEN INVESTMENTS INC	0	0	0	0	0	0	2,300	0	0	0	0	8,100	10,400
WETA	0	0	0	0	0	0	10,000	0	0	0	0	0	10,000
WHEELEN-PRESSLY FUNERAL HOME INC	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
WAYNE WHIPPS	6,750	0	0	0	0	6,750	500	6,750	0	0	0	0	7,250
WILLIAM H NOBLE ESTATE	0	0	0	0	0	0	0	0	0	119,696	0	0	119,696
JULIA WINKLEPLECK	0	0	0	0	0	0	11,000	0	0	0	0	0	11,000
MARGARET WONG	0	0	0	0	0	0	0	34,000	0	0	0	0	34,000
GREGG WOODRUFF	5,502	0	0	0	0	5,502	950	5,502	0	0	399	0	6,850
DAN YODER	0	0	0	0	0	0	0	17,900	0	0	0	0	17,900



Name	Pledges Made	Planned Gifts Made	Planned Gifts PV	GIK Pledge	Non-Deductible GIK Pledge	Total Pledges	Cash Gifts	Pledges Paid	Planned Gifts Paid	Planned Gifts Cash	GIK Pledge Paid	Non-Deductible GIK Paid	Total Receipts
SHERYL YODER	0	0	0	0	0	0	0	0	0	0	0	0	0
LANCE YOUNG	8,000	0	0	0	0	8,000	60	2,000	0	0	0	0	2,060
YOURCAUSE	600	0	0	0	0	600	10,684	600	0	0	0	0	11,284
JAMES ZWIENER	10,080	0	0	0	0	10,080	100	2,520	0	0	0	0	2,620

PURPOSE: List of significant donors with gifts or pledges \$5,000 or greater for current fiscal year.

AUDIENCE: External (Board) and internal use for administrators and development officers.

NOTES: Some individuals are shown with less than \$5,000 giving because combined with their spouse, they have at least \$5,000.

"Pledges Made" includes any new pledges for current or future fiscal years.

"Pledges Paid" includes the amount that is expected to be paid this fiscal year for any pledge through installments or payroll deductions.

Totals includes memberships for next fiscal year (e.g. Leatherneck Club)

Printed on 2019-05-22



# Annual Fund Report

## July 1, 2018 - June 30, 2019

COLLEGE/UNIT	# OF PLEDGES	TOTAL PLEDGES	AVERAGE PLEDGE	PLEDGES PAID	CASH	GIK	GIK PAID	*TOTAL GIFTS
CAS	248	26,396	106	21,682	133,167	75	0	154,924
CBT	369	41,701	113	30,841	134,673	939	0	166,452
COEHS	275	27,980	102	19,191	128,808	150	0	148,149
COFAC	124	23,204	187	15,829	101,935	7,791	0	125,556
ALUMNI	45	3,548	79	2,264	15,909	0	0	18,173
INTL STUDIES	2	145	73	135	2,875	0	0	3,010
LIBRARY	16	5,554	347	4,996	17,694	2,492	0	25,182
HONORS	5	1,350	270	1,240	9,815	219	0	11,274
QC	14	5,286	378	3,054	11,095	0	0	14,149
ATHLETICS	815	238,128	292	236,091	81,372	32,135	0	349,598
STUDENT SERVICES	43	5,588	130	4,084	32,942	827	0	37,852
BGS	88	13,702	156	2,104	9,027	0	0	11,130
TRI-STATES RADIO	548	124,817	228	109,104	313,028	0	0	422,132
WQPT	453	235,998	521	97,530	764,269	8,311	0	870,110
PFA	144	5,555	39	2,305	1,260	0	0	3,565
SCHOLARSHIPS	251	21,341	85	18,406	99,777	1,008	0	119,191
OTHER	74	7,359	99	5,578	118,415	244	0	124,238
<b>Total</b>	<b>3,514</b>	<b>787,652</b>	<b>224</b>	<b>574,434</b>	<b>1,976,062</b>	<b>54,190</b>	<b>0</b>	<b>2,604,686</b>

**\*\*Total Annual Fund: \$2,817,904**

Above Pledge totals include:

Leatherneck Club	\$ 236,291
Library Atrium Society	\$ 5,379
Performing Arts Society	\$ 9,201

Above Receipt totals include:

Leatherneck Club	\$ 252,636
Library Atrium Society	\$ 18,322
Performing Arts Society	\$ 32,718

PURPOSE: Record of fiscal year Annual Fund totals by Unit; includes Phonathon and President's Scholarship totals.

AUDIENCE: Internal use for administrators, development officers, and board members.

NOTES:

\*Total Gifts equals Income (Cash, Pledges Paid, Gifts in Kind, and GIK Pledges Paid).

\*\*Total Annual Fund equals sum of Pledges, GIKs, and Cash.

Radio is separate from COFAC; Parent and Family Association is separate from Student Services.

Gifts-in-kind do not include service or noncharitable GIKs.

Printed on 2019-05-22



# Phonathon Report

## July 1, 2018 - June 30, 2019

COLLEGE/UNIT	# OF PLEDGES	TOTAL PLEDGES	AVERAGE PLEDGE	PLEDGES PAID	CASH	GIK	GIK PAID	*TOTAL GIFTS
CAS	227	15,833	70	12,512	0	0	0	12,512
CBT	318	21,095	66	14,175	50	0	0	14,225
COEHS	248	10,935	44	7,025	25	0	0	7,050
COFAC	83	3,885	47	2,345	0	0	0	2,345
ALUMNI	39	2,895	74	1,740	0	0	0	1,740
INTL STUDIES	1	25	25	25	0	0	0	25
LIBRARY	8	275	34	75	0	0	0	75
HONORS	0	0	0	0	0	0	0	0
QC	0	0	0	0	0	0	0	0
ATHLETICS	55	5,875	107	4,665	0	0	0	4,665
STUDENT SERVICES	31	1,735	56	550	0	0	0	550
BGS	86	3,600	42	2,010	0	0	0	2,010
TRI-STATES RADIO	3	75	25	50	0	0	0	50
WQPT	2	135	68	35	0	0	0	35
PFA	144	5,555	39	2,305	0	0	0	2,305
SCHOLARSHIPS	224	16,307	73	13,552	695	0	0	14,247
OTHER	50	2,230	45	860	100	0	0	960
<b>Total</b>	<b>1,519</b>	<b>90,455</b>	<b>60</b>	<b>61,924</b>	<b>870</b>	<b>0</b>	<b>0</b>	<b>62,794</b>

**\*\*Total Phonathon: \$91,325**

Above Pledge totals include:

Leatherneck Club	\$ 5,875
Library Atrium Society	\$ 100
Performing Arts Society	\$ 100

Above Receipt totals include:

Leatherneck Club	\$ 4,665
Library Atrium Society	\$ 75
Performing Arts Society	\$ 0

PURPOSE: Record of fiscal year Phonathon totals by Unit.

AUDIENCE: Internal use for administrators, development officers, and board members.

NOTES:

\*Total Gifts equals Income (Cash, Pledges Paid, Gifts in Kind, and GIK Pledges Paid).

\*\*Total Phonathon equals sum of Pledges, GIKs, and Cash.

Radio is separate from COFAC; Parent and Family Association is separate from Student Services.

Gifts-in-kind do not include service or noncharitable GIKs.

See Annual Fund report for all phonathon and annual fund totals.

Printed on 2019-05-22



# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

June 14, 2019

## Report No. 19.6/2 Repair and Maintenance of Official Residence

The Western Illinois University Board of Trustees Finance Committee established guidelines at the June 4, 2004 meeting regarding ongoing maintenance of the official residence. The Vice President of Administrative Services is responsible for performing maintenance of at least \$20,000 annually and presenting a report to the Board at the June meeting.

FY2020 (planned)

- Reconstruct visitors' parking area and turnaround at flagpole

FY2019

- \$3,490 in labor and materials for routine maintenance

FY2018

- \$3,427 in labor and materials for routine maintenance

FY2017

- \$2,400 in labor and materials for routine maintenance

FY2016:

- \$3,000 in labor and materials for routine maintenance

FY2015:

- Updated lighting
- Kitchen, stairway, and upstairs flooring
- Cooktop
- Coated driveway
- Painting
- Repaired garage floor

FY2014:

- Upstairs windows

FY2013:

- Railing and back patio repair
- Upstairs windows

FY2012:

- Vinyl flooring, main floor public areas

- General painting, ceiling fans, and bathroom fixtures
- Security system
- Windows and sliding glass doors

FY2011 Fiber installation and parking lot resurfacing

FY2010 HVAC

FY2009 Painting and exterior walk-in doors

FY2008 Windows and kitchen doors

FY2007 Windows and carpet

FY2006 Landscaping and main entrance

FY2005 Windows and doors

FY2004 No work done

FY2003 Roof

# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

June 14, 2019

Report No. 19.6/3

## Purchases of \$100,000 - \$249,999

Vendor	Type of Purchase	Annual Amount <small>(unless otherwise noted)</small>	Number of Bids
The CBORD Group Inc; Ithaca, NY	Upgrade to Housing & Dining software, equipment, & maintenance.	\$117,054.37	Sole Source
National Public Radio; Washington, DC	FY20 NPR program fees for Tri-States Public Radio (Grant funds)	\$150,000 (estimated)	Exempt

## Purchases of \$250,000 - \$499,999 Receiving Presidential Approval

Vendor	Type of Purchase	Annual Amount <small>(unless otherwise noted)</small>	Number of Bids
City of Macomb; Macomb, IL	FY20 continuous order for fire protection of campus buildings	\$250,000	Intergov't Agreement
MidAmerican Energy Company; Davenport, IA	FY20 continuous order for electricity for QC campus	\$300,000 estimated	Sole Source
McGraw Hill Global Education; East Windsor, NJ	FY20 continuous order for textbooks for resale by the University Bookstore	\$350,000 estimated	IPHEC Sole Source

Johnson Controls Fire Protection; East Peoria, IL	Fire alarm upgrades for Thompson, Tanner, Bayliss, Henninger, Lincoln, Washington, Corbin, Olson, Grote, University Union, and Physical Plant. Existing campus network upgrade of head-end hardware with transponders only.	\$442,423	Sole Source
H & S Mechanical Inc; Mapleton, IL	FY20 continuous order to provide plumbers/pipefitters to supplement University personnel (year 3 of 4-yr contract)	\$450,000 estimated	1
Davis & Campbell LLC; Peoria, IL	Legal services for the period of March 6, 2019 – June 30, 2024 in regards to labor, employment, and benefit issues. Five one-year renewal options available.	\$475,000 5-yr estimate	5 proposals

### Purchases \$500,000 and above Exempt from BOT Approval

Vendor	Type of Purchase	Annual Amount <small>(unless otherwise noted)</small>	Number of Bids
Ameren Illinois Company (dba Ameren CIPS); St Louis, MO	FY20 continuous order for natural gas (utilities exempt from BOT approval)	\$500,000 estimated	Sole Source
Ameren Illinois Company (dba Ameren CIPS); St Louis, MO	FY20 continuous order for electricity (utilities exempt from BOT approval)	\$500,000 estimated	Sole Source
Cengage Learning; Florence, KY	FY20 continuous order for textbooks for resale by the University Bookstore (resale – exempt from BOT approval)	\$500,000 estimated	IPHEC Sole Source



Pearson Education Inc; Old Tappan, NJ	FY20 continuous order for textbooks for resale by the University Bookstore (resale – exempt from BOT approval)	\$550,000 estimated	IPHEC Sole Source
Levi Ray & Shoup, Inc.;; Springfield, IL	FY20 IBM software maintenance for a z114 mainframe for AIMS. (total cost based on bid of 100% capacity but we will be billed using sub-capacity pricing making the final total under \$500,000)	\$557,477.54	1
Entec Services Inc; Peoria, IL	FY20 continuous order for Delta Controls Building Automation installation and repairs (year 2 of a 5-year renewal, previously approved by the BOT June 8, 2018)	\$600,000 estimated	Sole Source
Kone Inc; Peoria, IL	FY20 continuous order for elevator maintenance for Macomb campus. (year 2 of a 5-year renewal, previously approved by the BOT June 8, 2018)	\$600,000 estimated	1
City of Macomb; Macomb, IL	FY20 continuous order for water supply (utilities exempt from BOT approval)	\$1,120,000 estimated	Intergov't Agreement
Berkshire Hathaway Energy dba MidAmerican Energy Services; Davenport, IA	FY20 continuous order for electricity for Macomb campus (utilities exempt from BOT approval)	\$3,000,000 estimated	IPHEC



# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

June 14, 2019

## Resolution No. 19.6/1 Purchases of \$500,000 and Over

**Resolution:**

**WHEREAS** Western Illinois University has a need for master control services; and,

**WHEREAS** the above mentioned project has been administered in accordance with the Illinois Procurement Code and all other pertinent statutes and rules;

**THEREFORE** be it resolved that the Board of Trustees approves the contracting for

**WQPT-TV Master Control Services**

**ITEM DESCRIPTION:** Master control and program signal delivery for WQPT's transmitter in Orion, IL for the 5-year period of November 1, 2019 through October 31, 2024 with the option to renew for two additional one-year periods.

**COST:** \$1,244,228 (7-yr total with renewal options)

**RECOMMENDED VENDOR:**

Digital Convergence Alliance (DCA); Tampa, FL

**BID SUMMARY:**

Digital Convergence Alliance; Tampa, FL	\$1,244,228.00
Illinois Valley Public Telecommunications Corp.; Peoria, IL	\$1,289,473.68

**FUND SOURCE:** Foundation and Grant



# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

June 14, 2019

## Resolution No. 19.6/2 New or Changed Capital Reserves for Non-Indentured Entities

**Resolution:**

**WHEREAS** request for the approval of new or changed capital reserves for non-indentured entities shall be submitted to the Board of Trustees annually; and,

**WHEREAS** general guidelines established by the Legislative Audit Commission were followed:

**THEREFORE** be it resolved that the Board of Trustees approves the capital reserves as presented.

### PREVIOUSLY APPROVED RESERVES

<u>Entity</u>	<u>Approved Amount</u>	<u>Funded Amount as of 4/30/2019</u>	<u>Change Requested</u>	<u>Adjusted Total</u>
<u>Movable Equipment</u>				
Public Service	\$425,000	\$66,786	\$0	\$425,000
Student Programs and Services	\$400,000	\$314,188	\$0	\$400,000
Instructional Resources and Services	\$545,000	\$235,525	\$0	\$545,000
University Stores and Service Centers	\$850,000	\$7,120	\$0	\$850,000
University Publications	\$26,625	\$0	\$0	\$26,625
Sponsored Credit	\$4,000	\$0	\$0	\$4,000
Parking Operations	\$40,000	\$0	\$0	\$40,000
Auxiliary Other	\$32,500	\$0	\$0	\$32,500
<u>Parking Lots</u>				
Parking Operation	\$1,600,000	\$111,877	\$0	\$1,600,000



# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

June 14, 2019

## Resolution No. 19.6/3 FY2020 Preliminary Spending Plan

**WHEREAS** Western Illinois University must prepare a preliminary spending plan prior to July 1 for State Appropriated, University Income, Auxiliary and All Other Funds for the Illinois Board of Higher Education, Illinois State Legislature and the Governor; and,

**WHEREAS** this spending plan requires Board of Trustees approval prior to submission; and,

**WHEREAS** this spending plan reflects Western's tradition of strong, conservative fiscal management and resource allocation to support goals and priorities stated in *Higher Values in Higher Education* and Western Illinois University's *Mission Statement*:

**THEREFORE** be it resolved that the Board of Trustees approves the FY2020 spending plan as presented in the FY2020 spending plan document, and be it further resolved that the President be authorized to make technical adjustments in these budgets if necessary.

Illinois state statute requires Western Illinois University (and all other Illinois public universities) to prepare a *Fiscal Year 2020 Preliminary Spending Plan* prior to July 1 for State Appropriated, University Income, Auxiliary and All Other Funds for the Illinois Board of Higher Education, Illinois State Legislature, and the Governor. Furthermore, the *Fiscal Year 2020 Preliminary Spending Plan* must be approved by the Western Illinois University Board of Trustees prior to institutional submission and expenditure. The Preliminary Spending Plan for Fiscal Year 2020 is displayed in the table below.

	State Appropriated Funds	University Income Funds	Auxiliary Facilities System Funds	Other Non- Appropriated Funds	Total
Personal Services	\$ 47,043,200	\$ 35,956,800	\$ 10,000,000	\$ 12,500,000	\$ 105,500,000
Medicare	800,000	600,000	200,000	150,000	1,750,000
Contractual Services	-	9,600,000	17,000,000	14,350,000	40,950,000
Travel	-	400,000	50,000	500,000	950,000
Commodities	-	1,500,000	350,000	2,100,000	3,950,000
Equipment	-	2,000,000	150,000	1,500,000	3,650,000
Awards & Grants and Matching Funds	-	9,500,000	1,300,000	25,000,000	35,800,000
Telecommunication Services	-	400,000	100,000	350,000	850,000
Operation of Automotive Equipment	-	200,000	100,000	500,000	800,000
Permanent Improvements	-	200,000	100,000	300,000	600,000
CMS Health Insurance	1,744,800	-	200,000	1,000,000	2,944,800
Other	-	-	11,150,000	250,000	11,400,000
<b>Total FY2020 Operating Budget</b>	<b>\$ 49,588,000</b>	<b>\$ 60,356,800</b>	<b>\$ 40,700,000</b>	<b>\$ 58,500,000</b>	<b>\$ 209,144,800</b>

As of June 1, 2019, the Illinois General Assembly passed an operating bill for Illinois higher education. Therefore, the University's FY20 preliminary spending plan for state appropriated funds is presented at a passed appropriation of \$49,588,000, which is a 5% increase over FY19 state appropriated funds.

The Income Fund budget reflects the necessary projected FY20 salary obligations and operating increases. In order to balance this spending plan with projected revenue for FY20, the University would need to identify further expense reductions.

Western Illinois University's *Fiscal Year 2020 All-Funds Operating Budget* will be presented to the Western Illinois University Board of Trustees in October and will include the appropriation approved by the General Assembly and income projections based on fall enrollment.



Table 2  
Western Illinois University  
Fiscal Year 2017 Through 2019 All-Funds Budget

	State Appropriated Funds	University Income Funds	Auxiliary Facilities System Funds	Other Non- Appropriated Funds	Total
Fiscal Year 2017					
Personal Services	\$ 48,870,400	\$ 50,129,600	\$ 13,750,000	\$ 13,000,000	\$ 125,750,000
Medicare	830,000	1,000,000	200,000	150,000	2,180,000
Contractual Services	-	11,000,000	21,000,000	14,350,000	46,350,000
Travel	-	500,000	100,000	500,000	1,100,000
Commodities	-	1,625,200	600,000	2,100,000	4,325,200
Equipment	-	2,500,000	500,000	1,500,000	4,500,000
Awards & Grants and Matching Funds	-	6,500,000	1,500,000	25,000,000	33,000,000
Telecommunication Services	-	500,000	125,000	350,000	975,000
Operation of Automotive Equipment	-	300,000	200,000	500,000	1,000,000
Permanent Improvements	-	500,000	400,000	300,000	1,200,000
CMS Health Insurance	1,744,800	-	200,000	1,000,000	2,944,800
Other	-	-	13,750,000	250,000	14,000,000
Total FY2017 Operating Budget	\$ 51,445,200	\$ 74,554,800	\$ 52,325,000	\$ 59,000,000	\$ 237,325,000
Fiscal Year 2018					
Personal Services	\$ 40,883,000	\$ 57,617,000	\$ 12,800,000	\$ 14,000,000	\$ 125,300,000
Medicare	703,800	896,200	200,000	160,000	1,960,000
Contractual Services	2,199,400	9,000,600	18,000,000	14,500,000	43,700,000
Travel	-	500,000	75,000	600,000	1,175,000
Commodities	337,300	1,267,900	400,000	2,200,000	4,205,200
Equipment	351,900	2,148,100	300,000	1,000,000	3,800,000
Awards & Grants and Matching Funds	-	8,500,000	1,400,000	24,790,000	34,690,000
Telecommunication Services	131,900	368,100	100,000	500,000	1,100,000
Operation of Automotive Equipment	158,400	191,600	125,000	500,000	975,000
Permanent Improvements	-	500,000	200,000	500,000	1,200,000
CMS Health Insurance	1,535,000	209,800	200,000	1,000,000	2,944,800
Other	-	-	14,000,000	250,000	14,250,000
Total FY2018 Operating Budget	\$ 46,300,700	\$ 81,199,300	\$ 47,800,000	\$ 60,000,000	\$ 235,300,000
Fiscal Year 2019					
Personal Services	\$ 44,681,900	\$ 51,818,100	\$ 12,800,000	\$ 14,000,000	\$ 123,300,000
Medicare	800,000	700,000	200,000	160,000	1,860,000
Contractual Services	-	11,150,000	18,000,000	14,500,000	43,650,000
Travel	-	450,000	75,000	600,000	1,125,000
Commodities	-	1,550,000	400,000	2,200,000	4,150,000
Equipment	-	2,500,000	300,000	1,000,000	3,800,000
Awards & Grants and Matching Funds	-	7,900,000	1,400,000	24,290,000	33,590,000
Telecommunication Services	-	400,000	100,000	500,000	1,000,000
Operation of Automotive Equipment	-	200,000	125,000	500,000	825,000
Permanent Improvements	-	105,200	200,000	500,000	805,200
CMS Health Insurance	1,744,800	-	200,000	1,000,000	2,944,800
Other	-	-	14,000,000	250,000	14,250,000
Total FY2019 Operating Budget	\$ 47,226,700	\$ 76,773,300	\$ 47,800,000	\$ 59,500,000	\$ 231,300,000



# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

June 14, 2019

Report No. 19.6/4  
APER Report Submitted by Faculty Committee

The APER (Academic Program Elimination Review) Committee report is posted online at:  
[http://wiu.edu/provost/2019\\_aper\\_report.php](http://wiu.edu/provost/2019_aper_report.php)



WESTERN ILLINOIS UNIVERSITY  
BOARD OF TRUSTEES

June 14, 2019

Report No. 19.6/5  
Decision Process for Program Elimination by Administration

This report will be presented at the June 14, 2019 Board of Trustees Meeting.



# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

June 14, 2019

Resolution No. 19.6/4

Academic Program Review Recommendation

**Resolution:**

**WHEREAS** an Academic Program Elimination Review (APER) Committee was established in October 2018 to review eighteen low-enrolled programs, per Article 26 of the WIU/UPI 2017-2021 Agreement, and,

**WHEREAS**, the recommendations received from the APER Committee are included with the materials presented to the Board of Trustees; and,

**WHEREAS**, per article 24.1 and 40.1 of the WIU/UPI Agreement, “an employee may be laid off as a result of demonstrable financial exigency or enrollment reduction, or as a result of a modification of curriculum or program instituted through established program review procedures”; and,

**WHEREAS**, the Provost and Academic Vice President has reviewed the recommendations received from the APER Committee:

**THEREFORE** the Western Illinois University Board of Trustees approves the elimination of the following programs, which may result in employees being laid off, per Article 24.1 and 40.1:

Art Teacher Education (option within degree program)  
Emergency Management  
French Teacher Education  
Graphic Communication  
Hospitality Management  
Nutrition and Food Service Management  
Public Health (undergraduate degree only)  
Spanish Teacher Education





# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

June 14, 2019

## Report No. 19.6/6 Annual Listing of Academic Program Changes

The Illinois Board of Higher Education requires that each public university submit a list of academic program changes annually in June. Following is Western Illinois University's report for the period June 21, 2018, to June 20, 2019.



**WESTERN ILLINOIS UNIVERSITY**  
**ANNUAL LISTING OF ACADEMIC PROGRAM CHANGES**  
**June 21, 2018 to June 20, 2019**

	PROGRAM CHANGE	CIP CODE	PROGRAM TITLE	REMARKS	DATE APPROVED
<b>*****REPORTING CATEGORIES AS IDENTIFIED BY IBHE*****</b>					
1	Creation of a new non-credit program or a program of study composed of credit courses that does not result in the formal award of a degree.		N/A		
2	Creation of a new unit that does not have an instructional, research, or public service mission including new units that might be named department, division, or institute.		N/A		
3	Addition of a new organized set of courses within a major to an existing degree program.	16.0101 13.1325 13.1330	B.A. in Foreign Languages and Cultures (16.0101): French Teacher Education option Spanish Teacher Education option	New options replace: B.A. in French Teacher Education (13.1325) B.A. in Spanish Teacher Education (13.1330) See also #8	Campus 10/31/18
		46.0601	B.S. in Geology, Environmental Geology option		Campus 04/04/19
		11.0101	B.S. in Computer Science, Big Data Technologies emphasis		Campus 04/18/19
		52.1401	B.B. in Marketing, Omni-Channel Marketing option		Campus 04/18/19
4	Addition of an externally funded research or public service activity labeled as a center or institute because of grant requirements. The activity is temporary, not formally organized, and has no continuous mission.		N/A		
5	Addition of a new minor.		Minor in Algorithms and Data Management		Campus 02/26/16
			Minor in App Development		Campus 02/26/16
			Minor in Mental Health	Replaces existing minor in Psychology of Substance Abuse (see also #20)	Campus 02/26/16

	PROGRAM CHANGE	CIP CODE	PROGRAM TITLE	REMARKS	DATE APPROVED
5	Addition of a new minor (cont'd).		Minor in Sports Health and Wellness		Campus 04/04/19
			Minor in Applied Mathematics		Campus 05/06/19
6	Change in a degree title.	52.2001	B.S.in Construction and Facilities Management	Formerly Construction Management	Campus 02/26/16
		43.0103	M.A. in Public Safety Administration	Formerly Law Enforcement and Justice Administration	Campus 05/01/19
		45.0601	M.A. in Economics	RME request submitted to IBHE, requesting to change: CIP code to 45.0603 Degree designation to M.S. Title to Quantitative Economics See also #16	Campus 05/21/19 IBHE 05/30/19
7	Change in the name of an administrative, research, or public service unit.		N/A		
8	Elimination of an existing degree program/center.	90.4599	Western Survey Research Center	Reported to IBHE in Annual Program Review Report, August 2012 Inadvertently omitted from 2012 Annual Listing of Academic Program Changes	Campus 08/16/12
		90.1399	Center for the Study of Masculinities and Men's Development	Reported to IBHE via email from L. Prosis to S. Bernotteit dated 02/10/16 Inadvertently omitted from 2016 Annual Listing of Academic Program Changes	Campus 02/09/16
		13.1325	B.A. in French Teacher Education	Scheduled for elimination following the SU 2022 session See also #3	Campus 10/31/18
		13.1330	B.A. in Spanish Teacher Education	Scheduled for elimination following the SU 2022 session See also #3	Campus 10/31/18
		90.2401	WIU Regional Center	"Regional Center" is an outdated name for WIU's Quad Cities campus Quad Cities campus is a branch campus and should not be listed as a center	Campus 02/04/19

	PROGRAM CHANGE	CIP CODE	PROGRAM TITLE	REMARKS	DATE APPROVED
8	Elimination of an existing degree program/center (cont'd).	43.9999	B.S. in Emergency Management	WIU Board of Trustees to determine whether this program will be eliminated at June 2019 meeting	BOT Pending
		10.0305	B.S. in Graphic Communication	WIU Board of Trustees to determine whether this program will be eliminated at June 2019 meeting	BOT Pending
		52.0901	B.S. in Hospitality Management	WIU Board of Trustees to determine whether this program will be eliminated at June 2019 meeting	BOT Pending
		19.0501	B.S. in Nutrition and Foodservice Management	WIU Board of Trustees to determine whether this program will be eliminated at June 2019 meeting	BOT Pending
		51.2207	B.S. in Public Health	WIU Board of Trustees to determine whether this program will be eliminated at June 2019 meeting	BOT Pending
9	Reorganization, restructuring, consolidation, elimination, and other changes of existing administrative, research, or public service units that does not result in an increase in subunits.		Department of Art and Design	Formerly Department of Art	Campus 04/04/19
			School of Management and Marketing	Formerly Department of Management and Marketing	Campus 05/06/19
			School of Education	Formerly Department of Curriculum and Instruction <u>and</u> Department of Educational Studies	Campus 05/28/19
10	Creation of certificate program in a field in which there is a previously approved degree program.		N/A		
11	Creation of a joint degree program from two previously approved programs.	N/A 30.1401	Integrated 5-Year Baccalaureate / Master's Degree Program: B.A. in Art History (St. Ambrose University) / M.A. in Museum Studies	Created from previously approved Master of Arts in Museum Studies (B.A. in Art History from St. Ambrose University, Davenport, IA)	Campus 03/18/19
		52.1302 27.0501	Integrated 5-Year Baccalaureate / Master's Degree Program: B.B. in Business Analytics / M.S. in Applied Statistics and Decision Analytics	Created from previously approved Bachelor of Business in Business Analytics and Master of Science in Applied Statistics and Decision Analytics	Campus 05/01/19

	PROGRAM CHANGE	CIP CODE	PROGRAM TITLE	REMARKS	DATE APPROVED
		01.0000 52.0201	Integrated 5-Year Baccalaureate / Master's Degree Program: B.S. in Agriculture / Master of Business Administration	Created from previously approved Bachelor of Science in Agriculture and Master of Business Administration	Campus 05/01/19
11	Creation of a joint degree program from two previously approved programs (cont'd).	24.0199 13.0101	Integrated 5-Year Baccalaureate / Master's Degree Program: B.A. in General Studies / M.S.Ed. in Educational Studies, Language, Culture, and Education option	Created from previously approved B.A. in General Studies and M.S.Ed. in Educational Studies	Campus 05/06/19
12	Creation of a new, formally organized research or public service unit that has a temporary mission of up to five years.		N/A		
13	Creation of a certificate program in a field or at a level in which there is not a previously approved degree program at that level or higher level.		N/A		
14	Creation of a new program that results from the reorganization or restructuring of the curricular elements of an existing program that have over time evolved into separate and distinct programs.	14.0801 Proposed	B.S. in Civil Engineering	RME request submitted to IBHE 05/28/19	Campus 03/06/19 IBHE Pending
		14.1001 Proposed	B.S. in Electrical Engineering	RME request submitted to IBHE 05/28/19	Campus 03/06/19 IBHE Pending
15	Reclassification of a program resulting from incremental changes or consolidation of two or more degree programs into a single program.		N/A		
16	Changes in degree designation at the same level.	45.0601	M.A. in Economics	RME request submitted to IBHE, requesting to change: CIP code to 45.0603 Degree designation to M.S. Title to Quantitative Economics See also #6	Campus 05/21/19 IBHE 05/30/19

	PROGRAM CHANGE	CIP CODE	PROGRAM TITLE	REMARKS	DATE APPROVED
17	Creation of a degree program in a new field or at a new level.	13.0101 Proposed	M.A.T. in Alternative Teaching Licensure	To be submitted to ISBE and IBHE FL 2019	Campus 02/18/19 ISBE TBD IBHE TBD
18	Creation of new units of instruction, research, or public service that involve a change or expansion in mission.		N/A		
19	Creation of a new campus.		N/A		
<b>*****ADDITIONAL CATEGORIES IDENTIFIED BY UNIVERSITY*****</b>					
20	Elimination of existing minor		Minor in Psychology of Substance Abuse	Entered phase-out; to be eliminated by SU 22 Replaced by minor in Mental Health (see also #5)	Campus 02/26/19
			Minor in Contemporary United States Studies	Entered phase-out; to be eliminated following SP 21 semester	Campus 04/04/19
			Minor in Military History	Entered phase-out; to be eliminated following SP 21 semester	Campus 04/04/19
			Minor in Modern Global History	Entered phase-out; to be eliminated following SP 21 semester	Campus 04/04/19
21	Elimination of existing organized set of courses within a major to an existing degree program	50.0702	B.F.A. in Art, Teacher Education option	WIU Board of Trustees to determine whether this option will be eliminated at June 2019 meeting	BOT Pending
		16.0101	B.A. in Foreign Languages and Cultures, French Teacher Education option	WIU Board of Trustees to determine whether this option will be eliminated at June 2019 meeting	BOT Pending
		16.0101	B.A. in Foreign Languages and Cultures, Spanish Teacher Education option	WIU Board of Trustees to determine whether this option will be eliminated at June 2019 meeting	BOT Pending
22	Change in minor title		Minor in Construction and Facilities Technology	Formerly Minor in Construction Technology	Campus 02/26/19
23	Retitling of option, emphasis, or concentration	27.0101	B.S. in Mathematics, Data Science and Statistics option	Formerly Computational and Data- Enabled Applied Mathematics and Statistics option	Campus 04/04/19

	<b>PROGRAM CHANGE</b>	<b>CIP CODE</b>	<b>PROGRAM TITLE</b>	<b>REMARKS</b>	<b>DATE APPROVED</b>
<b>24</b>	Reclassification of interdisciplinary minor to a department		Interdisciplinary Minor in Nonprofit Administration	Reclassified to Department of Recreation, Park and Tourism Administration	Campus 12/14/18
<b>25</b>	Offering existing academic program at Quad Cities campus	31.0301	M.S. in Recreation, Park and Tourism Administration		Campus 08/08/18
			Minor in Mathematics		Campus 01/09/19
		42.0101	B.S. in Psychology		Campus 01/11/19
<b>26</b>	Offering existing program off-campus in Region #4 (WIU's home region)	13.0499	Ed.D. in Educational Leadership	Offered in Farmington, IL	Campus 10/02/18 IBHE 10/02/18
		13.0411	Ed.S. in Educational Leadership	Offered in Farmington, IL	Campus 10/02/18 IBHE 10/02/18
<b>27</b>	Offering existing program off-campus in Region #1	13.0499	Ed.D. in Educational Leadership	Offered in Deerfield, IL	Campus 10/02/18 IBHE 10/02/18
		13.0411	Ed.S. in Educational Leadership	Offered in Deerfield, IL	Campus 10/02/18 IBHE 10/02/18



# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

June 14, 2019

## Report No. 19.6/7 Report on Academic Curricular and Administrative Changes

The following agenda report on academic curricular and administrative changes is provided in accordance with Section III, Subsection D.2., of the *Board of Trustees Regulations*. The report includes changes for the period June 21, 2018, to June 20, 2019.

### **Elimination of an existing program/center or option of an existing degree program**

The Bachelor of Arts in French Teacher Education and Bachelor of Arts in Spanish Teacher Education degree programs have entered phase-out and are scheduled for elimination following the Summer 2022 session. They have been replaced by the French Teacher Education option and Spanish Teacher Education option, respectively, of the Bachelor of Arts in Foreign Languages and Cultures degree program.

Based on the final report of the Academic Program Elimination Review (APER) Committee and recommendations by the Western Illinois University Faculty Senate, the Board of Trustees has been asked to consider the following programs for elimination:

- B.F.A. in Art, Teacher Education option
- B.S. in Emergency Management
- B.A. in Foreign Languages and Cultures, French Teacher Education option
- B.A. in Foreign Languages and Cultures, Spanish Teacher Education option
- B.S. in Graphic Communication
- B.S. in Hospitality Management
- B.S. in Nutrition and Foodservice Management
- B.S. in Public Health

### **Reorganization, restructuring, consolidation, elimination, and other changes of existing administrative, research, or public service units that do not result in an increase of subunits**

The Department of Management and Marketing has been designated the School of Management and Marketing, effective July 1, 2019. This change was approved by Interim Provost Clow on May 6, 2019.

The Department of Curriculum and Instruction and the Department of Educational Studies have been combined and designated the School of Education, effective July 1, 2019. This change was approved by President Thomas on May 28, 2019.

Additional reorganization, restructuring, consolidation, elimination, and other changes may be forthcoming. These changes, if any, will take effect after July 1, 2019, and will be reported to the Board of Trustees in the Annual Listing of Academic Program Changes and Report on Academic Curricular and Administrative Changes for the June 2020 Board of Trustees meeting.

### **Change in degree designation at the same level**

On May 21, 2019, Interim Provost Clow approved a request by the Department of Economics and Decision Sciences to change the Classification of Instructional Program (CIP) code for the Master of Arts in Economics degree program from 45.0601 (Economics, General) to the STEM-designated 45.0603 (Econometrics and Quantitative Economics) as a result of incremental changes which have occurred in the curriculum over time and have made the degree program more quantitative than the current CIP code implies. In conjunction with this CIP code change, the Department also requests changing the degree designation to Master of Science and the title to Quantitative Economics. The request for Illinois Board of Higher Education (IBHE) approval of these changes was submitted May 28, 2019, and, pending IBHE approval, will be effective Fall 2019.

### **Creation of a degree program in a new field or at a new level**

#### Illinois State Board of Education

Two new degree programs, the Bachelor of Science in Civil Engineering and the Bachelor of Science in Electrical Engineering, were approved by Interim Provost Clow on March 6, 2019. These programs were submitted to IBHE for approval as a Reasonable and Moderate Extension (RME) of the existing Bachelor of Science in Engineering degree program on May 28, 2019. Pending IBHE approval, these programs will be implemented Fall 2019.

The Master of Arts in Teaching degree program in Alternative Teaching Licensure was approved by Interim Provost Clow on February 14, 2019, and by President Thomas on February 18, 2019. This program will be submitted to the Illinois State Board of Education (ISBE) and IBHE for approval in Fall 2019 and implementation in Summer 2020.

WESTERN ILLINOIS UNIVERSITY  
BOARD OF TRUSTEES

June 14, 2019

Resolution No. 19.6/5  
Tenure Recommendations for 2019-2020

**Resolution:**

**WHEREAS** the attached tenure recommendations are in accordance with Article 20 of the 2017-2021) Collective Bargaining Agreement with UPI Local 4100 and applicable Board Regulations:

**THEREFORE** be it resolved that the Board of Trustees of Western Illinois University approves, as presented, the tenure recommendations for 2019-2020.



TENURE RECOMMENDATIONS			
NAME	DEPARTMENT/UNIT	DEGREE	RANK

<b>Arts and Sciences</b>			
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Cabal-Jimenez, Munia	Foreign Languages and Literatures	Ph.D.	Associate
Eathington, Patricia	Nursing	Ph.D.	Associate
Keefe, Kristy	Psychology	Ph.D.	Associate

<b>Business and Technology</b>			
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*Abraham, Martin	WIU QC Engineering	Ph.D.	Professor
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<b>Education &amp; Human Services</b>			
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Shupe, Emily	Kinesiology	Ph.D.	Associate
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<b>Fine Arts and Communication</b>			
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Blankenship, Courtney	Music	Ph.D.	Associate
Shelly, Ian	Art	Ph.D.	Associate

NEGATIVE TENURE RECOMMENDATIONS			
NAME	DEPARTMENT/UNIT	DEGREE	RANK

<b>None</b>			
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7 candidates recommended, of which 1\* is the newly hired Provost and Academic Vice President



# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

June 14, 2019

## Report No. 19.6/8 Quarterly Planning Update

Following is a status report on actions included in the University's Fiscal Year 2019 Planning Calendar. Items in bold text are updates from the March 2019 *Quarterly Planning Update*. Previously displayed information is kept in this *Update* to develop a chronology of accomplishments for the Fiscal Year.

- Keep the Board and university informed on the status of the *Positioning Western Illinois University for the Future Plan*.
  - Press Conferences were held on both campuses to announce the *Plan* on July 16, 2018.
  - Power Point *Updates* were made at the September 2018, December 2018, March 2019, **and today's Board meeting.**
- Prepare the Academic Year 2019-2020 Strategic Plan Supplement.
  - The over 70 seventy-member Social Responsibility Task Force **completed preparation of the Academic Year 2019-2020 Strategic Plan Supplement.**
  - **The process for developing, and the final Supplement are presented at today's Board meeting.**
- Maintain the University's ongoing relationship with the Higher Learning Commission.
  - **The University's plans to serve as a Teach Out Receiving Institution for Argosy University graduate students will be presented at today's Board meeting.**
  - The University's *Final Quality Initiative (QI) Report* was submitted to the Higher Learning Commission in November 2018, received in February 2019, and presented at the March 2019 Board meeting.
  - The University's *FY19 Financial Recovery Plan* was presented to the Board and the Commission in September 2018. HLC's conclusions were presented at December 2018 Board of Trustees meeting.
  - The University's *FY19 Teach Out Plan* for disestablished majors was submitted to the Commission in November 2018. It was discussed at the Board's December 2018 meeting.
  - A new off-campus location was opened in Farmington, IL. This location is eligible to serve students in the Ed.S. and Ed.D. programs in Educational Leadership. The College of Education and Human Services started instruction at this location in January 2019, with an initial estimated enrollment of 20 students.
- Keep the Board of updated on outcomes of its Summer 2018 Board Retreat.
  - Actions were documented in the September 2018, December 2018, March 2019, **and today's Positioning Western Illinois University for the Future Updates.**

- Continue to advance the goals and priorities of the President’s Executive Institute (PEI).
  - A Power Point presentation on the status of the PEI goals and priorities was made at the September 2018, December 2018, and March 2019 Board meetings. **An annual presentation will be made at today’s Board meeting.**
- Chair the Military Task Force (MTF) that is charged with making recommendations to the President’s Leadership Team on military student and veteran recruitment, retention, programs, and services. The MTF:
  - **Collect funding as part of Purple and Gold Day. Funds were used to distribute care packages to members of the WIU community currently deployed.**
  - Applied for the Bachelors in General Studies Degree program to participate in Air University’s Associate to Baccalaureate Completion (AU-ABC) program in March 2019. **Program approval was given in April 2019.**
  - Applied for and received approval in November 2018 for WIU to participate in the Community College of the Air Force’s (CCAF) General Education Mobile (GEM) program.
  - Attended invited meetings at Maxwell Air Force base to learn about institutional opportunities in the AF-COOL program and the new Skybridge program.
  - Invited to serve on a national panel to discuss community-university-military partnerships at the Installation Innovation Forum in Fort Lauderdale, Florida (March, 2019).
  - Conducted a gap analysis of the University’s academic offerings compared to competitors in the geographic regions surrounding Scott Air Force Base (Saint Louis) and the Rock Island Arsenal. Going forward this will guide university advertising in these markets.
  - Established the foundation for a veteran’s mentoring program by identifying student veterans who are willing to serve as mentors to new incoming veterans. After establishing a process for matching mentors to incoming students, the program will be implemented.
  - Initiated benchmarking against Western Kentucky University, which has seen a 67% increase in military enrollment over the past five years.
  - Established new ways to honor our military. For example, there are now six designated parking spots on the Macomb campus for veterans.
  - Received approval that starting in Spring 2019, veterans who attend the University with a DD214 will be automatically exempt from University 100.
- Serve the Higher Learning Commission. The Senior Vice President for Strategic Planning and Initiatives:
  - Continues to serve as a Mentor for the Southwest Indian Polytechnic Institute and has added Dakota State University to his portfolio for the new Student Success Academy.
  - Guided Antioch University, Parkland College, and National American University to completion on the Commission’s Persistence and Completion Academy.
  - Completed location visits for the TCM International Institute (Indianapolis), Chamberlain University (New Orleans), and chairing a visit to Turtle Mountain Community College (a tribal community college in North Dakota) **in June. The April visit was cancelled due a blizzard.**



- Participated in October 2018, December 2018, and March 2019 Institutional Actions Council (IAC) meetings. The IAC is the primary decision-making body for the Commission and the 19 states that it regulates. **Invited and accepted training to Chair IAC meetings.**
- Prepare planning materials for Western Illinois University Board of Trustees meetings.
  - Presented six planning reports at the September 2018 Board meeting:
    1. *United States Department of Defense Voluntary Educational Institutional Compliance Program*
    2. *Carnegie Foundation for the Advancement of Teaching and Learning Community Engagement and Self-Study Certification Process.*
    3. *Positioning Western Illinois University for the Future Update.*
    4. *President's Executive Institute Quarterly Update.*
    5. *Quarterly Planning Update.*
    6. *FY19 Strategic Plan Update.*
  - Presented nine planning reports at the December 2018 Board Meeting:
    1. *Quarterly Planning Update*
    2. *Positioning Western Illinois University for the Future Update*
    3. *Fiscal Year 2019 Master Plan Update*
    4. *FY19 Teach Out Update for the Higher Learning Commission*
    5. *Western Illinois University's Quality Initiative for the Higher Learning Commission*
    6. *Cumulative Strategic Plan Accomplishments: Fiscal Year 2019 Update.*
    7. *President's Executive Institute Quarterly Update*
    8. *Community College of the Air Force: General Education Mobile Program*
    9. *Community College of the Air Force: Associate to Baccalaureate Degree Completion Program*
  - Presented 11 planning reports at the March 2019 Board Meeting:
    1. *CCNE Report*
    2. *FY19 Performance Report*
    3. *Quarterly Planning Update*
    4. *Positioning Western Illinois University for the Future Quarterly Update*
    5. *President's Executive Institute Quarterly Update*
    6. *Academic Year 2019-2020 Strategic Plan Supplement: Draft 1*
    7. *Western Illinois University's Quality Initiative for the Higher Learning Commission*
    8. *Western Illinois University's Financial Panel Analysis by the Higher Learning Commission*
    9. *Western Illinois University's Air University-Associate to Baccalaureate Completion Program Application*
    10. *Western Illinois University's Community Engagement Application to the Carnegie Commission for the Advancement of Teaching and Learning*
    11. *The Illinois Innovation Network*
  - **Presenting six planning reports at today's Board Meeting:**
    1. *Quarterly Planning Update*
    2. *President's Executive Institute*

3. *Positioning Western Illinois University for the Future Update*
4. *Teach Out Partnership for Argosy University Graduate Students*
5. *Evidence for Reaffirmation of Accreditation*
6. *Academic Year 2019-2020 Strategic Plan Supplement*

- Distribute monthly Strategic Plan Updates. Topics for each *Strategic Plan Update* published during Fiscal Year 2019 appears below.

<u>Month</u>	<u>Topic</u>
July 2018	Introducing the United States Department of Defense’s Voluntary Education Institutional Compliance Program, and the Carnegie Foundation for the Advancement of Teaching and Learning’s Community Engagement Self-Study and Certification process.
August 2018	Seeking volunteers from the university community to serve on the President’s Executive Institute (PEI), and providing a status report on PEI goals, priorities, and accomplishments.
September 2018	Providing data demonstrating that :(1) Western Illinois University continues to advance in national rankings of quality, opportunity, and affordability. (2) The University is implementing <i>Strategic Plan</i> priorities related to increased outreach and learning inside and outside of the classroom. (3) And, as a result of the efforts, Western students continue to receive national recognition for their academic excellence, and alumni maintain a very high percentage of workforce and/or graduate/professional studies placement after graduation from the University.
October 2018	Discussing membership, fall meeting schedule, process, and planned deliverables from the Social Responsibility Planning Task Force (SRTF) during academic year 2018-2019.
November 2018	Giving an executive summary of University accomplishments on its <i>Quality Initiative (QI) for the Higher Learning Commission</i> . Western’s QI had for goals: (1) Update the Strategic Plan. (2) Increase enrollment. (3) Participate in the Commission’s Persistence and Completion Academy; and, (4) Engage in Fiscal Reduction and Reinvestment.
December 2018	Providing an update on Western Illinois University’s Fiscal Year 2018 Composite Financial Indicator and the University’s Fiscal Year 2019 Financial Recovery Plan reported to the Higher Learning Commission. Also discussed the next steps in this matter.
January 2019	Discussing the University’s Self Study for reaffirmation of accreditation from the Higher Learning Commission (HLC), development of the 2019-2020 and 2020-2021 Strategic Plan Supplements, and seeking university feedback to the first draft of the first of five criteria for accreditation.
February 2019	Seeking university feedback to the first draft on Criteria 2 and 3 in the University’s Self-Study for reaffirmation of accreditation from the Higher Learning Commission.
March 2010	Requesting university feedback to the first draft on Criterion 4 in the University’s Self-Study for reaffirmation of accreditation from the Higher Learning Commission.

<b>April 2019</b>	<b>Requesting university feedback to the first draft on Criterion 5 in the University's Self-Study for reaffirmation of accreditation from the Higher Learning Commission.</b>
<b>May 2019</b>	<b>Providing a summary of evidence demonstrating that WIU meets or is addressing HLC criteria, core components, and subcomponents, and seeking university feedback on items to add, edit, or delete.</b>
<b>June 2019 (Planned)</b>	<b>Status Report on Strategic Plan Supplement goals and priorities.</b>



WESTERN ILLINOIS UNIVERSITY  
BOARD OF TRUSTEES

June 14, 2019

Report 19.6/9  
President's Executive Institute  
FY19 Annual Update

A power point presentation on the status of the President's Executive Institute (PEI) will be made at today's Board meeting. This presentation will summarize institutional accomplishments from Fiscal Year 2019, and plans for Fiscal Year 2020. Members of the Board of Trustees and the university community are encouraged to contact the Senior Vice President for Strategic Planning and Initiatives or the Director of Business Outreach and Engagement if they wish to learn more about and/or volunteer for the PEI. Information is also available on the PEI website at [www.wiu/pei](http://www.wiu/pei).



# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

June 14, 2019

## Report 19.6/10 Positioning Western Illinois University for the Future Quarterly Update

A Power Point presentation will be made at today's Board meeting. It represents the fourth in a quarterly series, updating the Board and university community on the status of goals and priorities stated in Western Illinois University's *FY19 Financial Recovery Plan*. This *Plan* addresses institutional actions taken in response to the aftermath of the statewide budget impasse, as the University aligns revenue to expenditures to restore its annual Composite Financial Indicator Score reported to the Higher Learning Commission.





# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

June 14, 2019

## Report 19.6/11 Teach Out Partnership for Argosy University Graduate Students

The 22 nationwide campuses and all online programs of Argosy University closed in March 2019, mid-semester, after the United States Department of Education revoked the ability of that institution to administer federal student financial assistance and loans. Argosy was serving 17,600 undergraduate and graduate students at the time of its closure. Of this total, 528 students were enrolled at Argosy University-Chicago, and 5,791 were enrolled in Argosy University-Online.

On the pages that follow is Western Illinois University's April 2019 notification to the Higher Learning Commission that Western will serve as a Teach Out Partner (Receiving Institution) for Argosy University graduate students. As such, academically qualified graduate students within one year of graduation can be admitted to Western to complete courses and earn a WIU graduate degree in the discipline that they were studying at their former institution.

The University status Teach Out Partner (Receiving Institution) does not apply to undergraduate programs. Western's Council on Admission, Graduation and Academic Standards did not approve enrolling academically qualified former Argosy University undergraduate students within one year of graduation to complete degree requirements and earn a WIU degree in the discipline that they were studying at their former institution.

All other Argosy University undergraduate and graduate students from any Argosy campus or Argosy University-Online who have more than one year to graduate are eligible to apply to Western as transfer students.

Western can only apply to serve as a Teach Out Partner (Receiving Institution) for Argosy University-Chicago and Argosy University-Online. The Higher Learning Commission requires geographic proximity for institutions serving as a Teach-Out Partner (Receiving Institution) for students enrolled in on-campus programs. Argosy University-Schaumburg entered Teach Out a year before Argosy closed, and there are no other Argosy University campuses proximal to a Western Illinois University campus. Similar geographic restrictions do not apply to distance education programs.

The Western Illinois University Board of Trustees is provided with the following materials to maintain the University's ongoing relationship with the Higher Learning Commission. Western serving as a Teach Out (Receiving Institution), and sharing its plans with the Board demonstrates compliance with accreditation criteria.

- The University engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow (1D3).
- The Board is knowledgeable about institutional activities (5B1), while delegating management of the institution to the administration (2C4).

April 11, 2019

Stephanie Brzuzy, Ph.D.  
Vice President for Accreditation Relations  
Higher Learning Commission  
230 South LaSalle Street, Suite 7-500  
Chicago, IL 60604

Dear Dr. Brzuzy:

Western Illinois University (WIU) is providing the Higher Learning Commission with notice to serve as a Teach-Out Receiving Institution for Argosy University (AU)-Chicago Campus and AU-Online for the specific graduate academic programs displayed in the table on page 2 of this correspondence. WIU also plans to serve as a transfer institution for all of AU at the undergraduate and graduate levels.

Following terms and conditions identified in the Commission's published *Teach Out Requirement Procedure Provisional Plan and Teach-Out Agreements*, WIU agrees by virtue of institutional participation in the Teach-Out of AU-Chicago and AU-Online graduate students to:

1. Accept all the graduate credits earned by students at AU required to teach-out students.
2. Count those AU graduate credits towards a graduate certificate or degree from WIU.
3. Award a WIU graduate certificate or degree to students participating in the teach out in approximately the same amount of time the graduate students would have required at AU.
4. Not require former AU graduate students to formally apply or fulfill residency requirements, and allow these students to take appropriate WIU graduate courses to complete their WIU degrees.

All master's degree students will be required to complete a Plan of Study when enrolled at the University. This is WIU process for all graduate students. WIU requires all other graduate students (i.e., those not admitted as a Teach-Out Receiving Institution) to enact this process prior to the completion of 21 semester hours of graduate work at the University. Additional information on [Academic Policies and Graduate School Policies](#) is available from Western's [2018-2019 Graduate Catalog](#).

### **Teach Out Conditions**

The Teach Out Conditions for WIU to serve AU graduate students are stated below.

1. WIU is approved by the Higher Learning Commission, [discipline-specific accreditors](#) (where discipline-specific accreditation is appropriate to the discipline), and the Illinois Board of Higher Education to offer the same graduate academic degree and certificate programs as offered by AU.

WIU Chairpersons/School Directors reviewed institutional materials to ensure consistency between intended learning outcomes. Consistency was demonstrated in each of the graduate programs below, for which WIU seeks to be a teach out partner.

<b><u>AU-CHICAGO</u></b>	<b><u>Accreditor<sup>1</sup></u></b>	<b><u>WIU Program/CIP Code</u></b>	<b><u>Accreditor<sup>1</sup></u></b>
<u>Master of Business Administration</u>	<u>ACBSP</u>	<u>Master of Business Administration/52.0201</u>	<u>AACSB</u>
<u>M.A. in Clinical Mental Health Counseling</u>	<u>CACREP</u>	<u>M.S. Ed. in Counseling/31.1101</u>	<u>CACREP</u>
<u>M.A. Clinical Psychology (Terminal Degree)</u>	None	<u>M.S. in Psychology/42.0101</u>	None
<u>Master of Public Health</u>	None	<u>M.S. in Health Sciences/13.1307</u>	None
<b><u>AU-ONLINE</u></b>			
<u>Master of Business Administration</u>	<u>ACBSP</u>	<u>Master's in Business Administration/52.0201</u>	<u>AACSB</u>
<u>M.A. Ed. in Curriculum and Instruction (Non-Certification Program)</u>	<u>CAEP</u>	<u>M.S. Ed. in Curriculum and Instruction (Non-Certification Program)/13.1202 or</u> <u>M.S. in Instructional Design and Technology<sup>2</sup>/13.0501</u>	<u>CAEP</u>
<u>Law in Compliance</u>	None	<u>M.A. in Law Enforcement and Justice Administration/43.0103</u>	None
<ol style="list-style-type: none"> <li>1. ACBPS, Accreditation Council for Business Schools and Programs. CACREP, Council for Accreditation of Counseling &amp; Related Educational Programs. AACSB, Association to Advance Colligate Schools of Business. CAEP, Council for the Accreditation of Educator Preparation.</li> <li>2. Certified teachers who 1) complete the IDT Master's program with a Technology Specialist emphasis or complete the Technology Specialist Post Baccalaureate Certificate, and 2) pass the required state tests can also apply for an Illinois State Board of Education Technology Specialist endorsement.</li> </ol>			

Furthermore, WIU graduate programs identified in the table above have similar professional or specialized accreditation to AU, where such accreditation is necessary to ensure that students can become licensed or take licensing exams in the students' home state.

2. WIU is not on sanction with HLC or any other accreditation agency, and has capacity to enroll AU graduate students. Students will enroll in existing course sections offered by WIU. No additional faculty or student service personnel are necessary.

Former AU graduate students will have full access to the programs and services offered on the Macomb and Quad Cities campuses. Distance education students will also have access to online Student Success Tools.

3. WIU-Quad Cities is 165 miles from AU-Chicago, and WIU-Macomb is 247 miles from AU-Chicago. AU-Chicago students will choose between on-campus and online sections. Additionally, the Counseling program has evening and weekend sections, and the MBA program is also offered at both campuses, with a hybrid format in the Quad Cities.
4. WIU will charge for AU graduate students WIU graduate tuition, fee, room and board rates. WIU will further guarantee no increases in tuition, fees, room, or board rates for four years provided the student maintains continuous fall/spring enrollment. The table below (using WIU degree titles) shows that WIU tuition and fee rates per credit hour are

lower than AU tuition alone. Additional AU fees and charges (excluded from this analysis further increasing WIU cost savings) are documented in AU Graduate Catalog.

	<u>AU- Chicago</u>	<u>WIU- Macomb</u>	<u>WIU-Quad Cities</u>
<u>Master of Business Administration</u>	\$775.00	\$414.49	\$348.52
<u>M.S. Ed. in Counseling</u>	\$750.00	\$414.49	\$348.52
<u>M.S. in Psychology</u>	\$750.00	\$414.49	\$348.52
<u>M.S. in Health Sciences</u>	\$731.00	\$414.49	\$348.52
	<u>AU- Online</u>	<u>WIU- Online</u>	
<u>Master's of Business Administration</u>	\$775.00	\$334.70	
<u>M.S. Ed. in Curriculum and Instruction</u>	\$564.00	\$373.64	
<u>M.S. in Instructional Design and Technology<sup>2</sup></u>	\$564.00	\$373.64	
<u>M.S. in Law Enforcement and Justice Administration</u>	N/A	\$334.70	

Finally, please note that WIU has no plans on taking over an existing campus or additional location from AU. HLC substantive change approval is not applicable. Please also note that WIU will recruit former AU students not in residency. These students will be recruited as transfer students, and are not subject to the Teach Out or Teach Out conditions stated above.

Thank you and please contact me if you have any questions or concerns about the materials in this correspondence.

Sincerely,

Joseph A. Rives, Ph.D.  
 Senior Vice President, Strategic Planning and Initiatives  
 Accreditation Liaison Officer  
 Western Illinois University

cc: Dr. Barbara Gellman-Danley, President, Higher Learning Commission  
 Dr. Jack Thomas, President, Western Illinois University  
 Mr. William T. Clow, Interim Provost and Academic Vice Provost  
 Dr. Mark Mossman, Interim Associate Provost

# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

June 14, 2019

## Report 19.6/12 Evidence for Reaffirmation of Accreditation

This *Report* was prepared by the 74-member Social Responsibility Task Force that engaged in 23 meetings to review HLC criteria, core components, and subcomponents to determine if the University had sufficient evidence to show that it meets and exceeds Commission requirements. This analysis includes feedback from five solicitations made to the university community in *January-May 2019 Strategic Plan Updates*. The data on the pages that follow show that Western Illinois University meets and exceeds the vast majority of accreditation criteria, core components, and subcomponents.

Recommendations are made to assure that the University meets and exceeds Core Components 1C1, 2A, 2B, 3A2, 3B4, 4B1, and 4B2. These actions are the basis for the Academic Year 2019-2020 Strategic Plan Supplement (See Western Illinois University Board of Trustees Report 19.6/12). The SRTF concludes that the University continues to position itself well for the April 2021 on-site visit from the Higher Learning Commission. The accreditation self-study process will continue by examining longitudinal trends in institutional data. Responses to these trends will be the focus of the Academic Year 2020-2021 Strategic Plan Supplement.

	<b>Met</b>	<b>In Progress</b> <b>X</b>
<b>Criterion 1. Mission</b>		
<u>1.A. The Mission is broadly understood within the institution and guides its operations.</u>	<b>X</b>	
<i>(1A1) The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.</i>		<b>X</b>
<ul style="list-style-type: none"> <li>Following precedent established in 2004, WIU uses university-wide writing teams, shared governance endorsements, and Board approvals before implementing Higher Values in Higher Education and Annual Strategic Plan Supplements.</li> </ul>		
<i>(1A2) The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.</i>	<b>X</b>	
<u>Academic Programs</u>		
<ul style="list-style-type: none"> <li>WIU's Mission to serve as a comprehensive regional institution is consistent with the University's Carnegie Classification.</li> <li>"WIU prepares students to lead in diverse and dynamic communities" is evident in the high percentages of alumni employed, seeking continuing graduate and professional education after graduation, and earning high salaries.</li> <li>The high percentage of faculty time allocated to instruction and the Center for Innovation in Teaching and Research's (CITR) support of instructional activities is consistent with the value of academic excellence.</li> <li>Research and Service activities advance WIU's commitment to teaching and learning, and is evident in the number of faculty publications, conference presentations, and creative activities; contract and grant activity; and the University's Carnegie Communication Engagement Classification (2011) and application for renewal (2019).</li> <li>Provost's Awards of Excellence and the Quad Cities Value in Practice Awards recognize academic excellence and professional achievement</li> </ul>		
<u>Student Services</u>		
<ul style="list-style-type: none"> <li>WIU values learning inside and outside the classroom. Examples include Living-Learning Communities, University Theme programming, students participating in faculty research, Undergraduate and Graduate Research Days, and the Quad Cities Research Conference.</li> <li>Student participate in shared governance (Student Government Associations, Interfraternity Council, Panhellenic Council, United Greek Council, Multicultural Greek Council, Inter-Hall Council)</li> <li>WIU supports over 250 Registered Student Organizations in Macomb, over 25 in the Quad Cities, sports clubs, and Intercollegiate Athletics to enrich students' educational experiences.</li> </ul>		
<u>Enrollment Profile</u>		
<ul style="list-style-type: none"> <li>In preparing students to lead in diverse and dynamic communities, WIU has a diverse faculty, staff, and student body, and students engage with alumni and community partners.</li> </ul>		

(1A3) *The institution's planning and budgeting priorities align with and support the mission.* **Met X** **In Progress**

- The highest institutional expenditures are for instruction and academic support.
- Internal reallocations support scholarships given the price sensitivity of WIU students.

1.B. The Mission is articulated publicly.

(1B1) *The institution clearly articulates its mission through one or more public documents, including:* **Met X** **In Progress**

- "Higher Values in Higher Education" is displayed on the University homepage, Undergraduate and Graduate Catalogs, university ID cards, business cards, banners, and highly trafficked areas on both campuses.
- WIU is also transparent with regard to progress towards its plans, as displayed on University Planning website.

(1B2) *The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission* **Met X** **In Progress**

- Higher Values in Higher Education and Annual Strategic Plan Supplements are current and define the University's vision, mission, values, goals and priorities.
- Contractual agreements with the University Professionals of Illinois define the roles of instruction, research, and service.
- Modification of the Social Responsibility value descriptor in 2016 places stronger emphasis on the University's role in community and economic development.

(1B3) *The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.* **Met X** **In Progress**

- WIU values and recruits high-achieving, diverse learners.
- WIU has a special admissions program for undergraduate students and a special program for place-bound working professionals.
- WIU has a strong and growing distance education portfolio.

1.C. The institution understands the relationship between its mission and the diversity of society.

(1C1) *The institution addresses its role in a multicultural society.* **Met X** **In Progress**

This is evident in:

- Diversity policies
- Commitment to equal opportunity and access
- Diversification of the student population
- Multicultural Studies General Education requirement

- Majors and minors in multicultural areas of study
- International accreditation in the College of Business and Technology
- Foreign Language/Global Issues degree requirement
- Study Abroad and Outreach programs
- Commitment to growing international student enrollment

Action Item: Documenting existing efforts of offices/departments and new and expanded efforts resulting from university task forces will help to increase international (and all other) new student enrollment. These actions will change the status of this Core Component from in progress to met.

*(1C2) The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.*

**Met**      **In Progress**  
**X**

This is evident in:

- Specific offices that led diversity efforts
- Diversity initiatives and organizations
- The Course Syllabus Policy requiring information on Disability Resource Centers
- University Diversity Council and subcommittees
- Military Task Force
- Minority Health Month
- Performing Arts Society, Bureau of Cultural Affairs, and University Union Board programming
- Diversification of employee base, the President's Statement on Diversity, Equal Opportunity and Access, and Affirmative Action Internship Program
- National Survey of Student Engagement results related to diversity
- Other national recognitions and accolades

1.D. The institution's mission demonstrates commitment to the public good.

**Met**      **In Progress**  
**X**

*(1D1) Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.*

**X**

- WIU's academic portfolio serves statewide and regional needs.
- WIU provides a \$473 million annual economic impact to its service region.
- Public service partnerships and accomplishments further benefit the region.
- WIU joined the Illinois Innovation Network in 2019 to advance statewide community and economic development.

*(1D2) The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.*

**Met**      **In Progress**  
**X**

WIU:

- Does not have a parent company or investors, and only carries forward funds in compliance with Illinois state statutes.



- Administers a comprehensive annual internal audit program.
- Completes annual external financial and compliance audits for the University and Foundation.
- Maintains discipline-specific accreditation with 17 agencies.
- Has not violated athletic conference or NCAA regulations

**Met** **In**  
**X** **Progress**

*(1D3) The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.*

This is evident in:

- Public service units.
- Student participation in internships, student teaching, and clinical placements.
- Establishment of a cooperative education program.
- Accomplishments of the President’s Executive Institute.

**Met** **In**  
**X** **Progress**

**Criterion 2. Integrity: Ethical and Responsible Conduct**

2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

**X**

Fiscal Integrity

- WIU has never been under financial restrictions from the United States Department of Education or other governmental agencies.
- Methods used to assure fiscal integrity include Board of Trustees fiscal oversight, institutional processes for expenditure approvals, compliance with state statutes, engaging in internal and external audits, and submitting annual financial indicators to the Commission.

Academic Integrity

- No regional, specialized, or national accrediting agency has ever placed WIU under negative status or action.
- WIU maintains ongoing relationship with the Commission, the Illinois Board of Education, State of Iowa Postsecondary Education, National Council on State Authorization and Reciprocity Agreements, and 17 discipline-specific accreditation agencies.
- WIU promotes timely degree completion through advising, the Cost Guarantee, and GradTrac.

Personnel Integrity

- WIU has a Non-Discrimination Policy, and requires all employees to annually complete Ethics and Sexual Harassment Prevention trainings.
- WIU has 10 policies related to fair behavior and equal treatment of employees, and 9 policies on ethical behavior of employees.

- Board of Trustees Regulations define institutional protocol for employee discipline and termination. These matters are further defined in contractual agreements and the Civil Service Employees Handbook.

Action Item: The former Board of Trustees had an Open Meeting Act (OMA) violation. The new Board is planning to complete OMA training to prevent future infractions. Completion of this training will change WIU's status in this Core Component from in progress to met.

**Met**      **In Progress**  
**X**

2B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Programs and Requirements

- WIU publishes links to academic programs on A to Z indices for both campuses, and on the Academics website.
- Undergraduate and Graduate Catalogs contain academic policies and program/degree requirements.

Faculty and Staff

- Undergraduate and Graduate Catalogs list the University's Trustees, Officers of the University, faculty and professional staff.
- The University Directory provides contact information for all University employees and students.
- Departmental websites provide faculty contact and Curricular Vitae.

Costs

- Tuition, fees, and room and board rates are displayed in *Undergraduate* and *Graduate Catalogs* and on the *Tuition and Costs* website.
- Western Commitment Websites provide information about automatic scholarships for new freshmen, transfers, and dually enrolled high school students.
- WIU provides a net price calculator to assist with financial planning.

Control

- Undergraduate and Graduate Catalogs currently do not display WIU's status as a public university, nor has the University assured that reference to the North Central Association of Colleges and Schools has been eliminated as a result of a HLC name change.

Action Items: Adding the University's Statement of Control as a Public University in Undergraduate and Graduate Catalogs, and assuring that all references to the North Central Association of Colleges and Schools are removed from current institutional materials and websites will change the status of this core component from in progress to met.

Accreditation Relationships

- Undergraduate and Graduate Catalogs contain the University's accreditation relationships with the Higher Learning Commission, 17 discipline-specific agencies,

State of Iowa, and the National Council for State Authorization and Reciprocity Agreements

- The Accreditation Schedule website contains links to each of agencies (mentioned above), the degree programs accredited, and the last and next dates of accreditation

**Met X** **In Progress**

2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

**Met X** **In Progress**

*(2C1) The governing board's deliberations reflect priorities to preserve and enhance the institution.*

- The Board receives quarterly reports from the President, Assistant to the President for Government Relations, and the Vice Presidents.
- In accordance with Illinois State Statute, the Board receives four standing reports and three standing resolutions quarterly, in addition to 14 reports and 14 resolutions annually.
- The Board also receives ad hoc reports and resolutions to address timely issues.

**Met X** **In Progress**

*(2C2) The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.*

- The Self-Study documents seven methods used by the Board to gain university perspective, and five methods to gain external perspective.

**Met X** **In Progress**

*(2C3) The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.*

- All Board candidates appointed by the Governor are confirmed by the Senate to ensure independence from undue influence.
- Board membership is voluntary.
- Appointed members sign *Annual Conflict of Interest Statements* with the University and the State. If there is potential for a conflict of interest in Board actions, individual board member(s) recuse themselves(s).

**Met X** **In Progress**

*(2C4) The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.*

Management of the Institution

- Board of Trustees' Bylaws entrust coordination and management of the University to the President with the understanding that provisions shall be made for advisory participation by faculty, staff, and students in university decision-making
- WIU exercises shared governance (1A1) and transparency (1B1-1B3)

Faculty Oversight of Academic Matters

- Faculty own the curriculum.

- Faculty, academic committees, department chairs/school directors, deans, and the provost engage in approval processes for new undergraduate and graduate courses, degrees, options, concentrations, and certificate programs.
- The University Honors Council approves requests for new honors courses.
- Individual academic programs/committees and departments complete and submit annual assessment plans and reports to the Provost’s Office.
- Departments and Schools complete Illinois Board of Higher Education program reviews of quality and viability.
- Departments and schools are responsible for completing and maintaining discipline-specific accreditations, where appropriate to the discipline.
- By contractual agreement with the University Professionals of Illinois, when the University is considering eliminating academic programs that would result in the layoff of an employee, it constitutes an Academic Program Elimination Review (APER) Committee composed of and elected by employees in the bargaining unit.
- The APER Committee provides recommendations to the Academic Vice President concerning academic programs being considered for elimination which would result in the layoff of an employee.
- The Faculty Senate has eight councils and four committees that oversee academic matters.
- WIU also has a Graduate Council and the Quad Cities Faculty Council

2D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning. **X**

Freedom of Expression

- The entire University is a free speech area
- The University has an Appearance of Off-Campus Speakers Policy, Religious Observance Policy, Student Code of Conduct, and Disruptive Student Behavior Procedure.

Pursuit of Truth

- Board of Trustees Regulations on Academic Freedom and Responsibility recognize that academic freedom is essential to teaching and research for the common good.
- Students are treated with dignity and mutual respect in all aspects of teaching, research, and service through the Just and Equal Policy.
- There are protective measures for students and faculty in addressing controversial subject matter, including the Policy on Grade Appeal and Articles 20.11 and 33 in Agreement 2017-2021.

2E. The institution’s policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff. **Met X**

*(2E1) The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.* **X**

Oversight

- The quality and integrity of scholarly/creative activity occurs as part of the promotion and tenure processes.

**In  
Progress**

- Oversight for the ethical use of subjects is the responsibility of the Institutional Review Board and the Institutional Animal Care and Use Committee.
- WIU upholds Conflict of Interest with Regards to Sponsored Projects and Intellectual Property policies.
- Individual schools and departments provide university-wide and discipline-specific information to students on scholarly activity, resources, and expectations.
- The School of Graduate Studies produces Guidelines for the submission of theses and dissertations.

Support

- Examples of university offices supporting scholarly activity include the Center for Innovation in Teaching and Research, Geographic Information Systems Center, University Libraries, and the Office of Sponsored Projects.
- There are Summer Stipend Awards, University Research Council grants, and the Mini-Sabbatical/Grant Writing Fellowship program.
- WIU invested over \$5.4 million in faculty and staff travel between FY14-18 to support professional development and presentation of original research and creative activities.
- 137 faculty members earned sabbaticals between academic years 2012-2013 and 2017-2018.
- There are college and university awards for research.
- Students engage in research in courses, as undergraduate research assistants, and graduate assistants, at Undergraduate, Graduate, and Quad Cities Research Days, and have access to Writing Centers and library resources.

**Met** **In**  
**X** **Progress**

(2E2) *Students are offered guidance in the ethical use of information resources.*

- Ethical use of information resources is overviewed at Summer Orientation and Registration.
- Signing on to the WIU network requires the end-user acknowledge appropriate use.
- Students (and faculty and staff) are governed by the Appropriate Use Policy, Password Policy, and DMCA and HEOA Response Policy.
- University Libraries offers instruction on the ethical use of information resources.
- Writing in the Discipline courses and other research courses in the student's discipline cover this topic as well.
- The University's Course Syllabus Policy requires that all WIU course syllabi contain a weblink to the Student Academic Integrity Policy.
- The Student Code of Conduct makes students eligible for sanction when engaging or participating in cheating, plagiarism, or other forms of academic dishonesty.

**Met** **In**  
**X** **Progress**

(2E3) *The institution has and enforces policies on academic honesty and integrity.*

- WIU policies on academic honesty and integrity are included in the Student Code of Conduct and Undergraduate and Graduate Catalogs.
- The University Course Syllabus Policy requires all WIU syllabi to include web links to Student Rights and Responsibilities and Academic Integrity Policy.
- The Academic Integrity Policy requires all members of the university community to report witnessed or suspected violations of academic honesty and integrity.
- Faculty use plagiarism detection software to ensure that students are submitting original work.
- Testing Centers on both campuses deploy video surveillance to ensure that students are not cheating.
- The University uses Respondus Monitoring and Lock Down Browser to ensure distance education students maintain academic integrity.
- Engagement in plagiarism, fabrication and falsification, cheating, complicity in academic dishonesty, abuse of academic materials, and multiple submissions of substantially similar work for different classes results in sanctions ranging from reproduction of the assignment to institutional dismissal.

**Criterion 3. Teaching and Learning: Quality, Resources, and Support**

**Met** **In Progress**  
**X**

3A. The institution's degree programs are appropriate to higher education.

**X**

*(3A1) Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.*

**X**

Currency

- Faculty embed feedback from 21 external advisory boards, annual assessment of student learning outcomes, 2016-2018 General Education review, program review, and discipline-specific accreditations to maintain curricular currency.
- Faculty also embed their research, creative activities, and service into the practice of teaching and learning.

Levels of Student Performance

- A plus/minus grading system for undergraduate courses was implemented in fall 2010 to enhance the precision of assessment of student mastery in course content.
- WIU implemented a Grade Replacement Policy in fall 2011 to enhance levels of student learning.
- Credit hour requirements for all WIU degrees and certificates comply with 23 Illinois Administrative Code 1050, the Illinois Board of Higher Education's Definition of Degree Levels, and federal compliance requirements.

*(3A2) The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.*

**Met** **In Progress**  
**X**

- A standard template in the Undergraduate Catalog and the Graduate Catalog display degree offerings, location(s), instructional modality, program outcomes, as well as major, minor, and university degree requirements and course descriptions.
- School and departmental websites (e.g., Nursing, Engineering Technology, Social Work, and Museum Studies) also contain this information.
- The IBHE requires that all new degree and certificate programs include a statement of program goals and intended learning outcomes.

Action Items: Adding intended program learning outcomes in Undergraduate and Graduate Catalogs, and departmental websites will change the status of this Core Component from in progress to met.

*(3A3) The institution’s program quality and learning goals are consistent across all modes of delivery and all locations.* **Met**  
**X** **In**  
**Progress**

- WIU’s courses and intended student learning outcomes are consistent across modalities and locations. Course content is not differentiated whether it is offered on- or off-campus.
- The University’s dual enrollment courses for high school students are WIU courses taught by WIU faculty and open to all WIU students, regardless of admission type.
- WIU does not have contractual or consortial arrangements for instruction with other institutions.

3B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills is integral to its educational programs. **Met** **In**  
**Progress**  
**X**

*(3B1) The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.* **X**

WIU’s General Education Program

- WIU’s Philosophy and Goals of General Education were reaffirmed by the General Education Review Committee, Faculty Senate, Interim Provost, and President in fall 2018, and establish the foundation for future learning across all disciplines.
- The University has English placement and math placement processes.
- WIU does not utilize placement testing in these areas, unless the student is trying to improve their placement.
- WIU’s General Education curriculum makes provisions for high-achieving students with in-course honors experiences and honors classes.

Illinois Articulation Initiative (IAI) and Compact Agreements

- IAI is a statewide program that promotes General Education completion through a common core of articulated courses to promote seamless transfer within Illinois public higher education.

- Compact Agreements represent articulation agreements where WIU accepts successful completion of general education requirements at the partner institutions as evidence of meeting WIU’s General Education requirements.
- WIU accepts successful completion of General Education requirements from all 48 Illinois public community colleges through IAI, and at one Illinois private and eight Iowa community colleges through Compact Agreements.
- WIU promotes high-achieving students taking honors general education courses at partner community colleges. Centennial Honors College has signed Honors Articulation Agreements with seven regional community colleges.

**Met**  
**X**      **In**  
**Progress**

*(3B2) The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.*

- The purpose, content, and intended learning outcomes of WIU’s General Education curriculum is displayed in the Undergraduate Catalog.
- Ongoing annual assessment of General Education includes operational definitions of intended learning outcomes, and processes for data collection and analysis, reporting, and continuous improvement.

**Met**  
**X**      **In**  
**Progress**

*(3B3) Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.*

- General Education courses introduce students to different modes of inquiry as they learn to collect, analyze, and communicate information. Discipline-specific mastery of these skills is achieved by successful completion of course, minor, and degree requirements.
- The pursuit of discipline-specific inquiry occurs inside and outside the classroom. Examples include Writing Instruction the Disciplines degree requirement, participation in research opportunities, service as practitioners in the University’s public service units, and degree requirements include student teaching, internships, clinical placements, recitals, performances, exhibitions, and/or other capstone requirements.

Student Success in Adapting to Changing Environments

- Data from the Last [One-Year Alumni Survey](#) show that 23% of respondents are continuing postsecondary education and/or 83% are employed one year after graduation, with 71% of those respondents indicating employment is closely tied to their major.
- Additional certification and placement rates are given for Engineering, Nursing, Speech Pathology and Audiology, and CPA pass rates.
- WIU graduate students are required to demonstrate advanced levels of scholarly productivity and mastery of discipline-specific inquiry. This is demonstrated by



successful completion of an exit option (comprehensive exams, applied projects, action research paper, thesis, and/or dissertation).

- WIU continually implements new support structures to support discipline-specific content mastery. For example, Accounting and Finance initiated the CPA Project in fall 2018 to increase the number of students who take and pass the CPA exam at the end of the Master of Accountancy program.
- WIU graduate students are in high demand. Placement rates for College Student Personnel, Counselor Education, Educational Leadership, and Physics serve as examples.

*(3B4) The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.*

**Met**      **In  
Progress  
X**

- The University *Mission*, general education program, academic portfolio, Foreign Language/Global Issues degree requirement, and Study Abroad opportunities exemplify this core component.
- All students are also encouraged to participate in the over 250 Registered Student Organizations (RSOs) on the Macomb campus and 25 RSOs on the Quad Cities campus to enrich their educational experience.
- WIU disburses several million dollars in scholarships annually to reward merit, address need, and support diversity.
- Financial aid used to recruit and retain high-achieving, diverse students include automatic Western Commitment Scholarships, athletic scholarships, discipline-specific scholarships, Senior Citizen Tuition Waivers, federal tuition assistance for military students, Study Abroad scholarships, and Talent Grants in music, art, theatre, dance, and leadership.
- Through the Administrative Internship Program, Competitive Benefits Plans, Dual Career Retention and Recruitment Program, Underrepresented Minority Dissertation Fellowships and Visiting Professor Programs, WIU positions itself to recruit and retain a diverse faculty and staff.

Evidence of university effectiveness in promoting diversity and inclusion is demonstrated by:

- Increasing population of diverse students, faculty, and staff.
- Supporting a strong base of students participating in Study Abroad experiences annually.
- Serving 3,521 students with disabilities between Fiscal Years 2013-2018.
- National Survey of Student Engagement data showing second-semester freshmen and seniors rating WIU's diversity and inclusion at levels higher than national benchmarks.
- Data from the [2018 Fact Book](#) shows that over one-half of the University's total undergraduate enrollment (52%) and graduate enrollment (58%) is female. Females account for almost half of WIU's faculty (46%), and over half of the graduate assistants (53%) and staff (55%).

WIU has two challenges related to diversity. First, while Western has been able to recruit and retain over 350 international students annually, total international student enrollment has decreased by 139 students (27.2%) since fall 2014.

Second, challenges of international student enrollment have been pronounced in Western’s English as a Second Language (WESL) Institute that provides intensive English language instruction. While WIU has served 871 WESL students between fall 2014 and fall 2018<sup>1</sup>, the number of WESL students served in fall 2018 (9) is the lowest since fall 2015 (52).

WIU recognizes the need to improve international student and WESL enrollment that is partially caused by national policies resulting in fewer international students receiving visas. The School of Global Education and Outreach is implementing strategies to these ends. The President also established a Task Force to provide support to new and expanded initiatives.

As examples, since Task Force establishment in March 2019, WIU is developing a guaranteed international admissions program for international students at Rivermont Collegiate Academy and is investigating new partnerships in Morocco.

Action Items: Document new and expanded actions to increase new international student enrollment through academic/administrative and Task Force actions.

	<b>Met</b>	<b>In Progress</b>
<p><i>(3B5) The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.</i></p> <ul style="list-style-type: none"> <li>• Faculty engage in scholarship, creative works, and grant activity.</li> <li>• Students produce/present original research/creative activities at Undergraduate and Graduate Research Days and the Quad Cities Research Conference, complete exit options, and serve as practitioners in the University’s public service units.</li> <li>• WIU showcases scholarship and creative works, with university and college awards for research and creative activities.</li> <li>• University Libraries maintains a <u>searchable database</u> of publications produced by WIU authors.</li> </ul>	<b>X</b>	

	<b>Met</b>	<b>In Progress</b>
<p><u>3.C. The institution has the <a href="#">faculty</a> and staff needed for effective, high-quality programs and student services.</u></p> <p><i>(3C1) The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.</i></p> <ul style="list-style-type: none"> <li>• Due to declining state appropriations, university income fund revenue from lower enrollment, and the historic and unprecedented FY16-17 statewide budget impasse and its aftermath, WIU had to reduce its workforce between FYs15-19.</li> </ul>	<b>X</b>	

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<sup>1</sup> The University began reporting WESL enrollment in the fall 2014 Fact Book.

- Eight *Guiding Principles* were used by the President’s Leadership Team to ensure the University maintains sufficient numbers and continuity of faculty.
- Faculty own the curriculum, engage in academic governance (2C4) and the actions described in the definition of this Core Component.

**Met**  
**X**      **In**  
**Progress**

*(3C2) All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.*

- New faculty are hired by departments and schools, who set faculty qualifications.
- WIU upholds Commission policies and expectations with regard to faculty qualifications.
  - All faculty possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established.
  - In terminal degree programs, faculty members possess the same level of degree.
  - When faculty members are employed based on equivalent experience, academic departments and schools define a minimum threshold of experience and the evaluation process used in appointments.
  - Faculty teaching general education courses, or other non-occupational courses that transfer, hold a master’s degree or higher in the discipline or subfield. If a faculty member holds a master’s degree or higher in a discipline or subfield other than that in which he or she is teaching, academic departments and schools are responsible for ensuring that faculty member have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.
- Graduate Assistants teach 4% of WIU’s undergraduate courses, under close supervision of WIU faculty members.
- Undergraduate Teaching and Research Assistants support classroom instruction but do not engage in direct instruction.
- WIU dual enrollment courses with high schools are WIU courses taught by WIU faculty under the qualifications described above.
- WIU does not use external employees to teach its courses and award credit. Nor does the University have any consortial or contractual agreements for instruction with other institutions.

**Met**  
**X**      **In**  
**Progress**

*(3C3) Instructors are evaluated regularly in accordance with established institutional policies and procedures.*

- WIU follows Agreement 2017-2021 with the University Professionals of Illinois Articles 20 for Evaluation, Criteria and Procedures, 21 for Sanctions, 22 for Termination for tenured/tenure track faculty.
- WIU also follows Articles 33, 38, and 39 for similar matters related to non-tenure track faculty.
- Board of Trustees Regulations provide institutional procedures for the discipline and termination of WIU staff who teach.

- The Board grants tenure at its annual summer (June) meeting. The President approves faculty promotions. A total of 137 faculty members earned tenure, and 228 faculty members earned promotions between 2013-2017.

**Met X** **In Progress**

*(3C4) The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.*

- The Self-Study will document institutional investments in travel, technology, library, research, public service, and the Center for Innovation in Teaching and Research. These investments are made in order to assure faculty currency and professional development.
- [Board of Trustees Regulations on Academic Freedom and Responsibility](#) allow faculty to address timely, controversial issues.
- Promotion and tenure decisions are based, in part, on the quality of instruction.
- Instructional currency and proficiency are demonstrated by faculty renewing professional licensure/certification where required by the discipline; assisting students achieve high employment, graduate school matriculation, and licensure/certification pass rates; engaging with offices, programs, services, and committees that advance diversity; and maintaining discipline-specific accreditation with 17 agencies.
- The Center for Innovation in Teaching and Research offers new faculty and distance education faculty mentoring programs.
- Faculty mentoring also occurs at school, department, and college levels.
- WIU supports and values instruction. There are instructional awards at the university and college level.

**Met X** **In Progress**

*(3C5) Instructors are accessible for student inquiry.*

- WIU's [Course Syllabus Policy](#) requires that all faculty provide students with contact information, office hours and location.
- Office hour requirements are stated in *Articles 18.15* and *32.1g* in [Agreement 2017-2021](#).

**Met X** **In Progress**

*(3C6) Staff members providing student support services and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.*

Staff Qualifications

- Unless granted a [waiver of search](#), all WIU staff members are initially hired through competitive search processes and have published job descriptions.
- Two recent events in 2019 (Civil Service Reclassifications and Employee Layoffs) effect staff classifications. However, these events did not change staff qualifications.

Staff Training

- Training is available from Human Resources, individual departments, and university-wide events (e.g., WIU Development Day in December 2017, active shooter training,

rape aggression defense, and simulations of pandemic flu, biohazards, and weather emergencies).

- WIU supports employees using tuition waivers to advance their educational and professional goals. For FY17-18 combined, 318 employees (duplicate headcount) utilized institutional tuition waiver benefits.

Employee Support

- WIU has promotional opportunities for all employee classifications.
- WIU supports employees in time of need through the Employee Assistance Program and 10 institutional polices (ranging from Active Military Service to Sick Leave Bank).
- HR held public sessions to discuss questions and concerns regarding civil service reclassifications, and “bumping” procedures.

3D. The institution provides support for student learning and effective teaching.

**Met**  
**X** **In**  
**Progress**

*(3D1) The institution provides student support services suited to the needs of its student populations.*

**Met**  
**X** **In**  
**Progress**

- WIU has eight offices and nine initiatives and organizations supporting diversity (1C2), eight academic support offices, six methods of online support (4A4), comprehensive academic advisement (3D3), in addition to:
  - Career Development Centers
  - Food Pantries
  - Intercollegiate Athletics Academic Support Staff
  - Math Help Centers.
  - University Libraries.
  - Veteran’s Resource Centers.
  - Writing Centers.

*(3D2) The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.*

**Met**  
**X** **In**  
**Progress**

- WIU places new freshmen in remedial or general education English and mathematics courses (3B1).
- Writing and mathematics tutoring is available to students.
- WIU does not require students to take courses in areas where they are proficient. The University has protocol for awarding credit for prior learning.
- International students who do not meet WIU or other institutions’ English language proficiency requirements may choose to participate in Western’s English Second Language Institute.

**In**

(3D3) *The institution provides academic advising suited to its programs and the needs of its students.*

**Met**  
**X**      **Progress**

- Academic advisement is customized to the student's admissions type, degree status, and program level in order to match faculty and staff expertise with advising needs.
- Academic advisement promotes timely degree completion, so students may realize the benefits of the Cost Guarantee and GradTrac.
- Students receive real-time data on their progress to degree through Western's Audit of Requirements for Degrees.
- All undergraduates are required to see an academic advisor and clear all registration holds before they can register for the next semester.
- Prior to the completion of 21 semester hours of graduate work, all graduate students must file a *Graduate Degree Plan* for approval by the Graduate School.

(3D4) *The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning.*

**Met**  
**X**      **In**  
**Progress**

- There are 42 non-residential buildings on the Macomb campus, and WIU operates the Alice L. Kibbe Life Sciences Station on the Mississippi River, the Frank J. Horn Field Campus, and University Farms.
- WIU-QC has four academic buildings, with Museum Studies hosted at the Figge Museum in Davenport, Iowa.
- The University's facilities also host many discipline-specific resources. Examples are given from Agriculture, Broadcasting, Chemistry, and Teacher Education.
- Since 2012, the University opened six new instructional facilities.
- The quality of WIU facilities is demonstrated by maintenance of 17 discipline-specific accreditations, and for the Beu Health Center, University Counseling Center, along with NCAA Division I certification.

#### Instructional Technology

- There are 186 classrooms on the Macomb campus, of which 152 (82%) are electronic classrooms. For the latter, 61 (40%) are general-use electronic classrooms open to all colleges, and 91 (60%) are classrooms allocated to departments, with discipline-specific technology deployed in those settings.
- There are 65 electronic instructional laboratories in Macomb. Twenty-five (38%) of these labs are open to all colleges, and 40 (62%) are allocated to departments and schools to support discipline-specific instruction and research. Examples mentioned are from Kinesiology, GIS Center, College of Education and Human Services.
- All 19 classrooms at WIU-QC are electronic classrooms. The Quad Cities Complex hosts 12 video conferencing classrooms. There are also specialized classrooms and laboratories for Engineering, Counselor Education, Science Teacher Education, and Environmental Science.
- There are over 550 computers for student use in computer labs and resource centers on the Macomb campus. WIU-QC has four teaching computing laboratories and two open laboratories for student use.
- WIU has purchased 2,698 new faculty and staff computers valued at \$2.8 million since FY 13. WIU-QC also purchased 416 new computers valued at \$479,667 and during this time.

- In Macomb, 63 electronic classrooms and laboratories have been upgraded since AY 2013-14. These upgrades have been supported by the purchase of 463 computers valued at \$442,171
- University Technology purchased 621 new computers valued at \$532,664 for student computing laboratories. Purchase of 272 iPads and tablets support faculty and staff mobility.
- In 2019, the Chief Information Officer and Senior Vice President for Strategic Planning and Initiatives joined four institutions in the submission of a \$800,000 National Science Foundation grant to add increased high-speed bandwidth to support advanced technical applications in teaching and learning.

### Research Facilities

- Examples include the Alice L. Kibbe Life Science Research Station, *Horn Field Campus*, University Greenhouse, W.M. Walter Natural Area, Rodney and Bertha Fink Environmental Studies Field Laboratory and Conservancy, Speech, Language, and Hearing Clinic, Department of Engineering Technology laboratories, Quad Cities Manufacturing Laboratory, Psychology Clinic, and the GIS Center.
- Technologies supporting these facilities include advanced and additive manufacturing equipment, scanning electron microscope, and Doppler radar.

### University Libraries

- University Libraries provides research assistance; instruction in library use; group study space; lectures and special events; regional archives; and is a Federal Depository.
- The libraries house an extensive collection and offer online database access to thousands of academic journals and publications.
- The Macomb campus also has two specialized branch libraries for music and curriculum.
- WIU-QC houses a branch library and provides access to the same materials as the Macomb libraries.
- The Libraries homepage has been the most frequent referral from the University's home page since 2012.
- Between 2015-2017, the Library Gate Count increased by 64% (from 493,706 to 808,746) and E-Reference Guide use increased by 42% (from 67,719 to 96,450 annual uses).
- The Libraries deploy a Library Liaison program to ensure that appropriate information is available to meet academic needs in every department/school.

### Performance and Production Spaces

- The Self-Study describes facilities used by Art, Broadcasting and Journalism, Music, Theatre and Dance, Tri States Public Radio, and WQPT.
- The Self-Study also described capacities for the University Union, Western Hall, and Hanson Field.

### Museums

- The Self-Study describes the University Art Gallery, Geology Museum, and facilities used by Museum Studies.

Current Facilities

- WIU remodeled space in Malpass Library to create the Digital Commons (2012), Athletic Training Rooms in Western Hall and Brophy Hall (2018), and the third floor of Tilman Hall to open the state-of-the-art McCamey Crime Laboratory (2019).
- The College of Fine Arts and Communication raised funds to purchase 40% of the inventory necessary for WIU to become an All Steinway institution.
- The University is planning for the relocation of the Honors College from Malpass Library to Simpkins Hall.
- The Self-Study describes seven renovations to university-owned, auxiliary facilities, and 13 additions/renovations to athletic facilities.
- The Self-Study describes the State’s current deferred maintenance backlog in Macomb as over \$400 million. In FY19, WIU received and applied \$2.7M for roof repairs and replacements, \$4.3M on chiller replacements, and \$2.5M on building system water replacement.
- The Board of Trustees FY20 Capital Recommendations to the IBHE requested \$17 million for critical deferred maintenance needs.
- WIU has spent \$189.7 million (an average of \$27.1 million annually) on deferred maintenance since FY12.

New Facilities

- The Board of Trustees’ FY20 Board of Trustees Capital Recommendations to the IBHE include prioritized funding requests for a new Science Building, renovation to Tillman and Stipes Halls, a new Education building, and WIU-QC phase III.
- In 2016 Governor Rauner froze all state capital funding that stopped re-bidding for the Center for Performing Arts (CPA) in Macomb, as well as Art in Architecture, Leadership in Energy and Environmental Design Certification, and Phase III planning at WIU-QC. Funds have not been released since that time.
- The Self-Study describes need and amenities designed for the Center for Performing Arts.

*(3D5) The institution provides to students guidance in the effective use of research and information resources.*

- University Technology staff, orientation leaders, and academic advisors introduce students to the ethical use of the University’s information resources.
- There is a designated critical thinking week in University 100.
- All schools and departments have undergraduate and graduate courses that have research requirements where these topics are covered.
- There are university-wide courses on information use and evaluation (Library 201) and research methods for general and professional studies (University 360).
- WIU enforces policies on academic honesty and integrity.

**Met**  
**X** **In Progress**

3E. The institution fulfills the claims it makes for an enriched educational environment.

**Met** **In Progress**



	X	
<i>(3E1) Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.</i>	<b>Met</b> X	<b>In</b> <b>Progress</b>
<ul style="list-style-type: none"> <li>• The Self Study provides eight examples of how Student Services supports WIU's personal growth value, and 24 examples from across the University in supporting the social responsibility value.</li> </ul>		
<i>(3E2) The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.</i>	X	
<ul style="list-style-type: none"> <li>• A correspondence table is provided showing student contributions to the University Mission statement.</li> </ul>		
	<b>Met</b>	<b>In</b> <b>Progress</b> X
<b>Criterion 4. Teaching and Learning: Evaluation and Improvement</b>		
<u>4A. The institution demonstrates responsibility for the quality of its educational programs.</u>	X	
<i>(4A1) The institution maintains a practice of regular program reviews.</i>	X	
<ul style="list-style-type: none"> <li>• WIU follows Illinois Board of Higher Education protocol for program reviews.</li> <li>• Institutional Research and Planning's <a href="#">website</a> provides supporting data, as participants evaluate and enhance programmatic quality and viability.</li> <li>• The next draft will provide examples of changes resulting from program reviews.</li> <li>• Program reviews have also been used to provide one-year progress reports on low enrolled programs. Seven degree programs were required to submit progress reports in academic year 2018-2019.</li> <li>• A <a href="#">program review calendar</a> is available from the accreditation website.</li> </ul>		
<i>(4A2) The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.</i>	<b>Met</b> X	<b>In</b> <b>Progress</b>
<ul style="list-style-type: none"> <li>• All attempted academic credit is expressed in semester hours, using letter grades and a plus/minus grading scale. The latter applies to undergraduate students only.</li> <li>• WIU courses numbered through 499 are undergraduate courses. Courses numbered 500 and above are graduate courses.</li> <li>• All forms of experiential learning (e.g., internships, student teaching, clinical placements) have an assigned WIU faculty member who is the instructor of record. Grades are assigned by the instructor of record and include feedback from the site supervisor.</li> <li>• Up to one-fourth of the credit (30 semester hours) required for a baccalaureate degree may be earned through external testing and/or military credit.</li> </ul>		

### Transfer Credit

- WIU accepts transfer credit from regionally accredited institutions.
- Transferology allows students to see how their courses will transfer to the University.
- The Admissions website provides students with transfer information related to published transfer guides, 2+2 articulation agreements, and the Illinois Articulation Initiative.
- The undergraduate transfer of international classes are evaluated on a course by course basis.
- Centennial Honors College has seven agreements with Illinois and Iowa community colleges that allow students to transfer in lower division honors course work used to support or achieve General (lower-division) Honors.

### Credit in the Bachelors of Art in General Studies (BGS) Degree Program

- The BGS degree requires 30 hours of credit to be earned at WIU to satisfy residency requirements. All other credit hours for the degree can be earned from WIU courses, transfer courses, military courses/training, non-collegiate training, proficiency examinations and prior learning portfolios.

### Graduate School Admission

Applicants for admission to the School of Graduate Studies must hold a bachelor's degree from a regionally accredited postsecondary institution.

**Met** **In**  
**X** **Progress**

*(4A3) The institution has policies that assure the quality of the credit it accepts in transfer.*

- In addition to participation in the Illinois Articulation Initiative and the maintenance of nine Compact Agreements for articulation of general education coursework, WIU follows five policies and 10 Regulations/Guidelines to assure the quality of credit accepted through transfer and proficiency examinations.

**Met** **In**  
**X** **Progress**

*(4A4) The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.*

### Courses, Rigor, and Expectations for Student Learning

- Faculty own the curriculum, set course prerequisites and co-requisites, and maintain academic rigor in all courses, degrees, options, concentrations, and certificate programs.
- Faculty are responsible for establishing and assessing student learning outcomes in General Education and all degree programs.
- All courses taught in the high school dual enrollment program are WIU courses taught by WIU faculty members, following WIU assessment processes. The University does

not have different courses adjusted to dual enrollment students. All students are graded on their performance on college-level work.

Access to Learning Resources

- On-campus student services include 10 Student Service departments, Academic Advising, University Libraries, and Writing Centers.
- Additional examples include the Center for International Studies, Distance Learning, Math Help Centers, Office of the Registrar, School of Global Education and Outreach, and University Technology.
- Online student services include career exploration tools, real time interview and resume assistance, survey of student readiness to take online courses, online tutorials from the Writing Center, mathematical tutoring, access to Mathematica software, and Western’s Knowledgebase (computing self-help).

Faculty Qualifications and Dual Enrollment

- Academic departments and schools are responsible for setting disciplinary qualifications, and conducting searches approved by Equal Opportunity and Access.
- WIU upholds Commission policies with regard to faculty qualifications (3C2).
- WIU instructors are appropriately qualified, including those teaching in the University’s dual enrollment program.

*(4A5) The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.*

- WIU maintains discipline-specific accreditation with 17 agencies where academic programs have determined accreditation is appropriate to the discipline.
- This is in addition to accreditations for Beu Health Center, the University Counseling Center, and NCAA Division I certification.
- No regional, specialized, or national accrediting agency has ever placed WIU under negative status or action.

**Met**  
**X** **In**  
**Progress**

*(4A6) The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).*

- WIU evaluates the potential success of students before they graduate.
  - Students receive feedback on workforce preparation and participation in student teaching, clinical placements, internships, research and creative activities with faculty.
  - The Career Development Center provides mock interviews for students. Professional attire is available to those who do not have access to appropriate attire.

**Met**  
**X** **In**  
**Progress**

- Formative evaluative processes include the use of 21 advisory boards to help ensure curricular currency and relevance.
- Summative evaluation measures include:
  - Student outcome and output analyses required in discipline-specific accreditations.
  - Academic program review results that evaluate student/employer satisfaction, results of national certification and licensure examinations, and placement results.
  - Surveys conducted one, five, and nine years after graduation track the number of graduates in the workforce, employment as related to the student’s major, and the number of alumni pursuing additional education.
- Secondary sources also provide evidence to WIU on the success of its graduates. For example, the Illinois College2Career data system allows perspective students to review four-year graduation rates, net price, student debt, average and predicted earnings by discipline and/or institution.

Met      In  
Progress  
X

4B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

*(4B1) The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.*

X

- The Philosophy and Six Goals of the University’s General Education Program are documented in the *Undergraduate Catalog*.
- The *Undergraduate Catalog* includes descriptions of the educational (major and minor) and career opportunities associated with every academic program.
- The *Graduate Catalog* includes program descriptions with goals for all degree and certificate programs.

Action Items: Adding intended program learning outcomes in Undergraduate and Graduate Catalogs, and departmental websites will change the status of this Core Component from in progress to met.

Met      In  
Progress  
X

*(4B2) The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.*

Curricular Assessment

- General Education and all degree and certificate programs follow a four-step model to operationally define intended student learning outcomes, collect and analyze data, report findings, and engage in empirically-driven, continuous improvement.
- The Student Learning Assessment Committee provides oversight and coordination of assessment activities by identifying issues/concerns that require attention, supporting assessment initiatives, and sharing information about assessment activities across the University.

Co-Curricular Assessment

- Documentation of the assessment of student learning in Student Services is evident in accreditation self-studies for the Beu Health Center and the University Counseling Center, Alcohol and Other Drugs Center assessing student learning in prevention programs, and the Career Development Center offering two courses for academic credit.
- Ten other examples show that the evaluation of co-curricular programs and student needs leads to programming and resources necessary for students to be successful in their academic pursuits. However, formal assessment processes of intended student learning outcomes require development.

Action Item: Developing, implementing, and documenting results from co-curricular assessment using the University’s four-step assessment model will change the status of this Core Component from in progress to met.

*(4B3) The institution uses the information gained from assessment to improve student learning.* **Met X** **In Progress**

- The Self-Study will provide examples of changes resulting from assessment in General Education and at undergraduate and graduate discipline-specific levels.
- Examples from co-curricular assessment and evaluation include student-athletes achieving the second highest grade point average in the program’s history, opening of the LGBT\*QA Center, continuing expansion of the University’s Living-Learning Communities, and increasing retention for students participating in the Learning Assistants Program.

*(4B4) The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.* **Met X** **In Progress**

- WIU’s four-step assessment model (4B2) is led by faculty for academic programs and is based on best practices learned in the Commission’s Assessment Academy.
- Cocurricular assessment in the Health Center and University Counseling Center is led by staff in those areas, and they have achieved/maintained service-based accreditations.
- To affirm that the University upholds to best practices in assessment with online students, WIU completed a *Study-Study* to ensure full compliance with *State Authorization Reciprocity Act* and *Interregional Guidelines for the Evaluation of Distance Education Programs*. Results were presented to the Western Illinois University Board of Trustees in December 2015.
- The Associate Provost for Undergraduate and Graduate Studies is responsible for ensuring that WIU’s assessment processes continue to reflect best practices.

4C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs. **Met X** **In Progress**

*(4C1) The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.* **X**

- All academic departments and schools develop and evaluate annual *Recruitment and Retention Plans* to support the University’ short- and long-term goals for retention, persistence and completion.
- WIU’s short-term objective is to stabilize enrollment by increasing the number of new students and the institutional retention rate. Recent evidence demonstrates progress in these areas.
  - Total fall 2018 enrolment was 8,502 compared to a spring 2018 projection of 8,000 students. Total spring 2019 enrollment was 7,893 students.
  - Fall-to-spring retention for new 2018 full-time freshmen was 86.3%, compared to 82.5% in fall 2017.
  - Total undergraduates retained in spring 2019 was 89.7%, compared to 88.9% in spring 2018.
- WIU has a short-term goal to restore six-year graduation rates above 50%. The fall 2012 six-year graduation rate of first-time, full-time freshmen was 46.2%. This is the first time that WIU’s six-year graduation rate fell under the 50% threshold during the period of accreditation self-study.
- WIU’s mid- and long-term goals are to restore enrollment at 10,000 students and to achieve retention and graduation rates that place the University at the top 25% of its peer institutions for the Macomb and Quad Cities campuses.
- Student persistence and completion is a key to enrollment growth. Illinois and Midwest high school graduates are projected to decline in 2025. Raising retention rates and attracting more online students and graduate students will help the University meet enrollment goals.

**Met**  
**X**      **In**  
**Progress**

*(4C2) The institution collects and analyzes information on student retention, persistence, and completion of its programs.*

- Degrees conferred, retention, persistence, and completion data are collected and analyzed in annual Fact Books, program reviews, and discipline-specific accreditation processes.
- Annual Performance Reports presented to the Board of Trustees compare university performance to stated goals and benchmark institutions to determine if WIU is successfully achieving its goals.
- WIU tends to perform lower on national comparisons of retention and graduation rates. Such performance is not unexpected. Unlike peer institutions, Western admits up to 25% of its freshmen class who do not meet published admissions standards but show a desire and willingness to work towards shared goals, following the institutional value of educational opportunity.
- WIU’s supportive educational environment leads to nationally recognized graduation rates that exceed projections based on entering student characteristics (ACT/SAT scores and high school grade point averages), as documented in *US News and World Report* (2011-2018).
- WIU recognizes that students admitted to Western through Special Admissions have lower persistence and completion rates than Regularly Admitted students, and it is taking corrective actions to help improve these rates, as documented in the Self-Study.

- The four-year transfer graduation rate of 67.4% rate for the Macomb campus is equal to last year's rate and up 3.0% percent from two years ago, with the campus experiencing continuing increases in graduation rates of minority students.
- The 69.7% rate for the Quad Cities campus is down 3.8% from last year. Rates for minority students are down but percentages are based on small sample sizes less than 20. With a larger base, the graduation rate of Pell grant recipients is on a three-year improvement trend.

**Met**      **In**  
**X**      **Progress**

*(4C3) The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.*

WIU's Quality Initiative addressed improving retention, persistence, and completion rates, and demonstrates how the University makes improvements in areas warranted by the data.

- Administrative Information Management Systems, Institutional Research and Planning (IRP), and Office of the Registrar developed a distributed database to support use of the Predictive Analytic Framework (PAF) in identifying students at risk of dropping out. IRP completes PAF analyses each semester and forwards results to offices and committees for intervention.
- In Macomb, an inventory of student support services was created, two new student success coaches were appointed to work with at-risk students, student Living-Living Communities were expanded, new discipline-specific mentoring opportunities were added (e.g., Women in Science, Technology, Engineering and Mathematics), and planning for a new Retention Center was initiated.
- In the Quad Cities, an inventory of current retention efforts and courses with high percentages of D/F/W rates was created, a campus retention committee was established, and a three-year pilot of a peer tutoring program in mathematics and physics was started, with engineering retention rates increasing from 67% to 75%.
- For distance learning, an inventory of electronic student services and faculty and student surveys were conducted. New software (Respondus Monitor) was deployed that enables students to complete graded assignments on their computer rather than having to travel to a Western campus or approved testing location to complete these requirements.
- Additionally, based on the cost-sensitivity of WIU students and the need for them to work in order to support educational studies, the University continues to expand its distance learning portfolio and has added online student success tools (4A4).

**Met**      **In**  
**X**      **Progress**

*(4C4) The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice.*

- The data discussed above focuses on traditional census day reporting used by colleges and universities nationally to analyze retention, persistence, and completion rates.
- WIU also uses other means to analyze persistence, completion, and retention rates.
  - The BGS program does not have a limit on time-to-degree. Therefore, it tracks student persistence and completion regardless if a student has stopped out.
  - Using this model, the School of Global Education and Outreach, and designated offices on the Macomb and Quad Cities campuses to contact

students who have dropped out to encourage continued studies at the University.

- The Office of the Senior Vice President for Strategic Planning and Initiatives formed a Data Sharing Consortium in 2018 of 10 public and private institutions that serve a high percentage of non-traditional students. From the Consortium, WIU has implemented new strategies to recruit undergraduate and graduate students,

**Met**  
**X**

**In**  
**Progress**

**Criterion 5. Resources, Planning, and Institutional Effectiveness**

5A. The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

**X**

*(5A1) The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.*

**X**

- National collegiate ranking systems (*GI Jobs Magazine, Military Times, Princeton Review, US News and World Report, Washington Monthly*) show that WIU provides a high-quality, world class educational experience, on- and off-campus.
- WIU was also recognized in January 2019 by *U.S. News & World Report* for excellence in online education for the 9<sup>th</sup> consecutive year. Western placed in the top 22% of colleges and universities providing distance education.
- Examples of other recognitions for online education received since the last reaffirmation of accreditation include those from Affordable Colleges Online, College Choice, and BestMastersDegrees.com.

Fiscal and Human Resources

WIU maintains high rankings despite the Illinois public universities addressing reduced and delayed appropriations (Fiscal Years (FY) 11-15), the historic and unprecedented statewide budget impasse (FY16-17), and its aftermath (FY18-21).

*Fiscal Years 2011-2015: Reduced and Delayed Appropriations*

- WIU’s appropriations were reduced by \$4.8 million (8.5%), from \$56.2 million in FY11 to \$51.4 million in FY15. Similar percentage reductions occurred at all other Illinois public universities.
- The State also began releasing appropriations incrementally in FY11. WIU responded to “state cash flow issues” and maintained its fiscal health by engaging in \$14.2 million in personal services and \$2.7 million in operating cost savings and avoidance actions.
- The net effect of decisions made during FY11-15 was that size of the WIU workforce (employee headcount) was reduced by 163 positions (52 faculty and 111 staff) between Fall 2010 and Fall 2015.
  - The academic core was protected by engaging in 2:1 staff-to-faculty reductions. There were only three layoffs between FY11-15. The vast majority of employee reductions were achieved through employee resignations, retirements, and non-replacements.



- WIU further protected the academic core by increasing the percentage of institutional expenditures on academics and academic support from 65.3% in FY11 to 66.2% in FY15.

#### *FY16-17: Statewide Budget Impasse*

- FY16 appropriations were made in the 10<sup>th</sup> month of the FY, 22 months since FY15 appropriations were made. WIU received \$14.9 million, representing 71% less than its last appropriation.
- Similar percentage appropriations were made to all other Illinois public universities, except Chicago State, which received additional funding due to extreme financial and enrollment hardships.
- In FY17, \$51.4 million was appropriated to WIU. The State's first installment was made in the form of a stop gap payment in the amount of \$31.4 million, issued in September 2016 and vouchered against FY16 expenditures.
- The remaining \$20 million was issued in unpredictable installments well into the following fiscal year. The last installment for WIU's FY17 appropriation was made in March 2018.
- Combined FY16 and FY17 state appropriations totaled \$66.4 million dollars – \$37.8 million (37% less) than the combined appropriated total for FYs14-15.
- WIU also received additional one-time funding (\$8.4 million) from the Illinois Board of Higher Education (IBHE).
- *Never* in the 160-year history of Illinois public higher education have institutions received delayed and partial funding for two consecutive years.
- WIU sustained operations through expense management and by “floating the state” with its income fund reserve and other unrestricted fund sources. Western also diversified all other revenue streams, with increases in grants and contracts, and pledges and contributions to the Foundation.
- WIU deployed additional expense reduction strategies during the statewide budget impasse, including a voluntary pay reduction program at the dean level and above. A mandatory furlough program for all non-negotiated employees earning more than \$40,000 annually was implemented (effecting 479 employees). WIU also engaged in 23 permanent layoffs and implemented a retirement incentive program.

#### *FY18-21: Aftermath*

- WIU's FY18 appropriation decreased by \$5.1 million, or 10%, compared to FY15. This amount increased by 2% from FY18 to FY19, but remained 8% below the FY15 level. The Governor recently proposed a 5% increase for FY20, but the actual appropriation for this year is still unknown.
- The Illinois public universities did not receive retroactive funding used for operational expenses during the budget impasse.
- These facts, coupled with an institutional budget that averages 80.2% on personnel costs for the last three fiscal years and a decline of income fund revenue (primarily tuition revenue) from \$75.5 million to \$63.8 million between FYs 15-18, necessitated the 132 announced layoffs (29 faculty and 103 staff) in March 2019.
- WIU continues to protect its academic core by enacting layoffs at a staff-to-faculty ratio of 3.6:1, and continues to demonstrate academic and financial integrity. No discipline-specific accrediting agency has placed WIU under negative status or action.

Nor has the University ever been placed under financial restrictions from the United States Department of Education or any other federal or state agency.

- WIU maintains accreditation with [17 discipline-specific agencies](#), as well as accreditations for Beu Health Center and the University Counseling Center, and National Council for State Authorization and Reciprocity Act membership.
- Final evidence of the University protecting its fiscal health is evidenced by the facts that that:
  - WIU has not delayed or defaulted on payments to external vendors or failed to meet payroll or other institutional financial obligations.
  - Total institutional debt decreased from \$101.1 million in FY14 to \$76.0 million in FY18. This action was possible because restricted funds cannot be used in addressing institutional cash flow issues per Illinois Legislative Audit Commission guidelines,
  - Standard & Poor's (S&P) indicated that WIU was the only Illinois public university to have a FY17 positive outlook. All other Illinois public universities and the State were rated as stable.
  - S&P upgraded WIU's FY19 bond rating from "BB-" to "BB". In comparison, Eastern Illinois University was upgraded from "B+" to "BB-".
  - WIU continues to solidify its future fiscal foundation (5C4).
  - Beginning in FY20, President Thomas, the Vice Presidents, and members of the University Professionals of Illinois will all take a 2% base salary reduction to further reduce personnel costs.

#### Physical Resources

- WIU operates 44 non-residential buildings, with over 2.6 million in Gross Square Feet (GSF) and 1.7 million in Net Assignable Square Feet (NASF). WIU also operates 13 residential buildings in Macomb, with over 1.4 million GSF, 829 thousand NASF, and 4,400 student capacity.
- WIU has the infrastructure and resources necessary to support effective teaching and learning (3D4). This includes sufficient scientific laboratories, libraries, performance spaces, clinical practice sites, and museum collections.
- WIU facilities and grounds also demonstrate a strong commitment to sustainability, consistent with the institutional value of social responsibility.

#### Technological Infrastructure

- WIU also has the technological infrastructure and resources necessary to support effective teaching and learning through 1GB internet egress, redundant critical assets, and strong internal processes that reduce downtime and increase availability of technology services.
- Recent examples of discipline-specific technology supporting the academic mission include installing Doppler Radar on the Macomb campus; equipping advanced and additive manufacturing engineering laboratories at WIU-QC; purchasing a new scanning electron microscope that allows students and faculty to analyze specimens at macro, micro, and nano levels; and providing drone technologies.

**In  
Met Progress**

(5A2) *The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.* **X**

- Internal and external audits are conducted annually for the University and Foundation.
- Institutional checks and balances with regard to revenue, expenditures, and fiscal reporting (2A1).
- WIU does not have a superordinate entity.

**Met X** **In Progress**

(5A3) *The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.*

- WIU's vision to provide national leadership in quality, opportunity, and affordability is realized in results from national ranking systems (5A1).
- Higher Values in Higher Education Strategic Plan and Annual Strategic Plan Supplements set institutional goals and priorities (1B2).
- WIU's planning and budgeting priorities align with and support the mission (1A3).
- Furthermore, Annual Strategic Plan Updates and Performance Reports show that the University is successfully implementing and achieving its objectives (1B1).

**Met X** **In Progress**

(5A4) *The institution's staff in all areas are appropriately qualified and trained.*

- Unless granted a waiver of search, all WIU staff members are initially hired through competitive search processes and have published job descriptions.
- Training opportunities include sessions sponsored by Human Resources, the Center for Innovation in Teaching and Research, individual departments, in addition to institutional support for travel and the use of educational tuition waivers.

**Met X** **In Progress**

(5A5) *The institution has a well-developed process in place for budgeting and for monitoring expense.*

- Institutional processes were previously documented (2A1).
- Annual budgets and expenses by funding source are available from the Budget Office website and there are summary displays in annual Fact Books.
- WIU's most recent annual externally audited financial statement is available from the Vice President for Administrative Services website. The Foundation's annual audited financial statement is available from the Vice President for Advancement and Public Services website.

**Met X** **In Progress**

5B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

(5B1) *The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.* **X**

- The new Board of Trustees appointed by Governor Pritzker (2A3) had its first meeting in March 2019.
- The Board approves WIU’s *Strategic Plans* and annual *Strategic Plan Supplements*, and receives monthly, quarterly, and annual Planning Updates to ensure currency on institutional operations, challenges, and opportunities.
- The Board meets quarterly and holds an annual summer planning retreat to further exercise oversight of the University.
- Other methods used to remain knowledgeable about the institution include annual Trustees in Residence, establishment of Point in Pride presentations at quarterly meetings, participation in university planning committees, attendance at university functions, and individual trustee self-evaluations.
- Board of Trustees deliberations reflect priorities to preserve and enhance the institution in conjunction with its responsibilities for institutional planning and priority setting, legal and fiduciary management, and degree conferral (2C1).
- Board Minutes and Agendas are available from the [Board’s website](#).

**Met**  
**X**                      **In**  
**Progress**

*(5B2) The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, [faculty](#), staff, and students—in the institution’s governance.*

- Institutional policies for shared governance are defined in nine institutional documents.
- Examples of institutional shared governance include strategic planning processes (1A1), faculty governance in academic matters (2C4), Student Government Associations recommending changes to fee rates for their campuses, and Inter-Hall Council recommending changes to room and board rates.
- WIU’s investments in technology (5A1) are based on the [IT Strategic Plan](#) and processes that is based on input from students, faculty, and staff, and aligned to the goals and priorities of the University’s Strategic Plan.
- In Spring 2019, President Thomas established a Steering Team and eight Task Forces in to engage shared governance as the University works to stabilize and increase enrollment. Steering Team members include leaders from the governance groups on both campuses; Chair of Chairs Council, Chair of the Graduate Council, Deans from the Colleges of Arts and Sciences, Fine Arts and Communication, and the Honors College; Associate Provost; Chief of Staff; and all four Vice Presidents.

**Met**  
**X**                      **In**  
**Progress**

*(5B3) Administration, [faculty](#), staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.*

- Faculty own the curriculum, and is responsible for courses, rigor, and expectations for student learning (2C4, 4A4).
  - The Faculty Senate has eight councils and four committees that oversee academic matters in undergraduate education.
  - The Graduate Council oversees academic matters in graduate education. Its 10 members act as a Committee of the Whole.
- Examples of academic shared governance include:

- Establishing new minors, certificate, and degree programs at the undergraduate and graduate levels since the last onsite review in spring 2011 (2C4).
- Implementing a Grade Replacement Policy in fall 2011.
- Launching a Continuous Enrollment Policy and course for graduate students in fall 2012.
- Raising undergraduate admissions standards in fall 2014.
- Affirming the University’s General Education program in fall 2018.
- Implementing high school dual enrollment, initially for high school seniors in fall 2014, and modifying eligibility requirements to include second semester sophomores with a 3.0 grade point average in fall 2019.

5C. The institution engages in systematic and integrated planning.

**Met**  
**X**      **In**  
**Progress**

*(5C1) The institution allocates its resources in alignment with its mission and priorities.*

**X**

- WIU’s academic programs, student support services, and enrollment profile are consistent with its stated mission (1A2).
- The University’s planning and budgeting priorities align and support the mission of the institution (1A3).
- Western has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations (5A1).
- Western held to its academic core and highest priorities during a period of reduced and delayed state appropriations, the statewide budget impasse, and its aftermath (3C1, 5A1).
- WIU continues to provide the infrastructure and resources necessary to support effective teaching and learning (3D4).
- Co-curricular programs are suited to WIU’s mission and contribute to the educational experience of its students (3E1).
- The success of mission-driven resource allocation is the University graduating more students than predicted based on entering student characteristics (4C2), the earning power of WIU alumni (1A2), and WIU’s continued advancement in national ranking systems (5A3).

*(5C2) The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.*

**Met**  
**X**      **In**  
**Progress**

- Annual assessment of student learning identifies strengths and areas of improvement in instruction, academic support, and student services. Programs use data from this and other evaluations to inform continuous improvement, planning and budgeting processes (described below).
- WIU engages in “bottom-up” and “top-down” planning and budgeting processes. All academic departments and administrative units complete *Consolidated Annual Reports* each year to highlight accomplishments, plans, contributions to university planning, areas of reallocation or reductions, and budget requests.

- Within Academic Affairs, there are individual departmental reports, college reports, and reports for areas that report to the Provost’s Office. Directors from all other vice presidential areas submit their reports to their vice president, and areas that report to the president provide their reports directly to President Thomas.
- Materials presented in Consolidated Annual Reports are summarized and prioritized by the corresponding vice president and a designee from areas that report to the President.
- Annual [Planning and Accomplishments Reports and Presentations](#) are prepared by these individuals and presented to the university community each spring.
- An intermediate step used by the Provost (VPAA) and Senior Vice President (SVP) for Strategic Planning and Initiatives is to have the Deans and Directors make annual Planning and Accomplishments Reports and presentations, as well. These materials are available on the [VPAA](#) and [SVP](#) websites.

**In  
Progress**  
**Met  
X**

*(5C3) The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.*

- WIU engages in “bottom-up” and “top-down” planning to gain comprehensive institutional perspective. This is evident in:
  - Preparing Strategic Plans and Strategic Plan Supplements (1A1), where membership also includes members of external communities (e.g., Mayor of Macomb, City Aldermen in Moline, President of Spoon River College).
  - Creating IT Strategic Plans for 2013-2018 and 2017-2022 that were based on feedback obtained from University Technology staff, University Technology Advisory Group, faculty and staff, and the President’s Leadership Team (President and Vice Presidents).
  - Implementing grass roots activities resulting from the President’s Executive Institute, which includes specific actions to help increase enrollment (ID3).
  - Utilizing 12 methods for gaining internal and external perspective in Board of Trustees decision making (2C2).

**In  
Progress**  
**Met  
X**

*(5C4) The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.*

- WIU submitted FY18 and FY19 Financial Recovery Plans to the Higher Learning Commission in response to the University’s FY17 and FY18 Composite Financial Indicators (CFIs) being -0.30 and 0.54, respectively.
- In evaluating WIU’s FY18 Financial Recovery Plan (FY 17 data), the Financial Panel Review Team concluded that, “After much reflection, the panel [concluded] that WIU has approached the state-created crisis in a sensible and thoughtful manner, and barring any further disruption in state appropriations, WIU will rapidly regain CFI’s that are in or above the zone.”
- WIU’s FY18 CFI was “in the zone,” but still required a FY19 Financial Recovery Plan since it was not “above the zone,” (i.e., a CFI >1.0).
- The Commission’s analysis of WIU’s *FY 19 Financial Recovery Plan* (FY18 data) concluded: “Western Illinois University has worked diligently to respond to unstable

funding from the State of Illinois...WIU's administration has aggressively responded to these changes in its financial position through program prioritization, administrative and instructional staff reductions, creation of new innovative and marketable programs to name a few strategies. There is nothing to cause the team to believe that WIU will not operate in such a manner, as they diligently have in the past."

- WIU's continued diligence led to a FY19 CFI of 3.50. This is above the zone. No further Financial Recovery Plans are required.

**Met**  
**X**

**In**  
**Progress**

*(5C5) Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.*

Emerging Factors

- WIU engages in ten-year strategic planning processes with the understanding that the Strategic Plans are updated every five years.
- Recognizing that there are unforeseen opportunities and challenges at the time of writing a strategic plan, WIU also began producing annual Strategic Plan Supplements beginning in Academic Year 2016-2017.
- WIU uses environmental scanning to identify and address emerging factors in strategic planning. The November 2017 and February 2018 Strategic Plan Updates shows that 51 data sources were reviewed in creating Higher Values in Higher Education 2017-2027.
- This data framed discussions at 23 Social Responsibility Task Force meetings, in three Strategic Plan drafts with five solicitations for university-wide feedback (in *October, November, and December 2017 and February and March 2018 Strategic Plan Updates*), and ten meetings with governance groups on both campuses.

Technology Planning

- The IT Strategic Plan for 2017-2022 is also based on employee feedback, environmental scanning, and best practices. Priorities are placed on digital technologies, mobility, cloud computing, enterprise systems, data primacy, usability and accessibility, and cost efficiency.

Diversity and Globalization

- Annual Underrepresented Groups Reports submitted to the Illinois Board of Higher Education detail institutional plans and outcomes related to increasing the participation and achievement of students, faculty, and staff who are female, minority, and/or have disabilities in accordance with *Illinois Public Act 85-283*.
- Diversity Planning also includes Affirmative Action Updates.
- WIU enrolls 372 international students from 61 countries, which represents 4.4% of the University's total enrollment.
- The School of Global Studies and Outreach supported 150 students on faculty-led Study Abroad experiences during FY19 (up 5% from FY18).
- WIU's international recruitment and partnerships are based on close working partnerships with embassies and recruiting agents. They also include development of a [Chinese language website](#) (2018), targeted recruitment for Spanish-speaking populations and social media campaigns in India (2019).

- WIU also provides high-quality quality, affordable education to global audiences (5A1) through 13 baccalaureate, 7 master's, 8 integrated baccalaureate and master's programs and 5 post-baccalaureate certificates online. Distance education programs and enrollment continues to increase at the University (1B3).

5.D. *The institution works systematically to improve its performance.*

**Met**  
**X** **In**  
**Progress**

(5D1) *The institution develops and documents evidence of performance in its operations.*

**X**

This is evident in Self-Study discussions related to:

- Annual Assessment of Student Learning.
- Annual Performance Reports.
- Annual Strategic Plan Updates.
- Co-curricular assessment.
- Consolidated Annual Reports.
- Diversification of underrepresented students, faculty, and staff.
- General Education assessment and review.
- IT Strategic Plan Accomplishments.
- Monthly Strategic Plan Updates.
- Western Illinois University's Quality Initiative.

(5D2) *The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts*

**Met**  
**X** **In**  
**Progress**

In addition to the examples discussed above, this Self-Study will lead to enhancements in university structures and processes related to requirements for accreditation. WIU is currently:

1. Preparing to engage the Board of Trustees in Open Meetings Act training with the Illinois Attorney General Public Access Counselor (2A).
2. Updating University Policies (University Policies are mentioned throughout the Self-Study) and engaging in a cyclic policy review. Some of WIU's policies have not been reviewed in the last three to five years.
3. Addressing HLC's expectation on *Control* that requires that institutions designate their status (public or private) in Undergraduate and Graduate Catalogs (2B).
4. Meeting the Commission's expectation that all reference to the North Central Association of Colleges and Schools is removed from university materials and websites (2B).
5. Analyzing student persistence, completion, and time-to-degree rates in program reviews (4A1, 4C1-4C4, 5D1, 5D2).
6. Continuing to address challenges identified in the Self-Study related to:
  - A. Stabilizing and increasing new and total student enrollment (5A3, 5C4, 5D1).
  - B. Increasing international student and WESL enrollment (1C1, 1C2, 3B4, 5C5).
7. Adding student learning outcomes for all minor, degree, and certificate programs in Undergraduate and Graduate Catalogs (2B, 3A2, 4B1 Websites for Truman State,



University of Illinois-Springfield, and the University of Wisconsin-Eau Claire provide examples).

8. Engaging in co-curricular assessment in all academic support and student service departments (4B2-4B4). Publications by the Association of Institutional Research and Council for the Advancement of Standards provide frameworks.

At the institutional-level, Minnesota State University-Moorhead has each unit develop at least one student learning outcome and relate it to a university goal, value, or program. Youngstown State University has similar codified processes in its *Co-curricular Assessment Handbook*; and the University of Central Arkansas' co-curricular assessment templates and rubrics are available online. Each of these institutions recommend using three to five learning outcomes in co-curricular assessment.

9. Continue development of the University's Self-Study for Reaffirmation of Accreditation from the Higher Education Commission as described in the June 2019 Report to the Western Illinois University Board of Trustees (*Social Responsibility Task Force*).
10. Following the same protocol as used in academic year 2018-2019 to create the 2020-2021 Strategic Plan Supplement as described in the June 2019 Report to the Western Illinois University Board of Trustees (*Social Responsibility Task Force*).

As this Core Component and *Self-Study* shows, WIU learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

2019-2020 STRATEGIC PLAN SUPPLEMENT  
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# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

June 14, 2019

## Report 19.6/13 Strategic Plan Supplement 2019-2020

Western Illinois University operates according to *Higher Values in Higher Education 2017-2027*, with the institutional *Strategic Plan* scheduled for updating in academic year 2022-2023. In the period between adopting and revising its *Strategic Plan*, the University also operates according to Annual Strategic Plan Supplements to address unforeseen challenges and opportunities at the time of writing the *2017 Strategic Plan*.

The *2019-2020 Strategic Plan Supplement* identifies eight areas of improvement and two follow-up items as the University provides evidence to the Higher Learning Commission that it meets and exceeds criteria for accreditation. This *Supplement* is presented to the Board of Trustees as a Report.

Strategic Plan Supplements proposing institutional goals and priorities require Board approval (Resolutions) per institutional precedent, Illinois state statute, and HLC Criterion (5B1). Strategic Plan Supplements that address operations are provided as Reports to provide the Commission with evidence that the Board delegates daily management to the administration (2C4), while remaining knowledgeable about the institution (5B1).

As documented in Board of Trustees Report 19.6/11, the *2019-2020 Strategic Plan Supplement* was prepared by the 74-member Social Responsibility Task Force that engaged in 23 meetings to review HLC criteria, core components, and subcomponents to determine if the University had sufficient evidence to show that it meets and exceeds Commission requirements. This analysis includes feedback from five solicitations made to the university community in *January-May 2019 Strategic Plan Updates*.

Organizationally, this *Supplement* has three components:

1. Statement of the University's *Vision, Mission, and Values*. This is unchanged from the *2018-2019 Strategic Plan Supplement*.
2. Actions to take to assure institutional compliance with HLC requirements.
3. Social Responsibility Task Force membership.

# 2019-2020 STRATEGIC PLAN SUPPLEMENT

## VISION, MISSION, AND VALUES

### *Our Vision*

Western Illinois University aims to be the leading public regional university in providing educational quality, opportunity, and affordability.

### *Our 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 multidisciplinary, 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.

### *Our Values*

#### Academic Excellence

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

#### Educational Opportunity

Western Illinois University values educational opportunity and welcomes those who show promise and a willingness to work toward achieving academic excellence. We are committed to providing accessible, high quality educational programs and financial support for our students.

#### Personal Growth

Western Illinois University values the development of the whole person. We are committed to providing opportunities for personal growth in a transformative educational environment that supports the development of wellness, ethical decision making, and personal responsibility in the global community.

#### Social Responsibility

Western Illinois University is committed to civic and community engagement, equity, social justice, and diversity and will maintain the highest standards of integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community and economic development in our region and well beyond it for the public good.

## 2019-2020 STRATEGIC PLAN SUPPLEMENT

### Accreditation Actions and Analysis

The 2019-2020 Strategic Plan Supplement focuses on actions and follow up items needed to ensure that Western Illinois University meets and exceeds Higher Learning Commission requirements for accreditation. Following are actions recommended by the Social Responsibility (University Planning) Task Force and approved by the President's Leadership Team.

Each action item ends parenthetically, with the HLC core component(s) and/or subcomponent(s) that the action addresses, and the office(s) or individual(s) implementing the action. Future reporting will keep the Board updated on the status of each action to demonstrate institutional transparency and accountability.

1. Preparing to engage the Board of Trustees in Open Meetings Act training with the Illinois Attorney General Public Access Counselor (*2A/University Legal Counsel, President's Office*).
2. Updating University Policies and implementing cyclic policy reviews (*Criteria 1-5/Policy Review Committee*).
3. Addressing HLC's expectation on *Control* that requires that institutions designate their status (public or private) in Undergraduate and Graduate Catalogs (*2B/Provost's Office, School of Graduate Studies*).
4. Meeting the Commission's expectation that all references to the North Central Association of Colleges and Schools are removed from university websites (*2B/Web Services*).
5. Embedding and supporting analysis of student persistence, completion, and time-to-degree rates in program reviews (*4A1, 4C1-4C4, 5D1, 5D2/Provost's Office, Institutional Research and Planning, Office of the University Registrar*).
6. Continuing to address challenges identified in the Self-Study related to:
  - A. Stabilizing and increasing new and total student enrollment (*5A3, 5C4, 5D1/Admissions, School of Graduate Studies, School of Global Education and Outreach, Year Round Recruitment and Educational Innovation Task Forces*).
  - B. Increasing international student and WESL enrollment (*1C1, 1C2, 3B4, 5C5/School of Global Education and Outreach, Distance Learning and International Education Task Force*).
7. Adding student learning outcomes for all degree, minor, and certificate programs in Undergraduate and Graduate Catalogs. Websites for Truman State, University of Illinois-Springfield, and the University of Wisconsin-Eau Claire provide examples (*2B, 3A2, 4B1/Provost's Office, School of Graduate Studies*).
8. Engaging in co-curricular assessment of all academic support and student service departments, Publications by the Association of Institutional Research, Council for the Advancement of Standards, Minnesota State University-Moorhead, Youngstown State University, and the University of Central Arkansas provide examples (*4B2-4B4/Co-Curricular Assessment Committee*).
9. Continuing to develop the University's Self-Study for Reaffirmation of Accreditation from the Higher Education Commission as described in *Western Illinois University Board of Trustees Report 19.6/11 (Social Responsibility Task Force)*.
10. Following the same protocol as used in academic year 2018-2019 to create the 2020-2021 Strategic Plan Supplement as described in *Western Illinois University Board of Trustees Report 19.6/11 (Social Responsibility Task Force)*.

# 2019-2020 STRATEGIC PLAN SUPPLEMENT

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# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

June 14, 2019

## Resolution No. 19.6/6 Release of Closed Session Meeting Minutes

### **Resolution:**

**WHEREAS** the Board of Trustees of Western Illinois University must comply with the Illinois Open Meetings Act;

**WHEREAS** pursuant to Section 2.06(c) of the Open Meetings Act, the Board of Trustees of Western Illinois University may eliminate the verbatim records of June 12, 2017, July 14, 2017, September 28, 2017 and December 14, 2017;

**WHEREAS** pursuant to Section 2.06(d) of the Open Meetings Act, the Board of Trustees of Western Illinois University has reviewed the minutes of the closed session minutes of December 17, 2015; January 25, 2016; March 10, 2016; April 20, 2016; June 9, 2016; July 14, 2016; October 6, 2016; December 15, 2016; March 30, 2017; June 8, 2017; July 13, 2017; September 28, 2017; December 14, 2017; March 22, 2018, April 5, 2018, April 30, 2018, May 18, 2018, portions of June 1, 2018, portions of June 7, 2018, portions of June 28, 2018, portions of July 12, 2018, August 23, 2018, September 27, 2018 and March 29, 2019: to determine whether the need for confidentiality still exists with respect to all or part of the minutes;

**WHEREAS**, the Board of Trustees of Western Illinois University approves the release of a portion of June 7, 2018 meeting and a portion of the July 12, 2018 meeting as requested by the Public Access Bureau from the Office of the Illinois Attorney General and

**THEREFORE** be it resolved the Board of Trustees of Western Illinois University has determined that the need for confidentiality of the minutes listed above still exists. The Board will review the minutes listed above again at the October 4, 2019, Board Meeting to make a determination regarding release.



# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

June 14, 2019

## Resolution No. 19.6/7 Cemetery Approval – WIU Columbarium

**Resolution:**

**WHEREAS** Western Illinois University has installed a columbarium in the S36 T6 SW NE & PT SE NE & PT SE NW Western Illinois State Normal School Addition; and,

**WHEREAS** Western Illinois University has installed the columbarium for the purposes of entombment; and,

**WHEREAS** columbarium installation is regulated by the Illinois Cemetery Care Act (760 ILCS100) and the Illinois Cemetery Oversight Act (225 ILCS 411); and,

**WHEREAS** the Illinois Office of the Comptroller and the Illinois Department of Financial & Professional Regulation require property owners of cemeteries or land owners who choose to have family members or citizens interred and entombed on their property to fill out a registration form indicating which cemetery type they prefer; and,

**WHEREAS** the Illinois Office of the Comptroller requires Board approval to accompany said registration; and,

**THEREFORE** be it resolved that the Board of Trustees agrees to approve the registration for the tract described and attached hereto.



# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

June 14, 2019

## Resolution No. 19.6/8 Election of Officers of the Board for July 1, 2019-June 30, 2020

### **Resolution:**

**WHEREAS** Section 35-25 of Senate Bill 241 states:

*“Members of the Board shall elect annually by secret ballot from their own number a chairman who shall preside over meetings of the Board and a secretary”*; and,

**WHEREAS** the Board of Trustees Bylaws, Section VII.A.1., stipulates:

*“The Chair, Vice Chair, and Secretary shall be elected annually by secret ballot by a majority of the voting members of the Board then serving and shall hold office until their successors are elected. Trustees who are elected to serve as the Chair, Vice Chair and Secretary may be elected to those positions for one successive term, after which an intervening term must occur before re-election to the same officer position”*; and,

(History of Officers of the Board Attached)

**WHEREAS** the Board of Trustees at its July 25, 1997, meeting, agreed to elect officers in conjunction with the fiscal year; and the Western Illinois University fiscal year is July 1-June 30:

**THEREFORE** be it resolved that the persons elected at the June 14, 2019 meeting of the Board of Trustees shall serve as Officers of the Western Illinois University Board of Trustees for July 1, 2019-June 30, 2020.

**WESTERN ILLINOIS UNIVERSITY  
BOARD OF TRUSTEES  
HISTORY - OFFICERS OF THE BOARD**

**January 1 - June 30, 1996**

Chair	Gretchen Winter
Vice Chair	Lorraine Epperson
Secretary	Dexter Yarbrough

**July 1, 1996 - June 30, 1997**

Chair	Gretchen Winter
Vice Chair	Lorraine Epperson
Secretary	Dexter Yarbrough

**July 1, 1997 - June 30, 1998**

Chair	Lorraine Epperson
Vice Chair	C. Robert Leininger
Secretary	Dexter Yarbrough
Member At Large	Maureen Schuering

**July 1, 1998 - June 30, 1999**

Chair	Lorraine Epperson
Vice Chair	C. Robert Leininger
Secretary	Dexter Yarbrough
Member At Large	Maureen Schuering

**July 1, 1999 - June 30, 2000**

Chair	Lorraine Epperson
Vice Chair	C. Robert Leininger
Secretary	Dexter Yarbrough
Member At Large	Maureen Schuering

**July 1, 2000 - June 30, 2001**

Chair	Carolyn J. Ehlert
Vice Chair	Dexter Yarbrough (until 1/15/01; no Vice Chair 1/15/01-6/30/01)
Secretary	J. Michael Houston
Member At Large	George J. Guzzardo

**July 1, 2001 - June 30, 2002**

Chair	Carolyn J. Ehlert
Vice Chair	Zack Stamp
Secretary	J. Michael Houston

**July 1, 2002 - June 30, 2003**

Chair	Zack Stamp
Vice Chair	J. Michael Houston
Secretary	Dace Richardson



**July 1, 2003 - June 30, 2004**

Chair	Zack Stamp (until 1/16/04) J. Michael Houston (1/16/04-6/30/04)
Vice Chair	J. Michael Houston (until 1/16/04/04; then became Chair) Dace E. Richardson (3/5/04-6/30/04)
Secretary	Dace E. Richardson (until 3/5/04; then became Vice Chair) Trish K. Hammond (3/5/04-6/30/04)

**July 1, 2004 - June 30, 2005**

Chair	J. Michael Houston
Vice Chair	Dace E. Richardson
Secretary	William L. Epperly

**July 1, 2005 - June 30, 2006**

Chair	J. Michael Houston
Vice Chair	Dace E. Richardson (until 11/3/05; no Vice Chair 11/4/05-6/30/06)
Secretary	William L. Epperly

**July 1, 2006 - June 30, 2007**

Chair	William L. Epperly
Vice Chair	Steven L. Nelson
Secretary	Robert J. Cook

**July 1, 2007 - June 30, 2008**

Chair	William L. Epperly
Vice Chair	Steven L. Nelson
Secretary	Robert J. Cook (until 5/22/08)

**July 1, 2008 - June 30, 2009**

Chair	Steven L. Nelson
Vice Chair	J. Michael Houston
Secretary	Donald W. "Bill" Griffin

**July 1, 2009 - June 30, 2010**

Chair	Steven L. Nelson
Vice Chair	J. Michael Houston
Secretary	Donald W. "Bill" Griffin

**July 1, 2010 – September 30, 2011**

Chair	J. Michael Houston
Vice Chair	Carolyn Ehlert Fuller
Secretary	William L. Epperly

**October 1, 2011 – October 24, 2011**

Chair	Carolyn Ehlert Fuller
Vice Chair	William L. Epperly
Secretary	Steven L. Nelson

**October 25, 2011 – December 16, 2011**

Interim Chair	William L. Epperly
Vice Chair	Vacant
Interim Secretary	Donald W. “Bill” Griffin

**December 17, 2011 – June 30, 2012**

Chair	William L. Epperly
Vice Chair	J. Michael Houston
Secretary	Donald W. “Bill” Griffin

**July 1, 2012 – February 24, 2013**

Chair	William L. Epperly
Vice Chair	Carolyn Ehlert Fuller
Secretary	Donald W. “Bill” Griffin

**February 25, 2013 – June 30, 2013**

Chair	William L. Epperly
Vice Chair	Carolyn Ehlert Fuller
Acting Secretary	Cathy Early

**July 1, 2013 – June 30, 2014**

Chair	Cathy Early
Vice Chair	Carolyn Ehlert Fuller
Secretary	Lyneir Cole

**July 1, 2014 – June 30, 2015**

Chair	Cathy Early
Vice Chair	Roger Clawson
Secretary	Phil Hare

**July 1, 2015 – February 20, 2016**

Chair	Roger Clawson
Vice Chair	Yvonne Savala
Secretary	Phil Hare

**February 21, 2016 – March 11, 2016**

Chair	Roger Clawson
Vice Chair	Yvonne Savala
Acting Secretary	Michael Quigley

**March 12, 2016 – June 30, 2016**

Chair	Roger Clawson
Vice Chair	Yvonne Savala
Secretary	Michael Quigley

**July 1, 2016 – June 30, 2017**

Chair	Cathy Early
Vice Chair	Yvonne Savala
Secretary	Roger Clawson

**July 1, 2017 – June 30, 2018**

Chair	Cathy Early
Vice Chair	Steven Nelson
Secretary	Roger Clawson

**July 1, 2018 – March 28, 2019**

Chair	Carolyn Ehlert Fuller
Vice Chair	Yvonne Savala
Secretary	Todd Lester

**March 29, 2019 – June 30, 2019**

Chair	Greg Aguilar
Vice Chair	Nick Padgett
Secretary	Jackie Thompson



# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

June 14, 2019

## Resolution No. 19.6/9 Elect Trustee to Serve on State Universities Civil Service Merit Board

### **Resolution:**

**WHEREAS** the State Universities Civil Service Act (110 ILCS 70) established a State Universities Civil Service System under the control of a Board known as the University Civil Service Merit Board (hereafter referred to as the Merit Board); and,

**WHEREAS** the State Universities Civil Service Act (110 ILCS 70/36c) states that:

*“The Merit Board shall be composed of 11 members, ... one of whom shall be a member of the Board of Trustees of Western Illinois University”*; and,

**WHEREAS** the State Universities Civil Service Act (110 ILCS 70/36c) further states:

*“The members of the Merit Board shall be elected by the respective Boards in which they hold membership and they shall serve at the pleasure of the electing Boards”*; and,

**WHEREAS** the Board of Trustees Bylaws, Section IX.F., states:

*“Representatives of the Board to serve on other boards, commissions, and similar bodies shall be designated as required by statute,”*

**THEREFORE** be it resolved that the person elected at the May 30, 2019 meeting of the Board of Trustees shall serve as the representative of Western Illinois University to the Merit Board.



WESTERN ILLINOIS UNIVERSITY  
BOARD OF TRUSTEES

June 14, 2019

Resolution No. 19.6/10

Presidential Assessment and Contract

**Resolution:**

**WHEREAS** the Board of Trustees is responsible for Presidential Assessment; and,

**WHEREAS** constituency input was received:

**THEREFORE** be it resolved that the Western Illinois University Board of Trustees hereby authorizes the following:

