

# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

September 27-28, 2018

Western Illinois University  
Macomb, Illinois

<b>Agenda Topic</b>	<b>Page</b>	<b>Action</b>
<b><u>September 27, 2018 – Sherman Hall Room 205</u></b>		
<b>Motion to Convene to Open Session – 5:00 p.m.</b>		
<b>Roll Call</b>		
<b>Motion to Permit Remote Attendance</b>		
<b>Roll Call</b>		<b>Action</b>
<b>Motion to Convene to Closed Session – 5:00 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>September 28, 2018 – Capitol Rooms, University Union</u></b>		
<b>Motion to Convene to Open Session – 8:00 a.m.</b>		
<b>Roll Call</b>		<b>Action</b>
<b>Review and Approval of Meeting Minutes of June 1, 2018 Meeting, June 6-7, 2018 Meeting, June 28, 2018 Meeting, July 12-13, 2018 Retreat, and August 23-24 Meeting</b>	<b>5</b>	<b>Action</b>
<b>Public Comments</b>		
<b>Points of Pride</b> (Senior Vice President Joe Rives)		
<b>Chairperson’s Remarks</b> Carolyn Ehlert Fuller		
<b>President’s Remarks</b> Jack Thomas		

**Assistant to the President for Governmental Relations Report**

Jeanette Malafa

**General Comments by Vice Presidents**

- Dr. Kathy Neumann, Interim Provost and Academic Vice President
- Dr. Joseph Rives, Senior Vice President for Strategic Planning and Initiatives
- Dr. Ronald Williams, Vice President for Student Services
- Mr. Brad Bainter, Vice President for Advancement and Public Services
- Dr. Bill Polley, Interim Vice President for Administrative Services

**Advisory Group Reports and Comments**

- Audrey Adamson – President, Council of Administrative Personnel – Macomb & QC
- Robert O’Bear – Vice President, Civil Service Employees Council – Macomb
- Christopher Pynes – Chair, Faculty Senate – Macomb
- Grant Reed – President, Student Government Association – Macomb

**Finance**

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Purchases of \$100,000 - \$499,999.99 Receiving Presidential Approval (Interim Vice President Bill Polley)		
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<b>Agenda Topic</b>	<b>Page</b>	<b>Action</b>
<b>Old Business</b>		
<b>New Business</b>		
<b>Next Meeting – December 13-14, 2018 – WIU-Macomb</b>		
<b>Adjourn</b>		
<b>2:00 p.m. – Ribbon Cutting for New Pro Shop and Golf Team Facility</b>		



# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

September 28, 2018

Review and Approval of the Meeting Minutes of:

June 1, 2018

June 6-7, 2018

June 28, 2018

July 12-13, 2018 (Retreat)

August 23-24, 2018

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

September 28, 2018

Report No. 18.9/1  
Report on Contributions  
Vice President Brad Bainter



# Interim Campaign Progress Report

## July 1, 2018 - June 30, 2019

Pledges Made	Planned Gifts (FV)*	Total Pledges
\$ 704,722	\$ 0	<b>\$ 704,722</b>
Cash Gifts	Gifts-in- Kind	Total Receipts
\$ 874,279	\$ 24,929	<b>\$ 899,208</b>

	Overall Total	Goal	% to Goal
FY2019	<b>\$ 1,603,930</b>	\$ 7,500,000	22.9%

\*Discounted Present Value for the 0 planned gift pledges:

Outside scholarships not included in report: \$ 546,129

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 2018-09-05



# Interim Campaign Progress Report

## July 1, 2018 - June 30, 2019

COLLEGE/UNIT	PLEDGES	GIFTS	GIFTS- IN-KIND	PLANNED GIFTS	FISCAL YEAR TOTAL
CAS	28,453	20,730	0	0	49,183
CBT	32,176	28,943	0	0	61,118
COEHS	53,045	64,294	150	0	117,490
COFAC	36,907	58,735	25	0	95,667
LIBRARY	5,941	4,105	104	0	10,150
HONORS	2,880	50,510	0	0	53,390
INTL STUDIES	120	0	0	0	120
STUDENT SERVICES	12,138	128,699	927	0	141,764
QC	18,698	0	0	0	18,698
WQPT	165,491	347,108	0	0	512,599
ATHLETICS	237,085	37,354	23,723	0	298,162
ALUMNI	4,326	1,795	0	0	6,121
BGS	102	170	0	0	272
TRI-STATES RADIO	91,976	33,610	0	0	125,586
UNIV SCHOLARSHIPS	6,277	29,909	0	0	36,186
OTHER	9,108	68,318	0	0	77,425
<b>UNIVERSITY TOTALS:</b>	<b>704,722</b>	<b>874,279</b>	<b>24,929</b>	<b>0</b>	<b>1,603,930</b>

Outside scholarships not included in report: \$ 546,129

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.

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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
ANONYMOUS	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
ANONYMOUS	750	0	0	0	0	750	0	750	0	0	0	0	750
BRAD BANTER	10,290	0	0	0	0	10,290	153	10,290	0	0	0	0	10,443
GINNY BOYNTON	9,914	0	0	0	0	9,914	500	10,514	0	0	0	0	11,014
SCOTT BROUETTE	0	0	0	0	0	0	0	0	0	0	0	0	0
CHERIE CLARK	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
ERIC CLARK	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
ERNIE CODILIS	0	0	0	0	0	0	50,000	0	0	0	0	0	50,000
PAMELA CODILIS	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNITY FOUNDATION OF THE GREAT RIVER BEND	0	0	0	0	0	0	250,000	0	0	0	0	0	250,000
COMPEER FINANCIAL	0	0	0	0	0	0	7,500	0	0	0	0	0	7,500
MARIAH DI GRINO	0	0	0	0	0	0	0	7,000	0	0	0	0	7,000
SAMUEL DI GRINO	0	0	0	0	0	0	0	0	0	0	0	0	0
DORIS & VICTOR DAY FOUNDATION	45,000	0	0	0	0	45,000	0	45,000	0	0	0	0	45,000
GINGER DYKSTRA	0	0	0	0	0	0	0	8,000	0	0	0	0	8,000
EDWARD JONES	6,020	0	0	0	0	6,020	147	9,080	0	0	0	0	9,227
GAY ELFLINE	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
ERIC GLEACHER FOUNDATION	5,000	0	0	0	0	5,000	0	5,000	0	0	0	0	5,000
SUE MARTINELLI-FERNANDEZ	8,636	0	0	0	0	8,636	540	8,636	0	0	0	0	9,176
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	6,250	0	0	0	0	6,250
SARAH GARVEY	0	0	0	0	0	0	0	6,250	0	0	0	0	6,250
CHUCK GILBERT	7,200	0	0	0	0	7,200	0	7,200	0	0	0	0	7,200
KAREN IHRIG-GILBERT	0	0	0	0	0	0	0	0	0	0	0	0	0
GEORGE GRICE	39,000	0	0	0	0	39,000	0	39,000	0	0	0	0	39,000
JIM HANSEN	3,000	0	0	0	0	3,000	0	8,000	0	0	0	0	8,000
RACHEL HANSEN	0	0	0	0	0	0	0	0	0	0	0	0	0
YASSMINDA HARTS	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000

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
ANN MARIE HAYES-HAWKINSON	0	0	0	0	0	0	0	0	0	0	0	0	0
KEN HAWKINSON	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
MONICA IVERSON	0	0	0	0	0	0	0	0	0	0	0	0	0
RICK IVERSON	1,100	0	0	0	0	1,100	10,400	1,100	0	0	0	0	11,500
GARRY JOHNSON	6,775	0	0	0	0	6,775	998	6,775	0	0	0	0	7,773
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	0	0	0	0	0	0	0
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	5,000	0	0	0	0	0	5,000
DAN LIEHR	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
GEORGE MAVIGLIANO	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
RENEE MAVIGLIANO	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
JODY MC CAMEY	0	0	0	0	0	0	0	33,000	0	0	0	0	33,000
VELMA MC CAMEY	0	0	0	0	0	0	0	26,000	0	0	0	0	26,000
JOHN MEIXNER	8,712	0	0	0	0	8,712	11	2,904	0	0	0	0	2,915
CRAIG NEADER	6,000	0	0	0	0	6,000	0	6,000	0	0	0	0	6,000
JOYCE NIELSEN	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
JIM NIELSEN	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
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
KATHARINE PAWELKO	0	0	0	0	0	0	3,130	3,800	0	0	0	0	6,930
REFRESHMENT SERVICES PEPSI	0	0	0	0	0	0	0	5,000	0	0	250	0	5,250
ALENE REUSCHEL	1,000	0	0	0	0	1,000	0	4,000	0	0	0	0	4,000
PAUL REUSCHEL	0	0	0	0	0	0	0	3,000	0	0	0	0	3,000
JOE RIVES	10,080	0	0	0	0	10,080	0	10,080	0	0	0	0	10,080
SARAH KNIGHT MEMORIAL	0	0	0	0	0	0	10,000	0	0	0	0	0	10,000
SODEXO INC & AFFILIATES	0	0	0	0	0	0	119,986	0	0	0	0	0	119,986
AMY SPELMAN	5,090	0	0	0	0	5,090	0	5,090	0	0	0	0	5,090
STRONGHURST LLC	0	0	0	0	0	0	0	25,000	0	0	0	0	25,000
JOHN TANNEY	5,000	0	0	0	0	5,000	0	5,000	0	0	0	0	5,000
THE MOLINE FOUNDATION	100,000	0	0	0	0	100,000	0	100,000	0	0	0	0	100,000

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
JACK THOMAS	6,040	0	0	0	0	<b>6,040</b>	0	6,040	0	0	0	0	<b>6,040</b>
LINDA THOMAS	0	0	0	0	0	<b>0</b>	0	0	0	0	0	0	<b>0</b>
AUDREY THOMPSON	0	0	0	0	0	<b>0</b>	0	0	0	0	0	0	<b>0</b>
RONALD THOMPSON	8,786	0	0	0	0	<b>8,786</b>	0	6,286	0	0	0	0	<b>6,286</b>
TRACY FAMILY FOUNDATION	0	0	0	0	0	<b>0</b>	28,000	0	0	0	0	0	<b>28,000</b>
BETH TRIPLETT	0	0	0	0	0	<b>0</b>	0	5,000	0	0	0	0	<b>5,000</b>
RON WALKER	15,160	0	0	0	0	<b>15,160</b>	0	3,160	0	0	0	0	<b>3,160</b>
WESLEY UNITED METHODIST CHURCH	0	0	0	0	0	<b>0</b>	20,313	0	0	0	0	0	<b>20,313</b>
WETA	0	0	0	0	0	<b>0</b>	7,500	0	0	0	0	0	<b>7,500</b>
MARGARET WONG	0	0	0	0	0	<b>0</b>	0	34,000	0	0	0	0	<b>34,000</b>
GREGG WOODRUFF	5,502	0	0	0	0	<b>5,502</b>	0	5,502	0	0	0	0	<b>5,502</b>
DAN YODER	0	0	0	0	0	<b>0</b>	0	17,900	0	0	0	0	<b>17,900</b>
SHERYL YODER	0	0	0	0	0	<b>0</b>	0	0	0	0	0	0	<b>0</b>
JAMES ZWIENER	10,080	0	0	0	0	<b>10,080</b>	100	2,520	0	0	0	0	<b>2,620</b>

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)

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# 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	18	8,573	476	1,967	7,035	0	0	9,002
CBT	34	17,726	521	6,362	17,818	0	0	24,179
COEHS	18	12,195	678	6,412	18,630	150	0	25,193
COFAC	39	18,987	487	3,344	24,628	25	0	27,997
ALUMNI	7	773	110	362	1,745	0	0	2,107
INTL STUDIES	1	120	120	30	0	0	0	30
LIBRARY	9	5,941	660	1,615	4,105	104	0	5,824
HONORS	5	1,350	270	360	510	0	0	870
QC	13	3,698	284	812	0	0	0	812
ATHLETICS	812	237,085	292	232,820	32,604	23,723	0	289,147
STUDENT SERVICES	12	3,838	320	788	4,328	827	0	5,942
BGS	1	102	102	26	170	0	0	196
TRI-STATES RADIO	388	91,976	237	15,911	33,610	0	0	49,521
WQPT	282	165,491	587	55,657	347,108	0	0	402,765
PFA	0	0	0	0	0	0	0	0
SCHOLARSHIPS	27	5,769	214	915	24,909	0	0	25,824
OTHER	22	4,295	195	996	32,577	0	0	33,573
<b>Total</b>	<b>1,688</b>	<b>577,920</b>	<b>342</b>	<b>328,377</b>	<b>549,777</b>	<b>24,829</b>	<b>0</b>	<b>902,982</b>

**\*\*Total Annual Fund: \$1,152,525**

Above Pledge totals include:

Leatherneck Club	\$ 235,081
Library Atrium Society	\$ 5,941
Performing Arts Society	\$ 8,684

Above Receipt totals include:

Leatherneck Club	\$ 247,056
Library Atrium Society	\$ 5,715
Performing Arts Society	\$ 13,163

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 2018-09-05



# 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	0	0	0	0	0	0	0	0
CBT	0	0	0	0	0	0	0	0
COEHS	0	0	0	0	0	0	0	0
COFAC	0	0	0	0	0	0	0	0
ALUMNI	2	300	150	300	0	0	0	300
INTL STUDIES	0	0	0	0	0	0	0	0
LIBRARY	0	0	0	0	0	0	0	0
HONORS	0	0	0	0	0	0	0	0
QC	0	0	0	0	0	0	0	0
ATHLETICS	55	5,765	105	3,880	0	0	0	3,880
STUDENT SERVICES	0	0	0	0	0	0	0	0
BGS	0	0	0	0	0	0	0	0
TRI-STATES RADIO	0	0	0	0	0	0	0	0
WQPT	0	0	0	0	0	0	0	0
PFA	0	0	0	0	0	0	0	0
SCHOLARSHIPS	0	0	0	0	0	0	0	0
OTHER	0	0	0	0	0	0	0	0
<b>Total</b>	<b>57</b>	<b>6,065</b>	<b>106</b>	<b>4,180</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4,180</b>

**\*\*Total Phonathon: \$6,065**

Above Pledge totals include:

Leatherneck Club                      \$ 5,765

Above Receipt totals include:

Leatherneck Club                      \$ 3,880

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 2018-09-05

# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

September 28, 2018

Report No. 18.9.2

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

Vendor	Type of Purchase	Annual Amount <small>(unless otherwise noted)</small>	Number of Bids
Dell SecureWorks; Atlanta, GA	FY19 IT security services (first of two 2-year options to renew). This was previously approved by the BOT on June 12, 2015.	\$106,300.00	11
CDW-G; Vernon Hills, IL	Nimble network storage for uTech	\$106,939.00	IPHEC
Cordogan Clark and Associates Inc.; Aurora, IL	FY19 continuous order for AE services (second of three optional one-year renewals).	\$120,000.00	QBS 24 responses
Clark Baird Smith LLP; Rosemont, IL	FY19 legal services (collective bargaining and negotiations).	\$126,000.00	P&A RFP
Laverdiere Construction Inc.; Macomb, IL	Renovation and construction of Alumni Plaza, north of the University Union.	\$129,360.00	1
Davis & Campbell LLC; Peoria, IL	FY19 legal services (employer rights).	\$135,000.00	P&A RFP
CDW-G; Vernon Hills, IL	Wireless access points for uTech	\$158,710.00	IPHEC

Public Broadcasting Service; Arlington, VA	FY19 PBS dues and programming fees for WQPT	\$160,000.00	Sole Source
Ricoh USA, Inc.;; Springfield, IL	FY19 University Copier Program (year 4 of 5 – originally approved at June 2015 BOT meeting)	\$160,000.00	5 proposals
Apogee Telecom Inc (dba Apogee); Austin, TX	FY19 satellite signal service for UHDS (fourth year of a five-year contract with five additional one-year renewal options). The BOT previously approved this on June 12, 2015.	\$170,123.24	3
Levi Ray & Shoup, Inc.;; Springfield, IL	FY19 support and maintenance on IBM z114 mainframe.	\$182,629.00	1
Dell Marketing LP; Round Rock, TX	Dell computers and monitors for uTech computer labs (qty 209)	\$194,668.87	MHEC
Columbia Pipe and Supply Co; East Peoria, IL	FY19 continuous order for plumbing supplies.	\$200,000.00	1
WTVP TV/Illinois Valley Public Telecommunications Corp; Peoria, IL	FY19 master control services for WQPT (entire contract approved by BOT on March 28, 2014).	\$213,665.76	2

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

Vendor	Type of Purchase	Annual Amount <small>(unless otherwise noted)</small>	Number of Bids
University of Illinois – CARLI; Champaign, IL	FY19 continuous order for library materials	\$275,000.00	Sole Source

Arthur J Gallagher Risk Management Services Inc; Quincy, MA	Student athletic insurance for the period of August 1, 2018 through July 31, 2019 (fourth of nine optional one-year renewals).	\$318,500.00	3 proposals
Data Recognition Corporation; Maple Grove, MN	FY19 continuous order for adult education testing materials for resale by WIU's Central Illinois Adult Education Resource Center	\$450,000.00	Sole Source
Burlington Trailways; Burlington, IA	FY19 continuous order for motor coach charter services for Athletics	\$472,250.00	1
Adidas America, Sports Licensing Division, Agron, and others; Portland, OR	Athletic apparel and gear to be ordered as needed by WIU Athletics for FY19 (fourth year of a five-year contract with five optional one-year renewals). The BOT approved the entire contract on March 27, 2015.	\$481,700.00	1

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

Vendor	Type of Purchase	Annual Amount (unless otherwise noted)	Number of Bids
Marsh USA Inc; Chicago, IL	FY19 property insurance program	\$517,979.39	MHEC
Levi Ray & Shoup, Inc.;; Springfield, IL	FY19 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)	\$544,702.28	1
Western Specialty Contractors; Peoria, IL	All labor, material, and equipment necessary for complete removal and replacement of the University Union Hotel roof. BOT granted approving	\$603,117.26	2

authority to President Thomas at the June 8, 2018 BOT meeting.

Durham School Services; Southfield, MI	FY19 transit services for Go West (fourth year of a five-year contract). The BOT previously approved this on June 12, 2015.	\$1,000,000.00	1
Health Insurance Reserve Fund; Springfield, IL	WIU's health insurance contribution for FY19 (CMS contract – exempt from BOT approval)	\$1,620,670.00	CMS
Academic Health Plans, Inc.; Colleyville, TX	FY19 student health insurance fees (first 1-year renewal of five 1-year renewal options). The BOT approved the entire contract on March 29, 2013.	\$5,000,000.00	2 proposals

\* Amounts listed for continuous orders are annual estimates and will vary with actual usage.

WESTERN ILLINOIS UNIVERSITY  
BOARD OF TRUSTEES

September 28, 2018

Report No. 18.9.3  
Cost Analysis Report

The Cost Analysis Report will be presented at the meeting.





# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

September 28, 2018

Resolution No. 18.9/1  
Purchases of \$500,000 or more

**Resolution:**

**WHEREAS** Western Illinois University has a need for digital advertising; 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

**Digital Marketing**

**ITEM DESCRIPTION:** Implement and facilitate digital marketing buys and advertising tactics for University Marketing. The initial term of the contract is July 1, 2017 through June 30, 2020 with seven (7) one-year renewal options available. The initial award was for \$375,000 (\$125,000/year) with the potential to increase as additional funding becomes available. FY18 spend was \$277,400.60. University Marketing has requested the FY19 total to be \$300,000, which would increase the total to over the \$500,000 BOT approval limit.

**COST:** \$1,250,000 estimated over life of contract (including renewal options)

**RECOMMENDED VENDOR:**  
Media Link, Inc.; Rock Island, IL

<b>BID SUMMARY:</b>	Media Link, Inc.; Rock Island, IL	*149/150 pts
	eBiz Universe; Schaumburg, IL	139/150 pts
	Register Media/USA Today; Des Moines, IA	129/150 pts
	Carnegie Communications; Westford, MA	126/150 pts
	WGN Radio; Chicago, IL	116/150 pts
	Nexstar; Champaign, IL	109/150 pts
	WGN TV; Chicago, IL	105/150 pts
	Sinclair/WICD; Champaign, IL	101/150 pts
	Media Monkey; Itasca, IL	96/150 pts
	Tribune Co; Chicago, IL	84/150 pts

\*Media Link is a registered certified minority business and will help WIU to meet the 10% goal established by the Small Business Contract Act (30 ILCS 503/10).

**FUND SOURCE:**

Appropriated

# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

September 28, 2018

## Resolution No. 18.9/2 Approved Depositories and Signatories

**Resolution:**

**WHEREAS** an informational listing of approved depositories shall be made annually at the fall meeting as part of the President's Report to the Board; and,

**WHEREAS** in accordance with Board of Trustees Regulations Section V.G.1., the following institutions have been approved as depositories of local funds:

Citizens, a Division of Morton Community Bank, Macomb, Illinois;  
First Bankers Trust Company, Macomb, Illinois;  
United Community Bank, Macomb, Illinois;  
First Midwest Bank, Moline, Illinois;  
First State Bank of Illinois, Macomb, Illinois;  
US Bank, Chicago, Illinois;  
Triumph Community Bank, East Moline, Illinois;  
Mid-America National Bank, Macomb, Illinois;  
The Illinois Funds, Springfield, Illinois;  
Illinois National Bank, Springfield, Illinois; and,

**WHEREAS** the Vice President for Administrative Services is responsible for depositories and major accounts; and,

**WHEREAS** as of September 28, 2018, the following University positions and names to withdraw funds is being requested: Interim Vice President for Administrative Services, William Polley, and President, Jack Thomas; and,

**WHEREAS** guidelines established by the President were followed; and,

**THEREFORE** be it resolved that the Board of Trustees approves the signature authority as presented.



# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

September 28, 2018

## Resolution No. 18.9/3 FY2019 All-Funds Budget

**Resolution:**

**WHEREAS** Western Illinois University must prepare an annual all-funds budget for Appropriated Funds, University Income Funds, and All Other Funds for the Illinois Board of Higher Education, Illinois State Legislature and the Governor; and,

**WHEREAS** the Fiscal Year 2019 all-funds budget requires Western Illinois University Board of Trustees approval prior to submission; and,

**WHEREAS** the *Fiscal Year 2019 All-Funds Budget* presented today advances the goals of the University's Strategic Plan, Higher Values in Higher Education, on both Western Illinois University campuses, and statewide strategic planning goals for higher education, as identified in IBHE's *Illinois Public Agenda for College and Career Success*; and,

**WHEREAS** the *Fiscal Year 2019 All-Funds Budget* presented today maintains Western Illinois University's public commitments to conservative fiscal management and public accountability to students, their families, and state taxpayers:

**THEREFORE** be it resolved that the Board of Trustees approves the Fiscal Year 2019 All-Funds Budget as presented in the *Fiscal Year 2019 All-Funds Budget* document and be it further resolved that the President be authorized to make technical adjustments in these budgets if necessary.

The FY2019 All-Funds Budget recommendation document will be provided prior to the September 2018 board meeting.



# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

September 28, 2018

## Resolution No. 18.9/4 FY2020 Appropriated Operating Budget Recommendations

**Resolution:**

**WHEREAS** Western Illinois University prepares annual appropriated operating recommendations for the Illinois Board of Higher Education, Illinois State Legislature and the Governor; and,

**WHEREAS** Fiscal Year 2020 appropriated operating budget recommendations require Western Illinois University Board of Trustees approval prior to submission; and,

**WHEREAS** the *Fiscal Year 2020 Appropriated Operating Budget Recommendations* presented today advance the goals of the University's Strategic Plan, Higher Values in Higher Education, on both Western Illinois University campuses, and the Illinois Board of Higher Education's statewide strategic plan for higher education, *IBHE 2012, A Strategic Plan for the Illinois Board of Higher Education*;

**THEREFORE** be it resolved that the Board of Trustees approves the Fiscal Year 2020 appropriated operating budget recommendations as presented in the *Fiscal Year 2020 Appropriated Operating Budget Recommendations* and be it further resolved that the President be authorized to make technical adjustments in the operating budget recommendations if necessary.

The FY2020 appropriated capital budget recommendation document will be provided prior to the September 2018 board meeting





# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

September 28, 2018

## Resolution No. 18.9/5 FY2020 Appropriated Capital Budget Recommendations

**Resolution:**

**WHEREAS** Western Illinois University must prepare annual appropriated capital budget recommendations for the Illinois Board of Higher Education, Illinois State Legislature, and the Governor; and,

**WHEREAS** Western Illinois University's Fiscal Year 2020 budget recommendations advance institutional progress and sustainability for the University's Strategic Plan, *Higher Values in Higher Education*, Campus Master Plans on the Macomb and Quad Cities campuses, and the Illinois Board of Higher Education's statewide strategic plan for higher education, *IBHE 2012, A Strategic Plan for the Illinois Board of Higher Education*; and,

**WHEREAS** the Fiscal Year 2020 Appropriated Capital Budget Recommendations require Western Illinois University Board of Trustees approval prior to submission:

**THEREFORE** be it resolved that the Board of Trustees approves the Fiscal Year 2020 Appropriated Capital Budget Recommendations as presented in the *Fiscal Year 2020 Appropriated Capital Budget Recommendations* document, and be it further resolved that the President be authorized to make technical adjustments in the capital budget recommendations if necessary.

The FY2020 appropriated capital budget recommendation document will be provided prior to the September 2018 board meeting.



WESTERN ILLINOIS UNIVERSITY  
BOARD OF TRUSTEES

September 28, 2018

Report No. 18.9/4  
Annual Report on Athletics

The report is as follows.

THE TRADITION OF  
#TOUGH



WESTERN ILLINOIS  
**FIGHTING LEATHERNECKS**

ATHLETICS ANNUAL REPORT  
2017-2018



“

**WE ARE MARCHING ON 'NEATH  
THE PURPLE AND GOLD;  
WE ARE SINGING A SONG THAT  
WILL NEVER GROW OLD.  
ALL THE SONS AND DAUGHTERS  
OF WESTERN, TODAY, GO  
MARCHING ON.  
W-E-S-T-E-R-N YEA! WESTERN**

**HAIL TO WESTERN, TRUE AND  
LOYAL,  
WE ARE HERE TO WIN THIS DAY.  
WHEN YOU SEE THOSE  
CONQU'RING HEROES  
MARCHING DOWN THE WAY  
(RAH! RAH! RAH!)  
EV'RY HEART AND VOICE WILL  
SING THIS MELODY OF  
VICT'RY'S SONG:  
FLING OUT THE PURPLE AND THE  
GOLD, WE'RE MARCHING ON.**

**WESTERN ILLINOIS  
FIGHT SONG**

”

**TRADITION OF  
#TOUGH**

# ALIGNMENT WITH **UNIVERSITY CORE VALUES**

## **EDUCATIONAL OPPORTUNITY**



## **PERSONAL GROWTH**



## **SOCIAL RESPONSIBILITY**



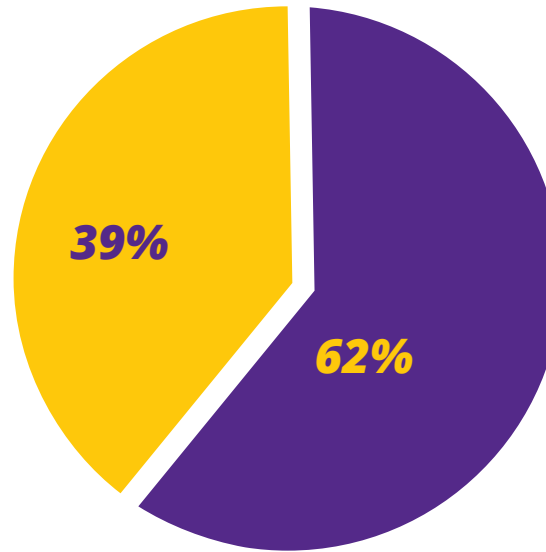
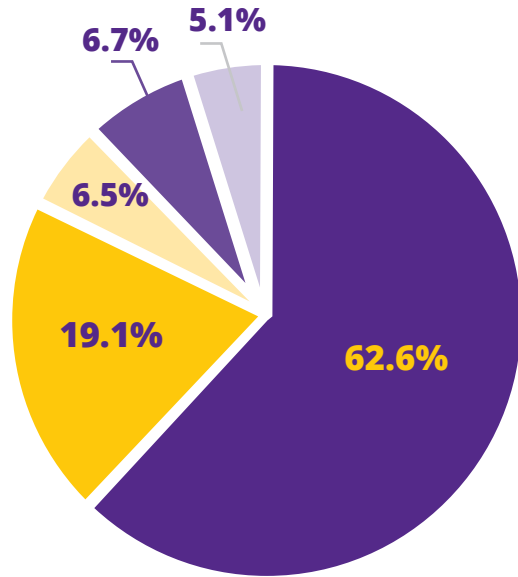
## **ACADEMIC EXCELLENCE**





# WHO WE ARE

## DEMOGRAPHICS



# 19

## DIVISION I SPORTS

### MEN'S SPORTS

- BASEBALL
- BASKETBALL
- CROSS COUNTRY
- FOOTBALL
- GOLF
- SOCCER
- SWIM/DIVE
- TRACK & FIELD

### WOMEN'S SPORTS

- BASKETBALL
- CROSS COUNTRY
- GOLF
- SOCCER
- SOFTBALL
- SWIM/DIVE
- TENNIS
- TRACK & FIELD
- VOLLEYBALL

**12** HEAD COACHES  
**372** STUDENT ATHLETES

#TRADITIONof  
**#TOUGH**

**SPRING 2018**

**WOMEN'S SPORT**  
WITH THE HIGHEST TEAM GPA

**3.81 GPA**

WOMEN'S TENNIS

**MEN'S SPORT**  
WITH THE HIGHEST TEAM GPA

**3.33 GPA**

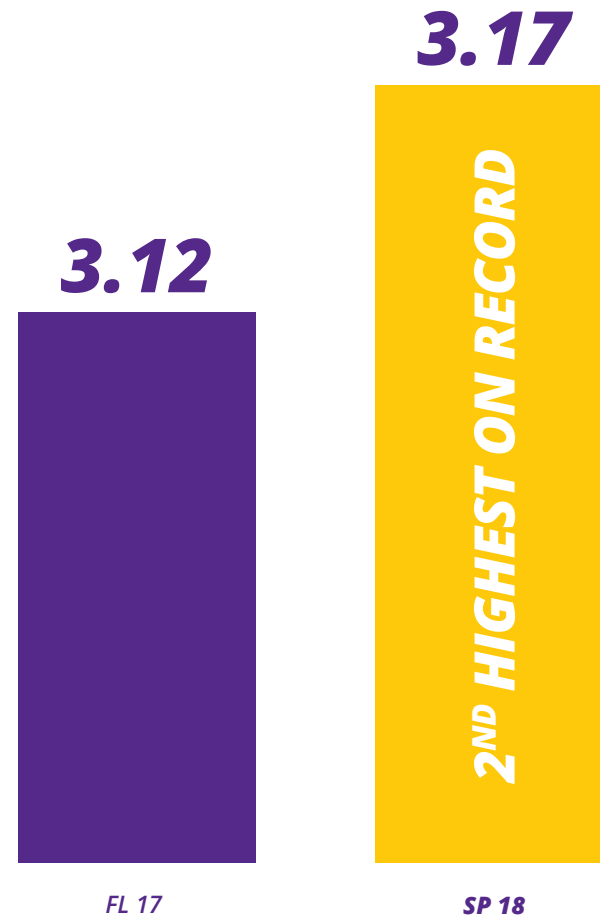
MEN'S SOCCER

**8 TEAMS**  
WITH PERFECT APR SCORES

**64%** OF  
STUDENT-ATHLETES  
**ABOVE A 3.0**

TRADITION OF  
**#TOUGH**

# STUDENT-ATHLETE ACADEMIC HIGHLIGHTS



## CUMULATIVE STUDENT-ATHLETE GPA



# SAAC & COMMUNITY SERVICE FIGURES

**1,782** COMMUNITY SERVICE HOURS

**\$8,398** RAISED TO BENEFIT LOCAL, NATIONAL, AND VARIOUS INTERNATIONAL ORGANIZATIONS

2018-19 SAAC BOARD



**SAAC PRESIDENT**  
SAMIR ALMHIEMID | SWIM/DIVE



**SAAC VP**  
PAYTON ABBOTT | SOFTBALL



**SAAC SECRETARY**  
MARIAH PETERS | WOMEN'S GOLF

## LOCAL & NATIONAL CHARITY EVENTS & BENEFITS

- Flatland Jams
- Power of the Purse
- Family Fun Day (Lincoln School)
- Rocky's Reach
- Student Reward Day (Lincoln School)
- YMCA Youth Day Carnival
- Caddies for Alzheimer's Golf Tourney
- Paint the Paws
- Salvation Army - Ringing bells
- Night to Shine
- Dance Marathon
- Lights of Love
- Soup N More
- International Bazaar
- St. Paul Fun Run
- Science Olympiad
- We Care
- Adopt A Class (Lincoln School)
- Phi Kappa War
- Be the Match Drive
- Summit League Food Fight
- Fallen Soldier 5K
- Big Brothers/Big Sisters - Back to School
- Big Brothers/Big Sisters - Trivia
- Shaymus Relays
- Taste of Galesburg
- Dickens on the Square
- Polar Plunge
- Salvation Army - Angel Tree
- Carved pumpkins at Wesley Village
- Wiffle ball game at Wesley Village

#TRADITION OF  
#TOUGH



# 2017-18 **ATHLETIC**



## **Baseball**

- Baseball finished the season with 14 Summit League wins, the most since 2006.



## **Football**

- Football posted an FBS victory over Coastal Carolina, 52-10, and finished the year with their second NCAA playoff appearance in three years.



## **Swimming and Diving**

- Erica Hagen became the first Leatherneck to finish top-three at the Summit League Swimming & Diving Championships since the 2010 season. Her 2017-18 accomplishments included Summit League All-League and Academic All-League selections and breaking school records in the 100-breaststroke (1:03.33) and 200-breaststroke (2:21.55).



## **Women's Tennis**

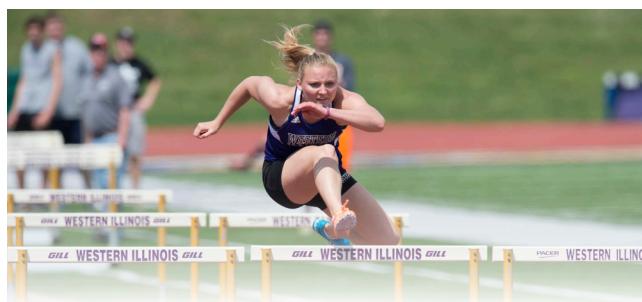
- Women's tennis qualified for the Summit League Tournament for the third time in program history and the first since 2014.

# ACHIEVEMENTS



## **Women's Basketball**

- Women's basketball defeated No. 18 Stanford, 71-64, on the road and finished the year with its second postseason tournament berth in as many years after an invitation to the WNIT.



## **Track & Field**

- Michaela Busch became Western's all-time point leader in the pentathlon (3,638/indoor) and heptathlon (4,945/outdoor) after the 2017-18 track and field season.



## **Softball**

- Softball defeated Iowa, 2-1, for program's first win over a Power Five program since 2015.

## **Academic All-Americans**

- Fernando Pacheco, Brett Taylor, and Jacob Judd were all named CoSIDA Academic All-Americans.



## **OTHER PROJECTS**

- **Hall of Fame Room Plaques**
- **Subwoofers to Western Hall Sound System**
- **Replaced backstop padding at Softball**
- **Softball Locker Room**
- **Fence gates to Hanson Field Restroom Areas**
- **Men's Soccer Locker Room**
- **Safety Straps in Western Hall**
- **Athletic Semi-Truck**
- **Weight Room**

# **FACILITY RENOVATIONS**



**Athletic Training Spaces**



**Swimming Blocks**

# WESPY'S STUDENT-ATHLETE AWARDS

MALE SENIOR STUDENT-ATHLETE OF THE YEAR

**Brett Taylor, Football**

FEMALE SENIOR STUDENT-ATHLETE OF THE YEAR

**Emily Clemens, Women's Basketball**

MALE ATHLETE OF THE YEAR

**Brett Taylor, Football**

FEMALE ATHLETE OF THE YEAR

**Emily Clemens, Women's Basketball**

MALE ROOKIE OF THE YEAR (FRESHMAN OR TRANSFER)

**Kobe Webster, Men's Basketball**

FEMALE ROOKIE OF THE YEAR

**Jaime Johnson, Volleyball**

MALE UNSUNG HERO

**Ben Fiddes, Men's Soccer**

FEMALE UNSUNG HERO

**Michelle Farrow, Women's Basketball**

MALE COURAGE AWARD

**Jeremiah Usiosefe, Men's Basketball**

FEMALE COURAGE AWARD

**Devan Jones & Bridget Schuler, Women's Soccer**

MALE LEATHERNECK (JUNIOR OR SENIOR)

**Samir Almhiemid, Swimming & Diving**

FEMALE LEATHERNECK (JUNIOR OR SENIOR)

**Kelsey Marlow, Softball**

CHEERLEADER OF THE YEAR

**Grace Schafer, Cheerleading**

MALE HIGHLIGHT OF THE YEAR

**Jackson Wetherbee's hole-in-one @ Oral Roberts**

FEMALE HIGHLIGHT OF THE YEAR

**Erica Hagen's medaling performance won 3rd at the Summit League Championships**

MALE TEAM PERFORMANCE OF THE YEAR

**Football's comeback win at Northern Iowa**

FEMALE TEAM PERFORMANCE OF THE YEAR

**Women's Basketball's 71-64 road win over No. 18 Stanford**



MALE SENIOR STUDENT-ATHLETE OF THE YEAR  
**Brett Taylor, Football**



FEMALE SENIOR STUDENT-ATHLETE OF THE YEAR  
**Emily Clemens, Women's Basketball**





2018  
**PURPLE & GOLD  
AUCTION**



2018  
**WESTERN CHALLENGE**



2018  
**LEATHERNECK CLUB  
GOLF OUTING**

|| TRADITION of  
**#TOUGH**

# **EXTERNAL ENGAGEMENT**

## **LEATHERNECK CLUB**

- Leatherneck Club Golf Outing – Macomb
- All-Leatherneck Club Golf Outing – Chicago
- Quad City Steamwheelers Social
- Western Challenge



**MEMBERSHIP LEVEL AT  
HISTORIC HIGHS (723 HOUSEHOLDS)  
OVER \$358,000 DONATED**

## **CORPORATE SPONSORSHIPS ELITE MEMBERS**

- Burlington Trailways
- Citizens Bank
- Hy-Vee
- Martin Sullivan
- MDH
- MTC Communications
- Papa Johns
- Refreshment Services Pepsi



ALL TRADITION OF  
#TOUGH



WESTERN ILLINOIS

**FIGHTING LEATHERNECKS**



# WESTERN ILLINOIS UNIVERSITY

## BOARD OF TRUSTEES

September 28, 2018

### Report No. 18.9/5 Office of Sponsored Projects Annual Report

In FY18, the number of proposals submitted and awards received increased. In FY17, 147 proposals were submitted and 114 awards received, while in FY18 there were 162 proposals submitted and 133 awards received. In FY18, the dollar amount of both proposals submitted and awards received decreased. In FY18 proposal dollars decreased from \$37.3M to \$18.4M, however, FY17 proposals included one proposal for \$15M which skews the comparison. Award dollars had a minimal decrease from \$11.7M to \$11.5M.

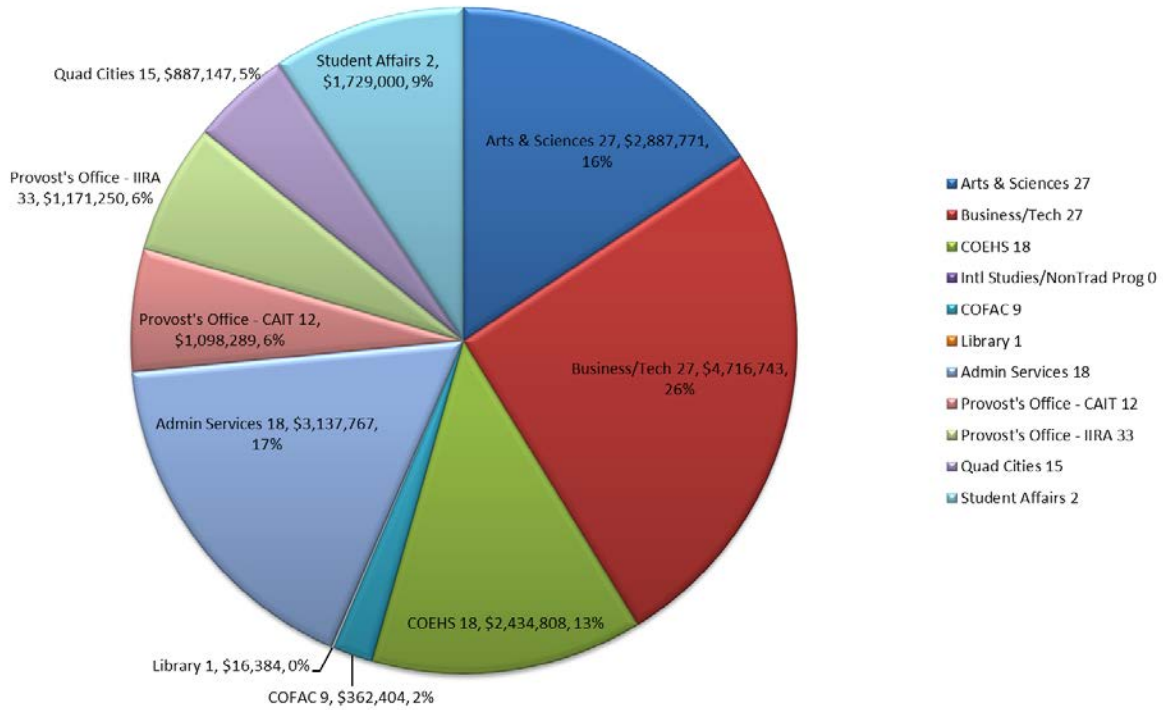
Great strides were made in FY18 in meeting the continued increase in new regulations from the Illinois Governor's Office of Management and Budget (GOMB) Grant Accountability and Transparency Unit (GATU). The overall goal of GATU was to reduce the burden on entities receiving State grant funds while increasing the State's oversight of grants and contracts. The implementation of the Grant Accountability and Transparency Act (GATA) has increased OSP's workload significantly and lengthened the time between approval of funding and receipt of the award document. Progress reports were added this past fiscal year to the already lengthy process. Project directors are now required to complete monthly or quarterly progress reports on GATU forms. OSP worked closely with faculty to meet to this new requirement. OSP has grappled with GATA requirements for the past several years but are now getting into the flow of the new paperwork process. OSP continues to incorporate GATA policies and procedures to complete a smooth transition for our faculty and staff.

An ongoing goal of the Office of Sponsored Projects is to facilitate faculty research by assisting with proposal preparation and external grant award management. We also aim to increase the number of faculty members involved in applying for external funding to support their scholarly pursuits. OSP continues to sustain its support of faculty by sponsoring attendance at funding agency conferences and meetings and by funding the University Research Council awards.

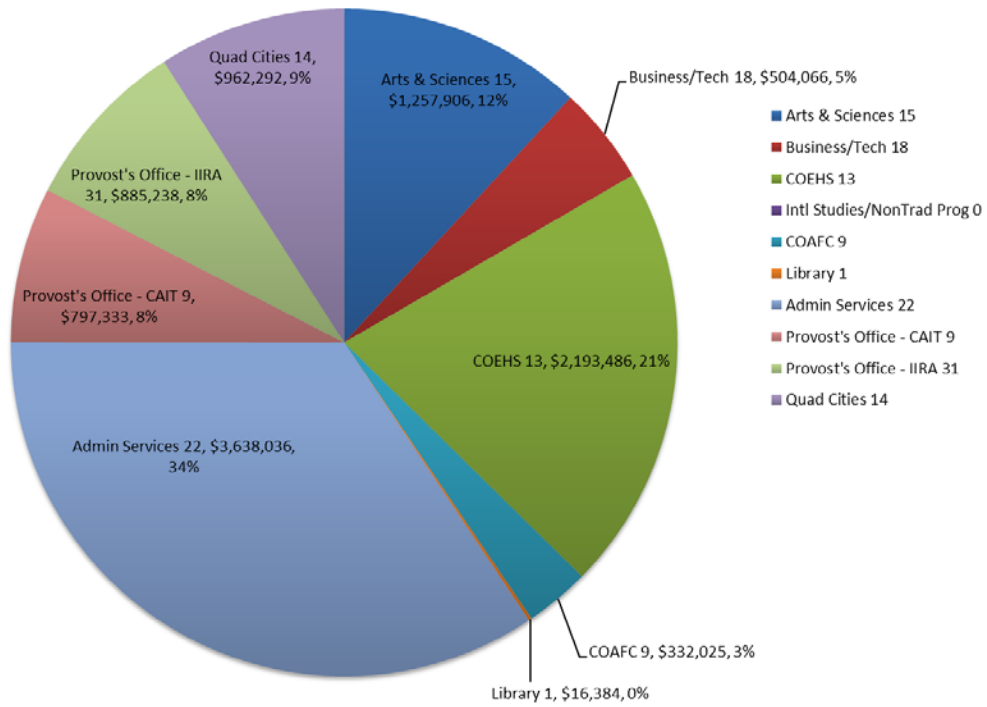
In 2015, OSP provided funding for Dr. Thomas Hegna and Dr. Brian Bellott to attend the Grants Resource Center (GRC) conference in Washington, DC. Drs. Hegna and Bellott not only heard presentations from agency staff, but had one-on-one meetings with program officers to discuss their specific research interests. Just recently Dr. Hegna and Dr. Bellott were awarded a National Science Foundation Major Research Instrumentation (NSF MRI) grant to purchase a Scanning Electron Microscope (SEM) with an Energy Dispersive X-Ray Spectroscopy (EDS) detector. OSP sponsorship of their attendance at that GRC meeting was a contributing factor to their success in securing this valuable piece of equipment. In addition, in 2017, OSP sponsored Dr. Esteban Araya to attend a NSF conference in Louisville, KY. Dr. Araya received a NSF grant following his meeting with NSF personnel and resubmitting a grant application with suggested changes. While attending conferences does not always directly result in new funding, these are two specific instances where the knowledge and insight the faculty members obtained did result in new funding to WIU.

OSP continues to fund the University Research Council awards which provides seed funding for faculty research projects. Drs. Hegna and Bellott were previous URC recipients. Dr. Ligu Song also received URC funding in the past and was recently awarded a NSF MRI grant to purchase a Liquid Chromatograph Mass Spectrometer for the Forensic Chemistry program. These are just a few examples of OSP support of faculty in their scholarly endeavors.

### FY2018 Proposals



### FY2018 Awards





# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

September 28, 2018

## Report 18.9/6

### United States Department of Defense Voluntary Education Institutional Compliance Program

On July 17, 2018, Mr. Larry Pickett, Academic Advisor in the School of Global Education and Outreach, submitted Western Illinois University's Self-Study to the United States Department of Defense's (DOD) Voluntary Education Institutional Compliance Program (VEICP). Participation in this program and the Board's review of this Report demonstrates and extends the University's tradition of excellence in serving students from the United States Armed Forces, and provides evidence of continuous institutional improvement.

Western Illinois University was one of 250 educational institutions from across the nation selected to participate in the VEICP. This internal self-study and external validation program is based upon DOD requirements and best practices in serving military students.

Under the leadership of Mr. Pickett, the VEICP Working Group (membership displayed below) provided answers and supporting documentation to self-study questions in nine areas: (1) Accreditation and Credentialing Requirements, (2) Degree Plans, (3) Transfer Credits and Requirements, (4) Academic Counseling and Post-Graduation Job Opportunities, (5) Student Loans, (6) Refunds, (7) Readmissions, (8) Recruiting and Marketing Practices, and (9) Installation Access.

Ms. Nicky Friedrichsen	Administrative Aide, Quad Cities and Planning
Ms. Terri Hare	Director, Financial Aid
Ms. Chrystal Johnson	Bursar
Ms. Debbie Kepple-Mamros	Assistant to the Vice President, Quad Cities and Planning
Dr. Angela Lynn	Registrar
Dr. Kathy Meyers	Assistant Director, Student Assistance Center
Mr. Larry Pickett	Academic Advisor, Distance Education Support
Ms. Linda Prosis	Administrative Assistant, Provost and Academic Vice President
Dr. Joe Rives	Senior Vice President, Strategic Planning and Initiatives
Mr. Curtis Williams	Director, Student Services, Quad Cities Campus
Dr. Ron Williams	Vice President, Student Services
Dr. Jason Woods	Associate Vice President, Student Services

We firmly believe that the University meets and exceeds DOD requirements. A future Strategic Plan Update will let the Board and university community know of the federal government's decision (currently pending) once received. For now, copy of the University's Self-Study materials are available upon request.



# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

September 28, 2018

Report No. 18.9/7

## Carnegie Foundation for the Advancement of Teaching and Learning's Community Engagement Self-Study and Certification Process

In 2010, Dr. Chris Merrett, Director of the Illinois Institute for Rural Affairs, led an institutional self-study where Western Illinois University joined 310 other institutions across the United States in achieving the 2011 Community Engagement Classification status. This status placed Western Illinois University in the top 11% of the nation's 2,870 four-year institutions in the area of community engagement.

In fact, the Carnegie Foundation indicated that Western's 2010 application documented "excellent alignment among mission, culture, leadership, resources, and practices that support dynamic and noteworthy community engagement."

Drs. Chris Merrett and Joe Rives will co-chair the next Carnegie Self-Study this academic year. They will be supported by members of the President's Executive Institute in the drafting process that will seek feedback from the University community in an iterative process.

In beginning this process, the pages that follow contain the questions that the University will be responding to as part of the Self-Study. The Board's review of these materials and future drafts will provide evidence to the Carnegie Foundation that the Board was engaged in and supports the University's Self-Study and community engagement.



# The Carnegie Foundation for the Advancement of Teaching Elective Community Engagement Classification

## **Re-classification Documentation Framework**

### **2020 Classification**

(for campuses that received the Classification in 2010)

*Framework notes: To assist you in preparing your application, the First-Time Classification framework includes additional guidance as to the purpose of certain application questions and the type of information that is expected in applicants' responses. This guidance is shown in **blue text** throughout the First-Time framework. Consult the First-Time framework for guidance in preparing the Re-Classification application.*

The Re-classification Documentation Framework is intended to help you gather information about your institution's current community engagement commitments and activities as well changes that have taken place since your campus last received the classification. The framework comprises all of the questions that appear on the 2020 Documentation Reporting Form (i.e., the application), and seeks evidence of how community engagement has become deeper, more pervasive, better integrated, and sustained. The focus is on depth and quality within a sustainable institutional context, not greater quantity per se. **(The framework is for use as a reference and worksheet only. Please do not submit it as your application.)** All narrative responses are limited to 500 words.

The re-classification documentation framework is designed for an evidence-based reflective process focusing on what has changed since receiving the classification. It is structured to include narrative responses allowing for explanation of changes that have occurred since the previous classification. The narratives are designed to address (1) what currently exists, (2) changes since the last classification, and (3) relevant supporting evidence.

**Data Provided:** The classification will be determined based on activities and processes that have been implemented, not those that are anticipated. The data provided in the application should reflect the most recent academic year. Since campuses will be completing the application in academic year 2018-2019, data should reflect evidence from AY 2017-2018. If this is not the case, please indicate in the Wrap-Up section of the application what year the data is from.

Wherever requested, please provide links to relevant campus web resources in addition to evidence provided in the application. Reviewers for the Carnegie Foundation may want to examine websites to provide additional clarification of the responses in the application. Reviewers also may ask for a telephone conversation to clarify evidence provided.

Use of Data: The information you provide will be used solely to determine your qualifications for the community engagement classification. Re-classified institutions will be announced publicly in January 2020. Only those institutions approved for re-classification will be identified. At the end of the application, you will have an opportunity to authorize or prohibit the use of this information for research purposes.

### **Community Engagement Definition**

*Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.*

*The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.*

### **Applicant's Contact Information**

Please provide the contact information of the individual submitting this application (for Carnegie Foundation use only):

- First Name
- Last Name
- Title
- Institution
- Mailing address 1
- Mailing address 2
- City
- State
- Zip Code
- Phone Number
- Email Address
- Full Name of Institution's President/Chancellor
- President/Chancellor's Mailing Address
- President/Chancellor's Email Address

## **I. Campus and Community Context**

### **A. Campus:**

Provide a description of your campus that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and mission of the campus. You may want to include descriptors of special type (community college, land grant, medical college, faith-based, etc.), size (undergraduate and graduate FTE), location, unique history and founding, demographics of student population served, and other features that distinguish the institution. You may want to consult your campus's IPEDS data (<https://nces.ed.gov/ipeds/Home/FindYourCollege>) and Carnegie Basic Classification data (<http://carnegieclassifications.iu.edu/lookup/lookup.php>).

### **B. Community:**

Provide a description of the community(ies) within which community engagement takes place that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and history of the partnership community(ies). You may want to include descriptors of special type (rural, urban, conservative, liberal, etc.), size (population), economic health, unique history, demographics of community population served/employed, and other features that distinguish the institution and community(ies). For local communities, you may want to consult your census data.

## **II. Foundational Indicators**

### **A. President/Chancellor's Leadership Statement**

1. Provide a letter from the President/Chancellor or Provost (Vice President for Academic Affairs) that:
  - Indicates their perception of where community engagement fits into their leadership of the institution,
  - Describes community engagement's relationship to the institution's core identity, strategic direction, and practices, and
  - Discusses how engagement is institutionalized for sustainability in the institution.

Please EITHER copy and paste the text of the letter in the following textbox OR upload a PDF copy of the letter below:

2. In addition to the letter, provide evidence of recent statements of affirmation of community engagement. In the grid below, provide excerpts from the relevant documents and a web link to the full document if it exists.

<b>Document Excerpt</b>	<b>Web Link (if available)</b>
Annual addresses/speeches (word limit: <b>500</b> ):	

Published editorials (word limit: <b>500</b> ):	
Campus publications (word limit: <b>500</b> ):	
Other (word limit: <b>500</b> ):	

## B. Institutional Identity and Culture

- 1.1.** Does the campus have an institution-wide definition of community engagement (or of other related terminology, e.g., civic engagement, public engagement, public service, etc.)?

No  Yes

Please identify the document or website where the institution-wide definition of community engagement appears and provide the definition (word limit: **500**):

- 1.2.** How is community engagement currently specified as a priority in the institution’s mission, vision statement, strategic plan, and accreditation/reaffirmation documents? Provide excerpts from the relevant documents and a web link to the full document if it exists.

Document Excerpt	Web Link (if available)
Mission or vision statement (word limit: <b>500</b> ):	
Strategic plan (word limit: <b>500</b> ):	
Accreditation/reaffirmation document/QEP (word limit: <b>500</b> ):	
Other (word limit: <b>500</b> ):	

- 2.** Briefly discuss any significant changes in mission, planning, organizational structure, personnel, resource allocation, etc. related to community engagement etc., since the last classification (word limit: **500**):
- 3.** Specify changes in executive leadership since classification and the implications of those changes for community engagement (word limit: **500**):

## C. Institutional Commitment

### Required Documentation.

#### ***Infrastructure***

- 1.** As evidence for your earlier classification, you provided a description of the campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement and you reported how it is staffed, how it is funded, and its reporting line.

For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. If the campus has more than one center coordinating community engagement, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional community engagement

Provide any relevant links that support the narrative. (Word limit: 500)

### ***Funding***

- 2.1.** As evidence provided for your earlier classification, you described *internal* budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the internal budgetary allocations since the last classification. (Word limit: 500)

- 2.2.** As evidence provided for your earlier classification, you described *external* budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the external budgetary allocations since the last classification. (Word limit: 500)

- 2.3.** As evidence provided for your earlier classification, you described fundraising directed to supporting community engagement.

For re-classification, describe what has changed, if anything, with fundraising activities since the last classification. (Word limit: 500)

- 2.4.** As evidence provided for your earlier classification, you described ways in which the institution invest its financial resources *externally* in the community for purposes of community engagement and community development? Describe the source of funding, the percentage of campus budget or dollar amount, and how it is used. Provide relevant links related to the results of the investments, if available. (Word limit: 500)

- 2.5.** Describe how o the business operations of the campus, positioned as as an anchor institution, align with local economic and community development agendas through hiring, purchasing, and procurement in a way that contributes to an institutional commitment to community engagement.

No  Yes

**2.5.a.** . If Yes: Please describe business operation practices tied to the local community:



### ***Tracking, Monitoring, and Assessment***

3. Provide narratives addressing the following:

3.1. How does the institution maintain systematic campus-wide *tracking or documentation* mechanisms to record and/or track engagement with the community? Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are the data used? What changes are apparent in this data since the last classification? What tracking or documentation mechanisms does the campus still need to develop? Provide relevant web links. (Word limit: 500)

3.2. Describe the mechanisms used for systematic campus-wide *assessment and measurement* of the outcomes and impacts of institutional engagement. Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are data used? What assessment and measurement mechanisms does the campus still need to develop? Provide relevant web links. (Word limit: 500)

3.3. What are the current findings from the mechanisms used for systematic campus-wide assessment and measurement: and how are these different from the findings since the last classification? (Word limit: 500)

3.4. Describe the mechanisms, built into any of the data collection or as a complementary process, for defining and measuring quality of community engagement built into any of the data collection or as a complementary process.

No  Yes

3.4.a. If yes: Describe the definition and mechanisms for determining quality of the community engagement. How is quality determined?

3.5. ***Outcomes and Impacts on students***

Describe one key finding from current data and indicate how you arrived at this finding (word limit: 500):

3.6. ***Outcomes and Impacts on faculty***

Describe one key finding from current data and indicate how you arrived at this finding (word limit: 500):

3.7. ***Outcomes and Impacts on community***

Describe one key finding from current data and indicate how you arrived at this finding (word limit: 500):

3.8. ***Outcomes Impacts on institution***

Describe one key finding from current data and indicate how you arrived at this finding (word limit: 500):

3.9. In the past 5 years, has your campus undertaken any campus-wide assessment of community engagement aimed at advancing institutional community engagement?

No  Yes

**3.9.a.** If so, describe what was the nature of the assessment, when was it done, and what did you learn from it.

**Professional Development**

**4.1.** As evidence provided for your earlier classification, you described the ways the institution offers professional development support for faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty), staff, and/or community partners who are involved with campus-community engagement.

For re-classification, describe what has changed, if anything, with professional development for community engagement. How have the content, program, approaches, or audience for professional development changed since the last Carnegie classification? What have been the results? (Word limit: 500)

**4.2.** In the context of your institution’s engagement support services and goals, indicate which of the following services and opportunities are provided specifically for community engagement by checking the appropriate boxes:

Employment status	tenured /tenure track	full-time non-tenure track	part time	professional staff
Professional development programs				
Facilitation of partnerships				
Student teaching assistants				
Planning/design stipends				
Support for student transportation				
Eligibility for institutional awards				
Inclusion of community engagement in evaluation criteria				
Program grants				
Participation on campus councils or committees related to community engagement				
Research, conference, or travel support				
Other				

For “Other”: Please describe other support or services:

**Faculty Roles and Rewards**

**5.1.** Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) and staff with expertise in and commitment to community engagement?

No  Yes

**5.1.a.** If Yes: Describe these specific search/recruitment policies or practices and provide quotes from position descriptions:

**5.2.** In the period since your successful classification, what, if anything, has changed in terms of institutional policies for promotion (and tenure at tenure-granting campuses) that specifically review, evaluate, and reward faculty scholarly work that uses community-engaged approaches and methods? If there are separate policies for tenured/tenure track, full time non-tenure track, and part time faculty, please describe them as well.

**5.3.** If current policies do not specifically review, evaluate and reward community engagement, describe the work in progress to revise policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty promotion to ensure a full and fair review and assessment of faculty scholarly work that uses community-engaged approaches and methods.

**5.4** Since your previous classification, have there been any changes in the institution-wide definition of faculty scholarly work that uses community-engaged approaches and methods?

No  Yes

**5.4.a.** If yes, Describe and identify the policy or other document where this appears and provide the definition.

**5.5.** Please provide link(s) to text of current policies which describes how community-engaged approaches are conceptualized and evaluated in faculty promotion and tenure (at tenure granting institutions) review and reward processes or a narrative describing how these policies and processes are implemented , Provide links to policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty.

Community Engagement Rewarded as a Form of...	Teaching		Research		Service	
	Yes/No	Provide link or descriptive text	Yes/No	Provide link or descriptive text	Yes/No	Provide link or descriptive text
Institution level						

Provide narrative describing the implementation of these policies and processes:

**5.6.** If there are **college/school and/or department level policies** for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods, describe the policies, and indicate whether they are for tenured/tenure track, full time non-tenure track, and part time faculty in reappointment or promotion considerations. (Word limit: 500)

**5.7.** List the colleges/schools and/or departments.

**5.8.** What percent of total colleges/schools and/or departments at the institution is represented by the list above?

**5.9.** Please cite three examples of college/school and/or department-level policies, taken directly from policy documents, that specifically reward faculty scholarly work using community-engaged approaches and methods; if there are policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty, please cite one example. (Word limit: 500)

**5.10.** Please describe any professional development offerings that your institution provides for faculty and administration to facilitate consistency in approaches to the documentation, review, and evaluation of community-engaged scholarly work as an aspect of promotion and tenure (at tenure granting institutions) processes.

## **II. Categories of Community Engagement**

### **A. Curricular Engagement**

*Curricular Engagement describes the teaching, learning, and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.*

*The questions in this section use the term "community-engaged courses" to denote academically based community-engaged courses. Your campus may use another term such as service-learning, academic service learning, community-based learning, public service courses, etc.*

### **Teaching and Learning**

1. As evidence provided for your earlier classification, you described an institution-wide definition community engaged courses used on campus.

- 1.1. For re-classification, describe what has changed, if anything, with the definition of community engaged courses and explain the purpose of the revisions. (Word limit: **500**)
- 1.2. If there is a process for identifying or approving a community engaged course as part of a campus curriculum, explain the process; if there have been changes in that process since the last application, please explain the changes. (Word limit: **500**)
- 1.3. Fill in the tables below using:
  - data from the most recent academic year (2017-18)
  - data based on undergraduate FTE

<i>Number of community engaged courses</i>	<i>Change in number of courses since last application</i>	<i>Percentage of total courses</i>	<i>Percent change in courses since last application</i>

<i>Number of departments represented by community-engaged courses</i>	<i>Change in number of departments since last application</i>	<i>Percentage of total departments</i>	<i>Percent change in departments since last application.</i>

<i>Number of faculty who taught community engaged courses</i>	<i>Change in number of faculty since the last application</i>	<i>Percentage of total faculty</i>	<i>Percent change in number of faculty since last application</i>

<i>Number of tenured and tenure-track faculty who taught community engaged courses</i>	<i>Change in number of tenured and tenure-track faculty since the last application</i>	<i>Percentage of total faculty</i>	<i>Percent change in number of tenured and tenure-track faculty since last application</i>

<i>Number of full-time, non tenure-track faculty who taught community engaged courses</i>	<i>Change in number of full-time, non tenure-track faculty since the last application</i>	<i>Percentage of total faculty</i>	<i>Percent change in number of full-time, non tenure-track faculty since last application</i>

<i>Number of part-time faculty who taught community engaged courses</i>	<i>Change in number of part-time faculty since the last application</i>	<i>Percentage of total faculty</i>	<i>Percent change in number of part-time faculty since last application</i>

<i>Number of students participating in community engaged courses</i>	<i>Change in number of students since last application</i>	<i>Percentage of total students</i>	<i>Percent change since last application.</i>

**1.4.** Provide a description of how the data in question 2 above is gathered and used (how it is compiled, who gathers it, how often, how it is used, etc.). Provide relevant links.

**1.5.** As evidence requested for your earlier classification, you were asked whether you have institutional (campus-wide) learning outcomes for students' curricular engagement with community.

For re-classification, describe what has changed, if anything, regarding assessment of institutional learning outcomes associated with curricular engagement. What are the outcomes, how are these outcomes assessed, and what are the results of the assessment? Provide relevant links.

## Curriculum

**2.** For each curricular activity listed below, indicate whether or not community engagement is integrated into it, and then describe what has changed since the last classification. Provide relevant links if available.

<i>Curricular Activity</i>	<i>Is Community Engagement integrated with this activity?</i>	<i>What has changed since the last classification?</i>	<i>Web Link (if available)</i>
Student Research		(Word limit: <b>500</b> )	
Student Leadership Courses		(Word limit: <b>500</b> )	
Internships/Co-ops		(Word limit: <b>500</b> )	
Study Abroad		(Word limit: <b>500</b> )	
Alternative Break tied to a course		(Word limit: <b>500</b> )	
Other. (Please specify in the "What has changed..." text box to the right.)		(Word limit: <b>500</b> )	

**2.1.** For each curriculum area listed below, indicate whether or not community engagement been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available.

<b>Curriculum</b>	<b><i>Is Community Engagement integrated into this area?</i></b>	<b><i>What has changed since the last classification?</i></b>	<b><i>Web Link (if available)</i></b>
Core Course		(Word limit: <b>500</b> )	
General Education		(Word limit: <b>500</b> )	
First Year Experience Courses		(Word limit: <b>500</b> )	
Capstone (Senior Level Project)		(Word limit: <b>500</b> )	
In the Majors		(Word limit: <b>500</b> )	
In Minors		(Word limit: <b>500</b> )	
Graduate Studies		(Word limit: <b>500</b> )	
Other. (Please specify in the "What has changed..." text box to the right.)		(Word limit: <b>500</b> )	

**2.2.** Provide a summary narrative describing overall changes and trends that have taken place related to curricular engagement on campus since the last classification. In your narrative, address the trajectory of curricular engagement on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links. (Word limit: **500**)

**Co-Curricular Engagement**

*Co-curricular Engagement describes structured learning that happens outside the formal academic curriculum through trainings, workshops, and experiential learning opportunities. Co-curricular Engagement requires **structured reflection** and **connection to academic knowledge** in the context of **reciprocal, asset-based community partnerships**.*

**3.1.** Thinking about the description of co-curricular engagement above, please indicate which of the following institutional practices have incorporated co-curricular engagement at your campus:

- Social innovation/entrepreneurship
- Community service projects - outside of the campus
- Community service projects - within the campus
- Alternative break – domestic
- Alternative break – international
- Student leadership

Student internships  
Work-study placements  
Opportunities to meet with employers who demonstrate Corporate Social Responsibility  
Living-learning communities/residence hall/floor  
Student teaching assistants  
Athletics  
Greek life  
Other (please specify)

**3.1.a.** For each program checked above, provide examples:

**3.2.** Indicate whether students have access to a co-curricular engagement tracking system that can serve as a co-curricular transcript or record of community engagement, and if such a system exists, describe the system used and how it is used.

**3.3.** Indicate whether co-curricular programming provides students with clear developmental pathways through which they can progress to increasingly complex forms of community engagement over time. Please describe the pathways and how students know about them.

**4.1.** Provide a narrative that speaks broadly to involvement of students in community engagement, such as the ways students have leadership roles in community engagement (give examples), or decision-making roles students have on campus related to community engagement (planning, implementation, assessment, or other). How has student leadership in community engagement changed since the last classification? How is student leadership in community engagement recognized (awards, notation on transcript, etc.)? Provide relevant links.

**4.2** Describe how institutions have designed new programs and initiatives, or re-designed existing ones, to both increase students' *access to and participation in* community-engaged activities (particularly students who are not currently engaged) so that a relatively larger portion of students have the opportunity for developing the cultural competencies, asset-based approaches, and values of reciprocity for engaging with communities.

## **Professional Activity and Scholarship**

**5.1.** How have faculty of any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) not only incorporated community-based teaching and learning into courses, but turned that activity into research to improve teaching and learning through the scholarship of teaching and learning (SoTL), i.e., publishing articles, making presentations, conducting studies of their courses, conducting workshops, etc.. Provide five examples of faculty scholarship to improve, critique, promote, or reflect on community engaged teaching and learning. Indicate whether the faculty are tenure-track or part-time/non-tenure track Also, describe how this scholarship has been supported since your last classification. (Word limit: **500**)



- 5.2. How have faculty of any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) collaborated with community partners to produce scholarly products of benefit to the community that are representative of co-created knowledge between academics and community partners resulting from outreach and partnerships (e.g., technical reports, curriculum, research reports, policy reports, publications, etc.). Provide five examples of faculty scholarship conducted with partners for community benefit or to improve, critique, promote, or reflect on partnerships. Also, describe how this scholarship has been supported since your last classification. (Word limit: **500**)
- 5.3. How have professional staff contributed to the scholarship of community engagement (through conference presentation, publication, consulting, awards, etc.) associated with their co-curricular engagement achievements (i.e., student program development, training curricula, leadership programming, etc.)? Provide five examples of professional staff scholarship related to community engagement and describe how this scholarship has been supported since your last classification. (Word limit: 500):

### **Community Engagement and Other Institutional Initiatives**

- 6.1. Indicate how community engagement directly contributes to (or is it aligned with) the institution's **diversity and inclusion** goals (for students and faculty, and describe what has changed since the last classification. Provide relevant links if available.
- 6.2. Indicate how community engagement is connected to efforts aimed at **student retention** and success, and describe what has changed since the last classification. Provide relevant links if available.
- 6.3. Indicate whether the campus **institutional review board** (IRB) or some part of the community engagement infrastructure provides specific guidance for researchers regarding human subjects protections for community-engaged research, and describe what has changed since the last classification. Provide relevant links if available.
- 6.4. Indicate whether community engagement is connected to campus efforts that support federally funded grants for **Broader Impacts of Research** activities of faculty and students, and describe what has changed since the last classification. Provide relevant links if available.
- 6.5. Indicate whether the institution encourages and measure **student voter registration and voting**, and describe the methods for encouraging and measuring student voter registration and voting and what has changed since the last classification. Provide relevant links if available.
- 6.6. Indicate whether the institution is committed to providing opportunities for students to **discuss controversial social**, political, or ethical issues across the curriculum and in co-curricular programming as a component of or complement to community engagement, and describe what has changed since the last classification. Provide relevant links if available.
- 6.7. Indicate whether your campus has curricular and/or co-curricular programming in **social innovation or social entrepreneurship** that reflects the principles and practices of community engagement outlined by the definition of community engagement provided above, and describe what has changed since the last classification. Provide relevant links if available.

## B. Outreach and Partnerships

*Outreach and Partnerships has been used to describe two different but related approaches to community engagement. Outreach has traditionally focused on the application and provision of institutional resources for community use. Partnerships focus on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.). The distinction between these two is grounded in the concepts of reciprocity and mutual benefit, which are explicitly explored and addressed in partnership activities. Community engaged institutions have been intentional about reframing their outreach programs and functions into a community engagement framework that is more consistent with a partnership approach.*

### **Outreach**

- 1.1. What changes to outreach programs and functions (extension programs, training programs, non-credit courses, evaluation support, etc.) that reflect a community engagement partnership approach have taken place since your last classification? Describe three examples of representative outreach programs (word limit: **500**):
- 1.2. What changes have taken place regarding institutional resources (co-curricular student service, work/study student placements, library services, athletic offerings, etc.) that are provided as outreach to the community? Provide examples of how these institutional resources are consistent with a community engagement partnership approach, (word limit: **500**)

### **Partnerships**

**2.1. This section replaces the previous “partnership grid” with a series of repeating questions for each of the partnerships you identify.** Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum=15 partnerships).

- 2.1.a. Project/Collaboration Title
- 2.1.b. Community Partner (and email contact information for community partner)
- 2.1.c. Institutional Partner
- 2.1.d. Purpose of this collaboration
- 2.1.e. Length of Partnership
- 2.1.f. Number of faculty involved
- 2.1.g. Number of staff involved
- 2.1.h. Number of students involved
- 2.1.i. Grant funding, if relevant
- 2.1.j. Institution Impact on the institution
- 2.1.k. Community Impact on the community

As part of this section, we are asking for an email contact for each partnership provided. The following email will be sent to your community partner:

*Dear Community Partner,*

*{Name of Campus} is in the process of applying for the 2020 Elective Community*

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*Engagement Classification from the Carnegie Foundation. The classification is offered to campuses that can demonstrate evidence of collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity. Partnerships that meet the standards of community engagement are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes.*

*We would like ask you to assist with this classification process by providing confidential responses to a very brief online survey (LINK provided). Your input and perspective on the activity is valuable input in evaluating campus community engagement.*

*Many thanks for your response.*

*Sincerely,*

**Survey Questions:**

*The survey will include the first page of this framework with the definition of community engagement.*

*As a community partner, to what extent do you agree or disagree with the following statements with regards to your collaboration with this institution? (Strongly disagree, Disagree, Neither agree nor disagree,, Agree, Strongly agree)*

- 1. Community partners are recognized by the campus.*
- 2. Community partners are asked about their perceptions of the institution's engagement with and impact on community.*
- 3. My community voice is heard and I have a seat on the table in important conversations that impact my community.*
- 4. The faculty and/ or staff that our community partnership works with take specific actions to ensure mutuality and reciprocity in partnerships.*
- 5. The campus collects and shares feedback and assessment findings regarding partnerships, reciprocity, and mutual benefit, both from community partners to the institution and from the institution to the community.*
- 6. The partnership with this institution had a positive impact on my community*

*Open -ended questions:*

- 1. Describe the actions and strategies used by the campus to ensure mutuality and reciprocity in partnerships.*
- 2. Please provide any additional information that you think will be important for understanding how the campus partnering with you has enacted reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes.*

## **2.2. In comparing the “partnership grid” from your previous application/classification**

with the responses above, please reflect on what has changed in the quality, quantity, and impact of your partnership activity. (Word limit: **500**)

- 2.3. What actions have you taken since the last classification to deepen and improve partnership practices and relationships—in initiating, sustaining, and assessing partnerships? How did these practices encourage authentic collaboration and reciprocity with community partners? (Word limit: **500**)
- 2.4. How are partnerships assessed, what have you learned from your assessments since your last classification, and how is assessment data shared? (Word limit: **500**)
- 2.5. Provide a summary narrative describing overall changes that have taken place related to outreach and partnerships on campus since the last classification. In your narrative, address the trajectory of outreach and partnerships on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links. (Word limit: **500**)

### **Reflection and Additional Information**

1. (Optional) Reflect on the process of completing this application. What learnings, insights, or unexpected findings developed across the process?
2. (optional) Please use this space to describe any additional changes since your last classification not captured in previous questions. (Word limit: **500**)
3. (Optional) Please provide any suggestions or comments you may have on the documentation process and online data collection. (Word limit: **500**)

### **Request for Permission to use Application for Research**

In order to better understand the institutionalization of community engagement in higher education, we would like to make the responses in the applications available for research purposes for both the Carnegie Foundation and its Administrative Partner for the Community Engagement Classification, the Swearer Center for Public Service at Brown University, and for other higher education researchers as well.

Only applications from campuses that are successful in the classification process will be made available for research purposes. No application information related to campuses that are unsuccessful in the application process will be released.

Please respond to A or B below:

A. I consent to having the information provided in the application for the purposes of research. In providing this consent, the identity of my campus will not be disclosed.

No  Yes

B. I consent to having the information provided in the application for the purposes of research. In providing this consent, I also agree that the identity of my campus may be revealed.

No  Yes



# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

September 28, 2018

## Report No. 18.9/8 Higher Learning Commission: Financial Indicator Report

### Executive Summary

Western Illinois University's *Fiscal Year (FY) 2019 Financial Recovery Plan* is submitted at the request of the Higher Learning Commission. It should be read in combination with the University's *February 2016 and December 2016 Submissions* to the Commission and our *Fiscal Year (FY) 2018 Financial Recovery Plan* (see Attachments A-C). These documents chronicle actions taken in response to the State of Illinois' historic and unprecedented budget impasse.

Western Illinois University's, and all other Illinois public universities, inclusion in financial panels is the direct result of the historic and unprecedented FY16 and 17 statewide budget impasse. Never in the 160-year history of Illinois public higher education have the following two circumstances occurred.

First, the budget impasse resulted in institutions receiving partial funding for two fiscal years. The Illinois public universities only received partial FY16 funding in the 10<sup>th</sup> month of that fiscal year, and partial funding again in FY17.

Second, state legislation allowed revenue received during the budget impasse to be applied to expenses across two fiscal years. However, Illinois Legislative Audit Commission guidelines for the preparation of annual financial statements, which are the data source for financial reporting to the Commission, were not adjusted. Therefore, 12-month fiscal reporting cycles triggering financial panels do not accurately reflect state legislation that created the one-time, 18-month revenue and expenditure cycle.

The State's annual appropriations and annual fiscal reporting cycles were realigned in FY18 when the State's budget impasse ended. Before and after this change, Western Illinois University has restored its fiscal health through successful implementation of the *FY16-18 Priorities and Reinvestment Plan* and current implementation of the *FY19 Positioning Western Illinois University for the Future Plan*.

With strong strategic planning processes supported by conservative, mission-driven fiscal management, we are an even stronger, more resilient institution for the 21<sup>st</sup> century. Despite state-imposed fiscal circumstances, we continue to advance in national rankings related to our *Mission* of preparing students to lead in dynamic and diverse communities and our *Vision* of providing national leadership in quality, opportunity, and affordability.

Western Illinois University is positioned well for the future.

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## Western Illinois University Background

Western Illinois University is one of 12 Illinois public universities. The University is a regional master's granting institution serving 8,502 students (79% undergraduate and 21% graduate) in fall 2018 with 66 undergraduate degree programs, 38 graduate degree programs, and two doctoral programs. The faculty own and deliver a curriculum that includes the humanities, social sciences, fine arts, business, education, and a number of pre-professional and technical fields of study at its main campus in Macomb, branch campus in Moline, and through the State's first and largest distance education program. Faculty also provide off-campus instruction at Commission approved locations in Illinois and Iowa.

Western Illinois University has been continuously accredited by the Commission since 1913. The last reaffirmation of accreditation was in academic year 2010-2011, with no follow up visits or reports. This is the highest distinction that an institution can achieve. Western will host its next accreditation site visits in academic year 2019-2020 on the Quad Cities campus and the following academic year on the Macomb campus.

Western Illinois University is an open pathways institution. The University completed participation in the Commission's Persistence and Completion Academy (PCA) during summer 2018. A final report on our Commission-approved Quality Initiative (QI) will be submitted later this fall.

## Financial Panel Context

As a member institution of the Higher Learning Commission, Western Illinois University is subject to monitoring by the Commission to assure and advance quality in areas related to the criteria for accreditation; financial and non-financial indicators; change of control, structure or organization transaction; substantive change; complaints; conformity with *Assumed Practices*; and other Commission review areas. In the course of Commission monitoring, Western Illinois University was notified by the Higher Learning Commission on August 8, 2018 to submit a "Financial Recovery Plan" addressing four specific Commission questions by September 7, 2018. The data requested in this Plan were for the Fiscal Year (FY) 17 timeframe.

It is important to understand the two causal factors requiring submission of this *Financial Recovery Plan*. First, the University's inclusion in a financial panel is the **direct result** of the historic and unprecedented FY16 and 17 statewide budget impasse that caused the Illinois public universities to receive partial FY16 funding in the 10<sup>th</sup> month of that year and partial funding again in FY17.

Second, state legislation allowed revenue received during the budget impasse to be applied to expenses across two fiscal years. However, Illinois Legislative Audit Commission guidelines for the preparation of annual financial statements, which are the data source for financial reporting to the Commission, were not adjusted. Therefore, 12-month fiscal reporting cycles triggering financial panels do not accurately reflect state legislation that created a one-time, 18-month revenue and expenditure cycle. The effect is to make institutional financial ratios artificially low.

Nevertheless, Western Illinois University has shown progress in its Composite Financial Indicator (CFI), improving from -0.30 with FY16 data to 0.54 on FY17 with data. This improvement was projected by the Commission. In evaluating Western's Fiscal Year 2016 data, the Financial Panel Review Team (see Attachment D) concluded that, "After much reflection, the panel [concludes] 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."



That is exactly what happened. Despite reduced appropriations and inconsistencies between state appropriation and reporting cycles, the University’s CFI is now “in the zone.”

With the conclusion of the statewide budget impasse, full appropriations received in FY18, a 2% increase in FY19 appropriations, successful completion of the three-year (FY16-FY18) *Priorities and Reinvestment Plan*, and current implementation of the new FY19 *Positioning Western Illinois University for the Future Plan*, Western is confident that it will place “above the zone” as predicted by the Commission’s last Financial Panel Review Team when FY18 data are evaluated.

Strong strategic planning processes and mission-driven conservative fiscal management has resulted in an even stronger, more resilient institution for the 21<sup>st</sup> century. Western Illinois University will continue to provide a high-quality, well-rounded education that prepares students to lead in dynamic and diverse communities.

### Higher Learning Commission Questions

**1. Explain the history of CFIs and the components of the ratios that have contributed to being in the zone or below the zone.**

As previously discussed, reduced appropriations and inconsistencies between state financial appropriation and reporting cycles caused the University’s Composite Financial Indicators (CFIs) to be “below the zone” with FY16 data and “in the zone” with FY17 data.

Western Illinois University has a strong history of financial health. Never before the statewide budget impasse has the University placed “in or below the zone.” Historically, the University financial strength was demonstrated by strong CFI’s even during a period of reduced and delayed state appropriations.

Table 1 displays Western Illinois University’s operations costs by source of funds to inform discussions on FY11-15 expenditures and financial ratios. During this time, the State of Illinois was experiencing cash flow issues resulting in decreased and delayed release of state appropriations for all 12 Illinois public universities.

	<u>FY2011</u>	<u>FY2012</u>	<u>FY2013</u>	<u>FY2014</u>	<u>FY2015</u>
General Revenue Funds	\$56,182.7	\$55,548.3	\$52,167.8	\$52,755.1	\$51,465.2
Income Funds	60,882.9	68,668.8	71,496.0	73,188.4	74,907.5
Local Grants	151.9	156.7	178.2	167.4	161.9
State Grants	3,607.4	3,356.8	3,281.9	3,307.5	3,272.8
Federal Grants	25,902.2	28,240.3	25,077.8	26,609.0	27,349.4
Private Gifts, Grants, and Contracts	1,721.6	2,113.7	1,635.7	1,699.2	1,487.8
Sales & Service of Auxiliary	48,365.9	49,185.0	52,613.5	49,260.8	48,447.6
Other/Indirect Cost Recovery	21,527.7	21,507.3	21,820.3	25,121.3	23,896.2
Total	<u>\$218,342.3</u>	<u>\$228,776.9</u>	<u>\$228,271.2</u>	<u>\$232,108.7</u>	<u>\$230,988.4</u>

*Source: Western Illinois University Factbooks, Resource Sections, [www.wiu.edu/IRP/factbook.php](http://www.wiu.edu/IRP/factbook.php)*

Figure 1 shows that Western’s appropriated funds reductions were of similar magnitude to all other 11 Illinois public universities.

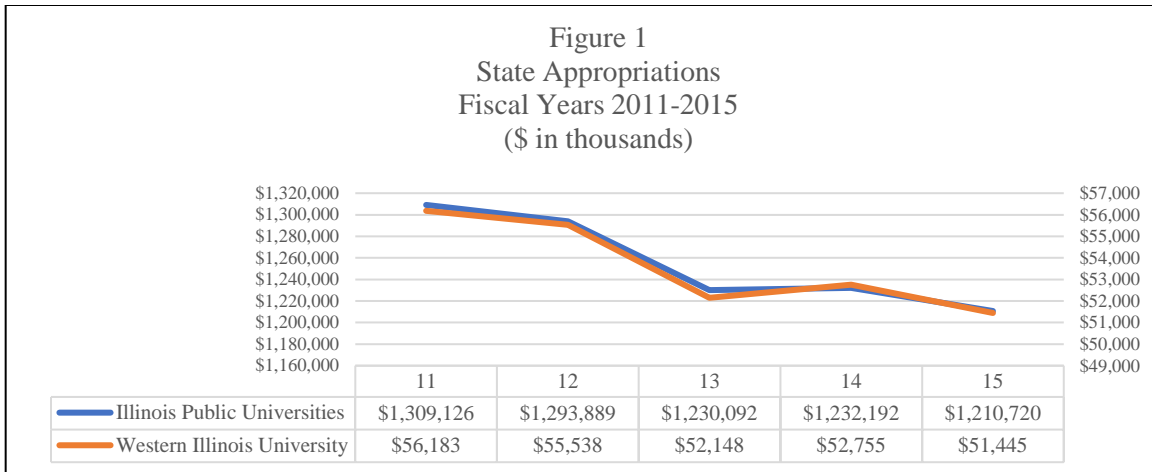


Table 2 presents Western’s FY11-15 financial ratios presented to the Commission in *Annual Institutional Data Updates*. Despite the delayed and decreased appropriations, Western Illinois University maintained its fiscal health as evidenced by:

- Composite Financial Indicator ratios “above the zone,” according to the criteria in *Strategic Financial Analysis for Higher Education: Identifying, Measuring & Reporting Financial Risks (Seventh Edition)*, by KPMG LLP; Prager, Sealy & Co., LLC; Attain LLC.
- Primary reserve ratios demonstrating fiscal stability. A negative or decreasing trend over time would have indicated a weakening financial condition.
- Net operating ratios showing institutional operations with a surplus in four of the last five years, therefore enabling the University to carry forward funds in conjunction with limitations established in Illinois statutes for public institutions.
- Net asset ratios showing availability of additional expendable net assets to satisfy debt obligations.
- Strong viability ratios, with only the FY15 ratio reflecting a decrease resulting from the volatile state economy.

Table 2  
Western Illinois University’s Historic Financial Ratios  
Fiscal Years 2011-2015

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Composite Financial Indicator	3.60	2.90	1.70	2.75	1.47
Primary Reserve Ratio	0.25	0.27	0.26	0.25	0.26
Net Operating Revenue Ratio	0.06	0.04	0.00	0.01	(0.01)
Return on Net Assets Ratio	0.18	0.12	0.04	0.13	0.02
Viability Ratio	0.73	0.70	0.75	0.77	0.47

*Source: Western Illinois University Annual Institutional Data Updates submitted to the Higher Learning Commission*

To compensate for reduced and delayed appropriations, the University maintained its fiscal health by:

- Restricting spending, monitoring travel, and limiting replacement hiring.
- Negotiating delayed salary increases with collective bargaining units.
- Cancelling salary increases for non-negotiated personnel.

- Increasing university reserves and carefully monitoring cash balances.
- Introducing retirement incentives.
- Implementing zero-based budgeting within Academic Affairs.
- Consolidating 18 academic departments/units into 10, and four technology units into one.
- Centralized reporting lines for admissions, advisement, and the School of Graduate Studies between campuses.
- Holding at least 25% of annual GRF departmental operating budgets.

Results from these actions reduced state appropriated budgets by \$14.2 million in personal services and \$2.7 million in operating, totaling a \$16.9 million cost savings and avoidance to the University. The size of the University workforce (headcount) decreased by 163 employees (52 faculty and 111 staff) during this time. The academic core was protected by engaging in 2:1 staff-to-faculty reductions. There were only three layoffs and no furloughs during this time. Furthermore, the University maintained 66% of all institutional expenditures on academics and academic support during this period of delayed and reduced appropriations.

(In Thousands of \$)	<u>FY2012</u>	<u>FY2013</u>	<u>FY2014</u>	<u>FY2015</u>
Instruction	\$79,449.2	\$77,370.8	\$77,267.6	\$77,237.5
Organized Research	6,074.1	3,540.3	3,535.5	3,083.6
Public Service	14,774.0	12,694.3	13,970.1	14,142.2
Academic Support	8,701.9	8,925.6	8,847.8	8,829.6
Student Services	41,066.6	42,830.7	48,119.7	49,661.2
Subtotal-Dollars	<u>\$150,065.8</u>	<u>\$145,361.7</u>	<u>\$151,740.7</u>	<u>\$152,954.1</u>
Subtotal-Percent	65.6%	63.7%	65.4%	66.2%
Institutional Support	9,277.7	9,473.6	9,675.4	10,238.6
O&M of Physical Plant	30,200.5	30,446.2	31,023.6	27,711.3
Independent Operations	34,944.1	38,651.4	35,090.6	35,419.8
CMS Group Health Insurance	2,724.2	2,735.9	2,909.5	2,998.1
FICA/Medicare	1,564.6	1,602.4	1,668.9	1,666.5
Total	<u>\$228,776.9</u>	<u>\$228,271.2</u>	<u>\$232,108.7</u>	<u>\$230,998.4</u>

*Source: Western Illinois University Factbooks, Resource Sections, www.wiu.edu/IRP/factbook.php*

Employee and budget reductions could have been deeper had the University not maintained historic efficiency. Tables 4 and 5 show that Western Illinois University consistently placed below the statewide average on instructional and administrative costs per credit hour. Using FY15 as an example, Western had the third and second lowest values on these measures, respectively. Instructional costs were 11.7% below the statewide average, and administrative costs were 20.5% below the statewide average.

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Southern Illinois-Edwardsville	\$240.55	\$249.57	\$257.94	\$269.52	\$261.01
Illinois State	\$267.13	\$286.37	\$297.85	\$300.43	\$311.13
<b>Western Illinois</b>	<b>\$272.68</b>	<b>\$284.01</b>	<b>\$294.30</b>	<b>\$307.32</b>	<b>\$316.86</b>
Southern Illinois-Carbondale	\$302.19	\$309.84	\$314.13	\$329.27	\$331.53
Northeastern Illinois	\$259.39	\$284.40	\$298.35	\$343.49	\$346.07
Northern Illinois	\$282.36	\$306.19	\$331.84	\$339.47	\$348.49
Eastern Illinois	\$270.13	\$289.67	\$331.88	\$352.67	\$358.40

Table 4  
-continued-

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
State Average	\$303.41	\$317.81	\$335.60	\$355.00	\$358.73
Illinois-Springfield	\$318.74	\$338.65	\$372.28	\$384.41	\$361.23
Governors State	\$328.00	\$364.12	\$364.31	\$392.48	\$373.04
Illinois-Urbana/Champaign	\$348.71	\$350.07	\$362.97	\$400.24	\$398.54
Illinois-Chicago	\$342.14	\$359.77	\$374.94	\$382.35	\$399.84
Chicago State	\$287.08	\$312.29	\$417.04	\$419.86	\$429.72
% WIU Is Under the State Average	(10.1%)	(10.6%)	(12.3%)	(13.4%)	(11.7%)

*Source: Illinois Board of Higher Education annual Discipline Cost Studies, [www.ibhe.org/coststudy.html](http://www.ibhe.org/coststudy.html)*

Table 5  
Administrative Costs per Credit Hour at Illinois Public Universities  
Fiscal Years 2011 through 2015

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Southern Illinois-Edwardsville	\$61.59	\$64.51	\$58.22	\$63.26	\$60.99
<b>Western Illinois</b>	<b>\$67.76</b>	<b>\$70.94</b>	<b>\$63.48</b>	<b>\$68.85</b>	<b>\$72.06</b>
Illinois-Chicago	\$75.00	\$78.40	\$78.41	\$74.00	\$76.55
Illinois-Urbana/Champaign	\$84.38	\$82.99	\$88.94	\$96.76	\$90.24
State Average	\$83.18	\$87.92	\$86.86	\$90.65	\$90.60
Northeastern Illinois	\$71.80	\$78.60	\$75.16	\$87.76	\$91.63
Eastern Illinois	\$74.80	\$84.37	\$89.03	\$96.55	\$94.78
Southern Illinois-Carbondale	\$81.76	\$81.80	\$80.28	\$90.77	\$96.09
Illinois-Springfield	\$105.00	\$104.18	\$92.60	\$110.23	\$103.26
Illinois State	\$88.86	\$104.83	\$102.01	\$95.81	\$104.54
Governors State	\$125.05	\$142.88	\$118.26	\$120.78	\$106.07
Northern Illinois	\$97.75	\$102.11	\$101.63	\$106.82	\$109.29
Chicago State	\$106.40	\$137.24	\$124.54	\$106.03	\$112.65
% WIU Is Under the State Average	(18.5%)	(19.3%)	(26.9%)	(20.0%)	(20.5%)

*Source: IBHE Academic Discipline Cost Study, Section VI, All Disciplines Instruction less Physical Plant, [www.ibhe.org/coststudy.html](http://www.ibhe.org/coststudy.html)*

### FY16 and FY17: Effects of the Historic and Unprecedented Statewide Budget Impasse

In setting the context for the FY16 and 17 university and statewide budget context, it is important to understand Western Illinois University's fiscal procedures. Discussion on the University's financial data presented in this submission to the Commission, unless otherwise noted, are taken from the University's Audited Financial Statements (see Attachments E-G).

To begin, the Western Illinois University Board of Trustees has statutory authority for setting the University's annual budget. The Board approves a Preliminary Spending Plan prior to the start of the fiscal year, which sets maximum expenditure limits for that fiscal year. The Board refines and approves an All Funds Budget to replace its Preliminary Spending Plan at its fall meeting. The Board also approves University requests for new state resources (operating and capital) at its fall meeting. All of these materials are attached for FY17 through FY19 to date in Attachments H-J.

The Board approved the University's *FY19 Spending Plan* in June 2018 (see Attachment J). Other FY19 materials are not included in this Attachment. The Commission's reporting deadline for this submission (September 7, 2018) is in advance of the Board's fall meeting (September 28, 2018). The remaining data are, therefore, not available because the Board has not yet approved these materials.

In upholding its fiduciary responsibilities to the University and state taxpayers, the Board has an Audit Committee and *Charter*. Attachment K displays Western Illinois University Board of Trustees Audit Committee Materials for FY15-17 as related to University finances.

The Board delegates daily management of the University to the President and Vice Presidents. Historically, Illinois public universities have received notification of the value of state appropriations for the next fiscal year (July 1) before the end of the current fiscal year (June 30). The Illinois public universities would have received FY16 appropriation notifications before June 30, 2015, if the past 158-year practice was followed by the Governor and General Assembly.

However, as shown in Table 6, FY16 appropriations were not made until the 10<sup>th</sup> month of the fiscal year, and 22 months since the last (FY15) appropriations were made. These appropriations were referred to as “Stop Gap I” by the Illinois General Assembly to indicate that partial FY16 appropriations were being made at the time that *Senate Bill 2059* and *Public Act (PA) 99-502* were passed.

	FY 15 Appropriation <u>(PA 99-01)</u>	FY16 Appropriation <u>(PA 99-502)</u>	FY 16 as a Percent of <u>FY 15</u>
Chicago State	\$36,330,500	\$20,107,300	55.3%
Eastern Illinois	42,975,700	12,456,500	29.0%
Governors State	24,062,100	6,974,400	29.0%
Illinois State	72,226,700	20,934,900	29.0%
Northeastern Illinois	36,898,800	10,695,100	29.0%
Northern Illinois	91,092,700	26,403,200	29.0%
Western Illinois	51,445,200	14,911,400	29.0%
Southern Illinois	199,558,500	57,482,200	28.8%
University of Illinois	647,186,400	180,094,100	27.8%
Total	<u>\$1,201,776,600</u>	<u>\$350,059,100</u>	<u>29.1%</u>

*Source: Illinois Board of Higher Education: Fiscal Year 2016 and 2017 Appropriations for Higher Education Overview Stop Gap I and Stop Gap II (Updated August 20, 2016)*

<sup>1</sup>Sothern Illinois University receives one appropriation for its two campuses and central administration. The University of Illinois also receives one appropriation for its three campuses and central administration. The other Illinois public universities do not receive a central administration appropriation.

Western Illinois University received \$14.9 million in Stop Gap I. This appropriated amount represents 29% of University’s \$51.4 million FY15 appropriation. Table 6 shows similar percentage values were received by all other Illinois public universities, with the exception of Chicago State University that received additional funding due to fiscal and enrollment challenges.

FY16 and 17 data also reflect inconsistencies between state-defined appropriation and reporting cycles. The values reported in Table 6 were the basis for audited financial statements and resultant financial indicator reporting to the Higher Learning Commission, per Illinois Legislative Audit Commission Guidelines. However, they do not reflect final FY16 legislatively-granted spending authority for Western Illinois University and all other Illinois public universities.

At the end of June and start of July the Illinois public universities received additional appropriations (termed Stop Gap II by the Illinois General Assembly) that could be applied to FY16 or FY17 expenses through *Senate Bill 2047* and *Public Act 99-524*. These values are displayed in Table 7.

	FY 15 Appropriation (PA 99-01)	SB 2059 (PA 99-502) Stop Gap I	FY 2016-2017 SB 2047 PA 99-524 Stop Gap II	Total Stop Gaps For 18 Months
Chicago State	\$36,330,500	\$20,107,300	\$12,590,000	\$32,697,300
IBHE Funding	--	--	3,020,100	3,020,100
Total	<u>36,330,500</u>	<u>20,107,300</u>	<u>15,610,000</u>	<u>35,717,400</u>
Eastern Illinois	42,975,700	12,456,500	26,222,000	38,678,500
IBHE Funding	--	--	5,582,000	5,582,000
Total	<u>42,975,700</u>	<u>12,456,500</u>	<u>31,804,000</u>	<u>44,260,000</u>
Governors State	24,062,100	6,974,400	12,757,000	19,731,400
Illinois State	72,226,700	20,934,900	38,291,000	59,225,900
Northeastern Illinois	36,898,800	10,695,100	19,562,000	30,257,100
Northern Illinois	91,092,700	26,403,200	48,293,000	74,696,200
Western Illinois				
IBHE Funding	--	--	8,397,900	8,397,900
Total	--	<u>14,911,400</u>	<u>39,786,900</u>	<u>54,698,300</u>
Southern Illinois	199,558,500	57,482,200	106,156,000	163,638,200
University of Illinois	647,186,400	180,094,100	350,599,000	530,693,100
Total	<u>\$1,201,776,600</u>	<u>\$350,059,100</u>	<u>\$665,859,000</u>	<u>\$1,015,918,100</u>

*Sources: IBHE: Fiscal Year 2016 and 2017 Appropriations for Higher Education Overview Stop Gap I and Stop Gap II (Updated August 20, 2016) and IBHE Fiscal Year 2017 Supplemental Allocation of Financial Support for Essential Operations.*

Table 7 shows that Western Illinois University received an additional \$39.8 million for use with FY16 or FY17 expenditures, and raised the University's total FY16-17 appropriations to \$54.7 million.

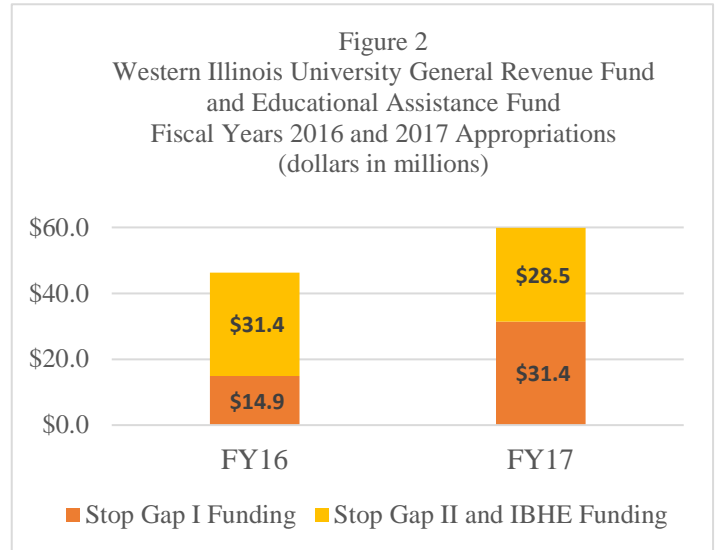
With regard to Western Illinois University's Stop Gap II appropriation, the University received \$31.4 million from the Governor and General Assembly, and an additional \$8.4 million from the Illinois Board of Higher Education (IBHE). The IBHE recognized the University's best practices of responsible financial stewardship and new freshmen enrollment stabilization. Also receiving funding from the IBHE were Chicago State University (\$3.0 million) and Eastern Illinois University (\$5.6 million).

Following Illinois Legislative Audit Commission (LAC) Guidelines as required by the Illinois Board of Higher Education (the State's coordination board for higher education), Western Illinois University's FY16 financial ratios were based on a state General Revenue Funds (GRF) and Educational Assistance Fund (EAF) appropriation of \$14.9 million (i.e., Stop Gap I funding). This required reporting value *underestimates* actual revenue received through Stop Gap II by \$39.8 million or 73% of the revenue received and applied to FY16 and 17 expenses. Annual fiscal year reporting on an 18-month appropriation and spending cycle *does not* reflect the fiscal reality of the Illinois public universities.

This concern applies equally to FY17. Western Illinois University received \$51.5 million in state GRF and EAF appropriations and an additional, one-time \$8.4 million appropriation from the Illinois Board of Higher Education, totaling \$59.9 million in state appropriations for FY17. However, again following LAC Guidelines, the University's FY17 financial ratios were based on a state appropriation of \$31.4 million (i.e., Stop Gap II funding). This required reporting value *underestimates* actual revenue received by \$28.5 million or 48% of the revenue received and applied to FY17 expenses.

Western Illinois University’s concern that 12-month fiscal year reporting on an 18-month appropriations and spending cycle *does not* reflect the fiscal reality of the institution and all other Illinois public universities is also reflected in Figure 2. The base of each column is revenue reported in *Audited Financial Statements*. The top of each column includes the one-time state appropriation applied to FY16 and 17 expenses

Table 8 presents the University’s current and historic financial indicators as reported to the Commission in spring 2018. Again, the University’s data are based on funding and expenses associated with Stop Gap I alone. The reporting does not include revenue received and applied from Stop Gap II and the one-time Illinois Board of Higher Education allocation.



	2011	2012	2013	2014	2015	2016	2017
Composite Financial Indicator	3.60	2.90	1.70	2.75	1.47	(0.30)	0.54
Primary Reserve Ratio	0.25	0.27	0.26	0.25	0.26	0.16	0.16
Net Operating Revenue Ratio	0.06	0.04	0.00	0.01	(0.01)	(0.15)	(0.02)
Return on Net Assets Ratio	0.18	0.12	0.04	0.13	0.02	(0.14)	(0.02)
Viability Ratio	0.73	0.70	0.75	0.77	0.86	0.56	0.60

*Source: Western Illinois University Annual Institutional Data Updates submitted to the Higher Learning Commission*

With 73% of Western’s FY16 appropriated revenue not allowed to be recorded according to LAC guidelines, the University had a Composite Financial Indicator (CFI) ratio of (0.30). The magnitude of unreported revenue was less with FY17 data. With 48% of the University’s appropriation not reported, the University’s CFI improved to 0.54. The University also improved its FY17 status on the net operating revenue, return on net assets, and viability ratios, while remaining constant on the primary reserve ratio.

With improvements resulting from strategic planning, and an improved statewide fiscal climate, Western Illinois University is confident that it will operate “above the zone” in FY18 and beyond for seven reasons. First, the state restored annual appropriations and reporting cycles for FY18. Second, state appropriations included in the University’s FY18 financial indicators will increase \$6.5 million (16.3%), from \$39.8 million in FY17 to \$46.3 million in FY18. Third, the University’s FY19 appropriation was up 2% from FY18. Fourth, the University maintained historic efficiency during the statewide budget impasse.

Tables 8 and 9 reinforce trends initially efficiency trends presented in Tables 4 and 5. Western Illinois University continues to consistently place below statewide averages on instructional and administrative costs per credit hour. The most recently published comparisons for FY16 show that Western had the third and second lowest values on these measures, respectively. Instructional and administrative costs per credit hour were 11.7% and 18.4% below the statewide average, respectively.

Table 8  
Instructional Costs per Credit Hour at Illinois Public Universities  
Fiscal Year 2011 through Fiscal Year 2016

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Southern Illinois-Edwardsville	\$240.55	\$249.57	\$257.94	\$269.52	\$261.01
Illinois State	\$267.13	\$286.37	\$297.85	\$300.43	\$311.13
<b>Western Illinois</b>	<b>\$272.68</b>	<b>\$284.01</b>	<b>\$294.30</b>	<b>\$307.32</b>	<b>\$316.86</b>
Southern Illinois-Carbondale	\$302.19	\$309.84	\$314.13	\$329.27	\$331.53
Northeastern Illinois	\$259.39	\$284.40	\$298.35	\$343.49	\$346.07
Northern Illinois	\$282.36	\$306.19	\$331.84	\$339.47	\$348.49
Eastern Illinois	\$270.13	\$289.67	\$331.88	\$352.67	\$358.40
State Average	\$303.41	\$317.81	\$335.60	\$355.00	\$358.73
Illinois-Springfield	\$318.74	\$338.65	\$372.28	\$384.41	\$361.23
Governors State	\$328.00	\$364.12	\$364.31	\$392.48	\$373.04
Illinois-Urbana/Champaign	\$348.71	\$350.07	\$362.97	\$400.24	\$398.54
Illinois-Chicago	\$342.14	\$359.77	\$374.94	\$382.35	\$399.84
Chicago State	\$287.08	\$312.29	\$417.04	\$419.86	\$429.72
% WIU Is Under the State Average	(10.1%)	(10.6%)	(12.3%)	(13.4%)	(11.7%)

*Source: Illinois Board of Higher Education annual Academic Discipline Cost Studies, [www.ibhe.org/coststudy.html](http://www.ibhe.org/coststudy.html)*

Table 9  
Administrative Costs per Credit Hour at Illinois Public Universities  
Fiscal Year 2008 through Fiscal Year 2016

	<u>2012</u>	<u>2013*</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Southern Illinois-Edwardsville	\$64.51	\$58.22	\$63.26	\$60.99	\$55.92
<b>Western Illinois</b>	<b>\$70.94</b>	<b>\$63.48</b>	<b>\$68.85</b>	<b>\$72.06</b>	<b>\$67.80</b>
Illinois-Chicago	\$78.40	\$78.41	\$74.00	\$76.55	\$72.43
Southern Illinois-Carbondale	\$81.80	\$80.28	\$90.77	\$96.09	\$75.91
Eastern Illinois	\$84.37	\$89.03	\$96.55	\$94.78	\$76.32
Northeastern Illinois	\$78.60	\$75.16	\$87.76	\$91.63	\$77.19
Illinois-Springfield	\$104.18	\$92.60	\$110.23	\$103.26	\$82.50
State Average	\$87.92	\$86.86	\$90.65	\$90.60	\$83.12
Illinois-Urbana/Champaign	\$82.99	\$88.94	\$96.76	\$90.24	\$85.71
Governors State	\$142.88	\$118.26	\$120.78	\$106.07	\$95.77
Chicago State	\$137.24	\$124.54	\$106.03	\$112.65	\$100.75
Illinois State	\$104.83	\$102.01	\$95.81	\$104.54	\$100.93
Northern Illinois	\$102.11	\$101.63	\$106.82	\$109.29	\$104.56
% WIU Is Under the State Average	(19.3%)	(26.9%)	(20.0%)	(20.5%)	(18.4%)

*Source: Illinois Board of Higher Education annual Academic Discipline Cost Studies, Section VI, All Disciplines Instruction less Physical Plant, [www.ibhe.org/coststudy.html](http://www.ibhe.org/coststudy.html)*

Fifth, Western Illinois University has a strong and proven history of addressing fiscal challenges. This was previously demonstrated in the University's actions to address reduced and delayed FY11-15 state appropriations. It is also demonstrated in the conclusion from the Commission's FY18 Financial Panel Review Team (see Attachment D) which stated, "After much reflection, the panel [concludes] 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." And that is exactly what happened. The current CFI of 0.54, with partial appropriated funds reported, is "in the zone."

Sixth, as discussed below, institutional accomplishments from the *FY16-18 Priorities and Reinvestment Plan* and the *FY19 Positioning Western Illinois University for the Future Plan* place Western Illinois University in a fiscally sound and sustainable future in preparing students to lead in dynamic and diverse communities and providing national leadership in quality, opportunity, and affordability.



Seventh, is institutional responses to a changing paradigm for the funding of Illinois public higher education. Table 10 shows on average Illinois public universities received 9.1% less appropriated funding in FY18 compared to FY15. On average, the Illinois public universities also received 7.3% less in FY19 appropriated funding compared to FY15 appropriations. Individual differences are due to circumstances and special projects. For example, Chicago State received additional appropriations as it continues to address enrollment and financing challenges. And in FY18, the University of Illinois received increased funding (\$616,000) for the Illinois Fire Services institute, and Southern Illinois University received increased funding (\$1.0 million) for the National Corn to Ethanol Research Institute.

Table 10  
Fiscal Years 2018 and 2019 Appropriations  
Amount and as a Percent of Fiscal Year 2015 Appropriations  
at Illinois Public Universities

	FY 15 <u>Appropriation</u>	FY18 <u>Appropriation</u>	Percent of FY15	FY19 <u>Appropriation</u>	Percent of FY 15
Chicago State	\$36,330,500	\$34,604,400	95.2%	35,258,300	97.0%
Eastern Illinois	42,975,700	38,686,100	90.0%	39,459,700	91.8%
Governors State	24,062,100	21,656,000	90.0%	22,089,100	91.8%
Illinois State	72,226,700	65,004,000	90.0%	66,354,100	91.9%
Northeastern Illinois	36,898,800	33,209,000	90.0%	33,873,200	91.8%
Northern Illinois	91,092,700	82,019,500	90.0%	83,659,200	91.8%
Western Illinois	51,445,200	46,320,700	90.0%	47,200,700	91.8%
Southern Illinois	199,558,500	182,190,800	91.3%	185,781,000	93.1%
University of Illinois	647,186,400	588,994,600	91.0%	600,450,600	92.8%
Total	<u>\$1,201,776,600</u>	<u>\$1,092,685,100</u>	<u>90.9%</u>	<u>\$1,114,161,900</u>	<u>92.7%</u>

Sources: *IBHE: Fiscal Year 2016 and 2017 Appropriations for Higher Education Overview Stop Gap I and Stop Gap II (Updated August 20, 2016)*

Presently, and with regard to the University’s current financial ratios, restricting reporting to Stop Gap II funding had the following effects on the University’s FY17 financial ratios.

- **Primary Reserve Ratio:** Institutional unrestricted net assets and the resultant numerator are artificially low for both FY16 and 17 due to differences in appropriation and reporting cycles.

Table 11A  
Western Illinois University Primary Reserve Ratios  
Fiscal Years 2014-2017

	FY14	FY15	FY16	FY17
<b>Unrestricted Net Assets</b>	<b>\$64,965,300</b>	<b>\$67,805,400</b>	<b>\$35,751,580</b>	<b>\$7,532,580</b>
Expendable Restricted Net Assets	13,159,300	14,108,700	14,992,880	42,583,000
Numerator Total	\$78,124,600	\$81,914,100	\$50,744,460	50,115,580
Operating Expenses	\$303,916,760	\$313,905,700	\$303,916,760	304,275,320
Non-Operating Expenses	4,907,900	4,513,900	3,783,110	3,685,790
Denominator Total	\$310,235,700	\$318,419,600	\$307,699,870	307,961,110
Primary Reserve Ratio	0.25	0.26	0.16	0.16
Primary Reserve Ratio CFI	0.66	0.68	0.43	0.43

*Source: Western Illinois University Audited Financial Statements*

- **Net Operating Revenue Ratio:** Institutional net non-operating revenues and the resultant numerator ratio are artificially low for FY16 and 17. The same is true for non-operating revenues and the

corresponding denominator. The Net Operating Revenue Ratio is not an accurate depiction of the fiscal status of Western Illinois University due to the inconsistencies between state appropriation and reporting cycles.

	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>
Institutional Operating Income (loss)	(\$161,702,700)	(\$166,844,900)	(\$165,591,190)	(\$174,198,110)
<b>Net Non-Operating Revenues</b>	<b>166,162,000</b>	<b>162,423,200</b>	<b>126,569,820</b>	<b>167,706,430</b>
Numerator Total	\$4,459,300	(\$4,421,700)	(\$39,021,370)	(\$6,491,680)
Operating Revenues	\$143,625,000	\$147,060,800	\$138,325,570	\$130,077,220
<b>Non-Operating Revenues</b>	<b>171,069,800</b>	<b>166,937,100</b>	<b>130,352,930</b>	<b>171,392,200</b>
Denominator Total	\$314,694,800	\$313,997,900	\$268,678,500	301,469,440
Net Operating Revenue Ratio	0.01	(0.01)	(0.15)	(0.02)
Net Operating Revenue CFI	0.11	(0.11)	(0.40)	(0.17)

*Source: Western Illinois University Audited Financial Statements*

- Return on Net Assets Ratio: The same conditions and concerns stated above apply to this ratio.

	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>
<b>Change in Net Assets</b>	<b>\$32,317,400</b>	<b>\$4,828,900</b>	<b>(\$37,892,980)</b>	<b>(\$5,220,620)</b>
Total Net Assets (beginning of year)	\$242,546,600	\$272,367,800	\$269,576,060	\$231,683,080
Return on Net Assets Ratio	0.13	0.02	(0.14)	(.02)
Return on Net Assets CFI	1.33	0.18	(0.80)	(0.23)

*Source: Western Illinois University Audited Financial Statements*

- Viability Ratio: Expendable net assets and the resultant numerator are artificially low. This caused FY16 and 17 viability ratios to be artificially low.

	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>
<b>Expendable Net Assets</b>	<b>\$78,124,600</b>	<b>\$81,914,100</b>	<b>\$50,744,460</b>	<b>\$5,115,5800</b>
Institutional Long-Term Debt	\$101,058,000	\$95,237,400	\$90,007,140	83,091,870
Viability Ratio	0.77	0.86	0.56	0.60
Viability CFI	0.65	0.72	0.47	0.51

*Source: Western Illinois University Audited Financial Statements*

## 2. Determine the revenue and expense components that had the greatest impact on the institution's financial health.

As originally reported to the Commission in FY18, the greatest impacts on Western Illinois University as a result of the historic and unprecedented two-year statewide budget impasse continue to be

advancement of three high priorities that require multiyear investment in order to assure and advance institutional quality. These priorities are advancing faculty and staff salaries, initiating state-funded capital projects, and maintaining an institutional reserve base to protect against the State’s volatile fiscal climate.

- *Faculty and Staff Salaries:* Western Illinois University’s *Higher Values in Higher Education 2012-2022 Strategic Plan* includes a priority to “Provide faculty and staff salaries that meet and exceed the mean of peer institutions.” In FY14 and 15 the University awarded across the board raises of 3.5% and 2.0% to negotiated and non-negotiated employees. Faculty and Academic Support Personnel (who are represented by the University Professionals of Illinois) received a 2.0% raise in FY16.

	FY13		FY14		FY15		FY16		FY17	
	<u>N</u>	<u>Avg.</u>	<u>N</u>	<u>Avg.</u>	<u>N</u>	<u>Avg.</u>	<u>N</u>	<u>Avg.</u>	<u>N</u>	<u>Avg.</u>
Professor	170	\$92,990	182	\$96,358	178	\$98,763	176	\$101,437	182	\$98,201
Associate	155	73,675	146	76,188	143	78,881	153	80,589	149	78,098
Assistant	180	60,768	168	62,282	150	62,120	133	63,649	97	61,562
Instructor	103	44,564	107	42,579	102	45,484	103	47,067	93	45,116
Lecturer	9	43,822	10	45,443	11	41,138	8	44,024	5	37,766
Total	617	\$69,936	613	\$71,997	584	\$74,092	573	\$76,524	526	\$75,790

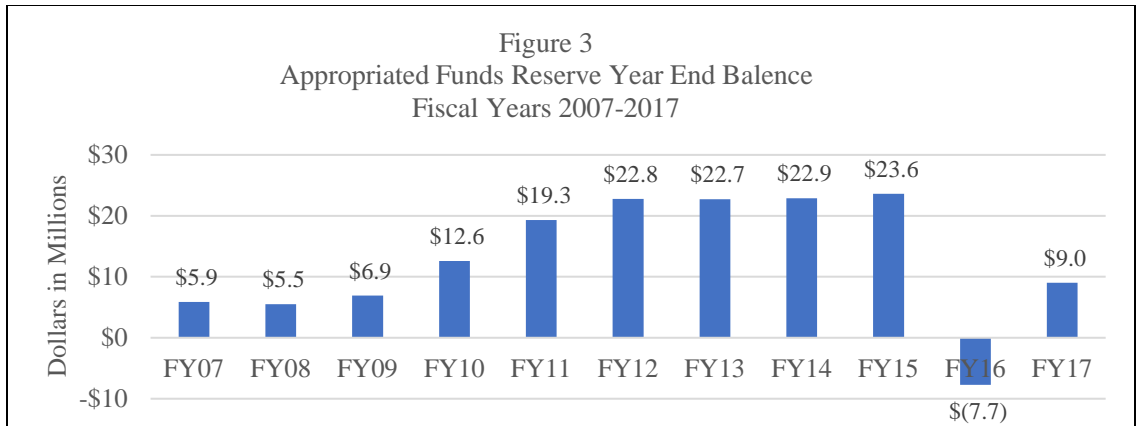
*Source: Western Illinois University 2017 Fact Book, [www.wiu.edu/IRP/factbook.php](http://www.wiu.edu/IRP/factbook.php)*

However, the University has not been able to continue with salary increases due to delayed and decreased state funding. Administrative/professional and civil service personnel earning more than \$40,000 annually were placed a furlough program during FY16. Furloughs continued during FY17 and FY18 for administrative personnel. Faculty deferred a negotiated 3.0% raise during this time.

- *Capital Projects:* Western was in process of bidding for the construction of a new Center for Performing Arts (CPA), a \$71.8 million project, when state capital funding was frozen. Likewise, \$5.0 million allocated for Phase III planning for the Quad Cities campus was also frozen. Although the State has resolved the operating budget impasse, capital spending has not been appropriated or released.

When funding is released, the University will resume work on the CPA project that includes a 1,400-seat proscenium theatre auditorium, 250-seat thrust stage, and 150-seat studio theatre. Phase III will support a new facility for science, engineering, mathematics, and technology instruction, research, and service in the Quad Cities. The freezing of capital expenditures hurts our host communities and region. In addition to one-time construction benefits, Western has an annual \$473 million economic impact in our immediate 16-county service region.

- *Reserves:* With the advent of state cash flow issues (delayed appropriated funding), Western Illinois University began strategically growing the appropriated funds reserves, from less than \$6.0 million in FY07 and 08 to a high of \$23.6 million in FY15. These funds and \$7.7 million from unrestricted non-appropriated funds were used to keep the University operating during FY16.



**3. Identify specific strategies that have been implemented to re-establish financial health.**

Tables 13 and 14 show that the Illinois public universities have been addressing declining state appropriations since FY02. During the initial period of reduced and delayed state appropriations (FY11-15), the statewide budget impasse (FY16-17), and the aftermath of the budget impasse (FY18 and beyond), Western Illinois University has been successful in sustaining financial health and advancing quality by engaging in conservative, mission-driven fiscal management; taking proactive measures in short- and long-term planning; and keeping apprised of internal and external strengths, weakness, opportunities, and challenges.

**Table 13**  
Illinois Public Universities General Revenue Appropriations  
Fiscal Years 2002-2019

(in thousands of dollars)	\$ Difference		% Difference	
	Annual	Cumulative	Annual	Cumulative
2002	1,496,839.5	--	--	--
2003	1,411,720.3	-85,119.2	-5.7%	-5.7%
2004	1,303,564.7	-108,155.6	-7.7%	-12.9%
2005	1,301,632.9	-1,931.8	-0.1%	-13.0%
2006	1,316,938.8	15,305.9	1.2%	-12.0%
2007	1,321,279.4	4,340.6	0.3%	-11.7%
2008	1,357,067.3	35,787.9	2.7%	-9.3%
2009	1,393,588.6	36,521.3	2.7%	-6.9%
2010	1,393,838.6	-103,001	-7.4%	-6.9%
2011	1,309,126.0	-84,713	-6.1%	-12.5%
2012	1,293,889.3	-15,237	-1.2%	-13.6%
2013	1,230,092.0	-63,797	-4.9%	-17.8%
2014	1,232,192.0	2,100	0.2%	-17.7%
2015	1,229,438.5	-2,754	-0.2%	-17.9%
2016	350,059.1	-879,379.4	-71.5%	--
2017	665,859.0	315,799.0	90.2%	--
16-17	1,015,918.1	-213,520.4	-17.4%	-35.3%
2018	1,092,685.1	76,767.0	7.6%	-27.7%
2019	1,114,161.9	21,476.8	2.0%	-25.7%

*Source: Illinois Board of Higher Education*

(in thousands of dollars)	\$ Difference		% Difference	
	Annual	Cumulative	Annual	Cumulative
2002	64,306.7	--	--	--
2003	61,126.0	-\$3,180.7	-4.9%	-4.9%
2004	56,091.1	-5,034.9	-8.2%	-12.8%
2005	56,091.1	0.0	0.0%	-12.8%
2006	57,297.7	1,206.6	2.2%	-10.9%
2007	57,029.3	-268.4	-0.5%	-11.3%
2008	58,287.5	1,258.2	2.2%	-9.4%
2009	59,919.6	1,632.1	2.8%	-6.8%
2010	59,919.6	0.0	0.0%	-6.8%
2011	56,182.7	-3,736.9	-6.2%	-12.6%
2012	55,538.3	-644.4	-1.1%	-13.6%
2013	52,147.8	-3,390.5	-6.1%	-18.9%
2014	52,755.1	607.3	1.2%	-18.0%
2015	52,629.3	-125.8	-0.2%	-18.2%
2016	14,911.4	-37,717.9	-71.7%	--
2017	39,786.9	24,875.5	166.8%	--
16-17	54,698.3	\$2,069	3.9%	-14.3%
2018	46,320.7	-8,377.6	-15.3%	-29.6%
2019	47,200.7	880.0	1.9%	-27.7%

*Source: Western Illinois University Factbooks, Resource Sections, [www.wiu.edu/IRP/factbook.php](http://www.wiu.edu/IRP/factbook.php)*

In exercising conservative fiscal management, the President’s Leadership Team (President, Vice Presidents, Chief of Staff, Budget Director, and University Legal Counsel) has met weekly to monitor institutional obligations, goals, priorities, revenue, expenses, and reserves since FY11—the first year that the State experienced decreased and delayed appropriations. Additionally, appropriations for Illinois public universities changed from lump sum amounts to payment throughout the fiscal year, beginning that fiscal year.

Western has been successful in addressing state-imposed fiscal changes as evidenced by the following accomplishments:

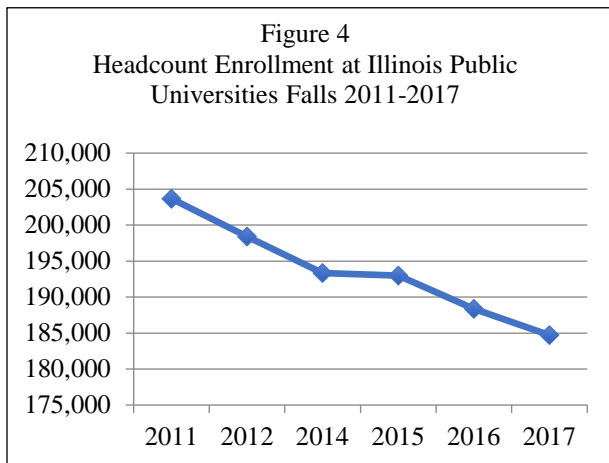
- ✓ The University has not delayed or defaulted on payments to external vendors or failed to meet payroll or other institutional financial obligations.
- ✓ Planning and budgeting processes restored the appropriated funds reserve balance at \$5.2 million at the end of FY18. Furthermore, the University continues to reduce expenditures and solidify the fiscal foundation of the University for the future.
- ✓ Total institutional debt decreased from \$101.1 million in FY14 to \$83.1 million at the end of FY17. 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 indicated that Western Illinois University was the only Illinois public university to have a FY17 positive outlook. All other Illinois public universities and the State are rated were stable.

Western Illinois University operated according to its *Higher Values in Higher Education 2012-2022* Strategic Plan during the statewide budget impasse. This and previous strategic plans with 10-year

visions for the University are updated every five years. In the aftermath of the statewide budget impasse, the University operates according to *Higher Values in Higher Education 2017-2022*.

As the University works to restore financial health resulting from the statewide budget impasse by the end of FY19, institutional actions have intentionally focused in five priority areas. Four of these areas focus on recruitment and retention to promote student success as a primary benefit and to realize increased tuition and fee revenue as a secondary benefit.

Western Illinois University is addressing enrollment challenges faced by the Illinois public universities. Total headcount enrollment at Illinois public universities decreased by 9.3% from 203,670 students in fall 2011 to 184,713 students in fall 2017. Many factors (shown below) are contributing to this enrollment decline. Total enrollment at Western Illinois University also decreased by 24.8% from a total enrollment of 12,554 to 9,441 during this time. Additional information on enrollment is available in Attachment L and from the 2017 Western Illinois University Fact Book, available at [www.wiu.edu/IRP/factbook.php](http://www.wiu.edu/IRP/factbook.php).



- Factors Contributing to Enrollment Decline
- A 2.4% decline in Illinois high school graduates over the last five years.
  - An 8.8% decline in high school graduates in the 16 county WIU service region.
  - Over 45% of Illinois college bound students attend out-of-state.
  - The historic and unprecedented State of Illinois Fiscal Year 2016 and 2017 budget impasse.
  - A 5% projected decline in Illinois high school by academic year 2023-2024.

Despite previous enrollment declines, the University is beginning to re-build and stabilize enrollment. The University had forecasted and budgeted for a total enrollment of 8,000 students in fall 2018. However, fall 2018 enrollment is 502 enrolled students (6.3%) ahead of projections. This increase is due to institutional actions and the restoration of public confidence in Illinois public higher education.

Ending the statewide budget impasse is restoring public confidence that funding for the Illinois public universities and the Monetary Assistance Program (the statewide need-based financial aid program) will be available. Previous uncertainties caused the State to have the highest emigration rate in the nation and created what was termed a “Crisis in Confidence” in Illinois public higher education. Data from the *New York Times* in 2017 showed that only 2,117 out-of-state residents entered Illinois public higher education, while 16,561 in-state residents entered higher education in other states.

The fifth priority that the University focused on is efficient use of resources. With decreasing state appropriations (including 18% less received in FY17 and 18 compared to the FY15 base), Illinois public universities are becoming increasingly tuition dependent.

To increase student enrollment, the University focused on:

1. **Student Recruitment.** Western Illinois University established high-quality, in-demand academic programs and launched new instructional formats to generate increased enrollment, and related tuition and fee revenue. This was achieved by:

- ✓ *Establishing a new dual enrollment program* with regional high schools. Program enrollment has increased from 6 students in the fall 2014 pilot program to 58 students in enrolled in fall 2018.
- ✓ *Recruiting even more high-achieving students* to Western's Centennial Honors College. Enrollment in the Honors College increased from 594 students in fall 2012 to 1,000 students in fall 2017. This is a 406 student (68.4%) student increase during this time. Honors student enrollment as a percent of total undergraduate enrollment has increased from 5.8% in fall 2012 to 13.2% in fall 2017.
- ✓ *Creating a Military Task Force* to concert on the recruitment and retention of active duty students from the United States Armed Forces. Western has a strong tradition of serving over 600 veterans annually. To build future enrollment, the Senior Vice President for Strategic Planning and Initiatives visited nine military bases during FY18 to learn best practices in serving active duty military students and begin partnership explorations.

Resulting from these visits and FY17 and FY18 benchmarking completed by the Military Task Force, the University adopted federal tuition assistance for all military personnel, received a base housing allowance increase for students in the Quad Cities, and expanded the University's online portfolio with 7 additional programs, raising the total to 12. Currently, the University is hiring a dedicated military student recruiter, and developing partnerships with the Community College of the Air Force, Fort Leavenworth (Kansas), Rock Island Arsenal (Illinois), and Scott Air Force Base (Missouri).

- ✓ *Establishing new degree programs and instructional formats.* Students in Macomb now have access to three new baccalaureate degrees (in Cyber Security, Fire Protection Services, and Middle Level Education), 20 new integrated degree programs (where academically qualified students can earn a bachelors and master's degrees from the University in five years) and a new master's degree in Applied Statistics and Decision Analytics.

Students in the Quad Cities now have access to a new baccalaureate degree in mechanical engineering, two new integrated degree programs, a new master's degree Applied Statistics and Decision Analytics, and a new doctoral program in Environmental Sciences.

Students also have access to Business Administration, College Student Personnel, and Community and Economic Development master's degree programs in new hybrid format. Students in these programs complete three weekends on campus, with the remainder of course work completed online.

FY19 academic planning includes expansion of undergraduate degree programs in Psychology, Social Work, and Speech Pathology and Audiology, as well as select Military Science (ROTC) courses to the Quad Cities campus. Western is nationally recognized as a "Military Friendly School" by *G.I. Jobs Magazine*. The quality of the ROTC program is demonstrated by being a three-time recipient of the General Douglas MacArthur Award for Best ROTC Program in Midwestern United States, and a four-time winner of the Best ROTC Program in the Brigade.

- ✓ *Capitalizing on the increased demand by launching seven new online programs.* Western Illinois University served 61,868 distance education course enrollments between FY13-17, generating 175,125 credit hours. This represents increases of 4,179 (42%) in course enrollments and 10,826 (37%) in credit hours during this time.

Expansion of distance learning and hybrid programs is mission-driven. Western Illinois University has the State of Illinois first and largest distance education program and is



nationally recognized for excellence in online education. Western ranked 60<sup>th</sup> out of 347 colleges and universities from across the nation in *U.S. News and World Report's* "2018 Best Online Programs: Bachelor's" category. Western was one of only two Illinois public universities that placed in the top 75 nationally.

The University offers 463 online classes (320 undergraduate; 143 graduate). New online programs are now available in Accountancy, Anthropology (one of the first in the nation), Economics, Fire Protection Services, Law Enforcement and Justice Administration, Management, and National Fire Academy Curriculum for Fire Fighters.

These new educational opportunities are complemented by the University's five long standing online degree programs in Business Administration, General Studies, Instructional Design and Technology, and Nursing completion (RN to BSN). FY19 plans include placing Supply Chain Management (logistics) online.

As a result of offering more online and hybrid programs, total headcount enrollment where the student takes a majority of semester hours through distance education (off-campus, online, and/or hybrid) increased by 416 students (41.7%) from 998 students in fall 2012 to a total of 1,414 students in fall 2018.

**2. Access and Affordability.** Western Illinois University serves a very cost-sensitive population. Approximately 75% of enrolled students receive financial assistance, with 49% of the Macomb students and 32% of the Quad Cities students receiving federal Pell grants. The University held enrollment above 11,000 students in the years prior to the budget impasse, experienced enrollment declines during the budget impasse, and is beginning to stabilize enrollment after the budget impasse. Upholding the University's traditions and commitments to access and affordability is demonstrated by:

- ✓ *Lowering new student tuition by 3% in FY16 and not administering tuition increases between FY17-19.* As a result, Western Illinois University has the lowest tuition and fee rate of peer Illinois public universities.

	<u>Tuition</u>	<u>Fees</u>	<u>Total</u>
<b>Western Illinois</b>	<b>\$11,245</b>	<b>\$9,580</b>	<b>\$20,825</b>
Southern Illinois-Edwardsville	\$11,491	\$9,481	\$20,972
Illinois-Springfield	\$11,423	\$9,760	\$21,183
Eastern Illinois	\$11,678	\$9,736	\$21,414
Illinois State	\$14,061	\$9,948	\$24,009

- ✓ *Maintaining Cost Guarantees.* Western Illinois University is the only Illinois public university that guarantees new students no cost increases in tuition, fees, and room and board rates, provided that the student maintains continuous fall/spring enrollment.
- ✓ *Offering in-state tuition rates to all domestic undergraduate and graduate students.* Out-of-state enrollment as percent of total university enrollment increased from 11.0% in fall 2014 (the year prior to the statewide budget impasse) to 12.0% in fall 2017 (the last year of the budget impasse).

- ✓ *Reallocating institutional resources to provide automatic need and merit-based scholarship programs.* All dually enrolled high school students pay 1/3<sup>rd</sup> of published tuition costs and no fees. Additional information about automatic scholarships available to all new freshmen, transfer, and international student scholarships is available at [www.wiu.edu/student\\_services/undergraduate\\_admissions/western\\_commitment](http://www.wiu.edu/student_services/undergraduate_admissions/western_commitment), [www.wiu.edu/student\\_services/undergraduate\\_admissions/transfer/westernCommitment.php](http://www.wiu.edu/student_services/undergraduate_admissions/transfer/westernCommitment.php), and [www.wiu.edu/international\\_studies/student\\_activities/scholarshiplisting.php](http://www.wiu.edu/international_studies/student_activities/scholarshiplisting.php), respectively.

All of these actions are critical to the student population that Western Illinois University serves. Compared to the Illinois public university peers, Western has the highest percentage of students receiving need-based financial aid and the highest percentage of students using self-help (employment and loans) to finance their education. However, our actions have helped students become less reliant on loans. Western Illinois University had the lowest average student loan amount for academic year 2016-2017.

<u>Need Based Aid</u>	
<b>Western Illinois</b>	<b>81%</b>
Eastern Illinois	76%
Illinois-Springfield	68%
Southern Illinois-Edwardsville	67%
Illinois State	58%
<u>Self Help</u>	
<b>Western Illinois</b>	<b>73%</b>
Easter Illinois	57%
Southern Illinois-Edwardsville	53%
Illinois-Springfield	50%
Illinois State	48%
<u>Loans</u>	
Illinois-Springfield	\$8,863
Southern Illinois-Edwardsville	\$5,088
Illinois State	\$4,299
Eastern Illinois	\$4,195
<b>Western Illinois</b>	<b>\$4,176</b>

*Source: US News and World Report*

- 3. Community Engagement in Recruitment and Retention.** Western Illinois University has a \$473 million annual economic impact in its immediate 16 Illinois county service region. The Macomb campus is the largest employer in its host community and region. The Quad Cities campus serves a population where only 28% of residents in Illinois' second largest Metropolitan Statistical Area have earned a baccalaureate degree or higher. It is mutually beneficial for the University and our host communities and regions to work together in student recruitment and retention. Examples of these partnerships include:

- ✓ *Hosting educational summits to identify regional needs.* In FY 17, Western Illinois University hosted 20 educational summits in 8 communities with 165 participants in attendance. A consistent theme in these summits was the need to recruit and retain more elementary and secondary teachers to address the statewide teacher shortage. As a result, the College of Education and Human Services reinstated its teacher recruitment fair for

graduating seniors. In FY17, 30 schools and 42 students participated. Participation increased to 33 schools and 67 students in FY18.

In FY18, the University hosted 12 Education Summits in seven Illinois communities with 92 participants in attendance. A consistent theme in these summits was the need for Western Illinois University to increase outreach events in addition to regularly scheduled admissions events to keep more new freshmen local.

As a result, 769 students from 10 communities visited discipline-specific events on a Western Illinois University campus. For example, the College of Fine Arts and Communication Day and the Law Enforcement and Justice Administration Open House brought an additional 260 students from Iowa, Illinois and Missouri high schools and community colleges to the Macomb Campus.

Three Education Summits have been initially scheduled for FY19. Based on community feedback, this includes a Law Enforcement and Justice Administration summit in Quincy, Illinois, and Educational Leadership summits in Moline and Peoria, Illinois.

- ✓ *Cultivating external grants to support student recruitment and retention.* In FY18, President Thomas received \$100,000 from the Steans Foundation to support student persistence and completion. The University internally reallocated funds and used this gift to establish a centralized retention office on the Macomb campus. This office will work with students at risk of dropping out and academic and student support offices to design and implement individualized retention plans. At the end of FY18, the University received \$100,000 from the Moline Foundation to support free Agriculture classes for dually enrolled high school students on the Quad Cities campus. Five students are in the initial class.
- ✓ *Recruiting working professionals to attend the University.* For FY17 and 18 combined, 318 Western Illinois University employees (duplicate headcount) utilized their institutional tuition waiver benefit. An additional 93 external working professionals utilized their employee tuition waiver (direct pay) programs to enroll at the University. Four school districts/Regional Offices of Education also supported 23 sponsored credit courses for their practicing professionals to attend Western.

- 4. Persistence and Completion.** Retaining students through graduation achieves the primary mission of an academic institution, with the secondary benefit of increasing tuition and fee revenue. Western Illinois University engages in continuous improvement to advance student success.

To that end, the University joined the Commission's Persistence and Completion Academy (PCA) in Academic Year 2014-2015. The resultant actions (discussed below) are part of institutional support systems that have held new freshmen first-year retention rates constant at 67% for the past three years despite the statewide budget impasse. Additionally, the third-year continuation rate and four-year graduation rate of full-time, first-time freshmen increased from 55.6% to 60.1% and from 30.6% to 33.4% during this time. Additional retention and graduation rate information is available in Attachment M and in the 2017 Western Illinois University Fact Book, available at [www.wiu.edu/IRP/factbook.php](http://www.wiu.edu/IRP/factbook.php).

Through the PCA, Western:

- ✓ Developed a distributed database to support use of the predictive analytic framework, which provides data for new academic success coaches on the Macomb and Quad Cities

campuses to develop individualized persistence and completion plans for students at risk of dropping out.

- ✓ Established Living-Learning Communities on the Macomb (residential) campus, and a new peer-based tutoring program on the Quad Cities (commuter) campus.
- ✓ Deployed use of Respondus lock down browser to enable distance education students to complete examinations online rather than having to travel to Western Illinois University campus or approved testing center location to complete academic requirements.

Even with the University's accomplishments, we recognize the need for continued improvement in student persistence and completion. The 2.8% increase in four-year graduation rates does not offset the decrease in six-year graduation rates from 53.1% to 50.4% in the last two six-year graduation rate comparisons. Western will continue to study and adapt practices in order to increase its overall graduation rate.

**5. Finances and Efficiencies.** Western Illinois University was a leader in the FY18 restoration of fair and predictable funding to Illinois public higher education, and is an efficient steward of limited state resources. This is evident by:

- ✓ Hosting meetings with elected officials to coordinate institutional needs, plans, and legislative actions. In addition to annual budget testimony before the Illinois General Assembly (Senate Appropriations Hearing, the House Higher Education Hearing, and the House of Representatives Committee of the Whole), President Thomas met with state legislators and the Governor 10 times during FY16 and 17 to address institutional needs and concerns during the statewide budget impasse. President Thomas is also the only Illinois public university president to serve on the Illinois Board of Higher Education (IBHE), the State's coordinating board for Illinois higher education.

President Thomas met elected officials 20 times during FY18 to address institutional needs, plans, and legislative actions in the aftermath of the statewide budget impasse. This is in addition to hosting the Governor on the Macomb campus, and the Governor and Lieutenant Governor on the Quad Cities Campus.

- ✓ During FY19, the Senior Vice President for Strategic Planning and Initiatives, Vice President for Administrative Services, Assistant to the President for Government Relations, and Budget Director were appointed to the IBHE's Public Funding Working Group. This team is charged with reviewing and recommending to the IBHE and Illinois General Assembly models of funding and performance-based funding for Illinois public higher education.
- ✓ Continuing to provide administrative and instructional cost per credit hour below the statewide average of the 12 Illinois public universities, as shown in Tables 8 and 9.
- ✓ Maintaining the highest percentage of institutional expenditures on the core mission of Western Illinois University—Instruction and Academic Support before and during the statewide budget impasse. In fact, the University's FY17 value is 1.5% higher than it was before the statewide budget impasse in FY14. Western Illinois University allocates its resources in alignment with its academic mission and priorities.

Table 17  
Operating Costs by Function of Expenditure  
Fiscal Years 2012-2017

<u>(In Thousands of \$)</u>	<u>FY2012</u>	<u>FY2013</u>	<u>FY2014</u>	<u>FY2015</u>	<u>FY2016</u>	<u>FY2017</u>
Instruction	\$79,449.2	\$77,370.8	\$77,267.6	\$77,237.5	\$74,645.3	\$68,563.6
Organized Research	6,074.1	3,540.3	3,535.5	3,083.6	3,254.0	3,226.0
Public Service	14,774.0	12,694.3	13,970.1	14,142.2	12,852.6	11,871.1
<u>(In Thousands of \$)</u>	<u>FY2012</u>	<u>FY2013</u>	<u>FY2014</u>	<u>FY2015</u>	<u>FY2016</u>	<u>FY2017</u>
Academic Support	8,701.9	8,925.6	8,847.8	8,829.6	8,109.0	7,297.0
Student Services	41,066.6	42,830.7	48,119.7	49,661.2	48,895.0	47,107.7
Subtotal-Dollars	<u>\$150,065.8</u>	<u>\$145,361.7</u>	<u>\$151,740.7</u>	<u>\$152,954.1</u>	<u>\$147,755.9</u>	<u>\$138,065.4</u>
Subtotal-Percent	65.6%	63.7%	65.4%	66.2%	67.5%	66.9%
Institutional Support	9,277.7	9,473.6	9,675.4	10,238.6	9,006.5	9,375.3
O&M of Physical Plant	30,200.5	30,446.2	31,023.6	27,711.3	24,066.9	23,737.2
Independent Operations	34,944.1	38,651.4	35,090.6	35,419.8	33,722.4	31,059.0
CMS Group Health Insurance	2,724.2	2,735.9	2,909.5	2,998.1	2,722.3	2,774.7
FICA/Medicare	1,564.6	1,602.4	1,668.9	1,666.5	1,611.9	1,466.3
Total	<u>\$228,776.9</u>	<u>\$228,271.2</u>	<u>\$232,108.7</u>	<u>\$230,998.4</u>	<u>\$218,885.9</u>	<u>\$206,477.9</u>

*Source: Western Illinois University Factbooks, Resource Sections, [www.wiu.edu/IRP/factbook.php](http://www.wiu.edu/IRP/factbook.php)*

Essential to the University’s success in strategic planning and the restoration of fiscal health are strong, annual planning processes. In academic year 2016-2017, the University implemented *Annual Strategic Plan Supplements* to address unforeseen challenges and opportunities at the time of writing an original 10-year strategic plan.

Many of the accomplishments mentioned above were informed by the *Academic Years 2016-2017 and 2017-2018 Strategic Plan Supplements*. Attachment E<sup>1</sup> contains the University’s *FY18 Strategic Plan Update* that summarizes academic year 2016-17 accomplishments and academic year 2017-2018 plans related to *Higher Values in Higher Education* and its corresponding *Strategic Plan Supplements*. The accomplishments discussed in this *Update* specifically reflect accomplishments occurring during FY17—the year for which the University’s CFI is being evaluated in this submission to the Commission.

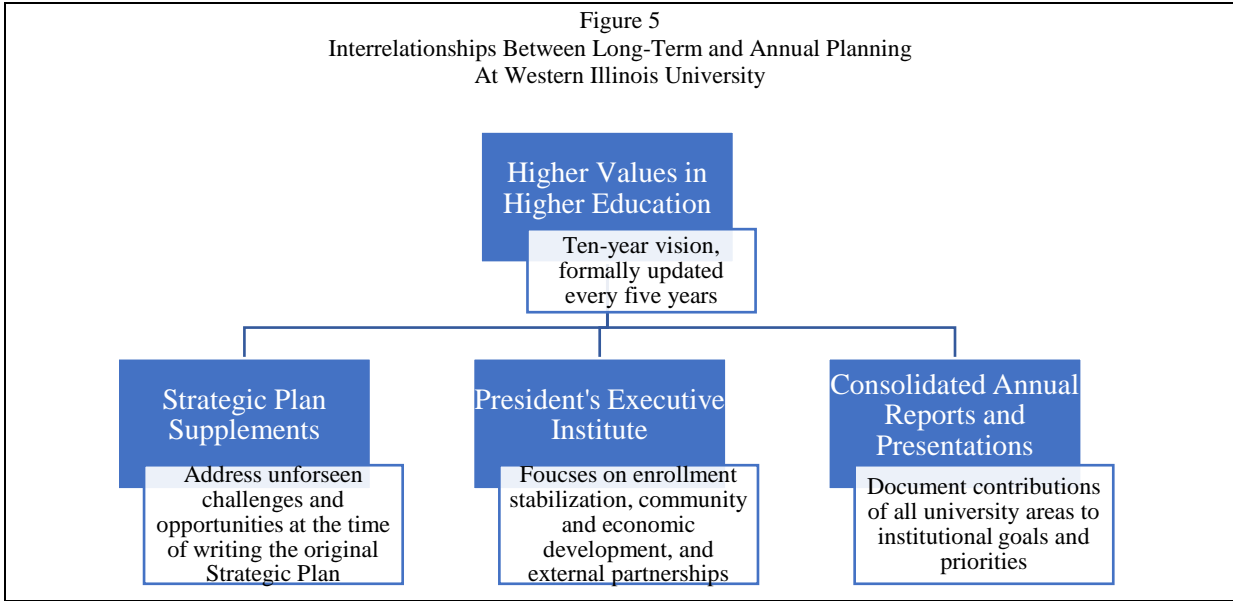
Academic Year 2016-2017 was also the year that the University that the University launched the President’s Executive Institute (PEI). The 30 faculty and staff members who serve on the PEI Steering Team assist the University in enrollment stabilization, community and economic development, and partnerships with external entities. The Education Summits, resultant actions, \$200,000 in recruitment and retention funding, and growing enrollments of working professionals are examples of PEI accomplishments.

Annual planning also occurs at the local level. Since Fiscal Year 2005, all academic departments and administrative units complete Consolidated Annual Reports. These annual reports discuss departmental plans, accomplishments, and goals in relation to those of the University. They are also the vehicle to request new resources. These reports are prioritized in annual Planning and Accomplishment Presentations made to the university community each spring by the vice presidents and a representative from areas that report to the president.

Figure 5 summarizes the interrelationship between the University’s annual and long-term planning processes. The accomplishments of this *Financial Recovery Plan* clearly show that through mission-driven strategic planning, coupled with conservative fiscal management, Western Illinois University demonstrates a sound understanding of its current and future capacity. Institutional environmental

<sup>1</sup> *Additional Strategic Plan Updates are available at [www.wiu.edu/university\\_planning/annualstrategicplanupdates.php](http://www.wiu.edu/university_planning/annualstrategicplanupdates.php).*

scanning and planning has anticipated and successfully addressed the impacts of fluctuations in institutional sources of revenue from enrollment, the economy, and state appropriations.



**4. Identify specific strategies that have been implemented to address revenue and expense components of the institution’s financial health.**

Institutional response to Question 1 demonstrated how the University responded to State cash flow issues between FY11-15. Table 16 shows that the University reduced institutional expenditures by \$12.3 million 9.8% through implementation of the *FY16 and 18 Priorities and Reinvestment Plan*.

Table 18  
Appropriated Funds Expenditures  
Fiscal Years 2015 -2018

	Operating	Personal Services	Total	Savings			
				Amount		Percent	
				Annual Savings Amount	Cumulative Savings Amount	Annual Savings Percent	Cumulative Savings Percent
FY15	\$24,407,446	\$101,746,415	\$126,153,861	--	--	--	--
FY16	\$21,206,624	\$98,976,538	\$120,183,162	\$5,970,699	\$5,970,699	4.7%	4.7%
FY17	\$23,036,700	\$89,768,100	\$112,804,800	\$7,378,362	\$13,349,061	6.1%	10.8%
FY18	\$24,433,000	\$89,485,500	\$113,918,500	(\$1,113,700)	\$12,254,900	(1.0%)	9.8%

This *Plan* focused on increasing revenue and decreasing expenditures to reduce reliance on state appropriated funding, while continuing to deliver a high-quality, well-rounded educational experience grounded in core values of the University (academic excellence, educational opportunity, personal growth, and social responsibility).

**Institutional Revenue**

Section 1 demonstrated that FY16-18 revenue generation strategies focused on diversifying institutional revenue streams. This was achieved by identifying new markets of students, focusing on retention and graduation rates, implementing new and expanded partnerships with business and industry, and continuing

to advocate for the restoration of fair and predictable funding to Illinois public higher education. It was also achieved by increasing contract and grant activity and external revenue donations.

On an all-funds revenue base of \$218.9 million in FY16 and \$206.5 million in FY17, sample revenue diversification outcomes include:

- ✓ Faculty and staff engaging in \$22.3 million in external grant and contract activity during FY16 and 17. This is \$2.3 million (12%) higher than then the combined value received in FY14 and 15.
- ✓ The President’s Executive Institute (PEI) generating \$2.9 million for the University during FY17-18. This PEI did not exist in previous years.
- ✓ President Thomas advocating with elected officials for the restoration of fair and predictable higher education funding. The budget impasse ended after the Illinois public universities were provided with funding from Stop Gaps I, II, and full appropriations in FYs18 and 19. Values of appropriations to Western Illinois University were \$46.3 million and \$47.2 million, respectively.
- ✓ The Western Illinois University Foundation increasing contribution revenues from \$5.6 million in FY16, to \$7.3 million in FY17 and \$13.7 million in FY18<sup>2</sup>. During this time, the endowment grew from \$38.0 million to \$56.2 million, and total Foundation assets increased from \$41.4 million to \$67.1 million, as well.

Increased donations to the Western Illinois University Foundation benefit the institution and the students that we serve. *FY17 Audited Financial Statements of the Western Illinois University Foundation* (see Attachment O) show that the total net position of the Foundation was \$66.7 million in FY17, with \$459,540 in net investment in capital assets, \$29.4 million restricted for non-expendable purposes, \$13.6 million restricted for expendable purposes, and \$23.2 million unrestricted.

During FY17, the net position of the Foundation increased \$4.9 million (7.9%). The increase was primarily driven by the performance of the endowment investment pool. The endowment fund increased in value by \$7.9 million due to contributions of \$1.3 million, the transfer of the farmland held for investment to the endowment valued at \$3.2, million and the overall market performance of the investments.

Table 19 shows that one-year changes in allocations from the endowment fund are consistent with the University’s *Mission* and planning. Increases of \$265,648 (7.9%) to academic and student services and \$112,764 (4.0%) to scholarships are consistent with the highest priorities stated in the *FY16-18 Priorities and Reinvestment Plan*. The Foundation’s allocations support the provision of a high-quality, well-rounded educational experience; focus on student persistence and completion; and address the cost sensitivity of Western Illinois University students. Likewise, the \$207,701 reduction in institutional support is consistent with the institutional priority to operate at the highest levels of administrative efficiency.

(In Thousands of \$)	FY2016	FY2017	Difference	
			Number	Percent
Academic and Student Services				
Instruction	\$1,237,067	\$1,379,963	\$142,896	11.6%
Organized Research	61,232	174,576	113,344	185.1%
Public Service	1,142,344	1,205,322	62,978	5.5%
Academic Support	123,018	150,069	27,051	22.0%
Student Services	780,129	699,508	(80,621)	(10.3%)
Subtotal-Dollars	<u>\$3,343,790</u>	<u>\$3,609,438</u>	<u>\$265,648</u>	7.9%
Subtotal-Percent	44.0%	45.3%	--	--

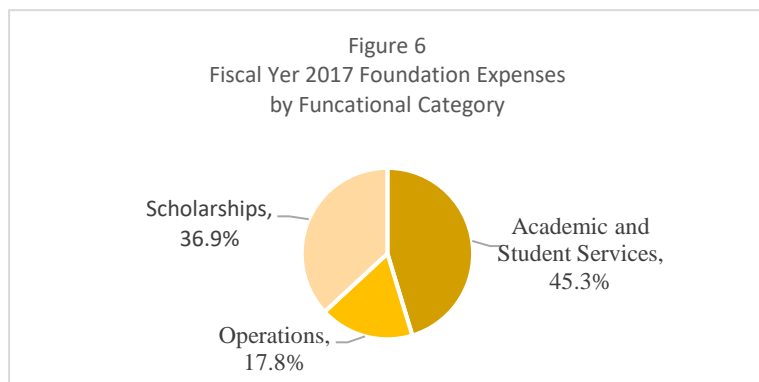
<sup>2</sup> Data do not match Foundation’s Annual Statements. Data reported follow CASE Standards and include planned giving in the totals.



	FY2016	FY2017	Difference	
			Number	Percent
Operations				
Institutional Support	1,323,557	1,115,766	(207,791)	(15.7%)
O&M of Physical Plant	114,661	306,938	192,277	167.7%
Subtotal-Dollars	<u>\$1,438,218</u>	<u>\$1,422,704</u>	(\$15,514)	(1.1%)
Subtotal-Percent	18.9%	17.8%	--	--
Scholarships				
Student Scholarships	1,547,087	1,690,798	143,711	9.3%
Donor Directed Scholarships	1,278,102	1,247,156	(30,946)	(2.4%)
Subtotal-Dollars	<u>\$2,825,189</u>	<u>\$2,937,954</u>	\$112,765	4.0%
Subtotal-Percent	37.1%	36.9%	--	--
Total Operating Expenses	<u>\$7,607,197</u>	<u>\$7,970,096</u>	<u>\$362,899</u>	4.8%

*FY17 Audited Financial Statements of the Western Illinois University Foundation*

Figure 6 also shows the consistency between Foundation revenue and allocations and the University's *Mission* and planning. The highest percentages of funds received by the University supported academic and student services, followed by scholarships. Increases to physical plant supported new projects and permanent improvements. The smallest percentage allocated was to operations that includes administrative costs.



### Institutional Expenditures

Ongoing actions to decrease appropriated operating expenditures during FY16-18 included temporarily reducing departmental operating budgets by 25%, limiting spending to immediate operational needs, monitoring travel requests and expenditures, realizing cost savings from combining 18 departments into 10, reducing contractual services and equipment purchases, and delaying permanent (facilities) improvements.

However, external donations supported installation of a new crime laboratory to support Law Enforcement and Justice Administration, a signature academic program of Western Illinois University, and the 4<sup>th</sup> largest program in the country. Additionally, sale of university property that became expendable when the University opened its new Quad Cities campus location is supporting renovation to future new homes of Centennial Honors College in Simpkins Hall on the Macomb campus and in the Library on the Quad Cities campus.

Ongoing actions to decrease appropriated personal services expenditures included implementing a hiring freeze, lowering the size of the workforce, reducing 12-month contracts for select staff positions and departmental chairpersons/school directors, and pooling attrition savings. This is in addition to initiating a voluntary pay reduction program at the deans level and above, canceling salary increases for non-negotiated personnel, and requiring a furlough program for all non-negotiated employees earning more than \$40,000 annually (479 employees). Civil service employees were exempt from FY17 and 18 furlough programs.

One-time actions to reduce appropriated funds personal services expenditures include engaging in 110 layoffs (with 87 call backs) and implementing a retirement incentive program during FY16. In FY17, the

University closed the Quad Cities Executive Studies Center and merged Instructional Design and Technology with Engineering Technology. The University Professionals of Illinois (representing Western Illinois University’s faculty and academic support professionals) rescinded their 1% negotiated raise and reduced base salaries by 3% from FY16 levels for FY17 and 18 in response to the state budget impasse, under terms and conditions described in *Western Illinois University Board of Trustees Resolution 16.6/12*.

Mission-Driven Resource Allocations

Data in Tables 20-22 complement information presented in Table 18. Decreasing appropriated funds expenditures has been mission-driven. This is evident in the following three examples.

First, while Western reduced appropriated funds personal services expenditures by \$12.3 million (12.1%), the University continues to honor contractual agreements. This includes Professional Achievement Awards and Salary Minima in accordance with the University’s contract with the University Professionals of Illinois (UPI), which is available at [www.wiu.edu/provost/upi\\_agreement/index.php](http://www.wiu.edu/provost/upi_agreement/index.php).

	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	Cumulative Reduction	
					<u>Amount</u>	<u>Percent</u>
Administrative	\$23,092,806	\$21,965,529	\$20,106,450	\$19,976,500	(\$3,116,300)	(13.5%)
Faculty	50,807,647	50,964,699	46,443,196	46,349,200	(4,458,500)	(8.8%)
Civil Service	22,094,879	20,575,680	17,681,424	17,911,700	(4,182,800)	(18.9%)
Extra Help and Overtime	502,224	390,193	534,442	328,400	(173,800)	(34.6%)
Student Help	1,148,841	978,977	998,905	992,100	(156,700)	(13.6%)
Graduate Assistants	2,563,030	2,495,397	2,445,528	2,456,000	(107,000)	(4.2%)
Summer Session	1,510,489	1,586,896	1,551,125	1,465,500	(45,000)	(3.0%)
Reimbursement/Award	26,499	9,167	7,043	6,100	(20,400)	(77.0%)
<b>Total</b>	<b>\$101,746,415</b>	<b>\$98,976,538</b>	<b>\$89,768,113</b>	<b>\$89,485,500</b>	<b>(\$12,260,500)</b>	<b>(12.1%)</b>

*Source: Western Illinois University Appropriated Funds Budgets (www.wiu.edu/Budget)*

Second, while the University reduced the size of the institutional workforce by 319 positions (13.0%) between FY15 and 18, staff-to-faculty reductions occurred at a ratio of 2.5:1. in order to protect the academic core of the University. Furthermore, the number of graduate assistantships increased by 16 (3.3%) during this time to continue addressing student cost sensitivity issues.

	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	Cumulative Reduction	
					<u>Amount</u>	<u>Percent</u>
Civil Service	<u>806</u>	<u>781</u>	<u>657</u>	<u>630</u>	(176)	(21.5%)
Negotiated	233	416	342	315	82	35.2%
Prevailing Wage	40	43	36	37	(3)	(8.0%)
Non-Negotiated	533	322	279	278	(255)	(47.8%)

Table 21  
-continued-

	2014	2015	2016	2017	Cumulative Reduction	
					Amount	Percent
Faculty	<u>705</u>	<u>679</u>	<u>615</u>	<u>608</u>	<u>(97)</u>	<u>(13.8%)</u>
Negotiated-Unit A <sup>1</sup>	450	454	412	412	(38)	(8.4%)
Negotiated-Unit B <sup>2</sup>	121	130	120	106	(15)	(12.4%)
Non-Negotiated/Temporary	96	57	52	57	(39)	(40.6%)
Departmental Chairpersons	38	38	31	33	(5)	(13.2%)
Administrators	<u>315</u>	<u>311</u>	<u>279</u>	<u>263</u>	<u>(52)</u>	<u>(16.5%)</u>
Negotiated	73	71	66	62	(11)	(15.1%)
Non-Negotiated	242	240	211	199	(43)	(17.8%)
Non-Negotiated Temporary	--	--	2	2	2	100.0%
Professionals <sup>3</sup>	<u>144</u>	<u>140</u>	<u>134</u>	<u>134</u>	<u>(10)</u>	<u>(6.9%)</u>
Negotiated	18	22	24	21	3	16.7%
Non-Negotiated/Temporary	126	118	110	113	(13)	(10.3%)
Graduate Assistant	<u>482</u>	<u>492</u>	<u>496</u>	<u>498</u>	<u>16</u>	<u>3.3%</u>
Total	<u>2,452</u>	<u>2,403</u>	<u>2,181</u>	<u>2,133</u>	<u>(319)</u>	<u>(13.0%)</u>

1. Unit A consists of tenured/tenure-track faculty, librarians, and counselors.  
2. Unit B consists of associate faculty and academic support professionals.  
3. Professionals consists of executive assistants and faculty assistants.

*Source: Western Illinois University Fact Books, [www.wiu.edu/IRP/factbook.php](http://www.wiu.edu/IRP/factbook.php)*

Third, while it appears the University's appropriated funds operating expenditures remained constant between FY16-18, this observation does not account for internal, mission-driven reallocations. Western reallocated over \$2.6 million to the awards, grants, and matches category. Expenditures in this category primarily reflect institutional costs for Western Commitment Scholarship awards. These reallocations advance the University's core value of educational opportunity by helping to address the extreme cost sensitivity of Western Illinois University current and prospective students. Excluding these reallocations, Western Illinois University reduced appropriating operating expenditures by \$2.6 million (13.4%) through the *FY16-18 Priorities and Reinvestment Plan*.

Table 22  
Appropriated Funds Operating Expenditures  
Fiscal Years 2015-2018

	FY15	FY16	FY17	FY18	Cumulative Reduction	
					Amount	Percent
Fringe Benefits	\$94,799	\$119,386	\$125,130	\$191,700	\$96,900	102.2%
FICA	1,348,418	1,318,020	1,192,587	(157,600)	(157,600)	(11.7%)
Group Insurance	1,744,800	1,744,800	1,744,800	\$0	0	0.0%
Contractual Services	10,335,345	9,082,535	9,637,672	9,968,800	(366,500)	(3.5%)
Travel	674,645	342,277	272,736	347,900	(326,700)	(48.4%)
Commodities	1,271,601	752,249	890,986	975,000	(296,100)	(23.3%)
Equipment	1,488,095	113,474	143,465	1,152,600	(335,500)	(22.5%)
Library Books	1,222,894	1,208,842	1,242,345	880,300	(342,600)	(28.0%)
Telecommunications	475,281	367,899	327,298	319,600	(155,700)	(32.8%)
Automotive	274,631	173,000	126,091	133,500	(141,100)	(51.4%)
Awards, Grants, and Matches	4,849,968	5,968,060	7,300,574	7,487,800	2,617,800	53.8%
Permanent Improvements	626,969	16,082	33,200	39,700	(\$587,300)	(93.7%)
Grand Total	<u>\$24,407,446</u>	<u>\$21,206,624</u>	<u>\$23,036,884</u>	<u>\$24,433,000</u>	<u>\$5,600</u>	<u>0.0%</u>
<b>Grand Total Less Awards, Grants and Matches</b>	<b>\$19,557,478</b>	<b>\$15,238,564</b>	<b>\$15,736,310</b>	<b>16,945,200</b>	<b>(\$2,612,278)</b>	<b>(13.4%)</b>

Source: Western Illinois University Budget Office

### Changes to the University's Academic Portfolio

There have been reductions to the University's academic portfolio as a result of the statewide budget impasse. The Western Illinois University Board of Trustees voted upon recommendation of the Interim Provost and Academic Vice President to disestablish bachelor degree programs in African American Studies, Philosophy, Religious Studies, and Women's Studies at its June 10, 2016, meeting. These programs are being phased out due to not meeting enrollment and degree thresholds required by the Illinois Board of Higher Education. A *Teach Out Plan* and *Update* on file at the Commission, and courses in these areas remain at the University in support of general education and other academic offerings

Additionally, the University discontinued offering the B.A. in Music in Macomb, as well as the Bachelor's in Early Childhood Education (ECE) and the Master's in Liberal Arts and Sciences (MLAS) at the Quad Cities campus in FY17. Students have the option to earn a Bachelor of Music and Master of Music, the ECE and MLAS degrees on the Macomb campus.

### Fiscal Year 2019 Plans and Initial Accomplishments

The restoration of the University's fiscal health is guided by the *FY19 Positioning Western Illinois University for the Future Plan*. Building on accomplishments from the *FY16-18 Priorities and Reinvestment Plan*, the University continues to focus on increasing enrollment, retention, and graduation rates; revenue stream increases and diversification; expenditure reductions; reallocations; and organizational efficiencies.

Our planning is guided by the following premise. Western Illinois University will remain a strong and viable institution for the 21<sup>st</sup> century. We will continue to provide a world-class educational experience that prepares students to lead in dynamic and diverse communities. We will also continue to successfully advance the goals and priorities in *Higher Values in Higher Education, Annual Strategic Plan Supplements*, and the work of the President's Executive Institute, as we provide national leadership in quality, opportunity, and affordability.

### *Student Enrollment*

There have been four accomplishments related to student enrollments thus far in FY19. First, as previously stated, fall student enrollment is 502 students (6.3%) ahead of projections and budgets. Second, on July 16, 2018, the Interim Provost announced an Academic Restructuring Exercise that will occur during academic year 2018-2019. The basis of restructuring is designed to provide collaborative opportunities and synergies in newly combined departments and schools and focus the University's academic portfolio in areas of high-demand and institutional strength.

As proposed by the Provost and to be finalized by the academic community this academic year:

- Within the College of Arts and Sciences, select departments will form two new schools: The School of Humanities and Social Sciences, and the School of Natural Science and Mathematics, in addition to biology, the School of Nursing, and psychology.
- Within the College of Business and Technology, economics will join accounting and finance to form the School of Accounting, Economics and Finance, and engineering technology will merge with the School of Engineering to form the School of Engineering and Engineering Technology.
- Within the College of Education and Human Services, emergency management will join the School of Law Enforcement and Justice Administration to capitalize on the natural commonalities in these disciplines. Social work will return to a department dedicated to that discipline with additional discussions underway about how best to support the remaining disciplines in health sciences. The various programs dedicated to education will merge to form the School of Education.

- Within the College of Fine Arts and Communication, graphic design and graphic communication will be brought together to increase and improve the student experience in the area of graphics.

This reorganization will create areas of strength that define the academic portfolio of the University (but not change the four-college structure). Specifically, as proposed and to be finalized this academic year:

- Business will focus on accounting, finance, human resource management, management, marketing (including fashion merchandising) and supply chain management.
- Education and Community Services will focus on education, law enforcement and justice administration, fire science, kinesiology (including dietetics/nutrition), social work and recreation, park and tourism administration (including hospitality).
- Regional Need will focus on agriculture, broadcasting and journalism, communication, counseling, economics, English, museum studies, math, music, nursing, theatre, public health, psychology and speech pathology and audiology.
- Science and Technology will focus on biology, chemistry, computer science, construction management, cyber security, engineering, engineering technology, GIS, information systems and physics.

Third, Western is exploring the addition of cooperative education to applicable academic disciplines. This program rotates semesters of study with semesters of full-time work. The literature demonstrates less reliance on financial aid and loans, as well as higher academic performance, persistence, completion, employment, and starting salary rates for students who participate in cooperative education compared to students who do not take advantages of this experiential opportunity. Institutionally, benchmarked universities (Drexel, Illinois State, Kettering, Northeastern, Purdue, University of Cincinnati, and the University of Toledo) have all used cooperative education as a means of institutional branding and to increase enrollments.

Fourth, Western Illinois University will be partnering with the Community College of the Air Force (CCAF) in its General Education Mobile program. The University will also partner in CCAF's Associate-to-Baccalaureate degree completion initiative. CCAF is the world's largest community college system. It annually awards over 22,000 associates in applied science degrees in 71 areas.

#### *Institutional Revenue*

The University is making the necessary staffing additions to provide the necessary infrastructure for Western's next comprehensive fundraising campaign. With regard to future revenue, a new University Marketing Director and new Development Officers in the College of Business and Technology and the College Arts and Sciences are now in place. Additionally, the Director of Development for Athletics now directly reports to the Vice President of Advancement and Public Services.

Successful completion of the next comprehensive funding campaign will further position Western Illinois University for a strong financial future and help reduce reliance on state appropriations. The University concluded its last campaign in December 2014, raising \$62 million, \$2 million higher than its goal. As a result, the Foundation's endowment base increased from \$16 million to \$40 million, and the total asset base increased to \$55 million. These are important accomplishments. Earnings from the endowment support student scholarships, academic programs, critical University needs, and many initiatives on both campuses.

As previously indicated, President Thomas continues advocacy for fair and predictable funding for Illinois public universities. The Senior Vice President for Strategic Planning and Initiatives, Vice President for Administrative Services, Assistant to the Government Relations, and University Budget Director serve on the Illinois Board of Higher Education's Working Group that is recommending funding models to the IBHE

and General Assembly. The President's Executive Institute has set a \$2.4 million fundraising goal for FY19, and the Western Illinois University Foundation seeks to surpass its FY18 record setting total of \$13.7 million received in revenue contributions.

### *Institutional Expenditures*

Western Illinois University has begun implementing plans for \$9.0 million in base funding reductions and reallocations. Initial savings will be realized in both FY19 and 20. Such actions are necessary as the University, even with its cost reductions, deficit spent by approximately \$4.0 million in FY18. This is not a sustainable practice for University reserves.

The University's \$9.0 million target is based on *2017 and 2018 Cost Analysis* performed by Institutional Research and Planning. These Analyses compared per Full-Time Equivalent student expenditures in eight areas (instruction, student services, research, public service, academic support, institutional support, auxiliary enterprises, and library) against Western Illinois University Peer Institutions and the Illinois public universities. The University's fiscal planning was also informed by the annual *Academic Discipline Cost Study* prepared by the Illinois Board of Higher Education. The *Cost Study* is the source for instructional and administrative cost per credit hour comparisons at the Illinois public universities.

Initial actions have been taken from the *Positioning Western Illinois University for the Future Plan*. The Board of Trustees charged President with oversight of an institutional review of all service operations to identify opportunities for efficiency enhancements and reduced costs. To further contain institutional costs, the university community was notified of the following changes to budgetary procedures (see <http://www.wiu.edu/Budget/news/fy19update-082318.php>). For operating budgets:

- As in recent years, operating budgets were loaded at 75 percent. However, effective FY19, this level becomes the permanent base budget allocation for departments, and eliminates options to request additional budget loads.
- Purchases that are not critical to maintaining an area's operations and appropriate levels of service should not be made.
- All areas should strive to spend under budget and avoid unnecessary expenditures.
- All travel, regardless of cost, must have vice presidential approval.
- Any expense of \$200 or more requires prior vice presidential approval.
- Prior to placing any purchases with a Procurement-Card, departmental fiscal agents must review expenditures to ensure funds are available.
- Budget balances should be consistently monitored. For budgeted accounts, approval for a transfer of funds must be obtained prior to any deficit spending.

And for personal services:

- For the remainder of this fiscal year, the University will maintain a hiring freeze with the exception of positions that are essential to University operations without sacrificing critical service levels and commitments made to students.
- Any position that becomes vacant during the year must be evaluated before being filled, regardless of fund sources (excluding grant accounts). All essential position requests must have Presidential approval.
- To conserve cash, all non-essential positions are expected to remain vacant for the remainder of the fiscal year. These positions will be reevaluated for Fiscal Year 2020.
- Transfers are not allowed between personnel and operating budgets.

Moreover, the Interim Provost and Academic Vice President announced 24 layoffs and the elimination of 62 vacant positions due to retirements and resignations to further align staffing levels with enrollment. The University’s target is to provide 17:1 student-to-faculty ratios, unless discipline-specific accreditation requirements require another ratio.

In addition, all library faculty with greater than nine-month appointments will be placed on nine-month contracts beginning in FY20. Appropriated funding for Tri-States Public Radio (personal services and operating) will be eliminated in March 2019. However, the station will remain located on the Macomb campus and receive administrative support and space from the University. Staff positions in the Administrative Services, Student Services, and the Quad Cities campus have been eliminated, as well.

*Changes in Academic Affairs*

The Provost’s Office sent a proposal for streamlined general education to the Faculty Senate for review and recommendations. The Provost’s Office has communicated to the Faculty Senate and the University Professionals of Illinois Local 4100 its intention to convene an Academic Program Review and Elimination Committee by September 25, 2018.

By contractual agreement with the University Professionals of Illinois (UPI) Local 4100, “When the University is considering eliminating academic programs that would result in the layoff of an employee, it will constitute an Academic Program Elimination Review (APER) Committee composed of and elected by employees in the bargaining unit. The sole purpose of the APER Committee shall be to provide recommendations to the Academic Vice President concerning academic programs being considered for elimination which would result in the layoff of an employee. The Union Chapter President will be notified of the intent to form this committee.”

Also by contractual agreement with UPI Local 4100, “In the process of developing its recommendations, the APER Committee shall review program costs and enrollment history, contributions of the program to the general education requirements, interdisciplinary and service functions, graduation requirements, the University curriculum, and contributions of the program to the mission and goals of the University.”

The areas determined for APER review are determined by criteria established by the Illinois Board of Higher Education (IBHE), which has statutory authority for degree approvals. Excluding Interdisciplinary Studies, which is an individualized major using existing courses, one pre-professional program, 18 undergraduate majors, one master’s degree, and one doctoral program fall under the IBHE three-year average enrollment and/or three-year average degrees conferred thresholds, and triggered APER review.

These programs are, therefore, subject to review, improvement, and/or elimination (phase out). A final report from the APER Committee is due December 2, 2018. The APER Report and subsequent action will be discussed at the December 14, 2018, Western Illinois University Board of Trustees meeting. Teach Out Plan(s) will be submitted to the Commission for any program(s) that will be disestablished.

Table 23 Illinois Board of Higher Education Rolling Three Year Thresholds That Trigger Academic Program Elimination Review Committee Initiation By Degree Level		
<u>Degree Level</u>	<u>Enrollment Threshold</u>	<u>Degrees Conferred Threshold</u>
Undergraduate Programs	Less than 40 majors	Less than 9 degrees conferred
Master’s Programs	Less than 10 majors	Less than 5 degrees conferred
Doctoral Programs	Less than 10 majors	Less than 2 degrees conferred



### *Assuring and Advancing Institutional Quality*

Before, during, and in the aftermath of the statewide budget impasse, Western Illinois University continues to assure and advance institutional quality.

- Western remained a *U.S. News and World Report* “Top Midwestern Public Regional University” for the 14<sup>th</sup> consecutive year in 2017. In fact, the University advanced from 11<sup>th</sup> place in the fall 2016 rankings to 9<sup>th</sup> place in the fall 2017 rankings, despite the statewide budget impasse and the resultant “crisis of confidence” occurring during this time.
- Western was named a “Best Midwestern College” by *The Princeton Review* for 15<sup>th</sup> consecutive year in August 2018. We were one of 159 regional universities, and one of only two Illinois public universities included in the “Best in the Midwest” list.
- Western was highly ranked in the *Washington Monthly College Guide* for the sixth consecutive year, placing 13<sup>th</sup> among 385 Midwestern colleges and universities in the “Best Bang for the Buck” rankings, and 51<sup>st</sup> among 150 master's degree granting institutions from across the nation.
- Western was one of only two Illinois public institutions ranked in the top 75 best four-year colleges and universities serving adult learners.

### **Summary and Conclusion**

Western Illinois University’s *Fiscal Year 2019 Financial Recovery Plan* was submitted at the request of the Higher Learning Commission in August 2018. Institutional submission was required because FY17 data submitted in April 2018 yielded Composite Financial Indicator (CFI) Score of 0.54. Values below 1.0 require a Commission Financial Panel Review. CFI scores can range between -4.0 and +10.0 on its scale.

The University’s inclusion in this financial panel was the direct result of the historic and unprecedented FY16 and 17 statewide budget impasse causing the Illinois public universities to receive partial FY16 funding in the 10<sup>th</sup> month of that fiscal year and again receiving partial funding in FY 17. Furthermore, 12-month reporting cycles triggering financial panels do not accurately reflect the one-time, state approved 18-month revenue and expenditure cycle for FY16-17 (combined).

With 73% of Western’s FY16 appropriated revenue not allowed to be recorded according to Illinois Legislative Audit Commission guidelines, the University had a CFI score of (0.30). With 48% of the University’s FY17 appropriation not reported, the University’s CFI improved to 0.54. Despite these conditions, the University improved its FY17 status on the net operating revenue, return on net assets, and viability ratios, while remaining constant on the primary reserve ratio during this time.

Nevertheless, the statewide budget impasse did have effects on the Illinois public universities. In the case of Western Illinois University, effects were felt in providing competitive faculty and staff salaries, delaying state appropriated permanent improvements and capital projects, maintaining an institutional reserve, and decreasing enrollments caused by the “Crisis of Confidence” in the financing of Illinois public higher education and the statewide need-based financial assistance program.

To successfully combat these effects, Western Illinois University focused on student recruitment, access and affordability, community engagement in recruitment and retention, persistence and completion, finance, and efficiencies. Implementation of the President’s Executive Institute and the Annual Strategic Plan Supplements enabled the University to successfully address unforeseen challenges and opportunities at the time of writing strategic plans on a timely basis.

Excluding the value of mission driven internal reallocations for Western Commitment Scholarship awards, Western Illinois University reduced total appropriated fund expenditures by \$14.9 million (12.2%) through implementation of the *FY16-18 Priorities and Reinvestment Plan*. While reductions were necessary, the University's decisions were mission-driven, protected the academic core, and continued to address student cost sensitivity. The University:

- Honored Professional Achievement Awards and Salary Minima in accordance with contractual agreements with the University Professionals of Illinois.
- Based staff-to-faculty reductions at a ratio of 2.5:1.
- Increased the number of graduate assistantships increased by 16 positions (3.3%).
- Applied over \$20.8 million to student scholarships.

Western is confident that the University's FY18 CFI score will be "above the zone" through a combination of institutional actions taken in the *Priorities and Reinvestment Plan* and the following factors:

- The statewide budget impasse ended.
- The State restored annual appropriations and reporting cycles beginning in FY18.
- State appropriations included in the University's FY18 financial indicators will increase \$6.5 million (16.3%), from \$39.8 million in FY17 to \$46.3 million in FY18.
- Western's efficiency in instructional and administrative costs per credit hour.
- The University has a strong and proven history of addressing state-imposed fiscal challenges, with the Illinois public universities addressing appropriated funds reductions for the last 17 fiscal years.

The University will have a sound fiscal future in the aftermath of the statewide budget impasse. The *FY19 Positioning Western Illinois University for the Future Plan* has already realized gains in student enrollment over projections, and the University continues to focus on increasing and diversifying revenue streams, engaging in \$9.0 million in appropriated funds reductions and reallocations, and increasing organizational efficiencies. Specific actions related to increasing enrollment and revenue from a wide array of sources, decreasing expenditures, and changes to the academic portfolio are progressing.

These actions show that Western Illinois University demonstrates a sound understanding of its current and future capacity. Environmental scanning, mission-driven strategic planning, and conservative fiscal management has anticipated and successfully addressed the impacts of fluctuations in institutional sources of revenue from enrollment, the economy, and state appropriations. Throughout the budget impasse, the University retained:

- The fiscal, staffing, physical, and technological resources to support our academic mission and service operations.
- *Strategic Plan* implementation with a realistic vision, mission, goals and priorities in light of the University's resources and opportunities.
- Conservative, mission-driven fiscal management.
- Commitments to our core values of academic excellence, educational opportunity, personal growth, and social responsibility.
- Placement and advancement in national ranking systems related to our *Mission* of preparing students to lead in dynamic and diverse communities and *Vision* of providing national leadership in quality, opportunity.

Western Illinois University is positioned well for the future.



Attachment A

Western Illinois University Requested Letter to the Higher Learning Commission  
on the Effects of the Statewide Budget Impasse  
February 2016

Attachment B

Western Illinois University Requested Letter to the Higher Learning Commission  
on the Effects of the Statewide Budget Impasse  
December 2016

Attachment C

Western Illinois University's Fiscal Year 2018 Financial Recovery Plan  
Submitted to the Higher Learning Commission

Attachment D

Higher Learning Commission's Panel Analysis of  
Western Illinois University's Fiscal Year 2018 Financial Recovery Plan



Attachment E  
Western Illinois University Audited Financial Statement  
Fiscal Year 2015

Attachment F  
Western Illinois University Audited Financial Statement  
Fiscal Year 2016

Attachment G  
Western Illinois University Audited Financial Statement  
Fiscal Year 2017

Attachment H  
Western Illinois University Board of Trustees Budget Materials  
Fiscal Year 2017

Note: By State statute, the Western Illinois University Board of Trustees approves a Preliminary Spending Plan, setting maximum expenditure limits prior to the fiscal year. It also refines and approved an All Funds Budget at its fall meeting, which replaces the Preliminary Spending Plan. The Board also approves University requests for new state resources (operating and capital) at its fall meeting. All of these materials are attached.

Attachment I  
Western Illinois University Board of Trustees Budget Materials  
Fiscal Year 2018

Note: By State statute, the Western Illinois University Board of Trustees approves a Preliminary Spending Plan, setting maximum expenditure limits prior to the fiscal year. It also refines and approved an All Funds Budget at its fall meeting, which replaces the Preliminary Spending Plan. The Board also approves University requests for new state resources (operating and capital) at its fall meeting. All of these materials are attached.

Attachment J  
Western Illinois University Board of Trustees Budget Materials  
Fiscal Year 2019

Note: By State statute, the Western Illinois University approves a Preliminary Spending Plan prior to the fiscal year. It also refined and approved as All Funds Budget in the fall meeting. The Board also approves University requests for new state resources (operating and capital) at its fall meeting.

The Board approved FY19 Spending Plan is attached. Minutes of the June 8, 2018 meetings and other materials (FY19 All Funds Budget and Operating and Capital Requests to the State) are not included as the Commission's reporting deadline for this submission (September 7, 2018) is in advance of the Board's fall meeting (September 28, 2018). The remaining data are, therefore, not available.

Attachment K  
Western Illinois University Board of Trustees Audit Committee Materials  
Fiscal Years 2016-2018



Attachment L  
Western Illinois University Enrollment Trends  
Fall 2013 through Fall 2017

Data also available from Western Illinois University Fact Book, [www.wiu.edu/IRP/factbook.php](http://www.wiu.edu/IRP/factbook.php)

Attachment M  
Retention and Graduation Rates of New Full-Time Freshmen by Sex  
Fall 2010-2016 Cohorts

Data also available from the Western Illinois University Fact Book, [www.wiu.edu/IRP/factbook.php](http://www.wiu.edu/IRP/factbook.php)

Attachment N  
FY17 Audited Financial Statements of the Western Illinois University Foundation

# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

September 28, 2018

## Report 18.9/9 Positioning Western Illinois University for the Future Quarterly Update

A Power Point presentation be made at today's Board meeting. It represents the first in a new quarterly series. The Board and university community will receive updates on the status of goals and priorities stated in Western Illinois University's new *FY19 Financial Recovery Plan*.

Previously, quarterly *Statewide Budget Context Updates* were provided at Board meetings. These *Updates* were provided to keep the Board and university community updated on the status of goals and priorities stated in the University's *FY16-18 Priorities and Reinvestment Plan*. This *Plan* was developed and implemented in response to the historic and unprecedented statewide budget impasse.

Now, in the aftermath of the statewide budget impasse, the need to increase and diversify revenue streams and decrease appropriated funds expenditures continues. Following planning precedent at the University, this new quarterly reporting will follow the progression and next steps for Western Illinois University's *FY19 Financial Recovery Plan*. The Power Point presentation presented today will be placed on the University Planning website after today's Board meeting.



WESTERN ILLINOIS UNIVERSITY  
BOARD OF TRUSTEES

September 28, 2018

Report 18.9/10  
President's Executive Institute  
Quarterly 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 Quarter One of Fiscal Year 2019, and plans for Quarter Two. 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

September 28, 2018

## Report No. 18.9/11 Quarterly Planning Update

The following displays the status of actions on the University's Fiscal Year 2019 Planning Calendar.

- Provide the Board and university community current on the status of the *FY19 Positioning Western Illinois University for the Future Plan*: Press Conferences were used on both campuses to announce the *Plan* on July 16, 2018. A Power Point presentation presented at today's Board meeting provided a status report on the *Plan's* goals and priorities.
- Prepare the Academic Year 2019-2020 Strategic Plan Supplement: The Social Responsibility Task Force will be reconvened in the next quarter to begin work on the Academic Year 2019-2020 Strategic Plan Supplement. Focus will be on the Higher Learning Commission's *Criteria for Accreditation* to ensure that Western Illinois University is successfully positioned for the Commission's onsite visit to the Quad Cities in academic year 2019-2020 and to the Macomb campus the following academic year.
- Maintain the University's ongoing relationship with the Higher Learning Commission.
  - The University's FY19 Financial Recovery Plan was submitted to the Commission on September 6, 2018, and a power point presentation was made at today's Board meeting.
  - The University will prepare and submit a Final Quality Initiative (QI) Report to the Higher Learning Commission during the next quarter. The Commission requires all member institutions to completion one Quality Improvement (QI) project between years five and nine of the ten-year accreditation cycle.

The goal of QI as designed by the Commission is to have institutions engage in internally recognized areas in need of continuous improvement. As such, institutions are required to document plans, accomplishments, strengths, challenges, and next steps.

The University is currently in year eight of its ten-year accreditation cycle. The Commission and Board approved Western's QI (see *Western Illinois University Board of Trustees Report 16.6/8*) that set four goals for the University to address by fall 2018.

These four goals were to: (1) Update the University's Strategic Plan. (2) Increase enrollment, retention, and graduation rates. (3) Continue participation in the Commission's Persistence and Completion Academy; and, (4) Engage in fiscal reduction and reinvestment, while continuing advancement in national ranking systems.

Because the QI is based on principles of continuous improvement, the Commission does not evaluate on directionality of changes resulting from QI implementation, unless there are mitigating circumstances. Instead, institutional evaluations are based on the degree to which the institution demonstrated seriousness of the undertaking, scope and impact of efforts, commitment to and engagement in the QI, and adequate resource provision to the project(s) being evaluated.

- Keep the Board of updated on outcomes of its Summer 2018 Board Retreat. As verbally reported at the August 2018 Board Meeting, institutional actions include:
  - Convening a Task Force to add non-cognitive variables to the Predictive Analytic Framework, analyze data at multiple points during the academic year, and extend use of the model to Quad Cities and Extension students.
  - Initiating a search for a dedicated position that will recruit members of the United States Armed Forces as new students to Western Illinois University.
  - Identifying the location, budget, and staffing for a new centralized retention office on the Macomb campus.
  - Benchmarking cooperative education programs and applications to the University.
  - Using part of the July 16, 2018, Press Conference to announce movement to a Dean of the Honors College model.
  - Hosting Holabird & Root (H&R) on the Macomb Campus to discuss architectural and engineering planning and renderings for Simpkins Hall renovation.
  - Initiating a Quality Based Selection (QBS) process to select an architect to complete tuck pointing and roof replacement documents for Simpkins Hall.
  - Moving direct reporting line of the Development Director for Athletics to the Vice President of Advancement and Public Services.
  
- 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 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 is currently exploring making recommendations with regards to establishment of a military student living-learning community, potential partnerships with the Community College of the Air Force, and articulation of course credit for military students.
  
- Complete service to the Higher Learning Commission: The Senior Vice President for Strategic Planning and Initiatives continues to serve as a Persistence and Completion Mentor for the Southwest Indian Polytechnic Institute and Antioch University; as a member of the Institutional Actions Council, the primary decision-making body for the Commission; and will complete an onsite review at TCM International Institute in the next quarter.
  
- Prepare planning materials for Western Illinois University Board of Trustees meetings.
  - Seven planning reports are currently being prepared for the December 2017 Board Meeting. They are:
    1. Positioning Western Illinois University for the Future Update.
    2. Quarterly President’s Executive Institute Update.
    3. Quarterly Planning Update.
    4. Fiscal Year 2019 Master Plan Update.
    5. Western Illinois University Quality Initiative: Submission to the Higher Learning Commission.
    6. Higher Learning Commission: Reporting on Spring 2016 Teach Out Plans for Disestablished Majors.
    7. Cumulative Strategic Plan Accomplishments: Fiscal Year 2019 Update.

- Six planning reports were presented at today's 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.*
- Distribute monthly Strategic Plan Updates: Monthly topics for each *Strategic Plan Update* published during Fiscal Year 2019 appears below.

<u>Month</u>	<u>Topic</u>
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.
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.



# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

September 28, 2018

## Report 18.9/12 Fiscal Year 2018 Strategic Plan Update

The Western Illinois University Board of Trustees approved implementation of *Higher Values in Higher Education 2017-2027* at its June 2018 meeting. This *Update*, the first in an annual series for this new Strategic Plan, provides baseline FY18 data, and a discussion of FY19 plans and initial accomplishments related to the University's new *Strategic Plan*.

Following past institutional precedent for previous Strategic Plan reporting, the Board will receive a Report on Key Performance Indicators (KPIs) resulting from Strategic Plan implementation at its December 2018 meeting. This Report will be followed by a comparison of status on the University KPIs compared to results at peer institutions in the FY19 Performance Report that will be presented to the Board in March 2019.

The source documents for this *Update* are annual *Planning and Accomplishment Reports and Presentations* prepared by all department chairs, directors, deans, and vice presidents. These materials were presented to the university community in annual presentations made by the vice presidents and areas that report to the president in May 2018. These materials are available from the University Planning website at [www.wiu.edu/university\\_planning/annualpresentations.php](http://www.wiu.edu/university_planning/annualpresentations.php).

# HIGHER VALUES IN HIGHER EDUCATION 2017-2027

## GOAL 1: ENRICH ACADEMIC EXCELLENCE

### Action 1: Recruit, Support, and Retain High-Achieving, Diverse Faculty and Staff

#### a) Advance Faculty and Staff Recruitment

1. Provide competitive starting salaries that enable the University to recruit high-achieving, diverse faculty and staff: The table below baseline data for Fiscal Year (FY) 2017. Future reporting will reflect that there were no basic salary increases during FY18. Additionally, faculty who deferred 3% of their base salary per the *Deferral Memorandum of Agreement* had the amount deferred restored to their base salaries in FY19. During FY20, salaries of faculty and the minima lanes will be reduced by 2%, with salaries and minima frozen for the remainder of the *2017-2021 Agreement*.

	Number of WIU <u>Faculty</u>	Average WIU <u>Salary</u>	Percent of Peer Group Average <u>Salary</u>
Professor	182	\$98,201	101.0%
Associate Professor	149	78,098	99.1%
Assistant Professor	97	61,562	89.9%
Instructor	93	45,116	83.3%
Lecturer	5	37,766	N/A
Total	526	\$75,790	--

2. Offer and administer comprehensive and competitive benefit packages.
3. Support actions beyond the *Family Medical Leave Act* to improve work-life balance by continuing to implement fiscally responsible, family-friendly programs, policies, and procedures that assist employee recruitment and retention.
4. Engage in new actions to increase awareness of faculty and staff support services (e.g., the Center for Innovation in Teaching and Research’s workshops, events, mentoring and travel programs) as means to increase the recruitment of high-achieving, diverse faculty and staff.
5. Increase the participation of faculty and staff who have been traditionally underrepresented in higher education<sup>1</sup>. The table on the next page provides baseline data for Fall 2018.

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<sup>1</sup> Illinois Public Act 85-283 defines members of underrepresented groups as females, minorities, and individuals with disabilities.

Employees by Racial/Ethnic Designation Fall 2018		
	<u>Number</u>	<u>Percent of Total</u>
Faculty	<u>603</u>	<u>100.0%</u>
Minority	116	19.2%
Non-Minority	487	80.8%
Civil Service	<u>588</u>	<u>100.0%</u>
Minority	39	6.6%
Non-Minority	549	93.4%
Administrative	<u>263</u>	<u>100.0%</u>
Minority	31	11.8%
Non-Minority	232	88.2%
Professional	<u>131</u>	<u>9.2%</u>
Minority	12	9.2%
Non-Minority	119	90.8%
Total	<u>1,585</u>	<u>100.0%</u>
Minority	198	12.5%
Non-Minority	1,387	87.5%

b) Enhance Faculty and Staff Support and Retention

1. Work with bargaining units to develop agreements that allocate available resources to support salaries that meet and exceed the mean of peer institutions: Per agreement between the University Professionals of Illinois and Western Illinois University, if an employee signs, prior to December 15, 2018, an irrevocable election agreement to retire June 30, 2020, the employee will be exempt from the new contract wage and minima reductions under the current contract (*WIU/UPI 2017-2021 Agreement*).

The *WIU/UPI 2017-2021 Agreement* also states, either the Union or the University may request, by October 1, 2020, to reopen the *Agreement* to discuss base salaries to be effective in 2020-2021. Either party may request an extension of the reopener date due to the failure to receive an approved annual state appropriation prior thereto. In addition, should the state legislature appropriate funds specifically for salary increases, the parties will meet to discuss the applicability to the bargaining unit.

2. Implement negotiated contractual agreements for salary and benefits, and similar compensation for non-negotiated employees: As previously indicated, faculty who deferred 3% of their base salary per the *Deferral Memorandum of Agreement* had the amount deferred restored to their base salaries, and there were no furlough programs for non-negotiated personnel.
3. Follow the missions of the Center for Innovation in Teaching and Research and Human Resources, provide programs, services, and events that support career needs, interests, and professional growth of employees.
4. Align faculty and staff expectations with available resources (e.g., travel funding, professional development opportunities) to support promotion, tenure, and career advancement: The University allocated \$867,700 to support travel in FY17. Applications for Provosts Travel Awards for faculty are available from the Center for Innovation in Teaching and Research.
5. Support use of release time, tuition waivers, and other University benefits for faculty and staff to advance educational pursuits: For FY17 and 18 combined, 318 Western Illinois University employees (duplicate headcount) utilized their institutional tuition waiver benefit, an additional 93 external working professionals utilized their employee tuition waiver (direct pay) programs to

enroll at the University, and four school districts/Regional Offices of Education also supported 23 sponsored credit courses for their practicing professionals to attend Western.

6. Provide structures and available resources to help faculty earn tenure and employees earn promotions: The Western Illinois University approved tenure for 28 faculty members in June, 2018.
7. Continue to provide awards recognizing excellence at the college and university levels. Examples include the Provost's Awards of Excellence, Civil Service Employees Council and Council of Administrative Personnel's Employees of the Year awards, and the Quad Cities Values in Practice Awards. Award winners for academic year 2017-2018 were:
  - Dr. Rebekah Buchanan, English, Provost's Award for Academic Excellence in Teaching with Technology.
  - Mr. Ian Shelly, Art, Provost's Award for Academic Excellence in University/Community Service.
  - Dr. Andrea Porras-Alfaro, Biological Sciences, Provost's Award for Academic Excellence in Scholarly/Creative/Performative/Professional Activities.
  - Dr. Minsun Doh, Recreation, Park and Tourism Administration, Provost's Award for Academic Excellence in Multicultural Teaching.
  - Dr. Jennifer Plos, Kinesiology Provost's Award for Academic Excellence in Teaching.
  - Ms. Ellen Poulter, English, Outstanding Academic Advisor.
  - Ms. Julie Terstriep, Campus Recreation, Civil Service Employees Council Employee of the Year.
  - Mr. Michael Carton, WQPT, Council of Administrative Personnel's Employee of the Year.
  - Dr. Dan Malachuk, Western Illinois University-Quad Cities Award for Academic Excellence.
  - Dr. Mark Mossman, Western Illinois University-Quad Cities Award for Educational Opportunity.
  - Ms. Amanda Bergeson Western Illinois University-Quad Cities Award for Personal Growth.
  - Mr. Scott Brouette and Mr. Michael Carton, Western Illinois University-Quad Cities Awards for Social Responsibility.
8. Implement succession planning for Administrative/Professional and Civil Service employees. This includes establishing and maintaining classification systems with clear job responsibilities, provides promotional opportunities, and aligns total compensation to market levels.
9. Make recommendations to the Equal Opportunity and Access officers and the president regarding policy, campus initiatives, and programs in support of the University's Affirmative Action program.

#### Action 2: Focus on the Individual Learner.

- a) Continue to support contractual agreements that place instruction as the highest priority of faculty: Providing excellent instruction is the highest priority of the University's faculty. The faculty is responsible for 96% of the total student credit hours earned at the undergraduate level with graduate teaching assistants contributing the remaining four percent. As a group, full professors devote approximately 90% of their professional responsibilities to undergraduate instruction.
- b) Establish an overall university student-to-faculty ratio of 17:1, with the understanding that there will be disciplinary differences, for example, due to accreditation and/or certification/licensure



requirements: The fall 2017 on-campus ratio of students to faculty was 14:1. In July 2018, the Interim Provost and Academic Vice President announced 24 layoffs and the elimination of vacant positions to align staffing levels with enrollment. The University's target is to provide 17:1 student-to-faculty ratios, unless discipline-specific accreditation requirements require another ratio.

- c) Provide class sizes that meet course thresholds and support personal attention to the individual learner: The average undergraduate and graduate class sizes at the University are 19 and 13 students, respectively.
- d) Complete and implement approved recommendations from the nine-point charge from the Faculty Senate to the Ad Hoc First Year Experience Program Review Committee.
- e) Launch new living-learning communities based on student demand: The University currently offers seven living-learning communities in Bio Life, Broadcasting and Journalism, Community of Liberal Arts and Sciences Students, Fine Arts, Honors, Transfer Year Experience, and Women in Science. The Military Task Force is currently exploring development of living-learning community for students who have or are serving in the United States Armed Forces.
- f) Use Consolidate Annual Reports as a method to evaluate and subsequently enhance academic and support structures for students on both campuses.
- g) Engage in planning and implementing priorities to increase student engagement in educational activities highly correlated with persistence and completion. This includes:
  1. Internships and other forms and durations of experiential learning.
  2. Student teaching.
  3. Clinical placements.
  4. Research, scholarly/creative activities.
  5. Community outreach and service activities.
  6. Education abroad opportunities.
  7. Co-curricular and leadership experiences.

### Action 3: Maintain High Standards of Excellence in Instruction

- a) Continue to provide opportunities learn, discuss, and adapt best practices in the scholarship of teaching and learning. Amongst many opportunities and support services offered by the Center for Innovation in Teaching and Research:
  - First-year faculty members have access to a series of professional workshops aimed at addressing the challenges and opportunities in the first year of postsecondary instruction.
  - Distance education faculty members have access to professional development and mentoring programs in best practices in online education.
  - All faculty members have access to the Master University Instructor Certificate Program. This program was created to help instructors develop and enhance their teaching strategies, identify best practices for instruction, and explore innovative approaches for improving student learning.
- b) Follow the University's Assessment Plan to use results from assessment of student learning in general education, undergraduate majors, and graduate programs to inform curricular revision and development.
- c) Support multidisciplinary course, program, institute, and center development and sustainability: On July 16, 2018, the Interim Provost announced an Academic Restructuring Exercise that will occur during academic year 2018-2019. The basis of restructuring is designed to provide collaborative

opportunities and synergies in newly combined departments and schools and focus the University's academic portfolio in areas of high-demand and institutional strength.

- d) Use results of needs assessments administered by the Center for the Innovation in Teaching and Research (CITR) and Human Resources to develop new and enhance existing professional development programs and services for faculty and staff: Information on the programs and services provided by CITR is available at [www.wiu.edu/CITR/workshops](http://www.wiu.edu/CITR/workshops). Similar program and service information for the Human Resources office is available at [www.wiu.edu/vpas/human\\_resources/talent\\_management](http://www.wiu.edu/vpas/human_resources/talent_management).
- e) Demonstrate institutional commitments to instruction by maintaining the highest percentage of institutional expenditures in support of instruction and the academic mission of the University: The University highest percentage of institutional expenditures on the core mission of Western Illinois University—Instruction and Academic Support.. In fact, the University's FY17 value (shown below) is 1.5% higher than it was before the statewide budget impasse in FY14.

(In Thousands of \$)	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017
Instruction	\$79,449.2	\$77,370.8	\$77,267.6	\$77,237.5	\$74,645.3	\$68,563.6
Organized Research	6,074.1	3,540.3	3,535.5	3,083.6	3,254.0	3,226.0
Public Service	14,774.0	12,694.3	13,970.1	14,142.2	12,852.6	11,871.1
(In Thousands of \$)	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017
Academic Support	8,701.9	8,925.6	8,847.8	8,829.6	8,109.0	7,297.0
Student Services	41,066.6	42,830.7	48,119.7	49,661.2	48,895.0	47,107.7
Subtotal-Dollars	<u>\$150,065.8</u>	<u>\$145,361.7</u>	<u>\$151,740.7</u>	<u>\$152,954.1</u>	<u>\$147,755.9</u>	<u>\$138,065.4</u>
Subtotal-Percent	65.6%	63.7%	65.4%	66.2%	67.5%	66.9%
Institutional Support	9,277.7	9,473.6	9,675.4	10,238.6	9,006.5	9,375.3
O&M of Physical Plant	30,200.5	30,446.2	31,023.6	27,711.3	24,066.9	23,737.2
Independent Operations	34,944.1	38,651.4	35,090.6	35,419.8	33,722.4	31,059.0
CMS Group Health Insurance	2,724.2	2,735.9	2,909.5	2,998.1	2,722.3	2,774.7
FICA/Medicare	1,564.6	1,602.4	1,668.9	1,666.5	1,611.9	1,466.3
Total	<u>\$228,776.9</u>	<u>\$228,271.2</u>	<u>\$232,108.7</u>	<u>\$230,998.4</u>	<u>\$218,885.9</u>	<u>\$206,477.9</u>

*Source: Western Illinois University Factbooks, Resource Sections, [www.wiu.edu/IRP/factbook.php](http://www.wiu.edu/IRP/factbook.php)*

#### Action 4: Provide Strong Commitments to Research, Scholarly, and Creative Activities

- a) Allocate institutional resources and assistance to support research, scholarly/creative activities, and grants of faculty and staff: The University has allocated over \$3.0 million annually in appropriated funds to support research since FY13.
- b) Evaluate the effectiveness of programs, services and events designed to support scholarship and creative activities.
- c) Use available resources to support faculty and staff travel to professional associations, conferences, and workshops, which is a necessary component of tenure and in maintaining professional currency: Western Illinois University faculty and staff made 761 conference presentations in the last year.
- d) Support faculty sabbaticals as a means for faculty members to advance their research and scholarly agendas: The University has granted over 100 sabbaticals in the last four years.
- e) Provide educational leave opportunities for staff members where such opportunities are used for study, research, and/or professional growth.
- f) Augment institutional resources to encourage and promote research, creative, and scholarly activities with special emphasis on new and junior faculty members.

- g) Host domestic and international visiting scholars, executives, and artists in residence programs.

#### Action 5: Engage in Mission-Driven Public Service

- a) Support student, faculty, and staff public service actions that are consistent with the University's Community Engagement classification.
- b) Use university public service centers, University Libraries, institutes, and broadcasting services to support community engagement.
- c) Lead a university-wide task force to receive institutional renewal as a Carnegie Foundation Community Engaged Institution: The Director of the Illinois Institute for Rural Affairs and the Senior Vice President for Strategic Planning and Initiatives are co-chairing the Carnegie Self Study that will be submitted in Spring 2019. They will work with the university community in preparing the document that will be edited by members of the President's Executive Institute and approved by the President's Leadership Team prior to submission.

#### Action 6: Deliver User-Centered Information Technology

- a) Achieve the 10 goals and associated priorities from the *Information Technology (IT) Strategic Plan 2017-2022*.
- b) Continue to engage in IT Shared Governance and other means to increase communication and collaborative planning: This process is ongoing.
- c) Provide user-centered library services and resources to support and meet the needs of students, faculty, staff, and community patrons: University Libraries provides research assistance, instruction in library use, group study space, lectures and special events, regional archives, and is a federal depository location. The Library house an extensive collection and offer online database access to thousands of academic journals and publications.
- d) With 308,621 page views, the Library's website was the most heavily trafficked site on Western Illinois University webpages. Additional library utilization statistics between 2016 and 2017 show a 15% increase in the number of courses placing materials on reserve, a 16% increase in the gate count, and a 38% increase in E-Research Guide Use.

## GOAL 2: ADVANCE EDUCATIONAL OPPORTUNITY

#### Action 1: Focus on Quality

- a) Emphasize the quality, outcomes, and personal attention associated with Western Illinois University in marketing and public relations materials.
  - 1. Stress that Western Illinois University is a teaching institution. Faculty teach over 96% of undergraduate classes: This information is included in the *2018-2019 Undergraduate Catalog*.
  - 2. Illustrate student engagement in:
    - i. Research, scholarly, and creative activities inside and outside the classroom
    - ii. Service activities inside and outside the classroom.
  - 3. Promote the University's national recognitions, job placement rates, and the percent of alumni attending graduate and professional schools.

4. Showcase student, faculty, and staff interactions on homepages and departmental pages on the Macomb and Quad Cities campuses through multimedia applications: The University's homepage was updated to include student, faculty, and staff interactions.
5. Emphasize the distinctiveness and excellence of Western Illinois University and our colleges and departments.
6. Enhance the University's web presence by:
  - i. Utilizing more interactive features; and
  - ii. Increase the ease of access to information the Macomb and Quad Cities webpages.
7. Promote continuous improvement in marketing quality, opportunity, and affordability by using analytics to evaluate and enhance integrated marketing at the institutional, college, and programmatic levels: The Director of University making is using data from analytics, surveys, and focus groups to enhance institutional marketing materials.

b) Place Centennial Honors College and the Pre-Honors program at the forefront of the University:

1. Increase the number of pre-honors and honors course opportunities and subsequent enrollments: Enrollment in Centennial Honors College was at a historic peak in fall 2017, with 1,000 students. Honors student enrollment as a percent of total undergraduate enrollment has increased from 5.8% in fall 2012 to 13.2% in fall 2017.
2. Launch a Task Force with the objective of relocating Centennial Honors College to high profile locations on both campuses. Include students, faculty, and staff in this Task Force: Proceeds from the sale of the 60<sup>th</sup> Street property in the Quad Cities is supporting renovation to future new homes of Centennial Honors College in Simpkins Hall on the Macomb campus and in the Library on the Quad Cities campus.

The Simpkins Hall Steering Committee has contracted with Holabird & Root (H&R) to conduct a programming study that includes planning diagrams, renderings, proposed timeline, and budget. The contract was executed on July 16, 2018.

H&R was on campus August 2, 2018, to meet with several members of the steering team. They returned to Macomb to share their initial thoughts with the working team on August 30, prior to a presentation to the full Steering Team in September.

Concurrently with the programming study efforts, a Quality Based Selection (QBS) process was initiated to select an architect to complete tuck pointing and roof replacement documents for Simpkins Hall. Thirteen submittals were received for that work, and review of those submittals commenced on August 3<sup>rd</sup>.

3. Centralize the location for information (opportunities, deadlines) for external scholarships for high-achieving students.
4. Benchmark and implement national best practices in serving honors students, including those best practice standards defined by the National Collegiate Honors Council: Following best national best practices, Dr. Rick Hardy began serving as the Dean of Centennial Honors College in Academic Year 2018-2019.

c) Use program review and discipline-specific accreditation processes to assure and advance programmatic quality and viability: The Academic Year 2018-2019 Program Review Calendar includes:

- Eight regularly scheduled reviews for the Bachelor of Liberal Arts and Sciences, Master of Liberal Arts and Sciences, B.S. in Biology, M.S. in Biology, Post-Baccalaureate Certificate in Zoo and Aquarium Studies, B.S. in Geology, Post-Baccalaureate Certificate in GIS Analysis, and B.S. in Clinical Laboratory Science
- Ten progress reports on programs implemented in fall 2014 or fall 2015: The B.A. in French Teacher Education, B.A. in Spanish Teacher Education, B.A. in Foreign Languages and Cultures, B.S. in Nutrition and Foodservice Management, M.S. in Applied Statistics and Decision Analytics, M.A. in Community and Economic Development, Post-Baccalaureate Certificate in Music Performance, B.S. in Dietetics, B.S. in Hospitality Management, and the B.S. in Apparel and Textile Merchandising.
- Two reports on two temporary centers: The Bella Hearst Diabetics Institute and the Center for Value Added Rural Development.
- One Report on a temporarily suspended program: The Post-Baccalaureate Certificate in Event Planning and Management. Seven one-year progress reports on low enrolled programs: One-Year Progress Reports on Low-Enrolled Programs: The B.A. in French Teacher Education, B.A. in Spanish Teacher Education, B.A. in Foreign Languages and Cultures, B.S. in Meteorology, B.A. in Anthropology, B.A. in Economics, and B.S. in Clinical Laboratory Science
- Additionally, one pre-professional program, 18 undergraduate majors, one master's degree, and one doctoral program fall under the IBHE three-year average enrollment and/or three-year average degrees conferred thresholds, and triggered Academic Program Elimination (APER) committee review during fall 2018.

These programs are subject to review, improvement, and/or elimination (phase out). A final report from the APER Committee is due to the Provost's Office by December 2, 2018. The APER Report and subsequent action will be discussed at the December 14, 2018, Western Illinois University Board of Trustees meeting.

Illinois Board of Higher Education Rolling Three Year Thresholds  
That Trigger Academic Program Elimination Review Committee Initiation  
By Degree Level

<u>Degree Level</u>	<u>Enrollment Threshold</u>	<u>Degrees Conferred Threshold</u>
Undergraduate Programs	Less than 40 majors	Less than 9 degrees conferred
Master's Programs	Less than 10 majors	Less than 5 degrees conferred
Doctoral Programs	Less than 10 majors	Less than 2 degrees conferred

Action 2: Engage in Educational Outreach and Recruitment Activities

- a) Increase year-round educational outreach activities that bring prospective applicants to Western Illinois University and engage faculty and staff who want to participate in these actions.
- b) Bring more applicants and students who have been accepted to campus prior to initial registration and enrollment.
- c) Implement specific strategies to capture a greater market share of enrollment from the University's immediate 16-county service region to prevent continued population loss in west central Illinois:

Baseline data for fall 2017 indicates that Western Illinois University attracts 5.2% of all new freshmen and 5.8% of all new transfer students that enrolled in Illinois public higher education.

- d) Enact new recruitment strategies inside and outside the University's 16 county service region to attract more dual enrolled, freshmen, transfers, and graduate students from Illinois and beyond.
- e) Increase recruitment partnerships.

- 1. Document plans and outcomes from the President's Executive Institute in helping with educational outreach, enrollment stabilization, and growth: In FY18, the University hosted 12 Education Summits in seven Illinois communities with 92 participants in attendance. A consistent theme in these summits was the need for Western to increase outreach events in addition to regularly scheduled admissions events to keep more new freshmen local.

As a result, 769 students from 10 communities visited discipline-specific events on a Western Illinois University campus. For example, the College of Fine Arts and Communication Day and the Law Enforcement and Justice Administration Open House brought an additional 260 students from Iowa, Illinois and Missouri high schools and community colleges to the Macomb Campus.

Three Education Summits have been initially scheduled for FY19. Based on community feedback, this includes a Law Enforcement and Justice Administration summit in Quincy, Illinois, and Educational Leadership summits in Moline and Peoria, Illinois.

- 2. Expand institutional partnerships with foundations and external organizations that support educational outreach and student recruitment: At the end of FY18, the University received \$100,000 from the Moline Foundation to support free Agriculture classes for dually enrolled high school students on the Quad Cities campus. Five students enrolled in the initial class.
  - 3. Participating in statewide and national associations and initiatives designed to increase student enrollment.
  - 4. Increase the number of partner schools and high school dual enrollments: The program has grown from 6 enrolled students in the fall 2014 pilot to 59 students enrolled in fall 2018.
  - 5. Develop new partnership agreements with community colleges, including pathway degree program partnerships for students. These pathway agreements should clearly delineate classes that transfer from community colleges and how students can go about submitting a class to be evaluated for credit.
- f) Expand institutional commitments to diversity, the military, and place-bound students.
    - 1. Develop, implement, and evaluate specific plans designed to increase the enrollments of minority students, female students, and individuals with disabilities in accordance with *Illinois Public Act 85-283* to increase the enrollments and decrease the achievement gap (i.e., retention and graduation rates) between different categories of students.
    - 2. Increase the number of international agreements and international student enrollments: Baseline data indicates that the University served 459 international students in fall 2017. The FY20 Strategic Plan Update will discuss institutional actions to increase the number of international agreements and international student enrollments.

3. Implement recommendations from the Military Task Force that has representation of students, faculty, and staff as a means to increase the enrollment of students who have served or are serving in the United States Armed Forces: Approved Military Task Force recommendations that have been implemented include increasing the University's online portfolio (discussed below), applying and receiving a base housing allowance in the Quad Cities, and implementing federal tuition assistance to all military personnel.
4. Expand the University's distance education portfolio to serve military students, working professionals, and place-bound individuals. This includes increasing the number of:

- i. Online majors: The University offers 463 online classes (320 undergraduate; 143 graduate). New online programs are now available in Accountancy, Anthropology (one of the first in the nation), Economics, Fire Protection Services, Law Enforcement and Justice Administration, Management, and National Fire Academy Curriculum for Fire Fighters.

These new educational opportunities are complemented by the University's five long standing online degree programs in Business Administration, General Studies, Instructional Design and Technology, and Nursing completion (RN to BSN). FY19 plans include placing Supply Chain Management (logistics) online.

As a result of offering more online and hybrid programs, total headcount enrollment where the student takes a majority of semester hours through distance education (off-campus, online, and/or hybrid) increased by 277 students (27.8%) from 998 students in fall 2012 to a total of 1,275 students in fall 2017.

Western's online experience is also synonymous with quality. The University ranked 60<sup>th</sup> out of 347 colleges and universities from across the nation in *U.S. News and World Report's* "2018 Best Online Programs: Bachelor's" category. Western was one of only two Illinois public universities that placed in the top 75 nationally.

- ii. Community colleges hosting the University's online and/or degree programs: The University signed an agreement with Kishwaukee Community College in FY18 to host the Bachelors of General Studies degree program.
- iii. Hybrid programs, where 25% percent of instruction is completed on-campus and the remaining 75% is completed online: Students currently have access to Business Administration, College Student Personnel, and Community and Economic Development master's degree programs in hybrid format. These programs require three weekends on campus, with the remainder of course work completed online.

5. Increase the awareness of prospective students and employers with regard to career options associated with Bachelor of General Studies degree program, which serves as a degree completion program for working professionals, many of whom are place-bound individuals.

g) Engage in continuous improvement opportunities.

1. Working with an enrollment consultant to identify strengths and implement improvements in undergraduate, general studies, international student, and graduate admission processes.
2. Completing an update to the 2012 American Association of State Colleges and Universities review of institutional processes and campus climate to inform planning for increasing international student recruitment and retention.

3. Benchmarking and adapting national best practices in student recruitment.
- h) Provide new educational opportunities.
0. Continuing development of new degree programs and post baccalaureate certificates in areas of high demand/critical skills shortages that are consistent with the academic mission of the University: FY19 academic planning includes expansion of undergraduate degree programs in Psychology, Social Work, and Speech Pathology and Audiology, as well as select Military Science (ROTC) courses to the Quad Cities campus.
  1. Reinvesting in high demand and high potential for growth programs and following established university processes for completing feasibility and needs studies, and establishing new degrees, options, certificates, and concentrations.

Action 3: Advance Affordability

- a) Prepare and distribute marketing and public relations materials that promote the University's statewide, regional, and national leadership in affordability and cost predictability in a manner that is easily understood.
- b) Continue to engage in fiscally conservative, mission-driven spending that limits cost increases to new students. This will be demonstrated by maintaining:
  1. Instructional costs per credit hour below the statewide average for Illinois public universities: The most recent (FY16) data published by the Illinois Board of Higher Education show that University's costs are (11.7%) below the statewide average.

Instructional Costs per Credit Hour at Illinois Public Universities Fiscal Year 2011 through Fiscal Year 2016					
	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Southern Illinois-Edwardsville	\$240.55	\$249.57	\$257.94	\$269.52	\$261.01
Illinois State	\$267.13	\$286.37	\$297.85	\$300.43	\$311.13
<b>Western Illinois</b>	<b>\$272.68</b>	<b>\$284.01</b>	<b>\$294.30</b>	<b>\$307.32</b>	<b>\$316.86</b>
Southern Illinois-Carbondale	\$302.19	\$309.84	\$314.13	\$329.27	\$331.53
Northeastern Illinois	\$259.39	\$284.40	\$298.35	\$343.49	\$346.07
Northern Illinois	\$282.36	\$306.19	\$331.84	\$339.47	\$348.49
Eastern Illinois	\$270.13	\$289.67	\$331.88	\$352.67	\$358.40
State Average	\$303.41	\$317.81	\$335.60	\$355.00	\$358.73
Illinois-Springfield	\$318.74	\$338.65	\$372.28	\$384.41	\$361.23
Governors State	\$328.00	\$364.12	\$364.31	\$392.48	\$373.04
Illinois-Urbana/Champaign	\$348.71	\$350.07	\$362.97	\$400.24	\$398.54
Illinois-Chicago	\$342.14	\$359.77	\$374.94	\$382.35	\$399.84
Chicago State	\$287.08	\$312.29	\$417.04	\$419.86	\$429.72
% WIU Is Under the State Average	(10.1%)	(10.6%)	(12.3%)	(13.4%)	(11.7%)

*Source: Illinois Board of Higher Education annual Academic Discipline Cost Studies,  
www.ibhe.org/coststudy.html*

2. Administrative costs per credit hour below the statewide average for Illinois public universities: The most recent (FY16) data published by the Illinois Board of Higher Education show that University's costs are (18.4%) below the statewide average.



Table 9  
Administrative Costs per Credit Hour at Illinois Public Universities  
Fiscal Year 2008 through Fiscal Year 2016

	<u>2012</u>	<u>2013*</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Southern Illinois-Edwardsville	\$64.51	\$58.22	\$63.26	\$60.99	\$55.92
<b>Western Illinois</b>	<b>\$70.94</b>	<b>\$63.48</b>	<b>\$68.85</b>	<b>\$72.06</b>	<b>\$67.80</b>
Illinois-Chicago	\$78.40	\$78.41	\$74.00	\$76.55	\$72.43
Southern Illinois-Carbondale	\$81.80	\$80.28	\$90.77	\$96.09	\$75.91
Eastern Illinois	\$84.37	\$89.03	\$96.55	\$94.78	\$76.32
Northeastern Illinois	\$78.60	\$75.16	\$87.76	\$91.63	\$77.19
Illinois-Springfield	\$104.18	\$92.60	\$110.23	\$103.26	\$82.50
State Average	\$87.92	\$86.86	\$90.65	\$90.60	\$83.12
Illinois-Urbana/Champaign	\$82.99	\$88.94	\$96.76	\$90.24	\$85.71
Governors State	\$142.88	\$118.26	\$120.78	\$106.07	\$95.77
Chicago State	\$137.24	\$124.54	\$106.03	\$112.65	\$100.75
Illinois State	\$104.83	\$102.01	\$95.81	\$104.54	\$100.93
Northern Illinois	\$102.11	\$101.63	\$106.82	\$109.29	\$104.56
% WIU Is Under the State Average	(19.3%)	(26.9%)	(20.0%)	(20.5%)	(18.4%)

*Source: Illinois Board of Higher Education annual Academic Discipline Cost Studies, Section VI, All Disciplines Instruction less Physical Plant, [www.ibhe.org/coststudy.html](http://www.ibhe.org/coststudy.html)*

Organizationally, FY17 actions taken to further reduce future cost comparisons include:

- Dissolving the African American Studies, Philosophy and Religious Studies, and Women’s Studies departments. African American Studies, the Religious Studies component of Philosophy and Religious Studies, and Women’s studies were combined into the new Liberal Arts and Sciences department.
- Merging the Philosophy component of Philosophy and Religious Studies the Mathematics department.

Likewise, FY18 actions to reduce administrative costs include dissolving the Department of Dietetics, Fashion Merchandizing and Hospitality. As a result, the following reassignments were made. The B.S. in Apparel and Textile Merchandising to Management and Marketing, the B.S. in Dietetics and B.S. in Nutrition and Foodservice Management to Kinesiology, the B.S. in Hospitality Management to Recreation, Park and Tourism Administration, and the B.S. in Family and Consumer Science to the College of Education and Human Services.

During FY19, the academic community will engage in the Academic Restructuring Exercise that was described earlier in this *Update*.

- c) Maintaining competitive values for Western Commitment Scholarship and other financial aid programs: Beginning spring 2018, new transfer students who have 24 earned credit hours from an accredited institution at the post-secondary level with a 3.0 grade point average or higher will receive a renewable \$2,000 scholarship. New transfer students who have 24 earned credit hours from an accredited institution at the post-secondary level with a 2.99-2.5 GPA and enroll full-time will receive a renewable \$1000 scholarship. Western was the only Illinois public university not to offer annually renewable scholarships.
- d) Implementing and evaluating new strategies designed to decrease or eliminate the difference between student costs and financial aid.
- e) Enacting recommendations from the Student Cost Task Force, and continue to ensure student, faculty, and staff representation on the Task Force.

- f) Forming a university-wide task force of students, faculty, and staff charged with examining national best practices and specific strategic proven to increase the retention and graduation rates of students from lower socioeconomic levels, and making implementation recommendations to the President's Leadership Team.

#### Action 4: Increase Retention and Graduation Rates

- e) Address costs and relevance.

1. Increase student, employer, and potential donor access to internship information: The Director of Community Engagement and Outreach formed a University-wide committee with representation from each of the colleges to document total numbers of internships, where students intern, and to learn about best practices in internship coordination at the University.

The Committee is also investigating models to support internships while not taking away existing relationships or contacts from academic departments and schools. Northeastern University, for example, provides administrative support (stewardship) to internships while academic departments facilitate student activities. Stewardship activities include forming new relationships and sharing with all colleges and departments.

2. Launch a cooperative education model that allows students to take classes and participate in experiential placements at the same time: The Assistant to the Senior Vice President for Strategic Planning and Initiatives completed a literature review of the benefits of cooperative education participation to students and employers. This information will be embedded into future reporting to the university community.

Results of national benchmarking will also be shared in future reporting. To date, the Senior Vice President for Strategic Planning and Initiatives and Director of Community Engagement and Outreach have completed benchmarking trips to Northeastern University, Illinois State University, and Drexel University. A visit to Kettering University is being scheduled at the time of writing this *Update*.

The Senior Vice President for Strategic Planning and Initiatives and Director of Business Engagement and Outreach are working with the School of Engineering on developing a pilot schedule for what cooperative education program could look like. Next steps include identifying a Macomb partner department and pilot corporate partners for additional planning.

3. Explore the establishment of legacy and other tuition rates used at competitor institutions to recruit and retain students from all socioeconomic backgrounds.

- f) Enhance student preparation.

1. Enact strategies designed to help increase persistence and completion rates for “mid-range” students<sup>2</sup> (i.e., regularly admitted students who are not in the Honors College).
2. Increasing student awareness and use of academic support available online and across the University.

- g) Improve college transitions and fit.

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<sup>2</sup> “Midrange students are defined as the Interquartile Range, or the middle 50% of ACT scores of new freshmen. This was 18-23 in fall 2017.

1. Designate an office to conduct a survey to determine the reasons why students leave before graduating from the University.
  2. Use results from the survey discussed above, coordinate implementation of strategies designed to lower the percentage of first-time freshmen who start at Western Illinois University but graduate from another college or university.
  3. Engage in benchmarking of national best practices and implement, where appropriate, new strategies that are designed to increase the persistence and completion of new transfer students.
- h) Enhance retention and graduation rates of first generation and all other students.
1. Use results from annual Underrepresented Groups Reports that are submitted to the Illinois Board of Higher Education to document institutional outcomes and plans to increase the participation and achievement of students from traditionally underrepresented groups<sup>3</sup>.
  2. Institutionalize successful outcomes resulting from the University's four-year participation in the Higher Learning Commission's Persistence and Completion Academy (PCA) that will conclude at the end of academic year 2017-2018: As a result of PCA participation, the University:
    - Developed a distributed database to support use of the predictive analytic framework, which provides data for new academic success coaches on the Macomb and Quad Cities campuses to develop individualized persistence and completion plans for students at risk of dropping out.
    - Established Living-Learning Communities on the Macomb (residential) campus, and a new peer-based tutoring program and Retention Committee on the Quad Cities (commuter) campus.
    - Deployed use of Respondus lock down browser to enable distance education students to complete examinations online rather than having to travel to Western Illinois University campus or approved testing center location to complete academic requirements.

Additionally, University Technology is currently developing a coding system that will allow for data analyses on students exclusively enrolled in online majors. The Director of the Center for Innovation in Teaching and Research will lead university-wide discussions on increased retention and graduation rates of distance education students when the analytic infrastructure is in place.

3. Expand the student success coach model: There are now Academic Success Coaches on both the Macomb and Quad Cities campuses.
4. Complete the three-year pilot of the Learning Assistants' Program in the Quad Cities during academic year 2019-2020 and modifying/scaling results other areas, where appropriate: This pilot is currently in its last academic year of implementation. Data analysis after the pilot is completed will empirically inform modification and scaling discussions.
5. Use local results from the National Survey of Student Engagement and other national surveys in planning and evaluating initiatives designed to increase student involvement, retention, and graduation rates.

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<sup>3</sup> *Illinois Public Act 85-283 defines underrepresented groups as minorities, females, and individuals with disabilities.*

6. Increase electronic services to give students access to on-demand, real-time support services.
  7. Continue institutional participation in statewide and national initiatives designed to increase retention and graduation rates.
- i) Promote student health and wellness.
1. Increase comprehensive academic and counseling services.
  2. Expand comprehensive substance abuse counseling, along with programs and services designed to prevent substance abuse.
  3. Provide late night and alternative programming to promote healthy lifestyles.
  4. Increase student, faculty, and staff awareness of and programs and services related to students who have had their rights violated under Title IX.
  5. Implement strategies for addressing physical and program barriers for students and employees with disabilities.

#### Action 5: Reduce Time-To-Degree Rates

- a) Support granting academic credit for students successfully completing external proficiency examinations.
- b) Publicize departmental protocol for awarding of credit for prior learning and life experiences where appropriate to the discipline: The School of Law Enforcement and Justice Administration has articulated selected courses with those offered by educational institutions of the United States Armed Forces.
- c) Participate in all facets of the Illinois Articulation Initiative to promote successful student transfer.
- d) Increase responsiveness to student needs by expanding delivery modalities that promote increased graduation and decreased time-to-degree rates. This includes:
  1. Online degrees.
  2. Live streaming sections.
  3. *Flipped classrooms*.
  4. Summer school offerings and enrollment.
  5. Undergraduate and graduate hybrid programs.
  6. Alternatives to the traditional 16-week semester.
  7. Accelerated degree and certificate options where appropriate to the discipline.
- e) Participate in statewide and national initiatives designed to decrease time-to-degree.

## Goal 3: Support Personal Growth

#### Action 1: Promote Health and Wellness of Students, Faculty, and Staff

- a) Increase health, wellness, and recreational programs, services, and activities provided by the University.

- b) Expand health, wellness, and recreational partnerships with local/regional providers to address needs and services for students, faculty, and staff.
- c) Evaluate the feasibility of establishing new sports clubs and other areas of campus recreation.
- d) Utilize the location of the Riverfront Campus adjacent to the Mississippi River and a community bike and pedestrian trail system as a means to increase health, wellness, educational, and community activities.

Action 2: Enhance Student and Community Engagement

- a) Sponsor University-theme programming and events for students, faculty, staff, and members of our host communities and regions: The University Theme for programming and events for academic year 2018-2019 is Living and Thriving in a Digital World.
- b) Deliver programming for first-year students that is integrated with the University theme.
- c) Engage high-profile university speakers on both campuses to increase campus and community engagement: Representative Tony McCombie has been scheduled as the academic year 2018-2019 Founders day speaker on both campuses.
- d) Use artist/scholar/expert-in-residence programs to enable visiting professional(s) to be actively engaged with students, faculty staff, and community members on items of interdisciplinary interest (e.g., tax preparation, religious understanding) during their stay at the University.
- e) Provide the university and surrounding communities with a diverse season of quality cultural entertainment opportunities.
- f) Offer professional development opportunities in academic disciplines to members of our host and external communities.
- g) Enhance opportunities for lifelong learning of senior citizens.
- h) Support a broad-based National Collegiate Athletic Association (NCAA) Division I and Football Championship Series varsity intercollegiate athletics program. This includes funding commitments to support our athletic program at a level that allows student-athletes to be successful and competitive within our respective conferences and nationally: Achievements occurring during academic year 2017-2018 include:
  - Women's Basketball defeating Stanford University, marking the first-ever program victory over a nationally ranked opponent. The program also competed in a postseason tournament for the third consecutive season. (WNIT).
  - Senior Emily Clemens became the program's all-time leading scorer, and Summit League record holder in career assists and free throws made.
  - Football qualified for the NCAA FCS Playoffs for the second time in last three seasons, and ranked as high as 9<sup>th</sup> in national rankings.
  - Emily Ira, Softball, was named the 2017 Summit League Pitcher of the Year.
  - Kobe Webster, Men's Basketball, was named to the 2017-18 Summit League All-Newcomer Team.
  - Brandon Gilbeck, Men's Basketball, was named the 2017-18 Summit League Defensive Player of the Year.

- Erica Hagan, Women's Swimming, wins the University's first program medal at the Summit League Championships in eight years with a 3<sup>rd</sup> place finish in the 100 Individual Medially.
  - Six student-athletes were named first or second team All-Americans.
- i) Demonstrate strict adherence to NCAA operating principles related to governance and rules compliance, academic integrity, equity, and student-athlete welfare: During fall 2017, student-athletes earned a mean cumulative Grade Point Average (GPA) of 3.12, which is the fourth highest value on record. Sixty-three percent of all student-athletes earned a semester GPA of 3.0 or higher that semester, and it marks the 21<sup>st</sup> consecutive semester that the average student-athlete GPA was higher than the average GPA of the University's student body.
  - j) Host arts and selected athletic events in the Quad Cities to increase community engagement and support for the University

## Goal 4: Promote Social Responsibility

### Action 1: Provide Safe, Accessible, Attractive, and Sustainable Campus Environments.

- a) Support educational programs, services, and partnerships committed to the prevention of crime; protection of life and property; preservation of peace, order, and safety; and enforcement of laws and University policies.
- b) Enhance university facilities.
  1. Implement accessibility standards in new construction and campus renovation projects.
  2. Pursue state funding for the highest facility priorities identified in *Campus Master Plans*, which include new facilities and funds to support deferred maintenance: The University continues to advocate for the release of previously appropriated funds for the Center for Performing Arts and the Quad Cities campus.
  3. Achieve *Master Plan* goals and priorities: Annual *Master Plan* accomplishments for the Macomb and Quad Cities campuses will be presented at the December, 2018, Western Illinois University Board of Trustees meeting.
  4. Advocate for the release of previously allocated state funding for the Center for Performing Arts and Quad Cities campus, and future capital bills which support the University's highest priorities for new and existing facilities.
  5. Apply institutional resources to address permanent improvements (deferred maintenance) and capital renewal: The University spent \$527,100 in appropriated funds and \$138,000 in auxiliary funds to support permanent improvement projects during FY17.
- c) Demonstrate statewide and national leadership in environmental sustainability.
  1. Earn Leadership in Energy and Environmental Design certification in new construction and major renovations.

2. Support educational opportunities designed to raise awareness of social, environmental and sustainability issues: Western Illinois University participated in Recycle Mania (a national collegiate competition) for the 11<sup>th</sup> consecutive year during academic year 2017-2018. Last year, the University diverted 79,400 pounds of recyclable materials and 4,040 pounds of organic/food scrap waste was composted during the eight-week competition.
3. Continue to provide statewide, regional, and national leadership in environmental sustainability within all aspects of University operations (e.g., the curriculum, community and co-curricular events, new construction, and administrative operations): For the sixth consecutive year, Western Illinois University was designated a Tree Campus USA by the Arbor Day Foundation. The national Tree Campus USA program was created in 2008 to honor colleges and universities for effective campus forest management and engaging students, faculty, and staff in conservation goals.

Priority 2: Promote Civic Engagement and Service Learning

- a) Form a Task Force of students, faculty, and staff to focus on communication, collaboration and increasing and supporting student civic engagement on both campuses.
- b) Engage in activities associated with the American Democracy Project.
- c) Participate in the annual Federal Constitution Day and Martin Luther King Day activities on both campuses: Centennial Honors College led the University's celebration of Constitution Day on the Macomb Campus September 17, 2018. The Gwendolyn Brooks Cultural Center presented the ninth annual Dr. Martin Luther King Jr. Day of Service Project on January 18, 2018.
- d) Prepare students for civic engagement and the global workforce of the 21<sup>st</sup> century by emphasizing diversity and inclusivity in race, culture, socioeconomic status, religion, plurality of thought and perspective, etc. in the curriculum, programs, services, and events.
- e) Increase student participation in service learning, internships, student teaching, simulations, and other forms of experiential learning: As a baseline measure, 10.0% (943 students) participated in internships and student teaching during FY18.

Priority 3: Using Partnerships to Advance University, Community and Economic Development

- a) Enhance University partnerships.
  1. Advocate for the restoration of fair and predictable funding to Illinois public higher education in general and Western Illinois University in particular: President Thomas was successful in advocating with elected officials for the end of the statewide budget impasse. The budget impasse ended after the Illinois public universities received funding from Stop Gaps I, II, and appropriations for FY18 and 19. Western received \$46.3 million and \$47.2 million for Fy18 and 19, respectively.
  2. Cultivate new and existing donors.
  3. Increase the value received from external giving. Value of giving to the Western Illinois University Foundation increased from \$5.6 million in FY16 to \$7.3 million in FY 17, and \$13.7 million in FY18.
  4. Develop and launch the next comprehensive fundraising campaign for Western Illinois University: An initial step is to have the staffing infrastructure in place to be successful with a comprehensive campaign. As such, there are new development directors in the Colleges of Business and

Technology and Arts and Sciences. The University also has a new Marketing Director, and the Director of Development in Athletics now directly reports to the Vice President for Advancement and Public Services.

5. Expand the percent of alumni giving to the University. *Following methodology used in US News and World Report*<sup>4</sup>: The University's alumni giving rate of 3.9% is approaching the statewide average of Illinois public universities (4.8%).
  6. Increase the value received from grants and contracts: Faculty and staff engaged in \$22.3 million in external grant and contract activity during FY16 and 17. This is \$2.3 million (12%) higher than then the combined value received in FY14 and 15.
  7. Advocate for changes to statewide policy currently contributing to the statewide teacher shortage.
  8. Develop a plan for the Alumni Association that links the goals and actions of this *Strategic Plan* to the work of the Association.
  9. Consult with external advisory boards to help advance the academic mission and service operations of Western Illinois University, in addition to the goals and actions of this *Strategic Plan*: Western Illinois University benefited from the expertise of 21 external advisory boards during FY18. This is up from 18 in FY17.
- b) Expand community and economic development partnerships by using the Illinois Institute for Rural Affairs (IIRA) and President's Executive Institute (PEI) as a means to:
1. Increase community and economic development. Examples of FY18 Community and Economic Development (CED) achievements include:
    - Hosting 7 CED Summits in 6 communities with 54 participants in attendance.
    - Enrolling 261 participants in the Annual Community and Economic Development Conference.
    - Assisting in the creation and retention of 497 jobs and providing access to \$1.0 million in debt and equity loans through the Quad Cities Small Business Development Center.
    - Serving 300 youth in the Quad Cities AmeriCorps Preschool Reading Readiness and After School programs.
  2. Engage external organizations to advance university goals and priorities: The PEI worked with over 100 entities in the public and private sector in the advancement of university goals and priorities.
  3. Respond to emerging needs in the state and region: Restoring the College of Education and Human Services Teacher Recruitment Fair in FY17 and FY18 addressed critical regional need to recruit and retain more elementary and secondary teachers.
  4. Expand the capacity of community leaders and policymakers by providing technical support, applied research, policy evaluation, and training across the state: The Illinois Institute for Rural

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<sup>4</sup> *US News and World Report* defined the Alumni Giving Rate as "The average percentage of living alumni with bachelor's degrees who gave to their school during 2013-2014 and 2014-2015."



Affairs provided 150 training programs, delivered 109 conference presentations, and served 7,235 conference participants during FY18.

5. Improve the quality of life for rural residents by partnering with public and private agencies on local development and enhancement efforts: The Illinois Institute for Rural Affairs served five communities in their strategic planning and implementation during FY18.
6. Serve as a clearinghouse for information on rural issues, coordinate rural research, and work with state agencies on issues of importance to rural communities: The Illinois Institute for Rural Affairs continues to provide Small Business Development Centers in Macomb and the Quad Cities, an International Trade Center in the Quad Cities, Procurement and Technical Assistance Center in Macomb. IIRA also hosts the Midwest Community and Economic Development Institute, Rural Transit Center, Illinois Cooperative Development Center, Value Added Sustainable Development Center, and a directory of research related to rural community and economic development, which is available at [www.iira.org/publicationsresearch](http://www.iira.org/publicationsresearch).
7. Expand the use of credit and non-credit “short courses” that teach specific sets of skills or knowledge. While not the traditional semester in length, these courses are intended for those who are already working and need to update their skills.
8. Continue to support public-private partnerships to advance new and enhanced services to students, faculty, and staff in our host communities.

#### Action 4: Achieve the Goals of this Strategic Plan

a) Use annual Planning and Accomplishments Reports to demonstrate actions taken to:

1. Stabilize and increase enrollment to over 10,000 students: Fall 2018 enrollment of 8,502 is higher than original projections of 8,000 for this semester.
2. Achieve retention and graduation rates at the top 25% of peer institutions: A first step is to achieve the median rate in these rankings. Baseline data from the *FYY18 Performance Report* shows that values at Western Illinois University compared to peer institutions are 68% vs 80%, 73% vs. 72%, and 54% vs. 63% for first-year retention rates in Macomb and the Quad Cities<sup>5</sup> and for the six-year graduation rate at Western Illinois University compared to peer institutions.
3. Place in the top 10% in national rankings of quality, opportunity, and affordability: Western remained a *U.S. News and World Report* “Top Midwestern Public Regional University” for the 14<sup>th</sup> consecutive year in 2017, advancing from 11<sup>th</sup> place in fall 2016 rankings to 9<sup>th</sup> place in fall 2017 rankings. The University’s increase despite the statewide budget impasse and the resultant “crisis of confidence” occurring during this time.

Western was also highly ranked in the *Washington Monthly College Guide* for the sixth consecutive year, placing 13<sup>th</sup> among 385 Midwestern colleges and universities in the "Best Bang for the Buck" rankings. Additionally, the University was one of only two Illinois public institutions ranked in the top 75 best four-year colleges and universities for serving adult learners.

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<sup>5</sup> The graduation rate indicates the average proportion of fall 2007 through fall 2010 freshmen graduating within six years. Western Illinois University-Quad Cities did not admit first-time freshmen during this time.

- b) Continue to implement the FY16-18 *Priorities and Reinvestment Plan*: Goals, plans, and accomplishments are documented in the University's *FY19 Financial Recovery Plan* that was submitted to the Higher Learning Commission.
  1. Prepare and implement annual Strategic Plan Supplements to address barriers, challenges, and opportunities unforeseen at the time of writing this edition of *Higher Values in Higher Education: Priorities from the Academic Year 2017-2018 Strategic Plan Supplement* the were not implemented.

Western does not have a strategic plan supplement for this academic year, as it is the first year of implementation of the University's new *Strategic Plan*. An Academic Year 2019-2020 Strategic Plan Supplement will be completed, endorsed by all university governance groups, and presented to the Western Illinois University Board of Trustees for implementation approval by June 2019.

2. Update this edition of *Higher Values in Higher Education* in academic year 2022-2023.

#### Action 5: Providing transparency and accountability reporting

- a) Provide the university and external communities with updates on our progress, performance, and continuous improvements.
  1. Establish and articulate enrollment, retention and graduation rate goals by campus: Three-year (fall 2019-2021) enrollment goals are being prepared at the time of writing this *Update*. The University retains goals to achieve the median and then the top 25% of values for first-year retention and six-year graduation rates at peer institutions.
  2. Create a new institutional dashboard of university performance indicators (available from the University Planning Website) that tracks university enrollment, retention, and graduation rates along with other key performance indicators on both campuses.
  3. Prepare:
    - i. Monthly Strategic Plan Updates that summarize actions in progress and related accomplishments: This action is ongoing.
    - ii. Annual Strategic Plan Updates that follow the format of Monthly Strategic Plan Updates: The next Annual Strategic Plan Update will be presented at the September 2019 Western Illinois University Board of Trustees meeting.
    - iii. Annual Performance Reports to document institutional performance on *Strategic Plan* indicators compared to peer institutions: Data benchmarking university performance on key performance indicators against peer institutions will be presented at the March 2019 Board of Trustees meeting.
- b) Ensure Western Illinois University's ongoing institutional quality and viability by maintaining the University's ongoing relationship with the Higher Learning Commission by:
  1. Submitting Financial and Non-Financial Indicator Reports annually: These Reports are submitted annually in April.

2. Hosting the review of the Quad Cities campus during academic year 2019-2020, and the Macomb campus on-site visit in academic year 2020-2021: Initial preparations will begin later in academic year 2019-2020.
3. Engage in the four-year assurance review in academic year 2024-2025.
4. Continue to keep the Board of Trustees and other members of the University community informed of additional required Commission reporting: The University's *FY19 Financial Recovery Plan* is a required Commission report and was discussed at today's Western Illinois University Board of Trustees meeting.

## Summary and Conclusion

Western Illinois University continues implement strategic planning goals and priorities. As stated above the Board and university community will continue to receive accountability reports through monthly Strategic Plan Updates, comparison of key performance indicators in December 2018, and the FY19 Performance Report in March 2019. Following institutional precedent, the Board and university community will be engaged in inclusive university planning processes through preparation of the 2019 Strategic Plan Supplement and Self Study for Reaffirmation of Accreditation.



# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

September 28, 2018

## Resolution No. 18.9/6 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 March 30, 2017 and June 8, 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, June 1, 2018, June 7, 2018, June 28, 2018, July 12, 2018, and August 23, 2018: to determine whether the need for confidentiality still exists with respect to all or part of the minutes;

**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 December 13, 2018, Board Meeting to make a determination regarding release.



# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

September 28, 2018

Resolution No. 18.9/7

The American Federation of State, County and Municipal Employees,  
Council 31, AFL-CIO  
on behalf of Local Union No. 417

**Resolution:**

**WHEREAS** the Board of Trustees must approve collective bargaining agreements prior to implementation; and,

**WHEREAS** an agreement was reached on August 8, 2018 and ratified on September 11, 2018 by the American Federation of State, County and Municipal Employees, Council 31, AFL-CIO.

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

American Federation of State, County and Municipal Employees, Council 31, Local #417

An agreement was reached on August 8, 2018 and was ratified on September 11, 2018, for the period of July 1, 2017 through June 30, 2022, with the American Federation of State, County and Municipal Employees, Council 31, Local #417 representing approximately 105 employees.

Contract Language

The contract contains all the provisions required by law. In addition, it contains specific articles reflecting the unique circumstances of Western Illinois University. The parties agreed to: update Articles Union Recognition and Membership, Dues Deduction, and Non-discrimination language to reflect recent Supreme Court decisions and also include genetic information and any other classes protected by state and federal law. In addition clarification was agreed upon regarding the definition of a “day” throughout the contract. Language in the Seniority Article was restructured for improved clarification. Article Overtime Charts and Side Letters Seasonal Employment, Infant & Pres-School Center and Involuntary Furloughs were removed from the contract. Article Bereavement Leave was updated to reflect law changes.

## Wage Settlement

The parties agreed to a zero (0) percent increase in wages for FY18 & FY19, a two (2) percent decrease for FY20 and wage reopeners for FY21 & FY22. Also agreed on was a clause regarding Irrevocable Election to Retire – an employee who signs an IER on or before 02/28/2019 to retire by 06/30/2020, shall be exempt from the 2% reduction. Reduced Wage Rates for Employees Hired after July 1, 2018 and Wage Effect of Permanent Lay Off language was also added to Addendum A.