

Consolidated Annual Report, Planning Document and Budget Requests



Academic Affairs
April 2019



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UNIVERSITY

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WESTERN ILLINOIS UNIVERSITY

DIVISION OF ACADEMIC AFFAIRS

CONSOLIDATED ANNUAL REPORT FOR FISCAL YEAR 2019

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Office of the Provost and Academic Vice President
Consolidated Annual Report
Executive Summary
2019

The Office of the Provost and Academic Vice President is responsible for intellectual standards; academic planning and budgeting; and the recruitment, retention, and development of faculty. The Division is comprised of the following administrators: the provost, two associate provosts, two assistant academic vice presidents (one Macomb, one Quad Cities), six academic deans, four associate deans, three assistant deans (one Quad Cities campus, two Macomb), seven directors, and 33 department chairs/school directors. The 460 faculty members (371 tenured/tenure track and 89 non-tenured/tenure track) within the division's five colleges and 33 departments and schools provide instruction for approximately 8,500 students.

Programming includes 63 undergraduate degrees, 15 post-baccalaureate certificates, 36 master's degrees, 2 specialist degrees, and 2 doctoral degrees. In 2018, WIU awarded 2,578 degrees (1,905 undergraduate/673 graduate). Congruent with the University's mission to empower students, faculty, and staff to lead dynamic and diverse communities, the Provost's Office provides support for student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in interdisciplinary, regional and global perspectives. Students' educational opportunities are guided by a professional and diverse faculty and staff in collaboration with alumni and community partners. Our mission is enhanced by an expanded distance learning program that complements the regular curriculum, a comprehensive honors curricula, and diverse study abroad programs.

The summary of selected accomplishments below highlights activities and initiatives that met the academic affairs 2018-2019 goals:

Selected Accomplishments 2018-2019

- During the 2018 calendar year, faculty published 28 books; 210 book chapters, monographs, and refereed articles; presented at 781 conferences (739 domestic, 42 international), and generated 671 creative activities (590 domestic, 81 international)
- During the 2018-19 academic year, Academic Affairs successfully facilitated the following program reviews and reports:
 - 8 eight-year cyclic program reviews
 - 10 three-year progress reports on new programs
 - 1 progress report on a temporarily suspended program
 - 2 temporary centers
 - 5 one-year follow-up reportsand are preparing to conduct the following in 2019-20:
 - 37 eight-year cyclic program reviews
 - 2 three-year progress reports on new programs
 - 1 progress report on a temporarily suspended program
 - 21 one-year follow-up reports
- A total of 6 nominations of honors students for the following prestigious awards:
 - Rhodes Scholarship (awarded for athletics and scholarship; 1 nominee in FL 18):
Jillian Escobar (senior—double major in Speech Pathology and Audiology and Music; from Hanover Park, IL.

- Truman Scholarship (awarded for academics, public service, and leadership; 2 nominees in SP 19):
 - Mariah Dicksen (senior—Biological Sciences major; from Lockport, IL)
 - Haden Golemon (junior—double major in Foreign Languages and Cultures, Spanish option, and Political Science; from Brimfield, IL)
- Goldwater Scholarship (awarded for science and mathematics; 2 nominees in SP 19):
 - Mariah Dicksen (senior—Biological Sciences major; from Lockport, IL)
 - Ethan Sanford (junior—Exercise Science major; from Sterling, IL)
- Boren Scholarship (awarded for public service abroad; 1 nominee in SP 19):
 - Marco Narvaez (sophomore—double major in Foreign Languages and Cultures, French option, and Foreign Languages and Cultures, Spanish option; from Macomb, IL)
- Undergraduate Research Day will be held on April 17, 2019.
- The Sixth Annual Graduate Research Conference was held March 22, 2019. This event included:
 - 29 podium presentations
 - 41 poster sessions
 - 1 theatrical performance
 - Approximately 155 attendees
- The NCLEX exam (Nursing, College of Arts and Sciences) pass rate is 93%; state and national averages are 88%.
- School of Nursing (College of Arts and Sciences) graduates have 100% job placement rate for those seeking employment.
- Students in the College of Arts and Sciences participated in the Study Abroad program:
 - SU 18—France: Foreign Languages and Literatures (WIFI), 8
 - SU 18—Puerto Rico: Anthropology, 5
 - SP 19—Ecuador: Nursing, 7
 - SP 19—England: History, 13
 - SP 19—Spain: Foreign Languages and Literatures (WISE), 14
- The College of Arts and Sciences continues to provide opportunity through the Social Entrepreneurship Salon, led by James Rabchuk (WIU—Quad Cities)
- In February, 2019, Dr. Kishor Kapale (Interim Chair of the Department of Physics, College of Arts and Sciences) was announced as the 2019 WIU Distinguished Faculty Lecturer.
- The 11th Annual Upper Mississippi River Conference was held October 24–25, 2018, in Moline, Illinois, attracting 176 attendees.
- The College of Arts and Sciences continues to lead student participation in the Thomas E. Helm Undergraduate Research Day, with 144 CAS student participants, representing 63% of the presentations in 2018. Participation in 2019 is expected to increase.
- Three departments in the College of Arts and Sciences (English, History, and Political Science) continue their interdisciplinary participation in the 3 + 3 agreement between Western Illinois University and John Marshall Law School.
- The College of Arts and Sciences raised \$1,174,066 in Foundation funds this academic year; of this amount, \$253,130 is for new scholarships.
- 100% of Engineering students (College of Business and Technology, School of Engineering) passed their professional engineering examinations

- Dr. Gregg Woodruff, Chair of the Department of Accounting and Finance (College of Business and Technology), was recently named the recipient of the Lester H. McKeever Jr. Outstanding Leader in Advancing Diversity Award by the Illinois CPA Society.
- The Department of Economics and Decision Sciences (College of Business and Technology) began offering a B.B. in Business Analytics in FL 18.
- The School of Engineering (College of Business and Technology) received ABET accreditation of its B.S. in Mechanical Engineering degree program and reaccreditation of its B.S. in Engineering degree program.
- The School of Business and Technology is preparing for the Association to Advance Collegiate Schools of Business (AACSB) reaccreditation in the 2019-20 academic year.
- Enrollment in the B.B. in Finance degree program (Department of Accounting and Finance, College of Business and Technology) increased by 15% from FL 17 to FL 18.
- The College of Business and Technology, in continuing to upgrade teaching and research facilities in the School of Agriculture, upgraded and enhanced the Bull Testing Facility.
- National Exam pass rates for departments in the College of Education and Human Services:
 - 100% of Counselor Education, School Counseling students passed Illinois School Content Examination
 - 89.5% of Counseling Education's Clinical Mental Health Counseling students passed the National Counselor Exam on their first attempt
 - Undergraduate content test pass rates for Department of Curriculum and Instruction:
 - Elementary Education, Early Childhood option: 100%
 - Elementary Education, Elementary Education option: 83%
 - Middle Level Education: 100%
 - Special Education: 100%
 - Graduate content pass rates:
 - Reading: 86%
 - Special Education: 100%
- The School of Law Enforcement and Justice Administration (College of Education and Human Services) continues to create innovative programs to increase enrollment by making the entire LEJA major and four minors available online.
- The Great River Teacher Corps scholarship program (College of Education and Human Services), which recruits and develops highly talented teachers to work in schools in West Central Illinois, raised money to fund scholarships for three students.
- The Department of Recreation, Park and Tourism Administration (College of Education and Human Services) identified \$100,000 matching donor for its 50th anniversary celebration.
- The WIU Infant and Preschool Center (Department of Curriculum and Instruction, College of Education and Human Services) completed a community service project by donating both money and supplies to the Western Illinois Regional Council.
- 100% pass rate for students in Department of Speech Pathology and Audiology (College of Fine Arts and Communication) taking the National Exam.

- 100% of all M.S. in Speech Pathology (College of Fine Arts and Communication) graduates were employed within 3 months of graduation
- The B.F.A. in Musical Theatre (Department of Theatre and Dance, College of Fine Arts and Communication) degree program has a 100% student retention rate.
- Several members of the outstanding faculty of the College of Fine Arts and Communication received awards or have earned special recognition in the past year:
 - Jasmine Crighton was named the Advisor of the Year by the Intercollegiate Broadcasting System for the second year in a row, as well as the National Broadcasting Society Advisor of the Year.
 - Penelope Shumate made her fourteenth soloist appearance at Carnegie Hall in New York City in Handel's *Messiah* with Distinguished Concerts International New York, alongside Metropolitan Opera singers John McVeigh (tenor) and Christopher Job (baritone).
 - Lysa Fox played the title role in *Always...Patsy Cline*, directed *Working* in FL 18, is currently directing *Pippin*, has co-authored a children's book (*Lysa and the Good Drama Fairy*) with her sister, and is currently working on another book
- The Department of Communication (College of Fine Arts and Communication) will offer the B.A. in Communication degree program online beginning FL 19.
- The Department of Speech Pathology and Audiology (College of Fine Arts and Communication) provides off-campus screening and speech/language services to the community at the Renaissance Center (Canton, IL), the Crossing Church Preschool, the St. Paul School Preschool, WIU Day Care in Horrabin Hall, the West Central School District (Biggsville, IL), the Elms, Wesley Village, Bridgeway, the Macomb School District, and the West Prairie School District.
- Attendance at events sponsored by the College of Fine Arts and Communication is expected to be more than 20,000 by the end of the 2018-19 academic year.
- The Department of Speech Pathology and Audiology (College of Fine Arts and Communication) conducts the Speech and Hearing Clinic (55 diagnostics, 125 clients), weekly stroke support group, monthly Autism support group, and Speech, Language, and Hearing clinic (717 patients), which runs the Comfort Circle support group for parents and caregivers of children with special needs.
- The First Wednesday open studio event, held the first Wednesday of each month by the Department of Art (College of Fine Arts and Communication), continues to be a popular event, bringing more than 60 attendees to the Art Studios each month.
- University Libraries' home page had 472,429 page views, second only to Undergraduate Admissions.
- The "Taste of Archives" fundraising event held by University Libraries celebrated the fortieth anniversary of Malpass Library.
- The 2018 gate count for University Libraries was 561,558.
- University Libraries taught 209 instruction sessions to 3,826 students.
- Three University Libraries faculty taught seven sections of UNIV 100 (Personal Growth and Well-Being).
- Three University Libraries faculty (including the Dean of Libraries) served as Building Connections Mentors.
- University Libraries has completed the digitization of 60 years of the Courier, dating back to 1959.

- Membership in the Centennial Honors College reached an all-time high of 1,001 in FL 2018.
- Minority membership in the Centennial Honors College is at an all-time high of 292 students, which represents 32.5% of total membership.
- The Centennial Honors College continues to expand the Pre-Honors Program, one of the only programs of its type. In this program, current honors students serve as role models and mentor qualified pre-honors students to help them transition into the Centennial Honors College.
- The Centennial Honors College sponsors an “Honors Mentors Program”, in which 8–12 upper-division Honors students are given the opportunity to act as a role model and resource for other Western Illinois University students who are interested in joining the Honors College in an upcoming semester
- The Centennial Honors College hosted the Third Annual-Pre-Med Symposium on February 20, 2019.
- The Centennial Honors College continues to support a variety of events on campus, including the Pre-Law Symposium, the Pre-Med Symposium, the WIU Mock Trial Team, and U.S. Constitution Day.
- The Attendance Tracker, created by the Center for Innovation in Teaching and Research (CITR), now holds more than 2 million records.
- The Center for Innovation in Teaching and Research (CITR) recorded, edited, and uploaded Zoom webinar workshops on *Using Video to Engage Students (Parts 1 and 2)* and *TurnItIn GradeMark and Feedback Studio* to the CITR website.
- The Center for Innovation in Teaching and Research (CITR) worked in collaboration with uTech and academic departments to offer Zoom-enhanced video classes, in which enrolled students can attend classes virtually and synchronously on laptops, tables, and phones. They no longer need to be in a Polycom-enabled classroom. Class videos are recorded and can be shared with instructors and students as desired. CITR continues to promote the use of Zoom and train faculty on how to use this resource.
- The Center for Innovation in Teaching and Research (CITR) developed the MyWestern Student Link Portal, which categorizes several of WIU’s resources and provides links for them. Students can quickly log in and see a mobile-friendly version of their class calendar (My Schedule), a list of required textbooks (My Books), and dining hall menus. Separate features are available for students enrolled at the Quad Cities campus.
- The Center for Innovation in Teaching and Research (CITR) developed the Unofficial Course Evaluation System (UCES), an online tool where instructors can create, share, and distribute unofficial course evaluations for formative evaluation. Evaluations can be built from a 630-item library (including all Purdue CAFETERIA questions) as well as by adding custom questions. Statistics and graphical representations of results are immediately available.
- The Center for Innovation in Teaching and Research (CITR) assisted faculty in the switchover to “Daylight” in Western Online. This is a significant re-theming of the Course Management System to offer a more robust, mobile-friendly experience for faculty and students. The transition to Daylight went smoothly. During the preliminary months, CITR worked to move 171 courses from WesternOnline to the Daylight test server.
- The Center for Innovation in Teaching and Research (CITR) scheduled 232 workshops between July 1, 2018, and February 14, 2019.
- The School of Global Education and Outreach offered 12 camps in 2018, serving 175 youth.

- Current enrollment in the Bachelor of General Studies degree program (Global Education and Outreach) is 1,292 (648 male, 644 female)
- International Student Services (Global Education and Outreach) organized the International Bazaar, attracting 1,000 people.
- The Center for International Studies (Global Education and Outreach) received 443 international admissions applications for SP 19 and, to date, 714 applications for FL 19.
- Western's English as a Second Language (WESL) program graduated 14 students in SU/FL 18.
- The Bachelor of General Studies program (Global Education and Outreach) continues to work with Admissions to increase military recruitment, including tuition assistance initiatives
- The Center for International Studies (Global Education and Outreach) contacted ten new international recruitment agents; WIU is currently using 43 agents.
- Study Abroad (Global Education and Outreach) sponsored 150 outbound students (up 5% over FY 18).
- Study Abroad (Global Education and Outreach) developed new faculty-led programs in Iceland, Ecuador, and Greece.
- The School of Graduate Studies awarded 590 degrees and 40 post-baccalaureate certificates in 2018
- The School of Graduate Studies awarded 505 graduate assistantships in FL 18
- The School of Graduate Studies participated in 18 recruiting events during the academic year.
- The Illinois Institute for Rural Affairs (IIRA) just celebrated its thirtieth anniversary as an academic unit on the WIU campus. In that time, IIRA has served 568 Illinois communities (including 88 counties), plus communities in Iowa, South Dakota, and Mexico.
- The IIRA was one of ten winners (of more than 170 total applicants) of the \$75,000 Google Impact Challenge award for the most innovative projects in creating economic opportunity. Winning this award qualified IIRA as a finalist for the \$250,000 People's Choice Award, which was given to the project receiving the most public votes. This prize was won by the "Mattoon in Motion" community initiative project, which evolved when Mattoon went through the IIRA/MAPPING (Management and Planning Programs Involving Nonmetropolitan Groups) planning program. WIU was, in effect, competing against a client community. However, WIU and IIRA take great pride in reporting that we secured \$400,000 for rural communities (\$75,000 for WIU and \$75,000 + \$250,000 for Mattoon).
- The IIRA has secured more than \$42 million in external grants over the past 30 years.
- The IIRA continues to work with the Illinois Community College Board (ICCB) to promote rural issues through the Governor's Rural Affairs Council (GRAC), which is chaired by the Illinois Lieutenant Governor, Juliana Stratton.
- The IIRA recently completed a revised economic impact analysis of the Center for Performing Arts to help advocate for state funding.
- The IIRA seeks to further expand the Peace Corps Fellows program. This program has recently expanded into the Master of Liberal Arts and Sciences and the Master of Arts in Community and Economic Development degree programs. New programs to consider for expansion include the M.A. in Museum Studies and the M.A. in Law Enforcement and Justice Administration degree programs. Further study may reveal that the B.S. in Biology and the B.S. in Computer Science degree programs are also viable possibilities.

- The IIRA continues to monitor the status of longstanding State sources of funds. The DCEO grant of \$160,000 is still frozen and not accessible.
- The Office of the Registrar processed:
 - 18,078 transcript requests, including:
 - 4,666 secure PDF transcripts
 - 245 Federal Expressed transcripts
 - 1,000 transcripts picked up at the front counter
 - 3,620 graduation application additions or changes
 - 1,827 grade changes
 - 1,634 enrollment verifications, not including enrollment verifications and degree verifications automatically processed through the National Student Clearinghouse
 - 1,533 changes to students' majors or minors
 - 803 requests for room scheduling, excluding course schedule changes
 - 907 current student-athlete NCAA "progress toward degree" certifications
 - 686 social security number corrections
 - 623 readmission applications
 - 447 total University withdrawals
 - 479 CAGAS appeals
 - 190 Illinois Voter Registration Applications mailed to students per their request
- The Pre-Award division of the Office of Sponsored Projects:
 - Participated in organizational and planning meetings for WIU's participation in the Illinois Innovation Network/ Discovery Partners Institute and assisted in preparation and submission of WIU's proposal requesting \$27M in capital funds.
 - Coordinated internal grant competitions for faculty interested in submitting applications for the NEH Summer Stipend program and NSF Major Research Instrumentation program.
- The Post-Award division of the Office of Sponsored Projects:
 - Assisted faculty in preparing new reports required by GATA to convey progress and project outcomes to state agencies
 - Post-award training sessions offered through CITR
- The Compliance division of the Office of Sponsored Projects:
 - Implemented new federal Common Rule for human subjects research
 - Completed Federal Wide Assurance (FWA), Office of Laboratory Animal Welfare (OLAW) and Research Integrity reports
 - Reviewed policies with the Institutional Review Board that may need revision or changes to provide more guidance to researchers
- The Administration division of the Office of Sponsored Projects:
 - Worked with Human Resources, Academic Personnel, Payroll, Business Services, AIMS and EOA, as well as Grants & Contracts Associates, in the transition of grant personnel from A/P status to Civil Service
 - Created new Intellectual Property / Technology Transfer webpage. Worked with consultant to bring awareness of IP/TT to campus. Met with faculty one-on-one and conducted CITR workshops
 - URC grants - \$32,573

- WIU Foundation Summer Stipends - \$20,000
- The University Advising and Academic Services Center (UAASC) continued to improve the Rocky's Resources Program, which includes tutoring, success workshops, and on-demand workshops. Workshop titles included Organizing for Academics, Effective Notetaking & Studying, Class Participation Strategies, Time & Stress Management, and Preparing for Mid-Term and Final Exams.
- The University Advising and Academic Services Center (UAASC) continued to grow the Academic Success Coaching Program:
 - SP 18 semester
 - 44 students in program
 - 70% improved grades compared to prior semester
 - 65% improved cumulative GPA
 - 68% retention rate (ability to continue at WIU) of students in program
 - FL 18 semester
 - 47 students in program
 - 71% improved grades compared to prior semester
 - 71% improved cumulative GPA
 - 83% retention rate (ability to continue at WIU) of students in program
- Of the 192 students in the Office of Academic Services (OAS) program (University Advising and Academic Services Center, UAASC) in the FL 18 semester, 92% were eligible to return for SP 19 (semester honors, good standing, academic warning, or academic probation).
- The University Advising and Academic Services Center (UAASC) formed the Leatherneck Advising Academy and conducted the following **Earn Your Stripes** workshops:
 - Advising Theories Part I - Appreciative, Strengths-Based, and Developmental (FL 18)
 - Digital Civility and Communicating in an Inclusive and Respectful Manner (FL 18)
 - Articulation of Advising Philosophy Part 1 (FL 18)
 - Advising Theories Part 2 - Intrusive and Prescriptive (SP 19)
 - Motivational Interviewing (SP 19)
 - Advising Philosophy Part 2 (SP 19)
- The Center for the Application of Information Technologies (CAIT, University Technology) secured 21 contracts, which will add almost \$250,000 in revenue to Western Illinois University. New contracts include:
 - Penn State
 - University of Illinois
 - DCFS
 - Illinois Attorney General's Office
- University Technology worked on more than 200 projects, completing 104, with 98 still in progress and 20 on hold. These projects include:
 - Implementation of a user-friendly open wireless; projected completion date of June, 2019
 - Implementation of the new RFID tracking system in collaboration with the Business Office
 - Implemented Admissions Application Self-Reporting to help with efforts to increase student enrollment

- Collaborated with vendor and Admissions to implement new Customer Relationship management tool to increase student enrollment
- Upgraded wireless infrastructure in selected residence halls
- Implemented formal incident management and project management processes
- Expanded hours STARS PIN resets are available to students
- Provided Google Apps Tips and Tricks training for faculty, staff, and students
- Refreshed access pointes in QC Riverfront Hall
- Implemented a QC website redesign/update
- Web Services partnered with University Marketing to implement several marketing campaigns and redesign of multiple areas of *wiu.edu* to improve student recruitment efforts
- Implemented more than 30 improvements and functionality requests on the administrative system based on customer feedback/requests, including:
 - Created a new database for active duty military students for increased tracking and to allow for reduced tuition rates
 - Created future payment option for STARS online payments which allows students to select their payment date
 - Collaborated with the Center for Innovation in Teaching and Research (CITR) to move annual ethics training to WesternOnline
 - Automated processes for external offices which have lost positions
 - Created new mass email announcement system

Academic Affairs

FY19 Planning and Accomplishment Guidelines Western Illinois University

Due from Vice Presidents April 5, 2019

Public Presentations April 15–16, 2019

Respond to the following questions in ten to fifteen pages. Attach appendices with supporting documentation where appropriate. Please be sure to prepare responses that address Western Illinois University—Macomb and Western Illinois University—Quad Cities as appropriate.

Note: The current edition of *Higher Values in Higher Education 2017-2027* is attached.

Current Year Fiscal Year 2019

I. Accomplishments and Productivity for FY19

A. Give a brief review of the division's goals and objectives for FY19.

Academic Affairs

1. Enhanced Culture for Teaching and Learning
 - a. Maintain rigor and high academic standards
 - b. Explore restructuring to enhance interdisciplinary collaboration
 - c. Continued focus on the Centennial Honors College
 - d. Increase focus on study abroad and service learning opportunities
 - e. Strengthen relationships with community college and international partners
 - f. Continued support of undergraduate and graduate research opportunities
 - g. Support scholarly/professional activity for faculty
2. Fiscal Responsibility and Accountability
 - a. Identify further efficiencies to meet challenges in the FY19 and FY20 budgets
 - b. Identify alternative funding sources
 - c. Develop and refine college priorities in fundraising
3. Enhance Academic Affairs Role in Enrollment Management and Student Success
 - a. Increase focus on student internship opportunities
 - b. Continue to expand Distance Learning opportunities
 - c. Explore additional initiatives to enhance retention and graduation rates
 - d. Increase outreach efforts with prospective students
 - e. Support access, equity, and multicultural initiatives for entire campus community
4. Focus on International Recruiting and Education Opportunities
 - a. Continue efforts to increase the number of international students
 - b. Increase awareness of study abroad opportunities
 - c. Develop additional academic partnerships with international institutions of higher learning
 - d. Strengthen relationships with embassies and host countries
5. Facilities Enhancement and Technology Support
 - a. Support for the Center for Performing Arts
 - b. Support for the LEJA Crime Lab
 - c. Pursue support for an updated Centennial Honors College facility
 - d. Strategically fund technology updates and advancements in technology
 - e. Support major capital budget initiatives

College of Arts and Sciences

- See below.

College of Business and Technology

- Seek an increase to CBT's General Institutional Fund. General funds were permanently cut to 75%.
- Increase online enrollment, especially in the new online programs (Economics, Accounting, and Management). Tracking online enrollment is a work in progress. Unofficial counts show healthy increases in these programs.
- Continue to address the technology upgrades needed in the classrooms and labs. The computer lab in Stipes 309 was upgraded with new computers. UTech reassigned 80 used machines to the CBT, replacing much older models.
- Continue to upgrade the teaching and research facilities in the School of Agriculture. Upgrading the parking lot for the Show Barn was completed. The Bull Testing Facility was also upgraded.
- Receive reaccreditation from AACSB and ATMAE. The business programs and the Department of Engineering Technology continue work towards accreditation team visits in 2019-2020.
- Operationalize the Learn and Earn Initiative. The President's Executive Institute has taken over the project.
- Continue to emphasize domestic and internal recruitment for all programs. Each department/school has its own recruiting activities, in addition to University events.
- Recruit a Development Director for the College. The university hired Jeremy Wingerter as the CBT Director and began working in the Fall 2018 semester.
- Expand School of Engineering offerings to include Civil and Electrical Engineering, a Master's degree and MBA in Systems and Industrial Engineering. The Civil and Electrical Engineering programs were approved at the campus level. The university anticipates approval from IBHE in June.
- Begin offering the BB in Business Analytics. The first majors will enroll in Fall 2019. Currently the program has 4 majors and 33 freshman applications.
- Integrate the Fashion Merchandising major into the CBT. The Apparel and Textile Merchandising major is being phased out and the faculty have been reassigned.

College of Education and Human Services

- **Goal 1:** Fill faculty positions in areas of need: (a) an academic unit in which the number of the faculty is too small to meet its student demands without frequently incurring overload costs and excessive use of adjunct faculty; (b) an academic unit in which the expertise of the faculty limits or hinders the unit's effort to deliver a quality program; and (c) an academic unit which has modified its programs to meet newly identified needs of the profession or discipline and/or West Central Illinois.

Eleven new faculty were hired for FY19:

- 1 Unit A for CNED
- 1 Unit A for C&I
- 2 Unit A for ES
- 1 Unit A and 1 Unit B for KIN
- 3 Unit A and 1 Unit B for LEJA
- 1 Unit B for RPTA
- **Goal 2:** Continue to create innovative programs to meet the ever-changing needs of our stakeholders and to increase enrollment.
 - C&I: Continued revision of the undergraduate special education program
 - ES: Began to develop B.S. in Educational Studies program and alternative licensure programs in Special Education, Science, and Math, continued revision of Higher Education option of the EdD program, and new endorsement/degree programs were established in Sterling, Moline, Monmouth, and Deerfield

- KIN & LEJA: KIN worked with Fire Science to create a new course (KIN 346)
- LEJA: Converted entire LEJA major and four minors (Homeland Security, Corrections, Security Administration, and Fire Administration) to fully online making the program more accessible to students with geographical limitations
- LEJA: Completed Criminalistics laboratory
- RPTA: Used app-based technologies to teach how to develop event specification guides
- **Goal 3:** Continue to market undergraduate and graduate programs by targeting high school students, parents/guardians, school counselors, and working professionals to increase the awareness of the College by these segments of the population; provide assistance with expenses related to travel and publication costs.
 - COEHS: Revised and updated academic program websites to improve access to website content
 - COEHS: Participated in the Chicago and St. Louis Discover Western On The Road programs
 - CNED: Provided and facilitated workshops for the bi-state counselor academy which helped to promote even stronger relationships with local school counselors
 - C&I: Participated in community outreach and partnerships with local school districts in Macomb and Quad Cities; developed support resources to assist students with meeting the Basic Skills requirement
 - LEJA: Partnered with Alameda California Correctional Institution as well as other numerous agencies and schools to recruit students; created a summer camp experience which has recruited several students
- **Goal 4:** Continue fundraising for the College. Solicit corporate, community, alumni, and friends of the College support for scholarships, specialized space and equipment, outdoor facilities, and technological support for academic programs.
 - ED: Great River Teacher Corp scholarship program raised enough money to fund 3 students
 - KIN: Used crowdfunding to purchase a stairmill for the class taken by Fire Science students
 - LEJA: Raised money to create state of art Criminalistics lab
 - RPTA: Identified \$100,000 matching donor for 50th anniversary celebration
- **Goal 5:** Support faculty conference registration (up to \$300) through the Dean's Travel Award.
12 faculty members received awards, totaling approximately \$2,974
- **Goal 6:** Prepare reports as needed for accreditation, state approval, and University program reviews.
 - COEHS: Began writing the CAEP self-study report (the report was submitted 3/8/2019)
 - C&I: Expanded faculty collaboration on use of program assessment to inform practice
 - KIN: Resubmitted accreditation documentation for the Physical Education Teacher Education (PETE) Program and maintained program accreditation of the Athletic Training (AT) Program
- **Goal 7:** Continue COEHS Advisory Board and other advisory boards established by COEHS' entities.
COEHS Advisory Board met September 28 for an alumni award luncheon and a board meeting; recipients of the alumni awards were: Dr. Nick Sutton-Young Alumni Award; Ms. Laura Leezer-Distinguished Alumni and Ms. Suzan Nash-Lifetime Achievement Award.
- **Goal 8:** Increase and sustain the amount and level of community service provided by COEHS faculty, staff, and students. Increase service learning opportunities in the coursework by: (a) cultivating partnerships with school districts, fire and police departments, public service agencies, municipal services, social services and churches near the Macomb and/or Quad Cities Campuses; and (b) expanding the use of COEHS facilities.
 - COEHS: Developed partnerships with four area school districts to support teacher education and school support programs
 - CNED: Provided outreach to practicing counselors with speakers & training (hybrid & online)
 - CNED: Developed a partnership with the Robert Young Center so that community members could receive counseling at the WIU-QC Counselor Education clinic

- C&I Provided professional development for K-12 teachers
- C&I: Initiated discussion on developing a Special Education Center; developed a long-term plan for department centers
- C&I: WIU Infant and Preschool Center completed a community service project by donating both supplies and money to the Western Illinois Regional Council.
- KIN: Continued to administer the Motor Clinic and added a new course (KIN 473) that allows majors from across campus to participate in this clinic
- KIN & MS: Explored implementation of an injury clinic for the cadets
- LEJA: Crime Lab served as a resource for local high school students, Crime Stopper and Explorer groups
- LEJA: Explored partnership with Troops to Education, ILETSBEI and its School and Campus Safety Program to serve as a nationwide repository for best practices in school safety and cyber intimidation
- RPTA: Planned and implemented Foods for Families for Family and Children's Services
- **Goal 9:** Implement the Faculty Research and Service Grants sponsored by the Dean's Office to support research activities and to encourage faculty to compete for external funding.

Due to budget restrictions, no progress was made toward this goal.

College of Fine Arts and Communication

- The College of Fine Arts and Communication rigorously supports the Values, Vision, and Mission of Western Illinois University to establish an academic and professional environment that encourages students to develop their creative, intellectual, and technical potential. We also encourage and nurture continued faculty growth as artists, scholars, and teachers. The College is committed to expanding recruitment /retention activities and enrollment for our programs through participation in Discover Western and WIU admissions activities, visits to area high schools, colleges, and universities, and conducting individual meetings with prospective students and parents. The College is also committed to utilizing online and social media marketing tools in an effort to expand our regional base. The College continues to develop partnerships with community/regional schools, arts organizations, museums, clinics, retirement homes, and hospitals to expand our mission throughout the Macomb community and Western Illinois.
- The College of Fine Arts and Communication continues to:
 - Support the Higher Values in Higher Education, the Vision, and Mission of Western Illinois University and the College of Fine Arts and Communication
 - Establish an academic environment and teach in a manner that encourages students to develop their creative, intellectual, and technical potential in the visual arts
 - Encourage and reward continued faculty growth as scholars, artists, and teachers
 - Support University-Wide Strategic planning/revision initiatives
 - Create and implement a new Strategic Vision for the College of Fine Arts and Communication
 - Provide unconditional support for courses of study and career pursuits in the fields of fine and performing arts, communication, communication sciences and the liberal arts
 - Fulfilling necessary staffing needs in an effort to continue to deliver the highest quality education. (HVHE Goals 1, 2, 3)
 - Maintaining all COFAC departments and units. (HVHE Goals 1, 2, 3)
 - Maintain current systems at a high level of operation. (HVHE Goals 1, 2, 3)
 - Look to extend the life of all existing technology systems. Replace faculty and staff computers as needed

University Libraries

Continue our primary function of teaching and assisting our student, staff, faculty, and community users in as many ways as possible, those at a distance, as well as those on the Macomb and Quad Cities campuses. Some of our primary undertakings for the year were to:

- Close the Physical Sciences Library and move the entire collection to Malpass
- Hire someone in Archives & Special Collections to oversee the University records management program and bring us into compliance with Illinois law
- Migrate the EZproxy service from uTech servers which could no longer support it to the more robust OCLC-hosted environment, to allow direct access to our library subscription databases and online journals (more than 17,800 domains) to authenticated WIU users anywhere
- Monitor and eradicate more mold in Malpass Library

Centennial Honors College

- **External Program Review.** The Honors College requested its first-ever external program review. *Projected Action Frame:* Short-Term (12 months and beyond) [G2.A1(g)/G2.A2(a)/G3.A2(a)]. Estimated Cost: \$2,000 (\$1,200 for travel and \$800 honorarium). *Action taken:* In April, the Provost authorized an external review by Dr. John Vile, Dean of the Honors College at Middle Tennessee State University. Dr. Vile carefully reviewed our documents and made a two-day visit. The full report that is attached included both praise and recommendations for change. Among his recommendations were:
 - the establishment a location for the Honors College with private offices, meeting rooms, and dedicated honors classrooms;
 - an integrated honors curriculum;
 - a separate honors faculty;
 - the elevation of the honors “Director” to dean to comport with NCHC guidelines.
- **Relocate the Centennial Honors College to Simpkins Hall.** As detailed in previous reports, the current location in Malpass Library is woefully inadequate. The administration has targeted Simpkins Hall as the new honors home. *Projected Action Frame:* Both Short-Term and Long Term. [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.] *Action Taken:* In spring 2018, President Thomas and the Board of Trustees agreed that Simpkins Hall would be the future home of the Centennial Honors College. President Thomas then appointed a Task Force, co-chaired by Rick Hardy and WIU architect William Brewer to establish plans for renovating the top floors of Simpkins Hall. The Task Force contracted with Holabird & Root to offer three plans. The Task Force and President Thomas selected a plan, and Holabird & Root are now working on detailed plans for eight private offices, an event hall, meeting rooms and dedicated honors classrooms.
- **Add a Third Academic Advisor to the Honors College.** Our two, full-time academic advisors had about 500 advisees apiece (and nearly 1,800 advising appointments) during the period. This significantly exceeds the recommended 300 advising load recommended by National Academic Advising Association (NACAD). Additionally, the Honors College was forced to enlist the support of Ms. Alex Geisler, Assistant to the Dean, to advise some 150 Pre-Honors students and Dr. Jim Rabchuk, CAS Assistant Dean for the QC, to advise some 50 Quad Cities honors students (beginning September 2018). This is why we requested a third, full-time academic advisor for the Honors College. *Projected Action Frame:* Both Short-Term and Long Term. [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.]. Due to budget restraints, the request could not be met.
- **Elevate Director to Dean and Associate Director to Associate Dean of the Honors College.** The National Collegiate Honors Councils (NCHC) Standards states, “Colleges have Deans/Programs have Directors.” Rival institutions (e.g., EIU, IUPUI, SIU, MTSU) have Honors DEANS. Changing the titles elevates the positions, could be revenue neutral and would comport with NCHC national standards for established honors colleges. The current director’s and associate director’s academic credentials are commensurate with current deans. *Projected Action Frame:* Both Short-Term and Long Term. [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.] *Action Taken:* In August 2018, President Thomas announced, with the approval of the Board of Trustees, that the Centennial Honors College would henceforth be headed by a “Dean.” Dr. Rick Hardy became the Honors College’s first Dean; however, President Thomas made it clear this was solely a change in title, not an increase in salary.
- **Include the Centennial Honors College in the Deans Council.** The Director of the Centennial Honors College has always been excluded from the Deans Council. NCHC Standards strongly recommend that Honors Deans have equal status with other academic deans. *Projected Action Frame:* Both Short-Term and Long Term. [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.]. *Action Taken:* In October 2018, the Provost invited the Dean of the Centennial Honors College to attend all Deans Council meetings.

- **Establish an Integrated Honors Curriculum.** Honors courses lack consistent quality. We need core, gateway honors courses, domestic travel courses, and increased opportunities for Study Abroad. Ideally, the Honors College should have three-to-four-year teaching rotations to facilitate course scheduling. *Projected Action Frame:* Both Short-Term and Long Term. [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.] *Action Taken:* The concept of an integrated honors curriculum is still in the planning stages and will be dependent upon budgetary reallocations and the establishment of an Honors Academy.
- **Establish an Honors Academy.** The Honors College does not always get the best faculty to teach honors courses. Currently, the Honors College takes whomever Department Chairs/Directors release. We therefore seek funding to “buyout” faculty to teach honors courses on a regular basis. We need to create an Honors Academy through joint appointments, must submit CVs and teaching evaluations. *Estimated Costs:* \$80,000/year (\$20,000 for 4 core faculty offering 2 3SH classes per year). *Projected Action Frame:* Both Short-Term and Long Term [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.]. *Action Taken:* None, albeit President Thomas has indicated repeatedly that he supports the creation of an honors academy.
- **Continue to Increase Total Enrollment of Honors Students.** A realistic goal is to reach 1,100 in any given year. Our continued growth will be accomplished by aggressive recruitment of qualified incoming freshmen, transfer students, on-campus students, and minority students. *Measure:* The total number of students in the Honors College. *Projected Action Frame:* Short-Term to Long-Term (next 12 months and beyond) [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.]. *Action Taken:* With the lone exception of Engineering, the Centennial Honors College is the only academic unit at Western Illinois University that has grown in the past seven years. Indeed, we have increased nearly 86 percent, reaching an all-time high of 1,001 students in Fall 2018.
- **Continue to Increase Diversity of Honor Students.** The number of Hispanic and African American honor students has risen significantly over the past seven years. However, we still have a long way to go. In the next year, we plan to be vigilant in identifying qualified and potentially qualified minorities through on-campus recruiting. *Measure:* The number of minority students in the honors program. *Measure:* The number of minority students in the honors program. *Projected Action Frame:* Short-Term (next 12 months and beyond) [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.] *Actions Taken:* The Honors College aggressively continued to recruit students (and faculty members) from under-represented groups. A breakdown by race and gender is detailed *infra*.
- **Add a Graduate Assistant Position for Honors at the WIU Quad Cities Campus.** We propose adding a Graduate Assistant position at the Quad Cities campus for 20 hours a week. The GA would be the advisor for the QC honors students and would work to continue to grow the honors population at the QC campus. *Measure:* The number of students in the QC honors program. *Projected Action Frame:* Short-Term and Long-Term. [G1.A1(e,f)/G3.A1(h,j,k), HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.] *Actions Taken:* During the period of review, Ms. Aurand left the Honors College to take an administrative position on the Macomb campus. CAS Assistant Dean Jim Rabchuk was contracted to serve as the Honors Coordinator for the QC campus.
- **Continue to Increase Recruitment of Transfer Students.** Four years ago, the Honors College formed the Western Alumni Association of Phi Theta Kappa, the international honorary society for community colleges to enable us to network and recruit PTK honors students from area community colleges. We must continue to increase articulation agreements and attend recruiting fairs to reach these students. The Honors College must explore having a SOAR program designed especially for honors transfer students. *Measure:* The number of new transfer honor students. *Projected Action Frame:* Mid-Term (2-4 years) [G1.A1(a,c)/G3.A2(a)/G2.A2(c,e)/G4.A2(c)] [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.]. *Action Taken:* During the period of review, the Honors College refined its approach for identifying transfer students who may qualify for the Honors College and accelerated the number of personal letters it sent to those students.
- **Expand the “Honors Student for a Day” Program.** As noted *supra*, in Fall 2017, the Centennial Honors College initiated a pilot program called “Honors Student for a Day.” The students nominated were invited to campus where they met with the honors staff, visited an honors class, ate lunch with their nominators, took a tour of campus, and visited President Thomas where they received a certificate. The Honors College made all arrangements and picked up the tab for the “free” lunches, certificates and nominal gifts. We would like to expand the program in Fall 2018 to include 25 to 30 high school students. This will cost an estimated \$500 for cost of food, certificates and honors T-shirts. If only one of those students subsequently attends Western, then this would more than pay for the costs. *Projected Action Frame:* Short-Term (next 12 months and beyond) [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.] *Action Taken:* None. The Centennial Honors College

unfortunately lacked the funds and personnel to continue with this program.

- **Establish an Endowment for the Annual Justice Thurgood Marshall Lecture.** On October 11, 2017, the Centennial Honors College hosted the Thurgood Marshall Lecture to commemorate the 50th anniversary of first African American appointed to the United States Supreme Court. The event was the brainchild of Associate Director Dr. Erik Brooks. The Honors College believes this could be an annual event that could draw national attention. *Projected Action Frame:* Short-Term to Long-Term (next 12 months and beyond) [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.]. *Actions Taken:* None. Dr. Brooks resigned from WIU in August 2018.
- **Continue to Consolidate and Coordinate Pre-Law Programs.** The Centennial Honors College serves as a “clearing house” to coordinate pre-law activities on campus. We request that funds be placed in our operating budget to cover the cost of overseeing pre-law programs. *Measure:* The number of students who participate in our law-related programs. *Projected Action Frame:* Short and Mid-Term (1-5 years). [G2.A2(g)/G4.A1(k)/G5.A1(d)], [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.] *Estimated Cost:* \$9,000 annually. *Actions Taken:* The Honors College received no funding.
- **Increase Participation in Undergraduate Research Day.** The annual Undergraduate Research Day is the single most important event for the Honors College. This campus-wide event is open to all undergraduate students and takes three forms—performance, poster, and podium presentations. It is not unrealistic to expect 250 or more undergraduate research projects annually. *Measure:* The number of students who participate. *Projected Action Frame:* Short-Term (next year plus) Goals Associated with the Strategic Plan: [G1.A1(d)/G1.A2(e)/G2.A1(a,b,c)/G2.A2(g)/ G2.A3(c,d)/G3.A2(a,b)/ G4.A2(g)/G5.A1(a), [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.]. *Actions Taken:* The Honors College fell somewhat short of our record participation in 2016. See URD analysis, *infra*.
- **Strengthen Efforts to Compete for Major Scholarships.** Winning prestigious national and international scholarships has become an important litmus test for honors colleges. The Universally recognized aspirational scholarships are the Rhodes, Truman, Goldwater, Udall, Lagrant, Marshall, Boren, Madison, Portz, Fulbright, and Mellon. *Measure:* The number of students we nominate and the number of students who become finalists or winners. *Projected Action Frame:* Short-Term (12 months and beyond) [G1.A1(c)/G2.A1(a,b,c)], [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.]. *Actions Taken:* During the period of review, the Honors College nominated two students for the Goldwater, one for the Rhodes, two for the Truman, and one for the Boren Scholarship.
- **Increase Travel Opportunities for Undergraduate Research Presentations.** We must increase student research presentations at HCIR, UMWHC and NCHC. This requires funding for registration fees, travel and lodging. *Estimated Cost:* \$5,000. *Measure:* The total number of students who present at honors conferences. *Projected Action Frame:* Short-Term (12 months and beyond) [G2.A1(g)/G2.A2(a)/G3.A2(a), [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.] *Actions Taken:* The Honors College received no appropriated funds. However, the Honors College was fortunate to receive a \$5,000 gift from Dr. Sterling Kernek to send students to research conferences and two \$5,000 gifts from Dr. Molly Homer to help students take travel courses and conduct research. Rick Hardy took six honors presenters to the Upper Midwest Regional Honors Conference. See details, *infra*.

Center for Innovation in Teaching and Research

- Goal: CITR will continue to explore professional development initiatives for its staff.
 - Due to lack of finances, CITR staff did not attend face-to-face sessions as they have in the past, including Faculty Summer Institute.
 - Staff participated in free webinars provided by D2L, Respondus, TurnItIn and iClicker.
 - Staff used free Educause materials, The Online Learning Consortium, and the Horizon Report to inform them of expanding use of technology at universities and within the classroom.
- Goal: CITR will continue moving resources to a mobile-friendly format.
- Goal: CITR will continue to work closely with faculty developing fully-online courses to enhance the distance learning offerings of WIU. Additionally, CITR will continue to work on online classes with faculty as WIU transitions to Daylight.
 - The transition to Daylight in Western Online (WO) went smoothly. The transition was made in August.

During the preliminary months, CITR worked to move 171 courses from Western Online to the Daylight test server to provide faculty early access to learn the new user interface and update courses prior to August 2018 launch. Assisted and trained faculty via workshops and one-on-one assistance in making modifications to their courses in preparation for turning on Daylight; moved 30 courses back to the live server prior to the launch of Daylight.

- Dawn Sweet approved four new fully online courses for offering with two more in process as of December 19, 2018. Chad Dennis also approved an additional online course.
- Chad Dennis developed a Fully Online Template in Western Online that is applied to courses shells where online development will take place. This ensures adherence to specific guidelines for best practices in distance learning.
- Chad Dennis developed an accessible course syllabus designed to be used when building fully online courses but can be used for any syllabus. Following simple principles, this template can be used to ensure visual accessibility standards are addressed.
- Goal: CITR will continue to develop online resources to further support the mission of educating faculty in the areas of teaching, research, and service.
 - Developed 14 new tip sheets and made them available through the CITR website:
 - Helping your students learn to use Western Online Daylight
 - Using YouTube in the classroom
 - Creating integrated video lessons with TedEd
 - Grading with Western Online: TurnItIn™ Grademark™ and Feedback Studio
 - Increasing student engagement and interaction with active polling using PearDeck and Google Slides
 - Getting creative with widgets to inform and engage your students in Western Online
 - Teaching via video conference: Prepare, deliver and engage – Sharing best practices and strategies for student engagement and collaboration
 - Creating an accessible syllabus with Microsoft Word (Windows and Macintosh)
 - CITR Teaching via video FAQ
 - Converting and optimizing videos for web streaming with Handbrake
 - Providing a link to WIU's online course evaluation tool through Western Online
 - Zoom Videoconferencing the Basics
 - Pixlr Online Photo Editor
 - Tips for Writing Online Learning Objectives
 - Converted tip sheets from Microsoft Word to Google Docs for updated look, easier sharing and updates.
 - Getting Started in Western Online
 - Online Course Template Instructions
 - TurnItIn Grademark Feedback Studio
 - Western Online Grade Book
 - Creating Quizzes in Western Online
 - Western Online Assignments Tool
 - Western Online Content Tool
 - Synchronous and Asynchronous Communication in Western Online
 - Respondus LockDown Browser
 - Creating Quizzes with Respondus

- Western Online Tips and Tricks
- Deleting Western Online Content
- Google Meet
- Google Drive
- Google Docs
- Google Slides
- Google Sheets
- CITR Attendance Tracker
- Recorded, edited, and uploaded Zoom webinar workshops to the CITR website.
 - Using Video to Engage Students Part 1
 - Using Video to Engage Students Part 1
 - TurnItIn GradeMark & Feedback Studio

Global Education and Outreach

- Center for International Studies (CIS)
 - Cultivate relationships with international agents.
 - Collaborate with the Illinois Office of Trade and Investment, and embassies on recruiting efforts.
 - Implement partnerships with international universities.
 - Host short-term programs for international partner universities.
- Distance Learning/Bachelor of General Studies (DL/BGS)
 - Renew community college partnerships.
 - Attend conferences to recruit military personnel as BGS majors.
 - Communicate with prospective BGS students, current students and alumni through the Transitions newsletter in digital format.
 - Enhance marketing presence through the website and on social media.
- International Admissions (IA)
 - Explore methods that may streamline workflow for faster turnaround
 - Improve communications with students, encouraging them to choose WIU
 - Adapt quickly to changes in the new immigrations regulations set forth by the federal government
- International Student Services (ISS)
 - Increase the number of activities offered to international and domestic students, both on-campus and in the Macomb community.
 - Increase the retention of international students by providing continued support, prior to their arrival and during their time at WIU.
 - Increase the number of intercultural training programs for WIU faculty, staff, and students.
- Quad Cities Outreach (QCO)
 - Create premier summer youth programs, using the outstanding resources available in the QC community
 - Create partnerships to assist with development and promotional efforts for programs.
 - Raise visibility for the office and the WIU-QC Campus.
 - Community and Campus Engagement.

- Study Abroad and Outreach (SA/Outreach)
 - Increase number of students going abroad by 15%
 - Increase funding for scholarships paying for study abroad by 20%
 - Increase the number of students doing internships and/or service learning abroad
 - Encourage depts. across campus to assume leadership sending their students abroad
 - Increase the number of participants in our youth program
 - Increase the number of outreach opportunities for local professionals. Nine programs were offered through the Sponsored Credit programs for the average amount of \$9000 per session.
 - Increase the number of revenue-generating opportunities offered by the Outreach unit.
- Western's English as a Second Language (WESL)
 - Achieved 10 year accreditation renewal with the CEA, Commission on English Language Accreditation
 - Hosted short-term programs with Gwangju University and Heilongjiang Institute of Technology.

Graduate Studies

- Transition the online application from ApplyYourself to Fireworks/Fire Engine Red
 - Implemented the online application from ApplyYourself to Fireworks/Fire Engine Red on 1/14/19.
- Promote Integrated Baccalaureate/Master's Degree Programs
 - Promoting these programs at all recruitment events (see below for detail).
 - Reconsidering admissions requirements for these programs, as well as the appeal process.
 - Hosted first Integrated Degree Program info session on 4/25/18 with 10 current WIU undergrads in attendance. Our session for this spring is scheduled for April 30, 3:30-4:30.
- Develop an Online Video Orientation
 - In collaboration with University Television and other campus partners, we have developed an online video orientation for new graduate students who are unable to attend an on-campus session. The video orientation will go live on the website in SP19.
- Work with University Marketing
 - Established weekly meetings with Suzi Pritchard in Marketing to review grad program promotion.
 - Developed a digital campaign targeting Hyderabad, India. See: http://www.wiu.edu/global_education/admissions/india/
 - Identified funds in application fee account to pay for 2-3 additional digital campaigns in this academic year.

Illinois Institute for Rural Affairs (IIRA)

- We divide our goals into three categories: (i) Teaching / Scholarship, (ii) Policy and Technical Assistance, and (iii) Continuous Improvement.
- Teaching and Scholarship
 - **Expand Graduate Degree Program.** We started our M.A. degree in Community and Economic Development (MA in CED) in August 2016. Our goal was to start with five (5) students. We recruited eight (8) students to begin in August 2016. By December 2018, we had twenty (20) students with another 5 applicants in the pipeline for August 2019. While our numbers are modest, we continue to exceed our stated goals for enrollment. We are doing this with just two (2) full time faculty members.
 - **Research Productivity.** A Governor's Executive order describes the IIRA as the, "State's academic

clearinghouse for rural development data and initiatives” (Source: https://www2.illinois.gov/Pages/government/execorders/2011_4.aspx). We interpret this to mean that the IIRA should produce peer-reviewed research and other forms of scholarship on rural community and economic development. As might be expected, as the number of IIRA personnel has declined over the past four years, our research productivity has also declined. However, we still manage to produce several peer-reviewed journal articles, technical reports, and trade publications, each year.

- Technical Assistance and Policy Development
 - **Restore and Maintain Funding for Community and Economic Development (CED) Programs.** During the state budget impasse of 2016 and 2017, we experienced grant budget cuts and freezes that hampered our outreach abilities. Funding has been restored in most instances. However, we have not received funding from the Department of Commerce and Economic Opportunity (DCEO) for a \$160,000 grant for our strategic visioning (MAPPING) program since 2015. We continue to work with elected officials and DCEO to secure those funds. In the meantime, we have relied upon USDA and community account funds to keep our MAPPING program operational.
 - **Seek New Grant and other Funding Opportunities.** We continuously scan the environment to see if communities need new services. At the same time, we scan the environment to identify new grant and other funding opportunities. For example, we have secured several “fee for services” opportunities such as conducting economic impact analyses (e.g. a \$25,000 contract for the Illinois Corn Marketing Board). In addition, we recently expanded existing grant opportunities to double the services offered by our Procurement Technical Assistance Center (PTAC).
 - **Continued Support for the Governor’s Rural Affairs Council (GRAC).** As noted above, a Governor’s Executive Order stipulates that, “the Institute for Rural Affairs at Western Illinois University is the academic clearinghouse in the state of Illinois for rural development and initiatives.” In this role, we work with the GRAC, which is chaired by the Illinois Lt. Governor. Since I have been the director of the IIRA, I have worked with Lt. Governor Pat Quinn, Lt. Governor Sheila Simon, Lt. Governor Evelyn Sanguinetti, and starting this year, Lt. Governor Juliana Stratton. Specific tasks include attending quarterly GRAC meetings, hosting an annual rural development conference, writing an annual report for the GRAC documenting current conditions in rural Illinois and suggesting ways to improve rural Illinois, and providing back-office support for other GRAC research and outreach initiatives. We do this in addition to working as an academic affairs unit on the WIU campus.
- Continuous Improvement
 - **Data Collection and Performance Evaluation.** Our operational philosophy and strategy is that we should purposefully collect data to gauge how we are performing and make adjustments where appropriate to improve our efficacy. We ask our students, conference attendees, and communities to evaluate our performance. We collect this data, analyze it, and present it internally and to external audiences when appropriate. As a result of this performance data review, we have changed where we host our annual conference, identified new topics for our conference(s), sought out different funding sources, changed marketing strategies for our MA in CED, and developed new programs, among a range of other strategic changes. On the next page, we provide a summary table of the data we collect and review (**Table 1**).

Registrar

- **Continue to Support the Mission of the University** – Continue to provide excellent service to the various constituency groups that rely on the Office of the Registrar, including prospective, current, and former students, alumni, faculty, staff, administration, and third-party entities.
- **Collaborate on Possible ERP Solutions** – Continue to work with the Enterprise Resource Planning Task Force to identify the best long-term ERP solution for Student Records.
- **Examine the Purchase of New Commencement Chairs** – In collaboration with Facilities Management, the Budget Office, the University Union Administrative Office, and other affected units, investigate purchasing new purple chairs to be used for Commencement student seating and other University functions. Several of the older brown chairs break each year and the lack of adequate floor seating is becoming a problem for Commencement ceremonies.
- **Implement Live Streaming Course Sections** – Work with Billing and Receivables and AIMS to implement new coding for Live Streaming (i.e. Zoom-enabled) courses for Fall 2018.

- **Investigate Offering a Concurrent Degree Option for Double Majors** – In cooperation with CAGAS, Financial Aid, Institutional Research, and AIMS, consider implications of offering students with double majors the option of earning two bachelor’s degrees simultaneously.
- **Implement New Tuition Rate for Active Duty Military Personnel** – Coordinate with Billing and Receivables, Veterans Resource Center, and AIMS to implement the new \$250 per credit hour tuition rate for active duty military personnel effective Fall 2018.
- **Disseminate FERPA Information** – Continue to improve dissemination of FERPA reminders and updates through presenting FERPA information at New Faculty Orientation, New Teaching Assistant Orientation, and academic advising workshops. Also, distribute FERPA information annually to departments, increase the awareness of resources on the Office of the Registrar website, and continue to require FERPA training for those authorized to access student records information.

Sponsored Projects

- Pre-Award
 - Continue to register members of the campus community on the Grant Forward database system to maximize the number of people receiving notices of funding opportunities
 - Continue to provide assistance and training to the campus community in all aspects of proposal and budget development, including offering workshops, seminars, undergraduate and graduate level class lectures, and departmental and college meeting presentations
 - Continue to stay informed of and improve the level of proficiency necessary to comply with Federal and State electronic proposal development and submission systems
 - Continue to stay informed of changing Federal guidelines including the OMB Uniform Guidance
 - Continue to inform the campus community of international grant and fellowship opportunities including the various Fulbright programs for faculty and administrators
 - Continue to participate in professional development conferences, webinars, and educational opportunities
 - Continue to update the pre-award section of the website, as needed
 - Continue to participate on State of Illinois GATA subcommittee and the Illinois Department of Human Services’ Grants Focus Group
- Post-Award
 - Continue to work with WIU offices including Business Services, Human Resources, Payroll, Budget, Academic Services, Purchasing, uTech-AIMS, and others to stay abreast of changing procedures and forms
 - Continue to maintain a good rapport with current project directors and agency contacts
 - Continue to assist WIU faculty in preparing reports required by GATA to convey progress and project outcomes to external agencies
 - Offer CITR Workshops for faculty and staff
 - Present in graduate research class(es), as requested
 - Stay informed of policies and regulations at the federal, state and local levels, especially implementation of GATA, which is changing the management of State of Illinois awards
 - May attend the NCURA Regional Conference for additional training on changing policies
 - Organize, update, and process grant files in accordance with the records retention policy
 - Continue to review the OSP website, post-award sections, to update and/or add current forms and links
- Compliance
 - Revise and re-design the Human Subject Research Review Documents that consistently need additional information from investigators on their original submission
 - Revise and re-design the Human Subject Research Review Documents in order to comply with the new Final Common Rule

- Update Human Subjects Research policies and procedures with the new Final Common Rule changes
- Review and possibly revise policy for IRB approval regarding Master's Projects in order to provide guidance to researchers
- Create clearer guidance for researchers who wish to use their students as research participants
- Provide better guidance regarding Quality Improvement/Quality Assurance projects and Class Projects
- Create a survey for investigators to gather their evaluation of the research animal care and IBC processes
- Update the CITI education training courses to ensure WIU researchers are receiving relevant and compliant training
- Work on website to provide researchers with more FAQs and user friendly information
- Continue to offer educational presentations to undergraduate and graduate classes at both the Macomb and Quad City campuses
- Clerical/Administrative
 - Work with new Provost to assist in learning about Sponsored Projects at WIU, including but not limited to grants, contracts, indirect cost recovery and training
 - Continue to promote University Research Council grants and Grant Writing Fellowships
 - Assist the Compliance Specialist and Graduate Student with protocol processing and updating OSP forms
 - Keep OSP website up to date with current information and links
 - Determine correct fit for office administrator position; create and fill this position within the office
 - Director will continue to serve on two State of Illinois GATA subcommittees, as NCURA Treasurer, Chair of NCURA Financial Management Committee, and member of the Educational Scholarship Fund Committee
 - Continue to work on getting our full facilities and administrative cost recovery so OSP can fund more faculty projects. University policy states OSP should receive 35% of the facilities and administrative cost recovery; however the Vice President for Administrative Services office takes about \$90,000 annually out of the distribution pool to pay for other University needs. This results in a reduction of income to OSP that could have funded an additional six or seven faculty URC projects. This will continue to be a goal for FY19 as it has been for the past ten fiscal years

University Advising and Academic Services Center/Council of Academic Advisors (UAASC/COAA)

- Development and Implementation of NACADA's Core Competencies

The Advising Leadership Team (ALT) was formed to research and develop an implementation plan of NACADA's Core Competencies at WIU. An overview of the competencies was unveiled at the 2018 August All Campus Advisor Workshop. Professional development activities were offered during the 2018-2019 school year to give advisors the opportunity to study each competency in depth. All workshops were held on the Macomb campus with CODEC or Zoom access to the Quad Cities campus. Below is the 2018-2019 workshop schedule:

Leatherneck Advising Academy: Earn Your Stripes

- **Fall 2018 Semester**
 - Advising Theories Part I - Appreciative, Strengths-Based, and Developmental
Speakers: Jennifer Grimm and Lisa Melz-Jennings
Thursday, September 13th from 8:30 -10:30 a.m.
 - Digital Civility and Communicating in an Inclusive and Respectful Manner
Speakers: Josh Averbek (8:30-9:30 a.m.)
Speakers: Rocio Ayard Ochoa and Stephanie Hovsepian (9:30-10:30 a.m.)
Thursday, October 11th from 8:30-10:30 a.m
 - Articulation of Advising Philosophy Part 1
Speakers: Michele Aurand and Cheryl Hutchins

Thursday, November 8th from 8:30-10:30 a.m.

○ **Spring 2019 Semester**

➤ Advising Theories Part 2 - Intrusive and Prescriptive

Speakers: Julie Brines and Tim Johnson

Thursday, January 10th from 8:30-10:30 a.m.

➤ Motivational Interviewing

Speaker: Amy Buwick

Thursday, February 14th from 8:30-10:30 a.m.

➤ Advising Philosophy Part 2

Speakers: Michelle Yager and Sara Lytle

Thursday, March 21st from 8:30-10:30 a.m.

● **ILACADA Drive-In Conference**

WIU's academic advisors hosted the May 4, 2018 ILACADA Drive-In Conference. Over 100 advisors from across the state of Illinois were in attendance. COAA formed a committee to plan the event. Michele Aurand was the committee chair. Evaluations from conference participants were very positive.

● **Continue the Development and Implementation of the Rocky's Resources Speaker Bureau**

Tim Johnson and the UAASC graduate assistances continued to develop the Rocky's Resources Speaker Bureau. A menu of presentation topics, geared towards improving academic success on campus, was created. The graduate assistances also developed an online request form so interested student organizations, professors, and RAs could easily schedule a presentation. The development of virtual workshops will continue in the upcoming year.

● **Continue to Grow the Academic Success Coaching Program**

December 2018 marked the end of the third full semester of Academic Success Coaching (ASC). The number of referrals for coaching increased 136% between Fall 2017 and Fall 2018. Almost 60% of referrals came from financial aid. Multiple referrals also came from fraternities (12%) and academic advisors (11%).

The ASC staff increased for the 2nd consecutive semester in Fall 2018 due to the addition of a half-time graduate assistant (who will become 100% ASC in Fall 2019), a half-time professional staff member (shared with Political Science/History advising), and two CSP Practicum students.

Anticipating the need for additional support due to even more referrals, Lisa Melz-Jennings also interviewed 13 CSP graduate students in Fall 2018 to be considered for practicums in Spring 2019. Through that process, one CSP practicum student was chosen for Spring 2019 and one experienced CSP practicum student returned, thus putting the staff at five for Fall 18 and 5 for Spring 19. Lisa also solicited help from UAASC advisors who were interested in coaching students, and she trained them in the process. More than a dozen additional students were coached by UAASC advisors in Fall 2018. These same advisors are also in place for Spring 2019.

Results of the program continue to be positive with Fall 18 being the most successful semester on record. In Fall 18, 108 students had 394 contacts with coaches. 47 students committed to meet three or more times; 53% of these students identify as African American, 36% Caucasian, and 11% Hispanic.

71% of the returning students enrolled in the program improved term and cumulative GPAs (29/41). Term GPAs of students involved in the program improved by .571 (1.801 to 2.379). 18 of the 26 students that started on probation are now in good academic standing (69%). The retention rate of students enrolled in Academic Success Coaching and being able to return to WIU for the Spring 19 semester was 83% (39/47).

The Academic Success Coaches received positive feedback regarding the excellent customer service they provided the undergraduate WIU students based on the 99% positive approval rating they received on the evaluations that were returned.

More discussions will take place with the Director of Student Activities on how we can further assist students through fraternity and sorority organizations. A program was piloted during Fall 2018 with members of Tau Kappa Epsilon (TKE). Members were encouraged to have a minimum of two appointments with a coach. Most members completed one appointment but did not follow through on the urging of their Academic liaison, who

worked very closely with Lisa all semester (he was her Peer Mentor in U100 and a student employee of UAASC). This result helped reinforce the fact that more success will take place if this program is voluntary. For students to improve, they need to be fully invested in improving.

The Lead Academic Success Coach continues to be a member of NACADA (National Academic Advising Association) and also ILACADA (Illinois Academic Advising Association). Lisa was also chosen to be an At-large ILACADA board member for 2018-2020.

New for Spring 2019:

In a continued effort to assist and retain those students who are appealing their financial aid due to academic difficulties, they can now commit to participating in Academic Success Coaching if they cannot show the required evidence of seeking other assistance that had previously been required. Also, success coaches have been asked to assist with newly formed teacher education success program in helping those teacher education students that need a little more assistance in passing the basic skills exam.

As of the fourth week of the Spring 2019 semester, more students are signed up for success coaching than those who ended last semester. 71 students have committed as of 2/4/2019, whereas 47 committed Fall 2018. The program continues to grow larger each semester of its existence.

University Technology

- University Technology is comprised of multiple units within the department. Due to the differing nature of the units, each unit defines separate goals and objectives.
- Administrative Information Management Services (AIMS)
 - Finish ERP review and identification of target system(s) (ERP) (In Progress)
 - Continue Business Process identification and documentation to help aid in mapping current business process to proposed ERP (ERP) (In Progress)
 - Eliminate QMF, which is an ISPF reporting tool on the mainframe used against DB2, freeing up more than \$35,000 in funding. It can be replaced with free or open source software.
 - Create a Budget Interactive Tool within Pentaho for Financial Systems which will allow the finance offices to run their own ad hoc reports (DW/BI) (In progress)
 - Continue to move Easytrieve report generation to Pentaho (In Progress)
 - Implement a new RFID enabled system to replace University's current tagging/scanning system used to track inventory of equipment/assets (pending IT Governance approval) (Financial Systems)
 - Create a new WIUP application for tracking Statement of Economic Interest Form (Human Resources) (On Hold)
 - Create new harassment training tracking system for VPAS office (for new training required by OEIG – similar to ethics training). (Human Resources)(Completed, but with more improvements planned)
 - Talent Management System – allows HR to track employee training and enrichment sessions and who participates (Human Resources) (In Progress, but On Hold for a while)
 - Enhance the Teacher Education System to track graduate students seeking endorsements (Student Records) (In Progress)
 - Create an interface from MVS to the iModules application. This is an application that will allow users to select their own population of donors from our Foundation Alumni database in order to send out mass formatted email communications, as well as track event reservations and attendance. (Student Services – Alumni Office) (In Progress)
 - Admission Application Self Reporting. Modify the current application process to allow students to self-report their ACT/SAT scores and High School GPA. This will reduce the time it will take to make an admission decision for acceptance because the University will not have to wait for the official scores and transcripts. (Student Services).
 - Create an interface from MVS to the Fireworks CRM. This application will allow the Admissions staff to

send their own mass communications to students, track contacts and responses, and do territory management reporting. (Student Services) (In Progress)

- Center for Application of Information Technologies (CAIT)
 - Support implementation of technology initiatives at Western Illinois University in the areas of online course development, web design, mobile applications, and technology applications.
 - Design, implement and support custom online applications/systems, mobile applications, and data/technical initiatives for state agencies, educational institutions, businesses, public agencies, and nonprofit organizations.
- Information Security
 - Address findings identified in the external auditor's exit conference of January 30, 2018
 - Identify and implement goals for meeting GDPR compliance
- Infrastructure
 - The University Technology Infrastructure area is comprised of several teams (Information Security, Networking, Servers and Telecommunications). These teams plan, design, build, maintain, and support networking and computing for students, faculty, staff and administration at Western Illinois University. The main goal of these teams is to support the daily operations and security of the systems and network on which the University depends for its daily work. We provide a secure, reliable, and high-speed technology infrastructure. The University Technology Infrastructure area consists of the following groups:
 - University Technology Enterprise Systems – supports the mainframe hardware, operating systems, support applications, and operations.
 - University Technology Servers – supports multiple servers and platforms, including Windows, UNIX, OS/X, and Linux, as well as infrastructure technologies such as web servers, electronic mail, Internet resources, Distance Learning, etc.
 - University Technology Network – supports the campus and ResNet network of routers, switches, and wireless devices.
 - University Technology Telecommunications (Voice & Network Services) – supports campus traditional and VoIP voice communications and phone and network ordering and billing.
 - Claimed a used EMC array. Rebuilt and created a 100TB pool of storage. Currently in use for backup and archive storage.
 - Working with User Support Services, Zoom meetings can be recorded and stored in Google for use in the virtual classroom.
 - Expanded Quad Cities data center capabilities. This expansion includes a full backup of the Macomb virtual systems in the QC.
 - Completed installation/migration to Transaction Server 5.4 (CICS)
 - Upgraded our C06 controller in our tape library enabling data encryption for our tape cartridges. This will allow us to ship our tapes to our contracted DR site allowing remote recovery for DR tests. All of WIU's data residing on cartridge has been encrypted.
 - Over the previous 52 week period, our system availability is 99.994% (7776.90 hours out of a possible 7777.40 hours). The WIUP and STARS systems had a combined total of 30 minutes of unscheduled down time.
 - Continuously upgraded and applied maintenance to our many ISV and IBM software products. This included installing new releases of 16 different products.
 - Migrated off of Compuware's DBA-Xpert (which was no longer supported) to BMC's Software Administrative Products for DB2.
 - Migrated web servers off the mainframe z/OS platform to the VMware environment to be managed by Web Services.
 - Migrated all remaining zLinux servers over to the VMware environment to be supported by the server

group.

- Completed moving all administrative mainframe services behind the Firewall.
- Upgraded wireless in select residence halls.
- Continue to rollout private IP# scheme to remaining buildings North of Murray Street.
- Continue to unplug unused network connections, and reducing the number of active switches needed on the network.
- Continue to cleanup network wiring closets.
- Continue the replacement of existing CAT3 Ethernet cable with CAT6 Ethernet cable.
- Replace end of life copper cable analyzer and fiber OTDR.
- Investigate and begin testing of IPv6 addressing.
- User Support Services (USS)
 - Create a formal project management program
 - Implement printer standardization
 - Implement total ownership of Support Center tickets
 - Determine future direction of VDI for business areas that have a business necessity for virtual desktops and cannot move to physical workstations
 - Identify and create a proposal for Mac management
 - Implement a formal incident management program
 - Evaluate ability to deploy quick chat shortcut functionality on all classroom computers to allow faculty members to quickly and easily chat with support while not disrupting the class

- Web Services

Continue to collaborate with University Marketing on the University's digital marketing efforts, including the reporting and evaluation of analytics data and completion of rapid redesigns of top-tier and marketing landing pages per Director of University Marketing feedback.

B. List the most important divisional accomplishments for FY19 and document how these accomplishments support the goals and objectives of the University, including specific *Strategic Plan 2017–2027*.

College of Arts and Sciences

- As a point of reference, 76.1% of approved General Education courses are available through the College of Arts and Sciences, and 69.5% of General Education courses that were offered were taught by 150 tenured/tenure-track faculty and 33 non-tenure track faculty in CAS. There are 1,559 undergraduate majors and 288 graduate majors in CAS. (Fall 2018 info supplied by Registrar)
- Supported and enhanced new and existing retention initiatives: including shared CAS Advisor & LLC/Student Success Coach . (The person hired for this position was scheduled for layoff and has accepted another position outside of WIU.)
- Supported and enhanced new and existing recruitment initiatives: Including Dual Enrollment Initiative Pilot Program with Cambridge (Departments of English and Psychology); Writing Festival (English and western Illinois regional high schools; Home School Initiative)
- LLCs: Continue to support CLASS, WIS, Bio-Life and develop Pre Law LLC. (Short-term)
- JMLS: Continue to support initial MOU and add more WIU programs. (Short-term)
- Additional affiliative agreements. (On-going) Nursing and appropriate CCs; CCAF
- Reviewing, strengthening, and revising as appropriate curricular offerings in the College (worked on an admin internship to assist programs with new curricular initiatives. Will use CWEs.)
- English: Annual Writing Festival; ENG 100, “Introduction to Writing” students adopt class at Lincoln Elementary School
- FLL: Piloted a short-term Arabic Language & Russian Language Program (short/midterm) – FLTAs
- GEOG: B.S. in Geography and Geographic Information Science to be fully delivered online in Fall 2018 completed. PBC in GIS Analysis now includes Biological Sciences, Political Science, Sociology and Anthropology, and Recreation Parks and Tourism Administration
- GEOG & GEOL: Completed rebranding two departments: Geography, GIS and Meteorology and Geology
- GEOL: Coordinated Department Open House and participated in locally held meetings such as the Geode land Rock and Mineral Show in Macomb, Illinois. The Geology Museum offers tours for students currently enrolled on campus, for K-12 students, and for other groups or individuals. Faculty gave several presentations to local and regional groups. The department participated in the College of Arts & Sciences “Discovering the World Through Science” summer science camp. (On-going)
- HIST: Continued to work with undergraduate student “Department Ambassadors” to participate in Discover Western programs and in other recruitment activities; “Putting History to Work”
- MATH/PHIL: The 67th Annual Mathematics Teachers’ Conference was held in Spring 2018
- POLS - Continues to emphasize experiential learning, student recruitment, and connecting students to professional opportunities, including the Mock Trial team, Model United Nations, and Model Illinois Government.
- SON: Developed graduate programing for the DNP.
- Review and promote advancement initiatives outlined in CAS Advancement Plan: Increase external funding for CAS scholarships through donor solicitation and events; for faculty development and travel; and for the CAS undergraduate research and creative activity program. (Short term)
- Secure external funding for all Departments and areas within CAS. (On-going)
- Continue development efforts with CAS Advancement Advisory Board in support of CAS Advancement Plan and to focus on recruitment strategies as well as fundraising. (On-going)
- Continue culture of writing through the CAS Essential Academic Skills commitment and the review of writing programs, courses, opportunities in the CAS and University; Support new on-line faculty development of

- reading and writing skills transferability; Support faculty interests in teaching 21st century students through research on pedagogy and cognitive science. (On-going)
- Support initiatives for professional development for women (faculty, students, and other stakeholders). This includes programs in Women in Science, and Ready to Run. (On-going)
 - Develop and support new and existing student research opportunities supporting student recruitment and retention; e.g., RISE, Model UN, and Model Illinois Government. (On-going)
 - Continue support of revised FYE. (On-going)
 - Continue support of Signature Lectures, Conferences, and Projects (Delivery of lectures, conferences, projects). (On-going)
 - Strengthen academic programs through review & discipline-specific accreditation: Continue support of Teacher Education programs and School of Nursing; Pursue accreditation for Forensic Chemistry; Program reviews for Ph.D. in Environmental Science: Large River Ecosystems (Progress Report on New Programs). (On-going)
 - Continue to support scholarly/professional activity (Travel support; grant assistance). (On-going)
 - Submit Nursing post-baccalaureate degrees or a DNP (Short- to mid-term).
 - Explore and support program offerings that are more interdisciplinary and better align with opportunities in 21st century. (On-going)
 - Reevaluate lost positions and determine current faculty and staff needs. (On-going)
 - Support a stand-alone, independent School of Nursing. (Long-term)
 - QUAD CITIES
 - Improve collaboration with Black Hawk College and Scott Community College at the administrative, staff, and faculty levels, with a focus on improving the seamlessness of transfer from students at those institutions into the English and BLAS majors. We will target students in the English literature courses and students participating in the TRIO programs at both institutions for the BLAS program. (Short-term)
 - We have held three events with Scott Community College's TRIO program regarding a relationship between TRIO at EICC and the BLAS program at WIU.
 - We have held several meetings between Scott faculty, advisors, and administrators regarding a 2+2 agreement for the English major. The document has been submitted for review at both campuses. A corresponding 2+2 with EICC for the BLAS program is being discussed.
 - We will turn to Black Hawk once the agreements with Scott and the EICC have been finalized.
 - Everett Hamner as LAS/English liaison at WIU QC has participated in these activities, as well as reaching out to the area high schools to promote the English and BLAS programs.
 - Continue to develop the Social Entrepreneurship Salon. (Short-term & mid-term): 3 SES have been held and a fourth is planned.
 - Work with the IIRA and SBDC to create a sort of incubator for student and faculty enterprises that are focused on serving the needs of the QC area, within the next 2-4 years.
 - Develop a research component, beginning with a grant proposal to the Sociological Initiatives Foundation, to examine the impact of social entrepreneurship, perhaps developing novel measures for doing so, in the QC area.

The grant proposal, submitted on August 15th, 2017, was not accepted (no comments were provided). We will resubmit with modifications in August 2018.
 - Develop internship and service learning opportunities for students.
 - Develop a course in Social Entrepreneurship, either as part of the Honors curriculum, or as part of the BLAS program within the next 2 -4 years.

The IIRA has proposed to offer an integrated BA/MA between the BLAS degree and the CED masters' program. The LAS department is currently considering the proposal.

- Create an opportunity for collaborating with area school districts, particularly by inviting HS volunteers from schools that require service learning hours to help in running the camps.
 - These efforts are ongoing.
 - Last summer one pre-service and one in-service Middle School Math teacher participated in our Math on the Mississippi Camp.
 - Several WIU Engineering students also served as instructors and counselors at the camp.
 - We are seeking volunteers from among juniors and seniors at Pleasant Valley High School, who are required to complete at least 20 hours of service with one program to help with the camps.
 - Faculty from Environmental Studies, Biology, Math, and Physics are contributing.
 - We are still in preliminary discussions with representatives at the Arsenal to offer camps for children of Military personnel.
 - We are working with personnel from Moline Public Library for our Harry Potter camp.
 - We are reaching out to Black Hawk personnel to assist with a new STEAM camp.
- Summer camps continue: Math (4-6th grade), Math (6-8th grade), Harry Potter (Book 2).

Centennial Honors College

Special Note: Centennial Honors College is prominently noted in the [2017-2027 Strategic Plan](#). It is found in *Goal 1, Priority 1, Action Item 10, a, b, and c.*

Center for Innovation in Teaching and Research

- Continue to collaborate with several university organizations to offer a large variety of quality programs. CITR collaborated with the following university organizations (as of 2/21/2019):
 - Disability Resource Center (One Session)
 - University Libraries (Fourteen Sessions)
 - University Counseling Center (Three Sessions)
 - Veterans Resource Center (One Session)
 - UPI & Academic Personnel (Two Sessions)
 - Study Abroad (One Session)
 - GIS Center (One Session)
 - Department of Communication (Four Sessions)
 - Department of Educational Leadership (Two Sessions)
 - Department of Educational Studies (Three Sessions)
 - Department of Engineering Technology (Two Sessions)
 - University Advising and Academic Services Center (Two Sessions)
 - Recreation, Parks and Tourism Administration (Four Military Sessions)
- Continue to Revise New Faculty Mentoring
 - Revised and distributed a survey to new faculty allowing them to rank existing faculty members as desired mentors for service, research, and teaching separately. This survey included information gathered from the existing faculty survey, including gender, research interests, hobbies, etc.
 - Revised analysis code (Matlab) to pair new faculty with existing faculty in each of the areas. This software attempted to match based on ranked preference for mentors in the new faculty survey while satisfying constraints such as not being from the same home department.
- Created and released a mobile application, MyWestern for students, on Apple iOS devices (iPhone and iPads). Students can find a variety of resources available at WIU. Students can also see their course schedule and

quickly find their books for classes.

- Created and released a mobile application, MyWestern for students, on the Google Play Store. Students can find a variety of resources available at WIU. Students can also see their course schedule and quickly find their books for classes.

University Technology

- CAIT's projects fall under the WIU Core Value of "Social Responsibility." In FY19 CAIT secured 21 different contracts totaling \$1,239,568, and projecting an additional \$243,440 in revenue generated by the i-Pathways project by end of the fiscal year. The following list represents CAIT's FY19 accomplishments with those major projects, which are driven by that core value to commit to "equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others."
 - Adult Education: i-Pathways
 - Originally developed in partnership between CAIT and the Illinois Community College Board in 2002, the i-Pathways project has provided a reliable educational solution for close to 90,000 Illinois students. This online curriculum (officially aligned and vetted by the GED Testing Service, HiSET, and TASC) was designed to prepare students to pass the high school equivalency exam. Since 2005, the CAIT team has taken the project to a national level, serving programs and students in Alabama, Alaska, Arizona, Connecticut, Delaware, Florida, Iowa, Kentucky, Maryland, Michigan, Minnesota, Nevada, Nebraska, North Carolina, Ohio, Oregon, Pennsylvania, Washington, and Wisconsin. Internationally, students and programs from Ontario Canada, military families in Japan, and schools in Benoni, South Africa, have all partnered with i-Pathways to meet a specific need.
 - The i-Pathways accomplishments for FY19 include:
 - ✓ As a testament to CAIT's ability to deliver an accessible i-Pathways online curriculum, one of our Illinois programs shared the success stories of a blind student, a student with mobility impairment, and a deaf student. All three students were able to utilize the i-Pathways curriculum, prepare for and then pass their High School Equivalency Test.
 - ✓ Starting this February, CAIT began an 18-month pilot of the i-Pathways curriculum with the Outreach and Technical Assistance Network (OTAN) for California Adult Education. 50 out of the 135 facility throughout the state of California will be participating in this pilot program.
 - ✓ In addition to the California pilot we are also working with OTAN to provide 1-year free license to i-Pathways for adult education programs impacted by the wildfires in Paradise, CA. Last fall CAIT had also offered adult education programs in North and South Carolina that were impacted by Hurricane Florence a 1-year free license to the i-Pathways curriculum.
 - ✓ The advocacy and student support for adult learners championed by i-Pathways was highlighted in the daytime talk show, Face the Truth. Producers of the show contacted the CAIT after finding the i-Pathways project is an approved curriculum for the High School Equivalency Exams as they were looking for a solution to provide adult education opportunities for a guest of the show. The i-Pathways name and Western Illinois University had both on air and prominent exposure on the CBS show's website.
 - ✓ New deployments of i-Pathways Oasis (server/hotspot containing the complete i-Pathways curriculum and learning management system) in rural areas of Alaska.
 - Adult Education: Data and Information System Illinois (DAISI)

DAISI is a data tracking web application designed for Illinois Community College Board. This system ensures that ICCB is correctly recording student activity to meet federal mandates. The type of information reported includes course offerings, educational gains and daily student activity in adult education students throughout the state of Illinois. 86 statewide adult education programs and City Colleges of Chicago District (includes 7 Colleges) are being served, with over 80,000 students being tracked in this system this fiscal year.
 - Child Welfare: Illinois Department of Children and Family Services - Virtual Training Center

CAIT continues to enhance the Virtual Training Center (VTC) developed for the Illinois Department of Children and Family Services. The VTC is a fully integrated, comprehensive, web-based training and

administrative system accessible by caseworkers and foster parents as well as DCFS administrators. The VTC houses 109 online trainings with more being added each year, and tracks over 181,560 trainees.

- Child Welfare: Mandated Reporting Training
 - Mandated Reporter Trainings have been launched in Illinois, Washington DC, and Arkansas to provide training on reporting child abuse to those professionals working with children. 147,172 learners are currently registered in the system in Illinois, and an additional 31,979 are registered in Washington DC and Arkansas. Additionally, CAIT has created two of the trainings in Spanish for Illinois and Washington DC.
 - CAIT continues its partnership with Penn State University, College of Medicine to provide statewide Mandated Reporter training for Pennsylvania. The success of that initial project resulted in the development and launch of a statewide Mandated Reporter training for Maine in October of 2017.
- Correctional Education: i-Pathways in Corrections
 - CAIT is in the fifth year of a partnership with the Illinois Department of Corrections to provide the i-Pathways curriculum to almost 1,500 students on a daily basis in 33 correctional institutions located throughout the state of Illinois. With i-Pathways serving close to 9,000 inmates since the statewide deployment in FY14 as the sole digital curriculum offered in adult education classrooms within the Illinois Department of Corrections, Illinois has the highest overall pass rates for correctional education in the nation since FY16. As a result of i-Pathways success in Illinois Department of Corrections, the Federal Bureau of Prisons in Washington D.C invited CAIT and its i-Pathways team to attend their 2018 Industry Day as they gathered information on best-practices in technology driven instruction. The two day meetings brought experts from around the country to share input in best practices for technology implementation and security, curriculum expectations, and professional development expectations for staff.
 - CAIT has also secured new i-Pathways licensing agreements with JPay and PayTel Communications, both are national tablet providers serving county correctional facilities across the United States. Additionally, CAIT is in the process of renewing multi-year agreements with Global Tel Link and American Data Prison Systems, and continues to have successful partnership with Edovo.
- Corporate Training: Miniati Holdings LLC

CAIT secured a contract with Miniati Holdings LLC, a meat processing company out of Chicago, to develop online trainings for their IT/technical teams. While this is a contract for a single training, if proven successful the goal is to have an annual contract for CAIT to continue developing online trainings for all Miniati staff.
- Illinois Attorney General's Office
 - CAIT continues to foster a long-term relationship with the Illinois Attorney General's Office to host and maintain their website and Domestic Violence and Sexual Assault Services Directory.
 - In addition, this year the Illinois Attorney General's Office contracted with CAIT to take over the hosting and maintenance of a website supporting the recent consent decree reforming the Chicago Police Department. This website will act as an information site and collect feedback and suggestions from the community.
- Police Training

CAIT continued its partnership with the Illinois Law Enforcement Training and Standards Board Executive Institute by accomplishing the following in FY19:

 - The Basic Law Enforcement Academy is meant to reinforce basic principles of law enforcement taught in a classroom for the part-time police academy to prepare for the state certification exam.
 - The training is a nine-month training.
 - To date, approximately 2,980 police cadets have participated in the training.
 - This year CAIT completed a full update and expansion of the curriculum to align with the new standards for the state certified exam.
 - The Online Learning Network (OLN) was built to house and track online courses designed to serve the

training needs of law enforcement officers, correctional officers, and other emergency responders. There have been approximately 12,600 law enforcement officers across the United States who have participated in OLN's over 55 courses. This year CAIT's focus has been working with the ILETSB Executive Institute to develop new Trauma Informed Sexual Assault and Domestic Violence courses for law enforcement, universities, and telecommunicators.

- CAIT designed and developed a new website for the ILETSB Executive Institute.
- CAIT completed an informational website and online training for researchers and practitioners interested in criminal justice. Participants can contribute to studies related to crime, offenders, safety for officers, health and wellness for corrections staff and much more.
- Western Illinois University: Center for Best Practices in Early Childhood Education
 - CAIT is contracted by Center for Best Practices in Early Childhood Education to host, maintain, support and provide additional system feature updates for their Provider Connections only data tracking system. This past year CAIT 's focus was on the development of an online application component to the Provider Connections system.
 - This year CAIT took over the responsibilities of hosting and maintaining the Center for Best Practices in Early Childhood Education's STARNet website. In an effort to improve on the existing website, CAIT did a full interface redesign and upgrade of technology used for the website.
- Western Illinois University: Office of Equal Opportunity and Access

CAIT, in collaboration with the Equal Opportunity and Access Office and University Technology, maintains and supports the Interpersonal Violence Prevention one-hour course. This past year CAIT addressed the performance issues of the online course by replacing all the Flash interactive pieces with HTML5 or JavaScript activities. This new version of the course was available for the Spring 2019 class.
- Western Illinois University: School of Global Education and Outreach

CAIT, in collaboration with Office of Global Education and Outreach and University Technology, maintains and supports the Online Course Evaluation Tool. This year CAIT and University Technology began a new program providing students real world projects to work on under the guidance of CAIT leadership and application development team. The following updates were made to the Online Course Evaluation Tool this year:

 - Implementing a Single Sign-On (CAS)
 - Create functionality to add/edit/delete course evaluation questions
 - Update the process for mapping/re-Mapping evaluations to courses and departments
 - Create a mechanism to send out system notifications and reminders
 - Allow course evaluation dates to be visible to students
- Western Illinois University: Small Business Development Center

CAIT is hosting and maintaining the Small Business Development Center's website, as well as supporting the Center in making updates to the website as needed.
- Western Illinois University: Student and Faculty Support
 - CAIT continues to maintain the WIU Mobile App used by students. Throughout the year CAIT will assist Housing and Dining with updates to the dining menus and assist Advising office in updating the tutoring section of the mobile app.
 - CAIT always strives to be a vital resource to the University and always willing to assist professors as needed with their existing online courses. While there currently is not funding for these efforts, CAIT is available to provide guidance when that need arises.
- University Technology provides the maintenance and support for campus technology that enables each area to complete their goals and objectives. As a supporting function, the accomplishments of University Technology support each of the strategic plan objectives.
 - AIMS continued to evaluate potential ERP solutions to replace the current administrative system.

- Built Foundation data analysis for Donors.
- Added Prospective Student data to Admissions Funnel Reporting Tools.
- Created a new database for Board of Trustees members for use in the Travel Voucher and Direct Pay Authorization processes.
- Created a new database for Active Duty Military Students for use in assessing current and past semester fees.
- Created an application for tracking payment agreement for students with past due bills. This replaces a manual paper process.
- Created a new process for mining 1098T tax information to conform to new government regulations which changes how we report 2018 tax data.
- Implemented a new RFID system to inventory university equipment.
- Created a new future payment option for the STARS Online Payment system which allows students to select the date of their payment.
- Created a new WIUP application to track loaned property. (In Progress. Waiting on user testing.)
- Created a new WIUP application to allow non-employee travel vouchers to be entered online. (In Progress. Waiting on user testing.)
- Created a Tuition Maintenance WIUP application. (In Progress. Waiting on user testing.)
- Created an Unclaimed Property WIUP application. (In Progress. Waiting on user testing.)
- Moved Annual Ethics Training to Western Online (in conjunction with CITR).
- Implemented new state-mandated harassment training tracking system for VPAS/Ethics Office.
- Created employee spotlight tracking system for HR. (On hold, but likely to complete in FY19)
- Redesign Research Matching screens/reports for Sponsored Projects. (Likely to complete in FY19)
- Created self-reported employee Veteran/Disability tracking system for EOA. (Plan to complete in FY19)
- Added new instructor ranks/class codes for Academic Personnel due to new UPI faculty agreement.
- Added Civil Service working titles to allow more accurate and informative titles for Civil Service employees, especially those in custom classifications. (Plan to complete in FY19)
- Created an instructor level for the Final Grades History screen.
- Made improvements to the STARS Sign On page to make it easier to enter in sign on credentials.
- Create a process to allow students pursuing fully online programs to have priority when seeking to register for online sections of courses. (In Progress. Plan to be finished in FY19.)
- Migrate all of the teacher education graduate students seeking endorsements to a new file and complete all of the process and reporting requirements for these new students. (Plan to be finished in FY19; this was also an FY18 goal that was extended)
- Implemented Self Reporting for new freshmen. This process allows incoming freshmen to self-report their test scores, high school GPA, and course grades on their application for admission. This shortens the time it takes for students to receive admission decision on acceptance.
- Converted the Graduate Admission Application interface from Hobson's Apply Yourself to Fire Engine Red's Extinguisher.
- Many Pentaho Report Designer published reports created and enhanced.
- Implemented the new Aim High Freshmen Book Award grant programs as legislated by the State of Illinois.
- Implemented new processes to award Assumed Western Commitment Scholarship based on self-reported data submitted by the student during their application process.
- Converted new student halls from Bayliss, Henninger and Tanner to Washington and Lincoln, and

converted them from single to double rooms.

- Removed the enrollment deposit from all programming.
- Changed all programming for Microfridge to accommodate new rental price.
- Implementing Fire Engine Red's Fireworks CRM for Admissions communications and reporting. (In Progress. Plan to complete in FY19)
- Enhancing STARS Freshmen and Transfer Next Steps application. (In Progress. Plan to complete FY19)
- Enhancing the Pledge and Receipt tables to allow donors' pledges and receipts to be coded as anonymous. (In Progress. Plan to complete FY19)
- Automated processes for external offices that have lost positions.
- Development and deployment of Announcements mass email and approval system. (In Progress. Plan to complete FY19)
- Development of online Request system for lists, labels, and downloads, FOIAs, and Teacher Service Records (ISBE). (Should be completed FY19 or early FY20)
- Deployed Windows 10 to uTech labs.
- Redesigned Central Sign-On login to align functionality and page design with user needs.
- Segregated commonly used ECom account and password functionality from less used functionality of GUAVA and implemented the commonly used functionality in an updated Password & Account Self-Service site that implements the University's updated Password Policy.
- Successfully transitioned the University's multi-function device (copier) program from Document and Publication Services to uTech. Automated many of the monthly invoicing and billing processes.
- Proposed, received approval for, and began implementation of a restructured IT Governance framework.
- Added a self-reporting section to the Undergraduate Admissions Application, which enabled applying students to submit self-reported SAT, ACT and high school grades during the application process.
- Developed a new online cost estimator for the University that is mobile friendly and automatically (and in real time) estimates the cost to attend for prospective students attending either campus or online
- Consolidated the use of multiple different Paypal accounts to a single account in order to streamline processing for Business Services
- Upgraded register system used by Sodexo to support the opening of Chick-fil-A in the University Union. The upgrade allowed the University to move to their new cloud based services.
- In an effort to have more accurate time reporting, Facilities Management decided to move their student employees from manually entered time reporting to using the Time Pro system. Currently they have a few student employees utilizing the system, but plans are in place to increase that to all student employees.
- The State of Illinois had negotiated a new contract for credit card processing which was awarded to a new processor. During Fall 2018 those new credit card devices were installed. Work has also done to move applications processing through Global Payments to JetPay.
- The Harry Mussato Golf Course was able to secure a way to upgrade the software used to run the Pro Shop. The software was upgraded to a new version that now allows them more marketing features along with an updated point of sales system.
- Continued the work to move the University from ID Web Archive to Laserfiche for document management. To help with document imports, a Laserfiche option was installed to allow 3rd party data sets to be imported into the system. Because of the 3rd party import into Laserfiche, we are now able to import P-Card documents and student transcripts from Parchment saving time for those offices.
- Consolidated QC open computer lab computers eliminating older systems and upgrading remaining systems for dual monitor use.
- Increased efficiency by reducing QC student worker staffing in uTech labs by 50%.
- Increased efficiency by converting QC Electronic Classroom Facilitation to block scheduling.

- Increased efficiency by eliminating multiple full-time uTech-QC positions and shifting responsibilities to existing QC uTech staff.
- Refreshed all access points in Riverfront Hall from existing spares and transferred units for use in Macomb.
- Labeled QC Data Centers and wiring closets with coordinate based location codes for more precise record keeping.
- Continued implementation of QC Data Center redundancy for Macomb.
- Continued implementation of fiber redundancy plan for the QC campus to increase network resilience and reliability.
- Replaced 21 defective projector screens in QC-Complex.
- Deployed cost effective digital display solution to QC campus for on campus marketing and communications using existing displays, Raspberry Pi and open source display software.
- Worked with stakeholders to update information in the Faculty and Staff section of QC website.
- Implemented QC homepage redesign with a specific target aim of student recruitment.
- Added a new calendar section to the QC campus website.
- Continued to streamline and refresh the QC webpages as requested by stakeholders incorporating student recruitment elements where appropriate.
- Assisted with retagging of QC campus inventory to new RFID tags. This should decrease time spent on physical inventory every year.
- Improved QC web development process (design, coding, accessibility compliance) by:
 - Implementing a scope document template and process for QC web projects
 - Implementing a daily work log to track change requests for QC web presence and signage
- Upgraded wireless in select residence halls.
- Continue replacing old end of life network switches as newer switches become available.
- Continue to rollout private IP# scheme to remaining buildings north of Murray Street.
- Continue to unplug unused network connections, and reducing the number of active switches needed on the network.
- Continue to cleanup network wiring closets.
- If funds are made available replace ALL existing CAT3 Ethernet cable with CAT6 Ethernet cable.
- Investigate and begin testing of IPv6 addressing (ONGOING)
Address range acquired preparing implementation plan

1. Enhanced Culture for Teaching and Learning

a. Maintain rigor and high academic standards

College of Arts and Sciences

Please see "CARP Additional Information - Qualitative and Quantitative Achievements," Appendix C, for full report. Some representative items:

- Sciences: A NSF- MRI proposal was funded (\$300K) to purchase a Mass Spectrometer (MS) system with chromatography features. The MS system will enhance student research in Chemistry, Geology, Biological Sciences, and Physics.
- ENG: Dr. Jacqui Wilson was award a \$3K grant from the Buchanan Center for the Arts, the Illinois Arts Council Agency, and the National Endowment for the Arts to support the production and publication of SITREP: Veteran Perspectives on Combat and Peace.
- HIST: Dr. Jennifer McNabb - AP European History Chief Reader.

- POLS: Jamie Flores, Fall 2018 graduate: Illinois Legislative Staff Internship program; Margarita Sotelo: Congressional Hispanic Caucus Internship in Washington DC.
- Provost Award for Excellence in Teaching: Dr. Ute Chamberlin (History)
- Distinguished Faculty Lecturer: Dr. Kishor Kapale (Physics)

College of Business and Technology

- The Department of Economics and Decision Sciences began offering the Bachelor of Business Administration major in Business Analytics.
- The CPA exam pass-rate for 2018 was above the state average.
- All graduating Engineering students passed their state and professional engineering examinations.
- The School of Engineering received ABET accreditation for Mechanical Engineering and reaccreditation for Engineering.

College of Education and Human Services

- Faculty, students, and external agencies, when possible, for all academic programs, reviewed COEHS curricula and clinical experiences. Revisions were made when appropriate.
 - CNED: Received CACREP accreditation; restructured & improved clinical experiences; and hired new faculty to meet academic needs
 - C&I: Integrated edTPA preparation opportunities for teacher education candidates into courses and provided edTPA mentoring support to student teachers.
 - C&I: Developed new course differentiation of Track 1 and 2 for SPED MA students
 - ES: Restructured final program requirements for MSED Program
 - HSSW: Continued to provide opportunities for students to enhance their knowledge of the field by accompanying students on site visits to NTN Bower as well as a Confined Spaces demonstration hosted by the WIU Physical Plant
 - KIN: AT & ES required comprehensive exams for students to demonstrate mastery; ES & Strength & Conditioning students encouraged to sit for national board certification exams.
 - RPTA: Shared writing guide implemented across core courses on Macomb campus and instituted graduate program orientation focusing on academic expectations.
- Feasibility studies were completed for the development of new programs.
 - ES: New MAT degree and Alternative Teacher Licensure Program and new undergraduate degree program, BSED in Educational Studies.
 - KIN: Undergraduate degree in sport management
- COEHS students performed well on state and/or national examinations.
 - CNED: 100% of School of Counseling students entering internship passed the Illinois School Counselor Content Exam as required by ISBE; 89.5% of students passed the National Counselor Exam on the first attempt.
 - C&I: Content test pass rates included: ELED (83%), MID (100%), SPED (100%), and ECH (100%)
 - C&I: MS in Special Education candidates achieved 100% pass rates across five program assessments; MS in Reading Specialist candidates achieved a 86% pass rate on the state content test
- Accreditation by professional organizations, approval by state agencies, and/or external reviews are important to COEHS. COEHS programs that successfully completed the accreditation process in 2018:
 - COEHS: Accredited and/or approved programs are: C&I Elementary Ed, Early Childhood Ed, Middle Level Ed, Special Ed, and Reading Specialist (ISBE); Infant and Preschool Center

(DCFS); DFMH Didactic Program in Dietetics (ACEND); ES Superintendent and Principal licensure programs (ISBE); KIN Athletic Training (CAATE); and RPTA (COPART)

- C&I: Undergraduate ECH Program was approved as an ECE Credential Level 5 program (required for IL undergraduate Professional Education Licensure) and WIU Infant and Preschool Center received their 3 year license renewal by the Department of Children and Family Services (DFCS).
- KIN: Maintained ACEND accreditation for the DIET Program; the merge with KIN required a substantive change document to be submitted and approved.

College of Fine Arts and Communication

- Art
 - Art Teacher Education BFA Degree plan was approved by National Association of Schools of Art and Design. (NASAD) Goal 2: Advance Educational Opportunity - Action 1: c).
 - Continue to conduct BFA Art Studio and Graphic Design - Entry, Junior and Senior Portfolio Reviews.
 - Encourage academic focus and student community involvement through membership in a strong, active chapter of the International Art Honor Society, Kappa Pi.
 - Students are expected to participate and professionally present their artwork in exhibitions and competitions.
 - Continue to provide opportunities for students to attend and present their work at professional conferences.
- Broadcasting and Journalism
 - Department reorganization: The department made changes to our curriculum, merging our two programs into one major. The new major is Broadcasting and Journalism with options in Broadcast Production, Sports Broadcasting, Multimedia Journalism, and Advertising/Public Relations. The changes were approved by the IBHE and were implemented in Fall 2018. The department is collaborating with Meteorology to add a Broadcast Meteorology option to the BC&J major and a minor in Broadcast Meteorology.
 - In 2018, many Broadcasting majors received state, regional and national awards. In the National Broadcasting Society (NBS) competition, we had 14 finalists and six grand prize winners. Two students won the On-the-Spot Competition for Best Promo. Devin Brooks was recognized as “Rookie Member of the Year” and Instructor Jasmine Crighton was named Advisor of the Year. Our students had one winning entry in the National Academy of Television Arts and Sciences (NATAS) Mid-America chapter competition and two students won the prestigious Walter Cronkhite Scholarship. In the Intercollegiate Broadcasting Society competition we have 8 grand prize awards and 10 finalist awards. Instructor Jasmine Crighton won Advisor of the Year for the second year in a row. The department also won the Broadcast Education Association Festival of Arts Award of Excellence. WIU had nine student finalists, including Outstanding TV Newscast in the Students in Illinois News Broadcasters Association (SINBA) competition. These honors for our students are indicative of the high standards maintained in the department.
- Communication

The Department Chair includes an analysis of grade distributions and evaluation of course rigor in annual faculty evaluations. If there appears to be grade inflation occurring, the observation will be noted in the evaluations. Although grade distribution is not mentioned per se as an element of teaching effectiveness as described in the Department Criteria, it can nevertheless serve as an indicator of appropriate course rigor and challenge, which is an evaluated component of teaching effectiveness.
- Museum Studies
 - Expanded directed electives.
 - Expanded Directed Electives for the Program—i.e., “French Moderns” course in conjunction with Figge Art Museum Exhibition

- Music

The School of Music continues to monitor its curriculum and requirements in relation to the National Association of Schools of Music standards. Additionally, the music unit assesses student accomplishment and success and compares our programs with our “Benchmark and Aspire To” list of institutions.

- Speech Pathology and Audiology (SPA)

- **FACULTY: These accomplishments are directly related to the strategic plan Goal 2: Enhancement of Educational Opportunities.**

- Filled a Unit B instructor/supervisor position that started in August 2018 (Julie Pline).
- Hired an adjunct supervisor to assist with supervision of the diagnostics (SPA 587). This person was able to supervise 15 diagnostics over the academic year
- Two faculty successfully defended their dissertations and completed their terminal research degrees. Julie Cox, PhD and Angi Martin Prudent, EdD. This helps tremendously with our accreditation as they require that the majority of our graduate curriculum be taught by faculty with terminal research degrees

- **CURRICULUM: These accomplishments are directly related to the strategic plan Goal 2: Enhancement of Educational Opportunities.**

- Added a required course SPA 515 to the graduate curriculum that takes the place of SPA 504 Seminar in SPA.
 - ✓ This course is specific to special populations such as Autism
 - ✓ Alumni surveys, employer surveys and feedback from current students requested this course to better prepare them for the real-world
- Added SimuCase software to our courses for the purpose of clinic requirements
 - ✓ This allows supervisors to provide students with very directed experiences such as with low incidence populations and adult diagnostics
 - ✓ This software is also being utilized in courses to facilitate in the connection between courses and clinic

- **GRADUATE ADMISSIONS: These accomplishments are directly related to Goal #1: Increasing Enrollment and Retention and Goal #2: Enhancement of Educational Opportunities**

- Fifteen graduating seniors from the WIU SPA undergraduate program applied to our graduate program for a master’s degree in speech pathology. We accepted 8 of these students and 8 accepted our offer and enrolled August 2018.
- We admitted a total of 21 students to the program fall 2018. One of the admitted students was an international students(Canadian).

Students came from:

- ✓ Univ. of Iowa (2)
- ✓ Augustana (2)
- ✓ Miami of Ohio (1)
- ✓ Indiana University (1)
- ✓ ISU (2)
- ✓ Elmhurst (1)
- ✓ UIUC (1)
- ✓ SIUE (1)

- ✓ Marquette (1)
 - It is the goal of the department to admit 20-25 students for entering fall 2019
 - We had 152 applications for graduate school this cycle.
 - ✓ Admissions committee met last week and we have accepted 40 students with a hope of getting a class of 20-25
 - ✓ We have 50 students who were placed on the waitlist
 - **Graduation Statistics for Graduate Program: These accomplishments are directly related to Goal #1: Increasing Enrollment and Retention and Goal #2: Enhancement of Educational Opportunities**

Twenty students graduated May 2018, and all but three were employed before walking across the stage at graduation. Three additional students were employed within three months. One hundred percent of these graduates successfully passed the PRAXIS II: Speech-Language Pathology National Exam.
- Theatre and Dance
 - Continued Theatre and Dance “Screening Auditions” and the KC/ACTF “Bootcamp”.
 - Continued the end of the semester “Design Showcase” for Graduate and Undergraduate Designers.
 - Continued end-of-semester graduate student review/evaluations.
 - Continued an end-of-semester design portfolio reviews for all MFA Design Students as well as BA Production/Design Students.
 - Continued end-of-year proficiencies for BFA musical Theatre students.
 - Continued mid-semester proficiencies for BFA musical Theatre students

University Libraries

- Maintained high standards of service through the rigorous training of all new students throughout library units
- Answered thousands of reference questions via email, instant messaging, text, Facebook, telephone, and in person. Questions from students, faculty, staff, and community members this year include “I need...”
 - Local coffee consumption statistics
 - Books on vaccinations and anti-vaxxers
 - Articles on police attitudes about race and citizen attitudes about police interactions with minorities
 - A directory of all the university music programs in the world
 - To learn about concept matrices, literature reviews, searching, etc., as I begin a doctoral program
 - To locate and access copies of the Chicago Defender from the 1910s through 1930
 - Recordings of the WIU Wind Ensemble from 1989 to 1994
- Conducted a comprehensive review of library instruction guides to standardize, streamline, and consolidate in an effort to simplify both access and upkeep. A huge increase in use highlights student demand for online learning and constant availability.
- Taught two sections of LIB 201, as well as 209 sessions for classes needing research instruction and assistance in subjects across the undergraduate and graduate curriculum.
- Three library faculty members taught seven sections of UNIV 100.
- Three classes came for detailed instruction from the Patent and Trademark Resource Center librarian.
- Collaborated with the School of Music throughout the ongoing NASM reaccreditation process,

including submitting multiple post-visit responses

- Using Foundation funds, we were able to purchase all faculty requests for Reserve materials for their classes.

Centennial Honors College

- **Purpose of the Centennial Honors College.** The Centennial Honors College is an interdisciplinary academic home for gifted and highly motivated undergraduate students. Entering freshmen must fall into two of the following three categories:
 - Have an SAT score of 1180 or higher (or ACT composite of 24 or higher);
 - Be in the top 15 percent of their graduating class in high school;
 - Have a GPA of 3.4 or higher (based on a 4.0 scale).

We offer smaller courses, enriched curricula with opportunities for travel, internships, scholarships, leadership and additional academic laurels. We are currently hovering between 900 and 1,000 students in the Honors College.

- **Honors Courses and Curriculum.** The Honors College offered 53 courses (Spring 2018, Summer 2018, Fall 2018, and Spring 2019) involving 48 GH courses and 5 Honors FYE courses.
- **Honors Instructors.** Over the period of evaluation, the Honors College had 49 instructors--44 GH instructors and 5 Honors FYE instructors.
- **In Course Honors Projects and Theses.** We recorded 232 in-course proposals in Spring 2018, a record 236 in Fall 2018 (468 total in 2018), and 235 (and still counting) in Spring 2019. Concerning honors theses, there were 31 completed in Spring 2018, 3 completed in Summer 2018, and 6 completed in Fall 2018. In Spring 2018, we anticipate 36 completed honors theses.
- **Number of Honors Students Graduating.** In Spring 2018, 106 students successfully graduated as Honors Scholars (compared to 95 in Spring 2017, 84 in Spring 2016 and 72 in Spring 2015); in Summer 2018, 16 graduated as Honors Scholars (compared to 17 in Summer 2017, 16 in Summer 2016 and 17 Summer 2015); and in Fall 2018, 32 graduated as Honors Scholars (compared to 37 in Fall 2017 and Fall 2016 and 32 in Fall 2015). Thus, for the period of review we graduated 154 Honors Scholars. We anticipate 110 students will graduate as Honors Scholars in Spring 2019.
- **Academic Accolades.** Broken down by academic accolades, in Spring 2018 there were 108 Cum Laude (3.60-3.74 GPA) graduates, 74 Magna Cum Laude (3.75-3.89 GPA) graduates, and 35 Summa Cum Laude (3.90-4.00 GPA) graduates, for a total of 217 students. In Fall 2018 there were 33 Cum Laude (3.60-3.74 GPA) graduates, 18 Magna Cum Laude (3.75-3.89 GPA) graduates, and 17 Summa Cum Laude (3.90-4.00 GPA) graduates, for a total of 67 students.
- **Honors Recruitment and Centennial Scholarships.** During Fall 2018 and Spring 2019, the Centennial Honors College mailed 1075 personalized recruiting letters to qualified students, and to date have mailed 185 acceptance letters (compared to 132 in Spring 2018 and 51 in Spring 2017). A key to our success is the Western Commitment Scholarship, especially, the Centennial Scholarships—\$10,000 funding per year, for four years, provided recipients are active member of the Honors College and maintain a 3.4 GPA.
- **President's Scholarships.** Rick Hardy again served on the President's Scholarship Committee. The Committee meets each fall to review and rank some 40-50 applicants. The Committee submitted a list of the top ten applicants to President Thomas who made the final selections.

Center for Innovation in Teaching and Research

- CITR has continued to actively promote, maintain, and update the Attendance Tracker system.
 - As of January 7, 2018, the Attendance Tracker held more than 2 (2,017,097) million records.
 - CITR continues to support a method of emailing student Attendance Tracker data to advisers on a weekly basis. The report consists of a two-week and term synopsis for each class that has Attendance Tracker data submitted. Additionally, the system uses color to quickly identify students whose attendance has fallen below certain thresholds.

- CITR continues to maintain the programming and database behind the Online Absence Reporting System (OARS). OARS handles more than 5,000 absent report notifications annually.
- Developed the Unofficial Course Evaluation System (UCES), an online tool where instructors can create, share, and distribute unofficial course evaluations for formative evaluation. Evaluations can be built from a 630-item library (including all Purdue CAFETERIA questions) as well as by adding custom questions. Statistics and graphical representations of results are immediately available.

Global Education and Outreach

- Distance Learning/Bachelor of General Studies (DL/BGS)
 - Inducted 3 new members into Alpha Sigma Lambda Honor Society
 - Joined a new Honors Society, Omega Nu Lambda, for online students only
 - Received a new scholarship for BGS students – the Robert H. Winklepleck Scholarship
- International Student Services (ISS)
 - Collaborated with the Department of Health Sciences and Social Work for 3 sections of SW 315. International students were interviewed by domestic students which incorporated international perspectives into the course.
 - Facilitated the cultural simulation, Acirema, for an Intercultural Communication class and Sociology class. Students learn the process and challenges international students face while applying and coming to an American university.
 - Paired international students with students from a Food and Culture class (Dietetics) for intercultural interviews each semester.
- Quad Cities Outreach (QCO)

The development of WIU-QC programs supports the university's goals of Academic Excellence, Educational Opportunity, Social Responsibility, and Personal Growth. The QC summer youth programs and chess tournaments offered by the office promote objectives in the following areas: personal growth and expanding community engagement as well as increasing external funding by collecting program fees for programs.
- Study Abroad and Outreach (SA/Outreach)
 - Developed a formal measuring tool to assess impact of study abroad initiatives on students' learning
 - One hundred fifty students, representing 25 majors are going abroad in FY19. Sixty-five percent of those students registered in faculty-led initiatives.
 - Faculty-led initiatives:
 - Provided support to 20 faculty members interested in developing study abroad classes for their students and their programs.
 - From this partnership, 16 initiatives were completed and marketed across campus, and 11 successfully took students abroad.
 - These efforts benefitted students from Nursing, Arts, Theater, Counseling Ed, French and Political Science, Engineering and Technology, among others.
 - Three initiatives involved faculty from several majors: Agriculture + Engineering Technology, Nursing + Health Sciences, and History + Political Science: 100 students benefited from these programs
 - Semester Exchanges:
 - Students (48) traveled to 18 different countries
 - Students (16) traveled abroad to academic institutions. Ten of those benefitted from our exchange program and 6 registered directly in academic institutions of their own choosing.

- Students (12) traveled abroad through the support of private providers
- Students (20) traveled and did internships in Spain, Puerto Rico, and Ecuador.
- Western’s English as a Second Language (WESL)
 - WESL has dedicated classrooms, additional office space, a computer lab, and the WESL library.
 - WESL students and faculty are supplied with handbooks.

Graduate Studies

- Continued communication regarding the Academic Integrity Policy
- Continued workshops each semester for in-coming international graduate students
- Developed partnership with St. Ambrose University for an integrated St. Ambrose University (SAU) Art History/WIU Museum Studies. Approved at the Grad Council in SP 19.
- Reviewed and updated our Grad School website.
- Hosted grad student mixer for current grad students on the Macomb campus - one in the fall and spring. FL 18: 11/01/18 at Change of Pace; event hosted 39 from 8 different programs.
- Timely completion of degrees facilitated through registration in UNIV 695: Continuous Enrollment (FL 18 = 210 students; SP 18= 380).

Illinois Institute for Rural Affairs (IIRA)

- **Productivity and Outcomes.** We just celebrated our 30th anniversary as an academic unit on the WIU campus. During our existence, we have been fully committed to maintaining the highest academic standards. The first place to see this is in our research, teaching, and outreach productivity. The first table below summarizes our productivity metrics (**Table 1**). The data show a commitment to competitive grant writing, publication of books and peer-reviewed journal articles and book chapters, as well as a commitment to teaching and mentorship.
- We have secured over \$42 million in external grants over the past 30 years. We publish extensively in peer-reviewed outlets and make many academic and community presentations. We are an award-winning agency, securing national and statewide recognition for our efforts. The students we recruit through the Peace Corps Fellows (PCF) program are some of the best graduate students on the WIU campus. For example, Justin Krohn, a PCF in the WIU Geography MA degree program earned a 2018 Governor’s Volunteer Service Award (source: <https://www2.illinois.gov/sites/serve/Pages/GVSA2018.aspx>). John Bannon, an MBA PCF earned a fellowship from a statewide association of public administrators (source: <https://www.ilcma.org/wp-content/uploads/.../ILCMA-August-2018-Newsletter.pdf>).
- We secure research and technical assistance grants from competitive programs, where we vie against much larger academic institutions (e.g. Land Grant Universities) for scarce research dollars (e.g. USDA). These selected facts show the commitment we have to academic excellence.

Table 1. IIRA Metrics for FY2018

IIRA Metrics Fiscal Year 2016	1990	2000	2005	2010	2013	2015	2016	2017	2018	Total
Inputs										
<i>Faculty and Staff</i>										
Full-time/Part-time	9/0	21/4	28/1	36/1	40/1	29/1	21/1	22/1	19/3	-
Peace Corps Fellows on campus	-	17	20	14	15	14	14	15	13	166
Graduate Students	-	-	-	-	8	8	7	5	8	-
Student Workers	5	13	2	9	12	11	13	15	8	-
Peace Corps Prep Students								18	16	-
Grants	5	26	46	49	23	30	34	31	33	788
Indirect Cost Dollars (\$000's)	-	-	-	257	130	202	119	122	164	2,162
Appropriated Dollars (\$000's)	250	943	1,124	1,612	1,606	1,643	1,625	1,625	814	30,147
Grant Dollars (\$000's)	480	1,227	1,974	2,673	2,036	1,703	1,276	1,407	1,510	42,459
Total Dollars (\$000's)	730	2,170	3,098	4,285	3,642	3,346	2,901	3,031	2,324	72,606
Leverage Ratio:	2.92	2.30	2.76	2.66	2.27	2.04	1.79	1.87	2.86	2.41

<i>(Total \$ ÷ Appropriated \$)</i>										
% Grants Received	100	94	94	82	78	92	88	91	94	95
Toll Free Number	601	3,484	2,560	1,184	1,242	804	218	388	N/A	62,133
Miles Traveled (000's)	31	136	216	273	189	130	88	96	89	4,121
Outputs										
Presentations	15	41	42	23	45	143	113	109	113	1,310
MAPPINGS	-	11	5	4	10	4	5	4	6	248
Mailings (000's)	10.4	40.3	23.2	9.3	23.6	10.0	7.8	4.5	6.8	695.6
Surveys	2	9	8	59	63	71	52	25	7	701
Teaching – Total # of Students Taught in all WIU Departments	260	273	719	219	164	176	93	119	161	8,258
Teaching – Total # of Students in MA in CED Program	-	-	-	-	-	-	8	16	20	-
Training Programs	-	26	92	195	55	186	266	150	62	2,401
Books	-	2	-	-	-	1	-	1	2	20
Chapters/Articles	24	22	11	22	20	10	14	4	9	495
Rural Research Reports	3	10	10	6	3	3	0	0	0	214
Trade Publications	-	8	7	17	15	19	8	0	1	356
Total Publications	27	42	28	45	38	33	22	5		1,085
Outcomes										
Conference Participants	1,383	2,697	5,879	7,764	4,337	6,838	5,774	7,235	12,371	141,913
Awards	1	5	5	1	1	-	-	2	2	73
Jobs Created/Retained	-	-	-	684	560	353	538	497	112	6,246
Debt & Equity Funding (Loans) (\$000's)	-	-	-	5,303	1,687	3,356	2,609	1,000	2,248	50,565
PTAC Government Contracts (\$000's)	-	-	-	19,671	34,897	-	32,901	33,162	141,467	243,881

Registrar

Continued to Support the Mission of the University – Since this time last year, Office of the Registrar staff members:

- Processed:
 - 18,078 transcript requests, including 4,666 secure PDF transcripts, 245 Federal Expressed transcripts, and 1,000 transcripts picked-up at our front counter
 - 3,620 graduation application additions or changes
 - 1,827 grade changes
 - 1,634 enrollment verifications, not including enrollment verifications and degree verifications automatically processed through the National Student Clearinghouse
 - 1,533 changes to students' majors or minors
 - 803 requests for room scheduling, excluding course schedule changes
 - 907 current student-athlete NCAA progress toward degree certifications
 - 686 Social Security Number corrections
 - 623 readmission applications
 - 447 total university withdrawals
- Scanned over 27,100 documents into document imaging, and then verified those documents for accuracy
- Coordinated Commencement for 1,558 student participants and their guests
- Conferred 1,583 undergraduate degrees, excluding BGS degrees
- Facilitated the scheduling of 5,887 course offerings for Fall 2018 – Summer 2019

- Verified the admission records of 2,098 new matriculants for Summer 2018 – Spring 2019
- Tracked student-athlete admission and eligibility for 234 prospective freshmen and 114 prospective transfers
- Prepared 479 CAGAS appeals
- Responded to or addressed 1,389 STARS Comments
- Reset 126 STARS Passwords
- Mailed 190 Illinois Voter Registration Applications to students, per their request

Sponsored Projects

OSP serves an ancillary role in maintaining high academic standards by assisting faculty members with grants and contracts, which in turn assists with their instruction and research.

University Technology

- CAIT continues to maintain and support the Online Course Evaluation (OCE) tool and completed necessary revisions under the direction of the office of Distance Learning.
- CAIT continues to maintain and support the Interpersonal Violence Prevention one-hour course, which is part of the new student orientation program.
- Web Services continues to provide support for academic-related websites including the main University academics landing page, pages for each undergraduate academic program and sites for the Provost's Office, College of Arts and Sciences, and the School of Global Education and Outreach.

b. Explore restructuring to enhance interdisciplinary collaboration

College of Arts and Sciences

In process

College of Business and Technology

- The Department of Accounting and Finance began offering a joint course in financial analytics and modeling.
- Computer Sciences, Mathematics and Philosophy, and Economics are working on collaborative projects in big data, data analysis, etc.
- The School of Agriculture and Chemistry have a joint research project.
- The University reorganization plan includes the merging of the Department of Economics and Decision Science with Accounting and Finance

College of Education and Human Services

COEHS engaged in a number of interdisciplinary and multidisciplinary activities:

- COEHS: Faculty across the College and the University were involved in the Teacher Education Test Success Committee (TETSC), an interdisciplinary team whose goal was to help students increase test scores so they can fulfill the basic skills requirements
- CNED: Worked with the School of Global Education and Outreach to provide continuing education for counselors
- C&I & ES: Engaged in collaboration on the: (a) integration of the English as a Second Language (ESL) endorsement in the teacher education licensure programs, (b) undergraduate general studies degree and options for non-teaching minor, and (c) graduate level alternative route to licensure program.
- C&I, KIN, & RPTA: WIU Infant and Preschool Center continued interdisciplinary collaboration through the following courses: ECH 273, ECH 277, ECH 380, NUTR 203, SPA 312, RPTA 428, KIN 369, and COMM 235.

- HSSW: Assisted with planning and participated in the 2nd Interagency Council Conference, which was hosted on the WIU campus on April 13, 2018.
- HSSW: Chaired the Minority Health Month Planning Committee; includes campus constituents as well as representatives from the McDonough District Hospital and the McDonough County Health Department
- KIN & RPTA: Collaborated to implement the Western Illinois George Hermann Senior Olympics in the Spring
- KIN & LEJA: Collaborated for fundraising for equipment to physically prepare students for the rigors of firefighting careers and coursework
- LEJA & COMM: Collaborated to enhance homeland security minor
- RPTA & KIN: Explored PBC in Campus Recreation

College of Fine Arts and Communication

- Art

As part of the University's preliminary restructuring plans, the Graphic Communications program is going to merge with the Department of Art's Graphic Design program. The combination of the aesthetic focus of Graphic Design and the production focus of Graphic Communications will provide students with a stronger education in and better understanding of Graphic Design careers.
- BC&J

BC&J is not exploring restructuring our department at this time. We went through two restructuring exercises over the last five years. The department is collaborating with Meteorology to add a Broadcast Meteorology option to the BC&J major and a minor in Broadcast Meteorology.
- SPA
 - We partnered with an occupational therapist (OT) for our first summer camp- Chatter Matters. SLPs and OTs co-treat in the real-world on a daily basis and in order to provide our students with the most realistic experiences to prepare them for their careers, we incorporated these services. We have received approval to continue with that partnership this summer.
 - We also work with the Kinesiology department and provide Adaptive Physical Educational Services to local children with special needs. All of our graduate students are involved in one semester of this and our undergraduates have the opportunity to volunteer.
- T&D

The Department of Theatre and Dance is constantly looking for opportunities to collaborate. We have collaborated with:

 - The Department of Communication on SHE KILLS MONSTERS
 - The Department of Broadcasting and Journalism on BRIGHT NEW BOISE and BLOODY, BLOODY ANDREW JACKSON.
 - The Department of Speech Pathology and Audiology on TRIBES
 - WIU Disability Resource Center on SPRING AWAKENING Open Captioned Performance
 - WIU Bureau of Cultural Affairs guest artist workshop – Joshua Kane: Gothic Midnight
 - WIU Disability Resource Center on a guest artist workshop – Turning a Theatre Degree into a Comedy Career with Ryan Niemiller
 - WIU School of Music on a piece of choreography in the Winter DanceWorks Concert 2018
 - WIU School of Music on a guest artist workshop in spring 2019 featuring Terrence Karn and Julie Fox playing with the University Dance Theatre
 - The Department of English on a guest artist workshop. Featuring two young playwrights from the Black Rep in St. Louis

Centennial Honors College

- **University Honors Council.** Our governing body, the University Honors Council, is comprised of representatives from each of the university's academic colleges and meets six times per year to approve interdisciplinary general honors courses and approve student research and travel grants.
- **Hosts and Co-Sponsors Interdisciplinary Events.** The Centennial Honors College hosts many interdisciplinary events and activities, including the Pre-Law Symposium, Pre-Med Symposium, Undergraduate Research Day, QC Research Day, Constitution Day, and the quadrennial Mock Presidential Election. Additionally, the Honors College regularly contributes to events sponsored by other colleges and the Gwendolyn Brooks Multicultural Center.

Global Education and Outreach

Study Abroad and Outreach (SA/Outreach)

- The Faculty-led program worked three initiatives that involved instructors who were collaborating across disciplines: Agriculture + Engineering Technology, Nursing + Health Sciences, and History + Political Science
- Through the Title VI program funding, faculty from several disciplines (biology, nursing, and marketing) traveled together to Ecuador to plan academic collaboration with institutions in that country.

Illinois Institute for Rural Affairs (IIRA)

- IIRA faculty teach in other departments including Geography, Sociology, Mathematics, and Marketing.
- Collaboration with WIU School of Education on a US Department of Education grant to promote international collaboration and study abroad opportunities.
- Collaboration with Office of Interdisciplinary Studies to deliver Renewable Energy degree concentrations.
- Collaboration with WIU School of Agriculture to host a youth conference focused on cooperatives.
- Collaborating with several departments in the Illinois Innovation Network, led by the University of Illinois.
- Peace Corps Fellows program, managed by the IIRA, collaborates with 9 other graduate programs at WIU.
- IIRA has CBT faculty and administrators serving as advisory board members for the Small Business Development Centers (SBDCs) on the WIU campus.
- Approached the CAS to explore a 4 + 1 program with our MA in CED and the BLAS program in the CAS.
- Approached the WIU Geography Department to explore if we could collaborate to offer an interdisciplinary undergraduate degree in community and economic development (CED).

Sponsored Projects

While it is not restructuring, OSP continues to assist with interdisciplinary collaborations with regards to external grants and contracts. Several proposals were submitted in FY19 which included project directors from different disciplines.

c. **Continued focus on the Centennial Honors College**

College of Arts and Sciences

Honors College Support – We continue to offer GH 301 and GH 101, as well as GH 299 (English, History, & Political Science). We continue to provide the majority of presentations and projects for the Thomas E Helm Undergraduate Research Day. We also support the Pre-Med Symposium and the Pre-Law Symposium.

College of Business and Technology

- Several departments continue to offer honors courses.
- David Deboeuf developed a one-hour finance course for the Honors College.

College of Education and Human Services

- COEHS faculty and staff assisted students with in-course honors projects and theses.
 - HSSW: 15 students completed in-course honors; one student completed honor's thesis
 - KIN: Four students completed in-course honors; four students completed a honor's thesis
 - LEJA: 81 students completed in-course honors projects
- COEHS faculty also supported the Centennial Honors College by their involvement in a variety of roles.
 - C&I: Faculty member served as student advisor with the WIU Centennial Honors College and the WIU Kappa Delta Pi International Education Honor Society
 - C&I: Freshman Honors students read with the Infant and Preschool Center children
 - ES: CSP graduate students had graduate assistantships and practicum experiences with the Honors College.
 - ES: Invited to develop an Honors College course: Mindful Fundamentals. This course will run beginning Fall 2019.
 - HSSW: Two faculty members served as representatives for COEHS on the University Honors Council; two faculty members served as Honors College Liaisons and one faculty member chaired one (1) honors thesis.
 - RPTA: Faculty served on the Honors Council with two RPTA faculty active with Undergraduate Research Day.

College of Fine Arts and Communication

The College of Fine Arts and Communication supports the Centennial Honors College and encourages all eligible students to participate. Faculty teach Honors courses and offer in-class honors activities for honors students. All departments within the college participate in Undergraduate Research Day each year.

University Libraries

- Malpass Library provided space for the Honors College and shared facilities such as the Garden Lounge.
- Co-sponsored Constitution Day panel and poster sessions.
- Provided technical support and AV setup for Undergraduate Research Day, as well as general day-to-day computer services support

Centennial Honors College

We are the Honors College—Following is a brief explanation of our charge, current status, activities and recent changes:

- **Centennial Honors College Personnel.** The primary success of any program depends on the quality and competence of its personnel. Our personnel are:
 - Dean Dr. Rick Hardy;
 - Associate Director Dr. F. Erik Brooks [who resigned in August 2018 to accept a deanship at Kentucky State University and his position has not been filled];
 - Honors Advisor Dr. Molly Homer;
 - Honors Advisor Ms. Krista Skein [who was hired in October 2018 to replace Ms. Michele Aurand];
 - Assistant to the Dean Ms. Alex Geisler;

- Program Assistant Ms. Julie Schoonover;
 - Special Events Facilitator Ms. Kimberley Sedgwick;
 - Graduate Assistants: a) Mr. Wil Gradle; and b) Ms. Lorii Smith;
 - Graduate Practicum Students: We also pay 10 to 12 Honors Ambassadors (depending on the semester) modest stipends.
 - Mr. Robert Specht
 - Mr. Ben Minogue
 - Ms. Lauren Hoover
 - Undergraduate Student Workers:
 - Mr. Randy Turkington
 - Mr. Willard Gatlin
 - Mr. Justin Brown
 - Graduate Practicum Students: We also pay 10 to 12 Honors Ambassadors (depending on the semester) modest stipends.
- **Restructuring and Reassignment of Honors College Personnel.** Due to the growth of the Honors College and increased responsibilities, in Fall 2017 and Spring 2018, the Honors staff agreed to restructure and reassign duties. In January 2019, all honors personnel revised their job descriptions to comport with the new forms created by Human Resources under state mandate.
 - **Honors Council 2018-2019.** The Centennial Honors College is advised by an Honors Council, consisting of three representatives from each of the university's colleges, one representative from the QC, one from University Libraries, and two honors students. *Ex Officio Members (Non-Voting):* Rick Hardy, Director (Chairs the HC Meeting); Dr. F. Erik Brooks, Associate Director; Dr. Molly Homer, Academic Advisor; Ms. Michele Aurand/ Ms. Krista Skien, Academic Advisor; and *Council Recording Secretary*, Ms. Kimberly Sedgwick, Special Events Facilitator. The Honors Council meets at 3:30 p.m. in Room 180 of Malpass Library on the third Wednesday of the month in September, October, November, February, and March, and the 4th Wednesday in April due to Undergraduate Research Day.
 - **Honors Departmental Coordinators (formerly called "Honors Diplomats").** The purpose of the Honors Departmental Coordinator is to serve as a resource for all current and prospective Honors students. The name was changed from Honors Diplomats to Honors Departmental Coordinators to assist with identifying the role of the individual. Currently, 21 departments have identified Honors Departmental Coordinators, although this may need revision, as personnel change or retire.
 - **Honors FYE Peer Mentors.** The Honors College also employs one to three Peer Mentors for FYE Classes each year. In Fall 2018, we had just one Honors Peer Mentor—Deja Martin.
 - **Honors Mentors for the Pre-Honors Program.** The Honors College also has a Mentors Program, whereby current honors students serve as role models and help qualified Pre-Honors Students (Mentees) transition into the Honors College. Each semester, eight to twelve Mentors are paid through Talent Grants administered by Dr. Molly Homer, and supervised by Ms. Alex Geisler with the help of Graduate Assistant Ms. Lorii Smith.
 - **Honors Ambassadors.** The Honors College also utilizes Honors Ambassadors to assist at Discover Western, SOAR, on-campus recruitment, and other events as needed. Ambassadors are drawn from the pool of Honors Mentors and are supervised by Dr. Molly Homer.
 - **Recruitment of QC Honors Students.** During the period of review, Ms. Michele Aurand or Dr. Jim Rabchuk participated in all Discover Western programs, all summer SOAR programs for incoming freshmen, all NSR programs for transfer students, and all OCR events at the WIU-QC campus (10 total events).
 - **Revision of the QC Honors Curriculum.** Currently, Dr. Jim Rabchuk continues working with QC administrators and the University Honors Council to develop GH 299 on-line and on-campus courses to facilitate the honors offerings for QC honors students. Dr. Rabchuk also convenes the QC the ad hoc

Honors Advisory Committee when needed to offer suggestions and promote honors courses and events.

- **WIU-OC Representation on the University Honors Council and an Advisory Committee.** For Fall 2017 through Spring 2019, Professor Dan Malachuk represented the QC campus and participated in all council meetings via telephone. As noted *infra*, the QC campus also has an ad hoc Honors Advisory Committee to provide feedback and offer suggestions for honors offerings.
- **New Articulation Agreements.** The Centennial Honors College has worked actively with Senior Vice President Joe Rives to negotiate articulation agreements with state and regional community colleges. In Spring 2019, Rick Hardy negotiated an honors-to-honors articulation agreement with Southeastern Community College in West Burlington, Iowa.
- **WIUOC Honors Convocation.** The Centennial Honors College continues to host a separate Honors Convocation for qualified students graduating from the WIU Quad Cities campus. The event now takes place at the Taxslayer Center (formerly known as the iWireless Center) in Moline. In Spring 2018, Program Assistant Ms. Julie Schoonover, assumed the duties for administering the QC Honors Convocation (previously handled by Assistant to the Director, Ms. Alex Geisler).
- Honors College Accomplishments 2018-2019:
 - **Honors College Enrollment Increased.** Enrollment in the Centennial Honors College has ratcheted up significantly over the past eight years. Total honor student enrollment was 516 (Fall 2010), 541 (Spring 2011) 540 (Fall 2011), 576 (Spring 2012), 594 (Fall 2012), 625 (Spring 2013), 667 (Fall 2013), 707 (Spring 2014), 697 (Fall 2014), 731 (Spring 2015), 800 (Fall 2015), 846 (Spring 2016), 1,000 (Fall 2017), 991 (Spring 2018), 1,001 (Fall 2018), and currently 898 (Spring 2019).
 - **Minority Honors Enrollment Increased.** Over the past nine years, the number of Hispanic students has increased from 26/516 (or 5 percent of total students in Fall 2010) to 90/988 (or 9.0 percent of total students in Spring 2018) and 97/898 (or 10.8 percent in Spring 2019), while the number of African American students over the same period has increased from 15/516 (or 2.9 percent of total students) to a record 142/988 (or 14.4 percent of total students in Spring 2018) and 122/898 (or 13.6 percent in Spring 2019). For all categories by race, the number of minorities for the entire period (Fall 2010 to Spring 2019) witnessed a dramatic increase from 51/516 or 9.9 percent to a record 292/898 or 32.5 percent. In sum, minority membership in the Centennial Honors College is at an all-time high. (The total number of minorities (292) broken down is 17 Asian, 122 African American, 97 Hispanics, 33 two or more, 1 Pacific Islander and 12 others).
 - **Honor Students Advised Increased.** From January 1, 2018 to December 31, 2018, Dr. Homer had 743 appointments with honors students. Between January 1 and June 30, Ms. Aurand had 301 advising appointments. Ms. Skein had 168 advising appointments between October 1, 2018 and December 31, Ms. Geisler had 292 pre-honors advising appointments between January 1, 2018 and December 31, 2018, and Dr. Jim Rabchuk had eleven advising appointments between September 2018 and December 31, 2018. Grand total advising appointments for the 12-month period of review was 1,515.
 - **Pre-Honors Program Expanded.** In Spring 2018, there were 79 Pre-Honors students. Of those 38 earned the requisite 3.4 GPA to remain in the program. Thus, our success rate was 48 percent (38 of 79 students). Thus, we believe the program is a success.
 - **Honors Courses and Curriculum.** The Honors College offered 53 courses (Spring 2018, Summer 2018, Fall 2018, and Spring 2019) involving 48 GH courses and 5 Honors FYE courses.
 - **Honors Instructors.** Over the period of evaluation, the Honors College had 49 instructors--44 GH instructors and 5 Honors FYE instructors.
 - **In Course Honors Projects and Theses.** We recorded 232 in-course proposals in Spring 2018, a record 236 in Fall 2018 (468 total in 2018), and 235 (and still counting) in Spring 2019. Concerning honors theses, there were 31 completed in Spring 2018, 3 completed in Summer 2018, and 6 completed in Fall 2018. In Spring 2018, we anticipate 36 completed honors theses.
 - **Modification of Honors Requirements.** The new honors eligibility standards require students to fall into two of the following three categories:
 - have an SAT score of 1180 or higher (or ACT composite of 24 or higher);

- be in the top 15 percent of graduating class in high school, or
- have a GPA of 3.4 or higher (based on a 4.0 scale).

These modified requirements do NOT water down our admission standards; rather, they merely comport with the national trend and make the Centennial Honors College more competitive in recruitment.

- **New Honors Courses Approved** (9). During the period of evaluation, the University Honors Council approved nine new honors courses, representing a wide range of subject matter. Additionally, two of the new courses developed include opportunities for international travel.
- **Honors Outreach to Home School Association**. In Fall 2018, Rick Hardy served on an ad hoc Committee on Home School Recruitment. The Committee identified various home school associations in the Macomb and QC areas and discussed ways to reach out and appeal to home school graduates. The Committee established new links for homeschoolers on our WIU webpage, including a link to the Centennial Honors College.
- **Honors Sponsored Travel Courses**. During the period, the Honors College offered two travel-related courses. Dr. Molly Homer generously donated two \$5,000 scholarships in the name of her late mother, Ms. Annette Homer, to be used to assist qualified students take honors travel courses and conduct research abroad. The University Honors Council awarded two travel grants during the period—John Nichols received a \$500 grant in Fall 2018 to study in the Czech Republic and Sara Devine received a \$500 travel grant to study in Ghana in Spring 2019.
- **Undergraduate Research Day**. The Centennial Honors College hosted the 15th annual Thomas E. Helm Undergraduate Research Day on April 18, 2018. There were 5 performance presentations, 19 podium presentations and 131 poster presentations. There were 207 total student participants.
- **QC Undergraduate and Graduate Research Conference**. QC Research Day was on April 26, 2018. There were 20 podium presentations and 21 poster presentations. There were 77 total student participants in. It should be noted that the QC Research Day does not judge research presentations. And, as stated above, the Grand Total Student Participants (both URD and QC) in 2018 was 284.
- **QC Honors Recruitment and Advising**. Dr. Jim Rabchuk has been quite busy since assuming the duties of QC Honors Coordinator in August 2018. He advises all QC honors students, represents the Honors College at QC Discover Westerns and recruitment fairs, and coordinates QC honors courses.
- **Enhanced Webpage**. The Centennial Honors College's website was significantly upgraded during the period of review. This included more features, visual enhancement, expanded social media outlets and a new virtual Hall of Fame. Credit goes to Ms. Alex Geisler and graduate students Ms. Vasuhda Jasti and Mr. Wil Gradle.
- **Honors Living Learning Community**. For the sixth straight year, freshmen honor students living on the Tanner Hall Honors Floor were permitted to move in a day earlier than other students. Upon arrival on August 17, 2018, the new students and their parents were greeted and the entire staff ate dinner with them in the Lincoln Room of the Union. Beginning in Fall 2019 all students in the Honors Living Learning Community, regardless of class, will be housed in the lower floors of Thompson Hall.
- **Honors Welcoming Party**. On August 29, 2018, the Centennial Honors College hosted its annual Welcome Back Ice Cream Social for all honors students, faculty, and staff in the Garden Lounge of Malpass Library. Approximately 140 students enjoyed great food while making new friends and renewing academic friendships. President Jack Thomas, Interim Provost Kathleen Neumann, and members of the Honors staff offered remarks.
- **Honors Advantage Rewards**. We partnered with area businesses in establishing a rewards discount program for Honors students. A record 51 Macomb and Quad Cities businesses agreed to give students discounts until July 31, 2018. This is an increase from 17 business partners in 2016, 25 in 2017, and 40 in 2018, thanks largely to Ms. Kim Sedgwick. Some 723 honors students took advantage of discount cards in Spring 2019.
- **Honors Mentor Program**. The Centennial Honors College sponsors an "Honors Mentor Program" — a program in which upper division Honors students (Mentors) are given the opportunity to act as

a role model and resource for other Western Illinois University students that are interested in joining the Honors College in an upcoming semester and, therefore, are a part of the Pre-Honors program. Mentors assist their mentees in understanding what it means to be an honors student at WIU including the benefits of being a part of the Honors College, the workload involved and unique opportunities for involvement.

- **New Articulation Agreements.** The Centennial Honors College has worked actively with Senior Vice President Joe Rives to negotiate articulation agreements with state and regional community colleges. In Spring 2019, Rick Hardy negotiated an honors-to-honors articulation agreement with Southeastern Community College in West Burlington, Iowa.
- **Expand and Rename the Nation's First Honors College Think Tank.** The Presidents Institute is arguably the first student-run think tank in the nation. This student organization empowers students through leadership roles, thinking and expressing themselves creatively, and participating in a dialogue about important issues facing the world today. Students assume the roles of Senior Research Fellows and Research Fellows under the guidance of faculty advisor Dr. Bill Knox. To avoid confusion with the newly created President's Executive Institute, in Spring 2018, student leaders opted to rename the think tank to "The Centennial Research Center."
- **Pre-Law Symposium.** The Centennial Honors College hosted the 17th Annual Pre-Law Symposium on October 9, 2018, in the Brattain Lounge of the University Union. Approximately 120 students participated.
- **Pre-Med Symposium.** On February 20, 2019 the Honors College hosted the Third Annual Dr. Jill M. Brody, MD and McDonough Eye Associates Pre-Med Symposium in the Brattain Lounge of the Union. Over 130 people attended the event.
- **Awards of Excellence.** The sixth annual Honors College Awards of Excellence were presented at Undergraduate Research Day on April 18, 2018. The Centennial Honors Award for Excellence in Teaching was Dr. Tammie Walker, Director of the School of Music, nominated by Ms. Jillian Escobar, and the Centennial Honors Award for Excellence in Mentoring was Dr. Brian Bellott, Associate Professor of Chemistry, nominated by Ms. Killian Tracey.
- **Nominations for Prestigious National Scholarships.** In Spring 2018, the Honors College nominated three students for the Goldwater, two students for the Truman Scholarship, and one student for the Boren Scholarship. Ms. Nicole Walker won Honorable Mention for the Goldwater Scholarship (becoming the third WIU student in the past three years to win that prestigious award), and Mr. John V. Nichols became the first WIU student nominated for the Boren Scholarship. In Fall 2018, we nominated one student for the Rhodes Scholarship. In Spring 2019, we nominated two students for the Goldwater, two students for the Truman, and one student for the Boren Scholarship.
- **Lincoln Laureate.** Centennial Honors student Ms. Nicole Walker was named Lincoln Laureate for Western Illinois University. She received her award at the Old State Capitol in Springfield, Illinois in November 2018.
- **Support of Mock Trial Team.** Over the period of review, the Honors College provided administrative assistance (Dr. Molly Homer) to secure Talent Grants (\$490 per student in 2017, \$420 per student in 2018, and \$150 to \$288 per student in 2019) for the WIU Mock Trial Team.
- **Constitution Day Celebration.** The Centennial Honors College again co-sponsored the annual federally-mandated Constitution Day Celebration on Monday, September 17, 2018 in the Garden Lounge of Malpass Library. The theme was "Citizenship and Immigration." Some 65 students offered research on landmark decisions, famous judges, legislative enactments, and policies relating to citizenship and immigration. Approximately 100 students, faculty, staff and community members attended the event.
- **Honor Societies Under the Honors College.** The Centennial Honors College continued to serve as an umbrella for many national honor societies. These include: Phi Eta Sigma (national freshman honorary, under Ms. Diane Sandage [through Spring 2018] and Dr. Brian Bellott [beginning Fall 2018-Spring 2019]); Golden Key (international "honour" society), under Dr. Erik Brooks (Spring 2018); Tau Sigma Honorary (for transfer students), under Ms. Michele Aurand (Spring 2018) and Dr. Molly Homer and Ms. Krista Skein (Fall 2018-Spring 2019). During the period of review, Rick Hardy, Dr. Molly Homer, Dr. Erik Brooks, and Ms. Krista Skein served on the E-Board and co-

chaired the Scholarship Committee for Phi Kappa Phi Honor Society. Dr. Brooks was elected Vice President of PKP in Fall 2018 and Ms. Krista Skein was chosen to replace him in Spring 2019.

- **Honors Hall of Fame.** Thanks to Trustee Wil Gradle in Spring 2018 the Centennial Honors College now has a virtual Academic Hall of Fame that digitally displays Western's most accomplished students, past and present. Our Hall of Honors webpage is broken down into a number of categories. These include: Western's Lincoln Laureates, Honors College Scholars, Honors Convocation Speakers, and Recipients and Finalists of Prestigious Scholarships, such as the Rhodes, Goldwater, Truman, Boren, Cook, Fulbright, Lagrant, Udall, and Mitchell Scholarships. We are further developing categories and criteria to recognize Distinguished Student Leaders, Honors Alumni, Administrators, Faculty, Mentors, and Advisors who have made significant contributions to WIU.
- **Special Recognition of Honors Staff.** During the period of review, three members of the Honors staff earned special recognition:
 - **Dr. Molly Homer** won "Academic Advisor of the Year" for 2018 by the WIU Council of Academic Advisors and has been nominated for the NACADA National Academic Advisor for the Year" for 2019.
 - **Ms. Julie Schoonover** served on the Civic Service Council in 2008-2019 and was promoted from Office Support Specialist to Program Assistant in Spring 2018.
 - **Ms. Kim Sedgwick** was promoted from Account Technician II to Special Events Facilitator in Spring 2018 and was elected to the Prairieland Conservancy Board of Directors.

Global Education and Outreach

- Distance Learning/Bachelor of General Studies (DL/BGS)
Currently two BGS students and one ISP student in the Honors College.
- Study Abroad and Outreach (SA/Outreach)
 - Developed 1 Faculty-Led initiative in the Honors College (Iceland: Fire and Ice)
 - Coordination of semester-long Honors initiative in Barcelona continues

Illinois Institute for Rural Affairs (IIRA)

- ***Entrepreneurship.*** Our SBDC has explored opportunities with the Honors College and the CBT to enhance entrepreneurship opportunities for WIU honors students. In Spring 2019, we will host a student business pitch competition as a result of this work.
- ***Peace Corps Prep (PCP) Program.*** The PCP works with the Honors College to promote foreign service and volunteerism through the Peace Corps Program.
- ***Teaching.*** Previously, one IIRA faculty members served as assistant director of the Honors College. Additionally, IIRA faculty members have taught multiple courses in the Honors College over the years.

University Technology

Web Services continues to provide support, development and content management training for the Centennial Honors College website.

d. Increase focus on study abroad and service learning opportunities

College of Arts and Sciences

- Summer 2018:
 - Puerto Rico Se Levanta - 5 Students (ANTH)
 - WIFI (Western Illinois French Immersion) France - 8 Students (FLL).
- Spring 2019
 - London: The City Experience - 13 Students (HIST)

- WISE Spain - 14 Students (FLL)
- Ecuador: International Health Care - 7 Students (NURS).

College of Business and Technology

The Department of Economics and Decision Sciences is offering a study abroad trip to Peru during the Spring 2019 semester, and the Department of Management and Marketing is offering one to Ireland during the spring semester.

College of Education and Human Services

- COEHS were involved in Study Abroad activities.
 - CNED: Developed its first study abroad course, CN 679, for Summer 2019
 - ES: CSP Student participated in a study abroad experience with an ES faculty member.
 - HSSW: Collaborated with the School of Nursing for study abroad experience to learn more about the delivery of healthcare in Ecuador, South America; HSM student created a video of her experience in Ecuador to promote the study abroad program
 - KIN: Four faculty members presented and offered workshops at Mexico's UANL to facilitate WIU student internships and develop study opportunities for UANL students
 - LEJA: 10 students participated in study abroad in England, Russia, Australia, Ecuador, New Zealand, Spain, Chile and Costa Rica
 - RPTA: Submitted requests to offer Study Abroad in Alicante, Spain in 2020.
- COEHS faculty and students were actively involved in service learning opportunities. Some examples include:
 - Facilitating games and activities for local nursing homes
 - Participating in a street clean-up activity
 - Participating in Big Brothers Big Sisters Bowl for Kids' Sake
 - Conducting a food drive for Samaritan Well
 - Holding exercise and activity session for senior centers
 - Conducting health and wellness fairs
 - Assisting with police candidate, personal and athletic training

College of Fine Arts and Communication

- Art
 - An internship course is continually offered for Art Graphic Design students.
 - Opportunities for students to work with departments and organizations across campus to create posters, webpages, and other design work are always being sought out.
 - All talent grant and tuition waiver award recipients are required to complete service hours with Department faculty. This provides students the opportunity to work with faculty and learn about studio setup and maintenance, gallery and exhibition practices, and gain teaching experience.
 - The development of a study abroad scholarship and students exchange with sponsors Fred and Nancy Jones continue as we start discussions with the School of Art at Aberystwyth University in Wales.
 - Professor Susan Czechowski continues to offer an Art in New York course. She is working with Study Abroad to offer Art in New York biennially and alternately offer an international study abroad course. May 2019 course is Interesting Times: The Venice Biennale & the Roman Renaissance.
- BC&J

- The Broadcasting and Journalism department sponsored a first-ever study abroad class. Five students accompanied the department chair to England for the “British Media Studies” class in May, 2018 for two weeks of study.
- In 2018, approximately 20 students participated in a media-related internship. We asked the students to take a picture at their internship in order to publicize it on our social media. We also had an internship promotion sign made (“Hello, my name is...Intern!”) that the students hold in a picture to promote that they have secured an internship.
- Broadcasting students produce a live half-hour newscast Tuesday – Thursday during the fall and spring semesters that airs on wiuvtv3. This is the only local television newscast in Macomb. Broadcasting students also produce a Friday morning show, “Good Morning Macomb”, which features local topics and leaders.
- By the end of this academic year the department will cover approximately 220 sporting events for wiuvtv3, WIUS-FM, and Leatherneck All-Access. Since 2015, our students have televised WIU athletic events for national distribution on ESPN3 via live stream. Broadcasting also produced a weekly football coach’s show that aired on KHQA-TV. In addition, the department produced sports show called “Local Sports Focus”.
- In radio, WIUS-FM is on the air with live announcers from 6 a.m. to 2 a.m. Monday through Saturday morning. Weekends, noon to 2 a.m. Unmanned hours are automated. The radio students voice-track the automated hours. Students produce three newscasts/day Monday – Friday. In sports, WIUS-FM carries home football games, home men’s and women’s basketball (home and away), home baseball and all softball games, and home volleyball games live. Macomb Bombers football, soccer, volleyball, basketball, and baseball games are aired on a tape-delayed basis on wiuvtv3 and streamed live on the High School Sports network.
- Broadcasting and Journalism hosted the Youth Leadership Organization students from Macomb High School.
- Broadcasting and Journalism personnel give tours for scout groups, elementary school groups.
- Broadcasting and Journalism personnel speak to public school groups about broadcasting.
- COMM
 - Internships are regularly promoted within the department. ACEs are assigned to an Internship Coordinator, who does an excellent job of coordinating and promoting internship opportunities that would be of interest to the department’s majors.
 - Several courses engaged in service learning opportunities during the course of the year at both the undergraduate and graduate levels.
 - Every year the Department of Communication offers its Disney Culture study abroad course.
- Music
 - Internships and service learning opportunities are included in all of our degree programs and receive particular attention in Music Therapy and Music Business
- SPA

ON- OFF- CAMPUS CLINICAL EXPERIENCES: *These accomplishments are directly related to the following goals of the university Goal #2: Enhanced Educational Opportunities and Goal #3: Expand Community Engagement (it should be mentioned that these experiences also can be linked to recruitment tools for bringing students into our program)*

 - On-Campus (WIU CLINIC):
 - The WIU Speech-Language Hearing Clinic is currently organized and run by the program director
 - Speech-Language On-Campus:
 - ✓ 40+ diagnostics
 - ✓ 40 clients

- ✓ 76 speech clients
 - ✓ Audiology Clinic On-campus: 350+ patients fall 2018
- Off-Campus (WIU CLINIC)

We also provided speech-language services off-campus at:

 - Skilled Nursing Facilities
 - ✓ Elms
 - ✓ Wesley Village
 - ✓ Day Program for Adults with Intellectual Disabilities at Bridgeway
 - ✓ School Districts:
 - + Macomb School District
 - + VIT School District
 - + West Prairie School District, South Building RTI
 - + St. Paul Language Groups
 - + Adaptive Physical Education (APE): children with severe communication disabilities from the West Prairie School District come to Brophy Hall for a morning of physical education activities that are adapted to meet their abilities.
- Screening Services (WIU):
 - Screened 68 pediatric and adult residents of The Renaissance Center in Canton, Illinois. These residents are severely impaired and nonverbal.
 - Preschool screenings at The Crossing Church Preschool Macomb.
 - Preschool screenings at St. Paul School in Macomb.
 - Preschool screenings at WIU Daycare in Horrbin Hall.
 - Preschool screenings for West Central School District at Biggsville.
- Off-campus supervision:

Second-year graduate students were placed in off-campus practicum in the summer (2018) and fall (2018).

 - Summer:
 - ✓ Skilled Nursing Facilities (8 students)
 - ✓ Rehabilitation Facility (4 students)
 - Fall:
 - ✓ Skilled Nursing Facilities (8 students)
 - ✓ Public schools (12 students)
- Internships (SP 2018):

Second year-year graduate students are currently on internship. Each of the twenty students were contracted to do both a school internship (SPA 522) and a medical internship (SPA 600) during the spring semester.

 - School internship placements in Illinois, Iowa, Missouri, Minnesota, Wisconsin, and New Brunswick, Canada.
 - Medical placements are in Illinois, Iowa, Missouri, and Wisconsin.
- MST
 - Internship sites expanded nationally and exploring international sites

- Continued improvement in students meeting museum competencies as evidenced by Internship Presentations
- T&D
 - While not a direct effort, our productions provide students with performance (service learning opportunities) and feedback before a live audience consisting of the community and regional populations. Formal “talk-backs” with the audience relating social/cultural issues to production themes were held. As a performing art, theatre audiences become a teaching tool, developing students’ sense of self-confidence, focus, objective seeking as well as social and cultural tolerance. Further, audience members frequent local restaurants pre- or post-show, perhaps stimulating economic well-being in the community. The purchase of materials for productions through local merchants on a constant basis promotes community economic development.
 - DC Wright (Head of Movement) founded a Stage Combat Club on the WIU Campus. The Stage Combat Club produces a showcase of combat work each semester which they call FOOD FIGHT. The admission to the event is a non-perishable food item. The food is donated by the students to Fishes and Loaves, the local food bank.
 - BFA Musical Theatre Students as well as MFA students are required to do 9–12 hours of “summer professional work” which is often in the form of an internship at a Professional Summer Stock company.
 - Our Costume MFA and Undergraduate Students as well as Costume Design Faculty members, Jeannie Galioto and Rebel Mickelson judged the costume contest at the School of Music Halloween Concert.
 - Our Costume MFA and Undergraduate students as well as Costume Design Faculty members, Jeannie Galioto and Rebel Mickelson designed and applied makeup for the Zombie Run in Macomb.
 - Our Production Team worked with the Disability Resource Center to provide Open Captioning for our production of SPRING AWAKENING.
 - A group of Theatre & Dance students worked with the Performing Arts Society on a program called “Page to Stage” which was a series of performances that toured to the elementary school.
 - Students and Faculty from the Department of Theatre and Dance volunteered to pick up trash as part of the COFAC Service Project/Trash Pick-up Day.
 - Current projects we are working on:
 - PAS/COFAC Improv Workshop at Lincoln Elementary School.
 - Wesley Village Dance and Improv Performance.

Centennial Honors College

- **Constitution Day.** As noted above, for the past eight years the Centennial Honors College has been entrusted to organize the annual federally-mandated Constitution Day observances. The event takes place in the Garden Lounge of Malpass Library and is open to the public. On the average, there have been 75 to 80 posters presented and between 80 and 120 attendees annually.
- **Mock Trial Team.** As noted, *supra*, over the period of review, the Honors College provided administrative assistance (Dr. Molly Homer) to secure Talent Grants (\$490 per student in 2017, \$420 per student in 2018, and \$150 to \$288 per student in 2019) for the WIU Mock Trial.
- **Student Honors Association’s Civic Contributions.** The Student Honors Association (SHA) under the guidance of Dr. Erik Brooks, Dr. Molly Homer and Ms. Lorii Smith continued to support civic activities in FY2018-2019. SHA met regularly and participated in the Adopt-a-Street program, organized the SHA Blood Drive for the Mississippi Valley Regional Blood Center, WIU Paint the Paws and Paint the Town event.
- **Opportunities for College Student Personnel Practicum and Graduate Students.** The Centennial Honors College continues to offer hands-on administrative opportunities for four WIU graduate students enrolled in the College Student Personnel (CSP) Program.

- **Other Opportunities for Promoting Civic Engagement.** Rick Hardy served as an analyst for KHQA TV, appearing on six broadcasts; moderated SGA debates for president, vice president, senators at large and Board of Trustees; taught an eight-week L.I.F.E. (Learning is For Ever) adult evening class on *Understanding the Bill of Rights* at the Spoon River Community Outreach Center. Ms. Alex Geisler served as a facilitator for the Macomb Business Academy for the Macomb Area Chamber of Commerce, and the Centennial Honors College co-sponsored Keynote Speaker Nikki Giovanni as part of African-American Awareness Month at the Gwendolyn Brooks Center.

Center for Innovation in Teaching and Research

CITR is presenting the workshop “From Idea to Reality: How to Propose a Successful Short-Term Study Abroad Program with Heather McIlvaine-Newsad and Kimberly McDaniel in Spring 2019.”

Global Education and Outreach

Study Abroad and Outreach (SA/Outreach)

Through the Title VI project 10 students received scholarships to do their internships/service learning in Ecuador and Puerto Rico

Illinois Institute for Rural Affairs (IIRA)

- **Award.** As noted above, a Peace Corps Fellow earned the *Governor’s Volunteer Service Award* in FY2018: <https://www2.illinois.gov/sites/serve/Pages/GVSA2018.aspx>.
- **Peace Corps Fellows (PCFs) Program.** As part of their graduation requirement, PCFs must serve an 11-month internship in a rural Illinois community. We currently have PCF interns serving in Springfield, Canton, Assumption, Pittsfield, and Mattoon.
- **Peace Corps Fellows (PCFs) Program.** Before serving their 11-month internships, PCFs also serve in Macomb in off-campus in and around Macomb. In 2018, PCFs served with the City of Macomb and the Western Illinois Historical Society.
- **Volunteers in Service to America (VISTA).** Each year, we support 30 to 40 VISTA volunteers, some of whom are WIU students. In 2018, we supported 40 VISTA volunteers, with 11 in yearlong positions and 29 in summer positions.
- **MA Degree in CED.** We have started an internship program with the City of Moline and with the Regional Development Authority also located in Moline. We have had three interns working for either the City of Moline or the Mercado on 5th organization.
- **Decision Sciences Internship.** A graduate student is currently working on an entrepreneurship curriculum for prisoners to complete as a skills development option as they near their release date.

University Technology

Web Services assisted and provided guidance to School staff with ongoing updates and redesign efforts of the School of Global Education & Outreach and Study Abroad websites.

e. **Strengthen relationships with community college and international partners**

College of Arts and Sciences

- Community College of the Air Force (CCAF) + CAS

College of Business and Technology

- Gregg Woodruff serves on the Business Advisory Board for Carl Sandberg Community College.
- The School of Computer Sciences has two articulation agreements in process.

College of Education and Human Services

- COEHS academic units strengthened their relationships with community colleges.
 - C&I initiated outreach with Spoon River Community College
 - ES: CSP explored ways to include community colleges as 2 of the 5-6 site visits for the

Organization and Administration of Higher Education course in the fall; also in the early stages of developing regular internship/practica placements with area community colleges such as Spoon River-Macomb, Black Hawk, Sauk Valley, and John Woods

- ES: Met with Sauk Valley Community College leaders to investigate working together under a new state work readiness high school program
- HSSW: SW faculty met with students from the Introduction to Social Work class at Spoon River College in Canton.
- LEJA: Worked with the military and Air Force University to develop agreements
- A number of academic units in COEHS strengthened their relations with international partners.
 - CNED: Faculty member served as WIU International Faculty Ambassador for the department and university; partnership developed with the University of Iceland to study career counseling
 - C&I & ES: Collaborated with the WIU Office of Study Abroad and Outreach to present workshops to a group of 20 teachers from Myanmar in the spring 2018.
 - ES: Two ES faculty worked with representatives from a Jamaican University to develop a WIU transdisciplinary degree program to serve Jamaican teachers and students
 - ES: Title VI Grant (Communities as Agents of Change: Language and Area Studies for a Sustainable Future) supported work in Ecuador and Puerto Rico.
 - HSSW: Traveled to Puerto Rico to learn about study abroad opportunities for students
 - HSSW: In collaboration with the School of Nursing, worked with a university and a non-profit organization in Ecuador to continue providing opportunities for faculty-led and individual study abroad opportunities for students.
 - KIN: Faculty made several presentations for the UANL (Mexico)
 - LEJA: Faculty visited the East China University of Political Science and Law, Shanghai, China; presented at a criminal justice academic event (called by the Chinese faculty Academic Forum on Investigation Methods and Prevention) on Undercover Police Strategies, and maintained MOU with the Russian Academy of National Economy and Public Administration.

College of Fine Arts and Communication

- Art
 - Art faculty made a special effort to offer tours and make connections with a recruitment agent from China with whom WIU has recently signed a contract. The agent's company has an arts academy in China and a special interest in recruiting art students.
 - New 2+2 transfer degree plans have been signed or are in progress for six community colleges: Black Hawk, Highland, Kirkland, Lincoln Land, McHenry, and Waubonsee.
 - Started discussions with the School of Art at Aberystwyth University in Wales for a possible student exchange program.
- BC&J
 - In 2018, Professor Yong Tang continues to work with two Chinese universities, Chongqing Technology and Business University and Chengdu Sport University. We are also working on a 2+2 agreement with Nanchung University. Dr. Tang also produced a show in Chinese called "Macomb Face to Face" to help promote the university and department. The video is featured on our Chinese language website for our department.
 - Continues to strengthen our relationship with our community college partners. With the restructuring of our major, our 2+2 agreements are being rewritten and submitted for approval with Lincoln Land, Waubonsee, Highland and Kirkwood. New agreements were completed with Lakeland College and McHenry County College.
- COMM

- A Graduate Recruitment Grant was developed and awarded for the M.A. program in Communication to travel to community colleges in the region and provide guest lectures in an effort to both build partnerships with these colleges as well as to promote the Communication program at WIU.
- New 2+2 transfer degree plans have been signed or in progress for the following community colleges: Waubensee and Lincoln Land
- Music

The School of Music continues to pursue 2+2 articulation agreements (one finalized during FY18 with Lincoln Land Community College, three more under current review). We have music faculty members who are nurturing international partnerships in South Korea, Brazil and China.
- SPA
 - Julie Dalmasso attends the career day at Carl Sandburg College and presents on the field of speech language pathology across the lifespan. She has been actively involved with this since joining us in 2012.
 - Julie Cox and Amanda Silberer met with a representative from Spoon River about putting together a 2 plus 2
- T&D
 - The Department of Theatre and Dance has an articulation agreement with Moraine Valley Community College and with Highland Community College. Currently we are working on articulation agreements with Kirkwood Community College, Lincoln Land Community College, DuPage Community College, and Joliet Community College.
 - We are currently recruiting internationally which we have never done before. We have one international student from Switzerland, Irina Widmer (BA: Performance) and we are actively recruiting a student from Brazil.

Centennial Honors College

As noted *supra*, in Spring 2019, Rick Hardy negotiated an honors-to-honors articulation agreement with Southeastern Community College in West Burlington, Iowa.

Global Education and Outreach

- Center for International Studies (CIS)
 - Developed academic agreements with international partners. Created 3+1 agreement with Sichuan International Studies University and Nanchang University in China. See also 4. c.
 - Developed community college agreement with Alamo Colleges, Texas, for recruitment of domestic and international students.
 - Sent out quarterly *Global Connections* newsletter highlighting activities, collegiality, cultural learning, etc.
 - Sent quarterly emails to partners to support relationship.
 - Attended CASE International Alumni Conference, Chicago, February 2018.
 - Executive Director traveled to India, Myanmar, Vietnam February 2018.
 - Executive Director and Assistant Marketing Director of International Relations visited embassies in Washington, D.C., June 2018.
 - Assistant Marketing Director of International Relations attended EdUSA Forum, August 2018.
 - Executive Director met with agents and representatives in Vietnam, August 2018.
 - International Relations Coordinator attended the AASCU/CCIEE Worker Bee Meeting, Washington, D.C., September 2018
 - Executive Director and Dean of College of Business and Technology took part in the Investment

to the Illinois Higher Education Trade Mission to China with the Illinois Office of Trade, November 2018.

- Assistant Marketing Director of International Relations met with international agents at the ICEF Miami Workshop, December 2018.
- Worked with recruitment agents for promotion of WIU and recruitment of students.
- Distance Learning/Bachelor of General Studies (DL/BGS)
 - Created enhanced 2+2 agreement with Highland Community College
 - Created enhanced 2+2 agreement with Lincoln Land Community College
 - Created brand new 2+2 agreement with Community College of the Air Force
- Study Abroad and Outreach (SA/Outreach)
 - Renewed/updated partnership agreement with Charles Sturt University - Australia
 - Renewed/updated partnership agreement with Kansai Gaidai University - Japan
 - Renewed/updated partnership agreement with Queen's Belfast University - Ireland
 - Signed new temporary partnership agreement BSME (mentioned above) - Hungary
 - Signed new temporary partnership agreement USAC (mentioned above) - Ghana
 - Signed new partnership agreement with Aberystwyth University - Wales
 - Visited local schools (10) promoting Youth Camp Initiatives
 - Worked in close collaboration with Regional Office of Education in Monmouth (ROE 33) to provide full scholarships to their students to attend Youth Camps (5 students) and organize an Arts Camp on location for minority students.
 - Coordinated efforts to get funding for a summer Arts Camp for ESL learners in Monmouth

Illinois Institute for Rural Affairs (IIRA)

- Working with WIU School of Education on a US Department of Education Grant.
- Work with the Illinois Community College Board (ICCB) to promote rural issues through the GRAC.

f. Continued support of undergraduate and graduate research opportunities

College of Arts and Sciences

- **UGR: (Previous year data in brackets)**
- For the 2018 Undergraduate Research Day (URD):
 - 46 CAS faculty mentored 144 students [127 last year].
 - 118 projects were presented by CAS students representing 79% of all presentations.
- In FY19, the CAS expects to award 80 undergraduate research grants (URG)
 - 36 in Fall
 - 44 applicants in Spring.
 - This total reflects a decrease from 112 URG (28% decrease) from the previous year.
 - Ten CAS students were chosen to receive Norman and Carmelita Teeter Undergraduate Research Awards (\$300 each) recognizing the most outstanding student research projects in the CAS for the academic year.
- **Undergraduate Research Day—April 18, 2018.** (Previous year data in brackets)
 - Total Students—**185** [193]
 - Total CAS Students—**144** [127]

- Total Faculty Mentors—**46** [52]
- Total CAS Presentations—**118** [107]
- **Fall 2018 Undergraduate Research Grants**
 - Total Projects—**36** [51]
 - Total Students—**36** [53]
 - Total Mentors—**13** [14]
- **Spring 2019 UGRs:**
 - Total Projects—**44** [61]
 - Total Students—**44** [61]
 - Total Mentors—**17** [18]
 - **Totals for both semesters:**
 - Projects—**80** [112]
 - Students—**80** [114]
 - Mentors – **30** [32].
- **Graduate Research Information ** These are last year's data: the 2019 Graduate research day is not available until March 22nd:**
- CAS and some CAS departments co-sponsored the 5th Annual Graduate Student Research Conference.
 - Sixty-six CAS graduate students participated (representing 75% of all students).
 - CAS graduate students received 3 of the 6 research awards presented at the WIU Graduate Research Conference.
 - **Data: Graduate Research Day—March 2, 2018** (Previous year data in brackets)
 - Total Students—**88** [91]
 - Total CAS Students—**66** [64]
 - CAS Moderators—**4** [6]
 - Number of Research Awards **4 of 6** [4 of 6].

College of Business and Technology

- Six Economics and 25 Agriculture students participated in Graduate Research Day.
- Engineering students continue to work at the Quad Cities manufacturing Lab (QCML).
- The School of Computer Sciences holds their own research day. Some of their students also compete at the state level.

College of Education and Human Services

COEHS faculty supported undergraduate and graduate research:

- COEHS: HSSW (4), KIN (2), and RPTA (2) graduate students successfully defended master's theses
- CNED: Students in CN 521 Standards of Managed Care partnered with local agencies and collaborated in grant writing activities to support the work of the agency; \$2,000 grant was obtained for One Human Family
- C&I: Served on the WIU-Quad Cities Research & Scholarship Symposium Committee; worked with undergraduate Honors Class students at the Undergraduate Research Day; served as a judge for the WIU Undergraduate Research Day
- ES: CSP graduate student worked on a poster proposal for the NASFA: Association of International Educators conference regarding social media and international students.

- ES: 19 EDL students completed their doctoral dissertations.
- HSSW: Two faculty served as a faculty mentors on 4 graduate research projects for poster and/or podium presentations at the 5th Annual WIU Graduate Research Conference and two faculty served as faculty mentors for 3 undergraduate students for their poster presentations at the Thomas E. Helm Undergraduate Research Day
- KIN: Undergraduates and graduate students collected and analyzed data as part of the Ultimate Suck event and graduate students assisted with the data collection for an ongoing research study on the Content Analysis of Disability Mentions in Sport Management
- KIN: Seven students submitted manuscripts for review with assistance of a faculty mentor
- KIN: 11 graduate students presented at international conferences in Canada and 10 undergraduate students attended the National Dietetics conference
- KIN: Mentored a doctoral student
- LEJA: Advised two doctoral students from Kazakh National University
- RPTA: With the assistance of graduate assistants, coordinated research projects with Illinois Park and Recreation Association and Northwest Special Recreation Association.
- RPTA: Two students began researching Attention Restoration Theory

College of Fine Arts and Communication

- Art
Students are encouraged to participate in the Undergraduate Research Day. BFA Art Studio seniors present a lecture about the body of artwork created for their BFA Senior Exhibition.
- BC&J
Broadcasting and Journalism students are encouraged to participate in Undergraduate Research Day activities.
- COMM
 - Almost all 400-level courses in the department contain some research requirement, as do many of the 300-level courses. Students are instructed in the proper conduct of research through multiple courses, including use of appropriate methodologies and IRB protocols.
 - In fulfillment of established goals of the fund, the Wayne N. Thompson endowment supported funding for graduate and undergraduate student scholar awards, graduate assistantships, a faculty fellowship, and an invited scholar presentation.
 - Departmental funding was provided to three graduate students who attended and presented their research at national and regional conferences this past year.
- MST
 - MST Students presented at 2018 Museum Conferences and will do so again in 2019
 - MST Students will present at WIU QC Research Symposium
- SPA
Student clinicians work in the speech and hearing clinic. When students are conducting research and require participant payment, the clinics will try to be involved to mediate costs. Jillian Escobar received funds from the hearing clinic to conduct her research.
- T&D
 - We encourage students to participate in both the Undergraduate Research Day, Graduate Research Day, as well as to apply for research funding from WIU. In past years graduate students were awarded funding through the Visiting Lecturer program, and the WIU Graduate Research Conference program.

- In spring 2018 Audrey Gniech (BA: Performance) competed in Undergraduate Research Day.
- In spring 2019 Zeke Bocklage and Austin Roach both will compete in Graduate Research Day.

University Libraries

- Cooperated with University Writing Center director and WIU Writing Program director; continued to align our ENG 180/280 library sessions more closely to the current curriculum.
- Migrated the EZproxy service from uTech servers to the more robust OCLC-hosted environment, sustaining direct access to library subscription databases and online journals (more than 17,800 links) to authenticated WIU users from anywhere
- Cataloged Sanborn Fire Insurance Maps available through the Library of Congress so that students, faculty, staff, and the public will be able to find them when searching for community information
- Worked closely with social work, history, and political science students conducting high-level primary source research, providing hands-on opportunities to work with Congressional Papers
- Collaborated with Dr. Hall to provide research opportunities with primary sources in Public History (492G) and Illinois History (420G) classes.
- Created a digital Oral History Collection, with detailed transcripts.
- Scanned ten more years of the *Western Courier*, completing 1958-2018.
http://collections.carli.illinois.edu/cdm/landingpage/collection/wiu_courier

Centennial Honors College

- **Undergraduate Research Day.** As stated, *supra*, the Centennial Honors College again hosted the 15th annual Thomas E. Helm Undergraduate Research Day on April 18, 2018. There were 5 performance presentations, 19 podium presentations and 131 poster presentations. There were 207 total student participants.
- **QC Undergraduate and Graduate Research Conference.** As noted previously, in Spring 2018, helped plan the fourth annual WIU-QC Student Research Conference (April 26, 2017) which highlighted the following results: There were 20 podium presentations and 21 poster presentations. There were 77 total student participants.
- **Undergraduate Research and Travel Grants** (10) During the period of review, the University Honors Council approved eight \$200 Research Grants and two \$500 Travel Grants.
- **Constitution Day—Class Sponsored Posters.** As noted previously, the Honors College has taken the lead in organizing the annual federal-mandated U.S. Constitution Day observances. Four classes have regularly participated in the event: Rick Hardy's GH299 Leadership class, Dr. Erin Taylor's GH299 Political Simulation class, Dr. Kim Rice's POLS 319 Judiciary class, Dr. Erik Brooks' AAS 302 Black Intellectual Traditions class and Ms. Victoria Smith's POLS 420 Constitutional Law class. Ms. Kim Sedgwick also facilitated the event.
- **Research Inspiring Student Excellence (RISE).** The Centennial Honors College collaborated with Dr. Andrea Porras-Alfaro to promote the newly established RISE program. This program promotes minority student research in the fields of chemistry, physics, mathematics and biological.
- **Sponsored Student Presentations at Honors Conferences.** In Spring 2018, Rick Hardy and Dr. Bill Knox took six undergraduates to the Upper Midwest Regional Honors Conference in Lamoni, Iowa on March 22-24.

Center for Innovation in Teaching and Research

- Dr. David Towers worked with a graduate student and their advisor to produce an online survey and analyze/interpret the results.
- Niabi Zoo Visitor Identity Survey

Global Education and Outreach

- Distance Learning/Bachelor of General Studies (DL/BGS)

In Fall 2018 one BGS student completed an honors project; in Spring 2019 two BGS students and one ISP student are completing honors projects.

- Study Abroad and Outreach (SA/Outreach)
 - Assisted one student who applied and received a Gilman Scholarship
 - Assisted one student who applied and received a Boren Scholarship
 - Assisting students in preparing submission to Fulbright

Graduate Studies

- Held Sixth Annual Graduate Research Conference (GRC)

This conference promotes scholarship and fellowship among graduate students. In total, 62 podiums, 25 posters, 1 musical performance; 193 in attendance at 2018 GRC.

- Awarded professional development funds awards

The following graduate students were awarded development dollars for research in SP18:

- **George Agyeah**, Applied Statistics and Decision Analytics, \$300
- **Edward Davis**, Biology, \$300
- **Rebecca Dunterman**, Chemistry, \$300
- **Jamie Greathouse**, Chemistry, \$500
- **Taylor Gunby**, Chemistry, \$250
- **Olanrewaju Oni**, Chemistry, \$250
- **Sarah Porter**, Biology, \$500
- **Alisha Steiner**, Psychology, \$300
- **Laureon Watson**, Psychology, \$288

TOTAL: \$2,988.00

Illinois Institute for Rural Affairs (IIRA)

- *Research and Data for Thesis Projects.* Research conducted by the IIRA often ends up forming the basis for undergraduate and graduate student papers and theses. For example, a meteorology undergraduate student is currently using wind data we collected for his senior thesis.
- *Serving on Graduate Student Thesis Committees.* The IIRA director supports graduate student research by serving on 12 M.A. thesis committees.

Sponsored Projects

OSP is working with faculty and staff to develop and promote student research opportunities. OSP is supportive of undergraduate and graduate research days and has reviewed individual and class projects for external submissions.

University Technology

Web Services supports the annual graduate research conference web application used by graduate students to submit project abstracts.

g. Support scholarly/professional activity for faculty

College of Arts and Sciences

- Provost's Awards and CAS support for registrations were awarded in the Fall. The College has a foundation account that is used to support junior faculty members for approved travel.
- Please see "CARP Additional Information - Qualitative and Quantitative Achievements," Appendix C, for full report.

College of Business and Technology

- A Dean's travel fund is available, paying up to \$500 per faculty member for scholarly presentations.
- The University awarded research sabbaticals to Engineering Technology and Accounting and Finance faculty members.

College of Education and Human Services

- COEHS: Reinstated the Dean's Faculty Travel Award (up to \$300 for registration) for a brief time in the fall; 12 faculty members received awards
- ES: CSP faculty co-presented at the ACPA: College Educators International Conference in Houston
- HSSW: Active members of national professional organizations, were members on national committees, and were presiders for peer-reviewed conference presentations.
- HSSW: Served on the Board for Loaves and Fishes, the Board for Samaritan Well, and the Board for Big Brothers Big Sisters.
- KIN: Held positions on state, national or international boards: two faculty members served as external reviewers for national accrediting agencies
- LEJA: Presented educational training to the Judicial Education Division Administrative Office of the Illinois Courts to all sitting Illinois judges, presented Juvenile Officer Certification education for several mobile training units in Illinois, presented educational instruction at the Basic Officer Training Program on criminal law, criminal procedure, and civil liability, and presented legal updates for ILETSEI's staff and command courses

College of Fine Arts and Communication

The departments of COFAC support their faculty as they engage in scholarly/professional/creative activities. Faculty are encouraged to seek funding through the Provost Travel funds program.

- Art
The Department provided support for faculty and student participation, panel/paper presentations. Two faculty were awarded Provost Travel grants and the department contributed additional funding.
- COMM
 - The department provided funding to a faculty member to support professional growth opportunities through the Grice Endowment.
 - Appropriated funds were used to send our academic advisor to NACADA, the national conference for advising professionals, to receive a national award for advising excellence.
 - The Wayne N. Thompson Endowment allows for the designation of one faculty member as the recipient of the Thompson Professorship. This individual receives research and travel support, including a one course reduction in teaching load to facilitate his/her program of research as well as funding for travel.
- MST
 - Attend state, regional and national conferences
 - Review manuscripts for journal publication
 - Share expertise with local museum community through talks and leading international tours
- T&D
 - The Department provided support for faculty and student participation, panel/paper presentations, workshops and performances for American College Dance Conference Festival, Kennedy Center/American College Theatre Festival (KC/ACTF), The Stratera Conference, and the United States Institute for Theatre Technology (USITT).
 - Carolyn Blackinton (Head of Voice)

- Director – JOSEPH AND THE AMAZING TECHNICOLOR DREAMCOAT
- Director – DROWSY CHAPERONE
- Coordinator and Coach, Irene Ryan Scholarship, Kennedy Center American College Theatre Festival, Region III 2019
- Carolyn Blackinton, Graduate Council, Western Illinois University, fall 2018- present
- Carolyn Blackinton, Chair, Graduate Committee, Department of Theatre and Dance, Western Illinois University, Fall 2018
- Carolyn Blackinton, Member, Department Personal Committee, Department of Theatre and Dance, Western Illinois University, Fall 2018
- Carolyn Blackinton, Member, Performance Faculty Committee, Department of Theatre and Dance, Western Illinois University, Fall 2018
- Jason Conner (Head of Humanities)
 - Actor/Writer—Three One-Man Shows (20 performances)
 - Voice Work—Voice-overs, Industrials
- Lysa Fox (Head of Musical Theatre)
 - Lysa Fox, Fundraising Concert, featured vocalist - When Patsy Met Hank, West Central Illinois Art Center (Macomb, IL), April 2018
 - Lysa Fox, Fundraising Concert, featured vocalist - Patsy Cline in Concert, Ozark Actors Theatre (Rolla, Missouri), April 2018
 - Lysa Fox, Director - Falsettos, Grandstreet Theatre (Helena, MT), May 2018
 - Lysa Fox, Actor – Mamma Mia in the lead role of Donna, Grandstreet Theatre (Helena, MT), July 2018
 - Lysa Fox, Director/Choreographer – The Marvelous Wonderettes, Mountain Repertory Theatre (Cripple Creek, CO), July 2018
 - Lysa Fox, Concert, featured vocalist – Patsy Cline in Concert, St. Johns Summer Concert Series, August 2018
 - Lysa Fox, Director/Choreographer – Working, Western Illinois University, October 2018
 - Lysa Fox, Fundraiser Concert, featured vocalist – Songs For A New World, Grandstreet Theatre (Helena, MT), December 2018
 - Lysa Fox, WIU Donor Banquet Entertainment Coordinator, April 2018
 - Lysa Fox, Faculty Feature for Department of Theatre and Dance, Always, Patsy Cline in the role of Patsy Cline, Western Illinois University, September 2018
 - Lysa Fox, WIU Founders Day Entertainment Co-Coordinator, September 2018
 - Lysa Fox, Co-Coordinator for Recruitment Committee, Department of Theatre and Dance, since 2016 - present
 - Lysa Fox, Member of Executive Planning Committee, College of Fine Arts and Communications, since 2012 to present
 - Lysa Fox, Member of Summer School Committee, Faculty Senate, since to 2016
 - Lysa Fox, Member of Diversity Council, Faculty Senate, since 2017 to present
 - Lysa Fox, KC/ACTF Region 3 Respondent - Treasure Island, Principia College, January 2018
 - Lysa Fox, KC/ACTF Region 5 Respondent – Cabaret, St. Ambrose University, March 2018
 - Lysa Fox, KC/ACTF Region 3 Respondent – Six Characters In Search of An Author, University of Illinois, Springfield, April 2018

- Lysa Fox, Entertainment Coordinator – Gazebo Arts Fair, West Central Illinois Art Center, September 2018
- Lysa Fox, Opera Masterclass (Musical Theatre Intensive), Opera Workshop, WIU School of Music (Ricardo Sepulveda), October 2018
- Lysa Fox, KC/ACTF Region 3 Respondent Mentor for Erik Wagner (Elmhurst College), November 2018
- Lysa Fox, KC/ACTF Region 3 Respondent – Evil Dead, The Musical, Moraine Valley Community College, November 2018
- Jeannie Galioto (Head of Costume)
 - Jeannie Galioto; costume design; Joseph and the Amazing Technicolor Dreamcoat; SummerStage, July 2018
 - Jeannie Galioto; Costume Design; ONE MAN, TWO GUVNORS; WIU Fall 2018
 - Jeannie Galioto; Costume Design: HAND TO GOD; WIU Spring 2019
 - Jeannie Galioto; participant, Ades 50 design showcase, University of MN April 2018
 - Jeannie Galioto: Curriculum Committee, COFAC 2018-2019
 - Jeannie Galioto: Search Committee for VPAS 2018-2019
 - Jeannie Galioto: Committee Member for TG/TW 2019
 - Jeannie Galioto; WIU Summer School Committee 2019
 - Jeannie Galioto; Participant, Battle of the Brushes, fundraiser for West Central Illinois Arts Center, Macomb, IL, Feb. 2018
 - Jeannie Galioto; Mentor, New Faculty Committee, WIU 2018
 - Jeannie Galioto; Costume Coordinator, PAS Gala, April 2018
 - Jeannie Galioto; Costume Coordinator, Rising Stars Theatre Camp, July 2018
 - Jeannie Galioto: Costume Coordinator; WIU Homecoming Parade Fall 2018
 - Jeannie Galioto; Book Review, TD&T magazine, published summer 2018
 - Jeannie Galioto; chapter writer, Allied Arts: Theatre Craftsmanship, expected publication fall 2019
 - Jeannie Galioto; Master Class Instructor, Costume Design, Stephens College, Columbia, MO March 2018
 - Jeannie Galioto; Respondent Training for KC/ACTF, Monmouth College, April 2018
- Steven House (Head of Scenic Design)
 - SHouse; Scenic Designer; JOSEPH AND THE AMAZING TECHNICOLOR DREAMCOAT; SummerStage – Macomb, IL; July 2018
 - SHouse; Scenic Painter; JOSEPH AND THE AMAZING TECHNICOLOR DREAMCOAT; SummerStage – Macomb, IL; July 2018
 - SHouse; Scenic Artist; DISNEY'S THE LITTLE MERMAID; Clinton Area Showboat Theatre – Clinton, Iowa; June 2018
 - SHouse; Scenic Artist; JESUS CHRIST SUPERSTAR; Clinton Area Showboat Theatre – Clinton, Iowa; June 2018
 - SHouse; Scenic Designer; JESUS CHRIST SUPERSTAR; Clinton Area Showboat Theatre – Clinton, Iowa; June 2018
 - SHouse; Scenic Designer; THE DROWSY CHAPERONE; WIU Department of Theatre and Dance– Macomb, IL; November 2018

- SHouse; Scenic Designer; ALWAYS... PATSY CLINE; WIU Department of Theatre and Dance– Macomb, IL; August 2018
- SHouse; Charge Artist; ALWAYS... PATSY CLINE; WIU Department of Theatre and Dance– Macomb, IL; August 2018
- SHouse; Properties Master; ALWAYS... PATSY CLINE; WIU Department of Theatre and Dance– Macomb, IL; August 2018
- SHouse; Proofreader; Allied Arts: Theatre Craftsmanship, Daniel Weger Chapter for Jeannie Galioto – Macomb IL; April 2018
- SHouse; Winner; West Central Illinois Art Center’s BATTLE OF THE BRUSHES – Macomb, IL; January 2018
- SHouse; Scenic Designer; SENSE AND SENSIBILITY; WIU Department of Theatre and Dance– Macomb, IL; April 2018
- SHouse; Member – MFA Directing Ad Hoc Committee – WIU, fall 2018
- SHouse; Member – MFA Directing Ad Hoc Committee – WIU, spring 2018
- SHouse; Member – Recruitment Committee – WIU, fall 2018
- SHouse; Member – Recruitment Committee – WIU, spring 2018
- SHouse; Recruiter – LiNK – Atlanta, GA, November 2018
- SHouse; Recruiter – Illinois High School Theatre Festival – Champaign, IL January 2019
- SHouse; Recruiter – South Eastern Theatre Conference – Mobile, AL, March 2018
- SHouse; Recruiter – United States Institute for Theatre Technology – Ft. Lauderdale, FL, March 2018
- SHouse; Recruiter – International Thespian Festival – Lincoln, NE, November 2018
- SHouse; Member – Talent Grant/Tuition Waver Committee – WIU, fall 2018
- SHouse; Member – Talent Grant/Tuition Waver Committee – WIU, spring 2018
- SHouse; Member – Graduate Program Assistantship Committee – WIU, fall 2018
- SHouse; Member – Graduate Program Assistantship Committee – WIU, spring 2018
- SHouse; Chair – Theatre Historian Search – WIU, fall 2018
- SHouse; Chair – Theatre Historian Search – WIU, spring 2018
- SHouse; Member – Studio Season Committee – WIU, fall 2018
- SHouse; Member – Studio Season Committee – WIU, spring 2018
- SHouse; Member – Active Shooter Preparedness Committee – WIU, fall 2018
- SHouse; Member – Active Shooter Preparedness Committee – WIU, spring 2018
- SHouse; Member – Outstanding Academic Advisory Award Committee – WIU, fall 2018
- SHouse; Member – Council for Instructional Technology – WIU, fall 2018
- SHouse; Panel Member; FIND YOUR FIT: HOW TO FIND THE RIGHT COLLEGE PROGRAM FOR YOU – Mobile, AL; March 2018
- Hadley Kamminga-Peck (Head of Directing/History)
 - Hadley Kamminga-Peck; copy-editor; Dale Carnegie; December 2018
 - Hadley Kamminga-Peck; conference presenter; Gender-Flipping Shakespeare: Joys, Challenges, and the Bottom Line; Statera Conference in Milwaukee, WI; Oct. 5-7, 2018
 - Hadley Kamminga-Peck; director; March Tale; WIU Horrabin Theatre; October 2018

- Hadley Kamminga-Peck; co-author; "Gender-Flipping Shakespeare: Joys, Challenges, and the Bottom Line"; Statera Arts Blog; 17 November 2018
- Hadley Kamminga-Peck; Dramaturg; Richard III and Edward III; Colorado Shakespeare Festival, Boulder, CO; June-August 2018
- Hadley Kamminga-Peck; Ad hoc Season Selection Review Committee; WIU Theatre & Dance; spring 2019
- Hadley Kamminga-Peck; Mainstage Season Selection Committee; WIU Theatre & Dance; fall 2018
- Hadley Kamminga-Peck; Ad hoc DWE update committee; WIU Theatre & Dance; fall 2018
- Hadley Kamminga-Peck; Discover Western; WIU Theatre & Dance; 15 September 2018
- Hadley Kamminga-Peck; COFAC International Student Recruitment Committee; WIU COFAC; fall 2018
- Hadley Kamminga-Peck; KCACTF; Madison, WI; November 2018 - January 2019
- Hadley Kamminga-Peck; Scenic Design class respondent; WIU Theatre & Dance; 17 October 2018
- Hadley Kamminga-Peck; Theatre 100 class interviewee; WIU Theatre & Dance; 19 October 2018
- Tammy Killian (Chair)
 - TKillian; playwright; MY SUMMER WITH TENNESSEE WILLIAMS; Spectral Sisters Productions - Alexandria, LA; October 2018.
 - TKillian; Workshop Leader - Teen Acting Workshop; South City Theatre - Pelham, AL; Dec 2018
 - TKillian; ALWAYS PATSY CLINE; Louise, WIU fall 2018
 - TKillian; HELLCAB; Acting Coach; WIU fall 2018
 - TKillian; BYOP; Director; WIU spring 2019
 - TKillian; Producer – 18 realized productions; WIU spring 2019
 - TKillian; West Central Illinois Arts Center – Battle of the Brushes; Contestant 2018 & 2019
- Bill Kincaid (Head of Performance)
 - Bill Kincaid, director, COMPLETE WORKS OF WILLIAM SHAKESPEARE (ABRIDGED), University of Indianapolis, January 2018
 - Bill Kincaid, author, PERFORMING SHAKESPEARE UNREHEARSED: A PRACTICAL GUIDE TO ACTING AND PRODUCING SPONTANEOUS SHAKESPEARE, Routledge Press (A Taylor & Francis Group), published March 2018
 - Bill Kincaid, program director, SHAKESPEARE UNREHEARSED, Cortland Repertory Theatre Youth Program, Cortland, NY, March 2018
 - Bill Kincaid, director, HAIRSPRAY, Crossroads Repertory Theatre, Terre Haute, IN, July 2018
 - Bill Kincaid, actor (Camillo), THE WINTER'S TALE, UpstART Theatre Company, Ouray, CO, July 2018
 - Bill Kincaid, production respondent, LADY WINDEMERE'S FAN, Valparaiso University, Valparaiso, IN, October 2018
 - Bill Kincaid, production respondent, BARBECUE, Indiana University Bloomington, October 2018
 - Bill Kincaid, chair, Department Personnel Committee, Department of Theatre and Dance, WIU, fall semester 2018

- Bill Kincaid, member, Play Selection Committee, Department of Theatre and Dance, WIU, fall semester 2018
- Bill Kincaid, teacher, Unrehearsed Shakespeare workshop, Kennedy Center American College Theatre Festival, Region 3, Indianapolis, IN, January 2018
- Bill Kincaid, teacher, Unrehearsed Shakespeare workshop, Indiana Thespian Conference, Indianapolis, IN, January 2018
- Bill Kincaid, teacher, Unrehearsed Shakespeare workshop, Southeast Theatre Conference, Mobile, AL, March 2018
- IN PROGRESS - Bill Kincaid, coordinator, Unrehearsed performances in Muscatine, IA, planned for April 2019
- IN PROGRESS - Bill Kincaid, coordinator/composer/lyricist, NEOLITHIC FAIRY TALES, an orchestrated family-oriented musical theatre piece planned for April 2020
- Adam Lewis (FYE Instructor)
 - Director/Actor—BYOP (Bring Your Own Play)
 - Director—OUTSIDE MULINGAR (WIU)
 - Actor—CRIMES OF THE HEART (Shawnee Summer Theatre)
 - Actor—CORIOLANIUS (Prenzi Players Theatre)
 - Actor—ALLS WELL THAT ENDS WELL (Prenzi Players Theatre)
 - Director—COMEDIE OF ERRORS (Prenzi Players Theatre)
 - Featured Player—Comedy Sportz Quad Cities
 - Featured Player—The Establishment Quad Cities
 - Featured Player—Guys in Ties (Traveling Improv Show)
 - Director—Showcase: New Friends – HELLCAB (WIU)
 - Director—DEBATE (WIU)
 - Actor—A Christmas Carol (Prairie Player Civic Theatre, Galesburg, IL)
- Rebel Mickelson (Costume Shop Supervisor)
 - RMickelson; Costume Shop Manager; Sense and Sensibility; WIU-Macomb, IL; February 2018
 - RMickelson; Costume Shop Manager; Avenue Q; WIU-Macomb, IL; April 2018
 - RMickelson; Puppet Creator; Avenue Q; WIU-Macomb, IL; April 2018
 - RMickelson; Costume Shop Manager; Dance Concert; WIU-Macomb, IL; April 2018
 - RMickelson; Costume Shop Manager; Joseph and the Amazing Technicolor Dreamcoat; Summer Stages-Macomb, IL; June-July 2018
 - RMickelson; Costume Shop Manager; Always, Patsy Cline; WIU-Macomb, IL; September 2018
 - RMickelson; Costume Shop Manager; Hellcab; WIU-Macomb, IL; September 2018
 - RMickelson; Costume Shop Manager; One Man, Two Guvnors; WIU-Macomb, IL; October 2018
 - RMickelson; Costume Shop Manager; Working; WIU-Macomb, IL; October 2018
 - RMickelson; Costume Shop Manager; A March Tale; WIU-Macomb, IL; October 2018
 - RMickelson; Costume Shop Manager; Distracted; WIU-Macomb, IL; October 2018
 - RMickelson; Costume Shop Manager; The Drowsy Chaperone; WIU-Macomb, IL; November

2018

- RMickelson; Costume Shop Manager; BFA Showcase; WIU-Macomb, IL; November 2018
- RMickelson; Costume Shop Manager; winter works Dance Concert; WIU-Macomb, IL; December 2018
- RMickelson; Costume Shop Manager; UCAB; WIU-Macomb, IL; January 2019
- RMickelson; Costume Shop Manager; Proof; WIU-Macomb, IL; February 2019
- RMickelson; Costume Shop Manager; Hand to God; WIU-Macomb, IL; February 2019
- RMickelson; Puppet Designer; Hand to God; WIU-Macomb, IL; February 2019
- RMickelson; Costume Judge; Halloween Concert; WIU-Macomb, IL; October 2018
- RMickelson; Organizer Rick Lyon Visit, Guest Artist for Puppetry, February 2018
- Lara Petrin (Instructor of Dance)
 - Lara Petrin, VIOLET, choreographer, Ozark Actors Theatre, Rolla, MO, summer 2018
 - Lara Petrin, CORPS de Ballet International Conference, Florence, Italy, July 17-21, 2018
 - Lara Petrin, CORPS de Ballet International, Board member, Treasure 2018-2019
 - Lara Petrin, Choreographer, PIPPIN; WIU
 - Lara Petrin, Choreographer, Winter DanceWorks Concert; WIU
 - Lara Petrin, Choreographer, Spring Dance Gala Concert; WIU
- Dan Schmidt (Technical Director/Production Manager)
 - Dan Schmidt, Technical Director, Sense & Sensibility, WIU, spring 2018
 - Dan Schmidt, Technical Director, Avenue Q, WIU, Spring 2018
 - Dan Schmidt, created WIU Theatre Dept. metal sign, WIU, Feb 2018
 - Dan Schmidt, Theatre Recording Studio acoustic foam paneling, WIU, March 2018
 - Dan Schmidt, designed & built Forest Walls for PAS Gala, WIU, March 2018
 - Dan Schmidt, Technical Director, Oh Freedom, BCA, April 2018
 - Dan Schmidt, Planner, Fry Day Recruitment Event, WIU, April 2018
 - Dan Schmidt, Technical Director/Lighting Designer, YMCA Circus, May 2018
 - Dan Schmidt, Technical Director/Lighting Designer/Sound Designer, Project Dance Company, June 2018
 - Dan Schmidt, Designer/Carpenter, WIU Broadcast Studio, July 2018
 - Dan Schmidt, Technical Director/Stage Manager/Sound Mixer, Joseph, WIU Summer Stage, summer 2018
 - Dan Schmidt, Technical Director/Sound Mixer, Always Patsy Cline, WIU September 2018
 - Dan Schmidt, Sound Designer, Hellcab, WIU, September 2018
 - Dan Schmidt, Technical Director/Sound Designer, One Man Two Guvnors, WIU, October 2018
 - Dan Schmidt, Sound Designer, Working, WIU, October 2018
 - Dan Schmidt, Technical Director/Sound Designer, March Tale, WIU, October 2018
 - Dan Schmidt, Sound Designer, Distracted, WIU, November 2018
 - Dan Schmidt, Technical Director, Vietnam Through My Lens, BCA, November 2018
 - Dan Schmidt, Technical Director, Drowsy Chaperone, WIU, November 2018

- Dan Schmidt, Technical Director, Winterworks Dance Concert, December 2018
- Dan Schmidt, Simpkins Theatre restoration, WIU, 2018-2019
- Dan Schmidt, USITT Conference Expo Booth Planner for Fort Lauderdale, WIU Spring 2018
- Dan Schmidt, Main Stage Selection Committee, WIU, fall 2018
- Dan Schmidt, Studio Season Selection Committee, WIU, fall 2018
- Dan Schmidt, USITT Conference Expo Booth Planner, WIU, fall 2018
- Dan Schmidt, USITT Conference Trip Planner, WIU, fall 2018
- Dan Schmidt, Technical Advisor, Rising Stars Theatre Camp, summer 2018
- Dan Schmidt, Planner, Marley Flooring in Simpkins 002, WIU, August 2018
- Dan Schmidt, Designer/Carpenter, Tanner Hall Trophy, WIU, August 2018
- Dan Schmidt, Designer/Carpenter, Theatre Dept. Homecoming Parade Float, WIU, September 2018
- Dan Schmidt, Scissor Lift Certification, WIU, April 2018
- DC Wright (Head of Movement)
 - Taught an SAFD Single Sword skills test and a Theatrical Firearms Safety Course in Utah
 - Fight Director for Three Musketeers at Syracuse Stage in New York
 - Directed November at WIU
 - Directed ONE MAN, TWO GUVNORS at WIU
 - Taught at the “Carnage in the Corn” stage combat workshop in Des Moines, Iowa
 - Instructor for the DAI Advanced Stage Combat Winter Workshop in New Orleans, LA
 - Co-Coordinator and Instructor for MACE's Winter Wonderland Stage Combat Workshop in Chicago, IL
 - Instructor at MACE's Theatrical Firearms Safety Course Intensive in Chicago, IL
 - Co-Coordinator and Instructor for Central Illinois Stage Combat Workshop, WIU
- Josh Wroblewski (Head of Lighting Design)
 - Lighting Designer—THE 39 STEPS
 - Lighting Designer—SENSE AND SENSIBILITY
 - Lighting Designer—THE GLASS MENAGERIE (Public Fit Theatre, Las Vegas)
 - Lighting Designer – SMALL MOUTH SOUNDS (Public Fit Theatre, Las Vegas)
 - Lighting Designer – ONE MAN, TWO GUVNORS
 - Lighting Designer – DROWSY CHAPERONE
 - Lighting Designer – ALWAYS, PATSY CLINE
 - Lighting Designer – PIPPIN
 - Lighting Designer—Young Playwrights Festival (Pegasus Theatre, Chicago)
 - Respondent for IHSTF

University Libraries

- Celebrated the scholarship of WIU authors for the 14th consecutive year, gathering the data, creating a bibliography, and holding a public reception. **This year’s bibliography cites 222 authors from WIU, who published 325 books and articles.**
- Continued membership in CARLI, allowing full access to free, fast, unlimited borrowing of library

materials through I-Share. **Our \$34,882 investment in I-Share gave us access to \$707,122 worth of additional materials.**

- Continued participation in OCLC, allowing us to borrow materials and get digital copies of journal articles from libraries across the country.
- Offered multiple CITR workshops for faculty, as well as professional development sessions on chemistry, NexisUni, and music resources.
- Hosted scholars researching material in the congressional papers of Thomas Railsback and Lane Evans.

Centennial Honors College

- **Support of Honors Staff Teaching.** The Honors staff taught a number of courses throughout the period of evaluation. In Spring 2018, Dr. Erik Brooks offered GH 299—*Innovative Ideas*, GH 299—*Mass Resistance* (Civil Rights Travel Course), GH 299—*Political Cartooning* (with D. McArthur, and AAS 451—*Research Methods in African American Studies*; and Rick Hardy offered GH 333—*Independent Studies*. In Spring 2018, Rick Hardy offered an uncompensated 8-week LIFE (Learning Is For Ever) adult evening class *Understanding the Bill of Rights*, at the Spoon River CC Community Center. In Fall 2018, Rick Hardy taught GH 299—*President’s Leadership Class* and GH 333—*Independent Studies*. And in Spring 2019, Ms. Alex Geisler taught one online section of GH 299—*Living Western’s Core Values*.
- **Dean’s and Associate Director’s Academic Activities.** Rick Hardy and Dr. Erik Brooks maintained their scholarly/professional activities during the period of evaluation. Dr. Brooks’ long list of accomplishments is also found in the Department of Liberal Arts & Sciences’ Consolidated Report for the College of Arts & Sciences.
- **Dean’s and Associate Director’s Publications.** During the period of review, Associate Director F. Erik Brooks’ had two books accepted for publication.

Center for Innovation in Teaching and Research

- CITR makes available unique software tools (Camtasia, HitFilm Pro, Adobe Creative Cloud, NVivo, etc.) through a laptop check-out program.
- Working with the Office of Sponsored Projects, CITR continues to maintain a Research Collaboration Database so faculty can find other researchers from the WIU campus in which they can collaborate.
- Provided statistical analysis and consultations:
Assisted faculty members in analysis of collected data. In all cases this involved a discussion of the best way to analyze data, including the type of statistics that should be used and how they should be reported.
- CITR administered the Provost Faculty Travel Award to support faculty traveling to research/creative conferences.

Travel Awards as of February 21, 2018					
	CAS	CBT	COEHS	COFAC	Totals
Applications Funded	19	13	16	14	62
Dollars Provided	\$9,150	\$6,324	\$7,553	\$6,141	\$29,168

- CITR assisted the campus community with building, revising, and administering surveys. Online surveys included (bolded titles denote surveys created for faculty, an asterisk (*) denotes a revised survey, additional distribution, and/or additional post-processing of previously reported surveys, italics denotes a new survey):
 - AOD Alcohol 101 Pre and Post Tests*
 - 2019 SERR Call for Abstracts

- AOD Beyond the Buzz Program Evaluation * (renamed)
- AOD Condom Card Game Pre-Test* and Post-Test
- AOD Deconstructing the Hookup Pre Test* / Post Test*
- *AOD Dollars and Sense Pre Test / Post Test*
- *AOD Healthy Lifestyle Pre Test / Post Test*
- *AOD Nutrition Jeopardy Pre Test / Post Test*
- AOD Satisfaction Evaluation *
- AOD Sex Jeopardy Pre Test / Post Test *
- AOD Step Up Pre-Test* / *Post-Test*
- APER Election - A&S (Senate Ballot)
- APER Election - COBT (Senate Ballot)
- APER Election - E&HS (Senate Ballot)
- APER Election - E&HS Runoff (Senate Ballot)
- ***Body Sensations, Sensitivity, & Personality ****
- C CMH Alumni Survey (Psychology)
- Chi Sigma Leadership Election Ballot
- CSEC Employee of the Year 2018
- Facilities Management Customer Satisfaction Survey
- Facilities Management Employee Satisfaction Survey
- *Faculty Space and Wi-Fi Needs Survey 2019*
- Gwangju Evaluation 2018
- International Admissions Fall 2018
- ***IPRA Career Toolbox***
- LIB 201 Course Evaluation
- Library Short Course Evaluation (Updated)
- ***Microaggressions School Personnel URC grant****
- New Administrator Orientation Evaluation
- New Employee Orientation Reception
- New Faculty Mentor Selection
- New Faculty Orientation Evaluation
- New International Student Orientation Fall 2018
- New International Student Orientation Spring 2019
- New Student Survey (SOAR Summer 2018)
- New TA Orientation Evaluation
- **Niabi Zoo Visitor Identity Survey**
- President's New Faculty Reception RSVP
- Provost Search Committee A&S

- Psychology Department Criteria Vote
- Psychology Department Workload Equivalents Vote
- Psychology Graduate Student Open House (Fall 2018)
- Psychology Merit Plan Vote
- Psychology Summer Rotation Plan Vote
- **Sexual Communication, Attitudes, and Behavior**
- **Student Athletics Interests and Abilities 2019**
- **Targeting Discretion 2.0: Decision Priorities in Policing**
- **The Role of Meaningfulness**
- WESL Instructor Evaluation Fall 2018
- WESL Program Evaluation Fall 2018
- WESL Program Evaluation Summer 2018
- Western Online Student Satisfaction Fall 2018
- WIU Master of Arts In History Online Degree Interest Survey
- WIU Survey of 2009 Baccalaureate Graduates
- WIU-QC Fall Student Survey

Global Education and Outreach

Study Abroad and Outreach (SA/Outreach)

Through the Title VI project, nine faculty members (Nursing, Biology, Education, Sociology/Anthropology, History, Music, Political Science) received funding to enhance their classes through the inclusion of global perspectives and multidisciplinary approaches.

Illinois Institute for Rural Affairs (IIRA)

- **Rural Community Economic Development Conference.** This is the 30th year we have hosted this conference, which provides speaking opportunities and continuous education to WIU scholars and academics from across the state. WIU faculty, staff, and graduate students attended this year.
- **Grant Funds.** Each year, we raise over \$1.5 million dollars in external funding for technical assistance outreach and research. WIU faculty members are often funded through our external funds.

Sponsored Projects

The mission of the Office of Sponsored Projects is to promote and support the scholarly activity of the WIU faculty. The following section includes the majority of our current year accomplishments and is organized by the functional areas of our office:

- Pre-Award
 - Continued OSP's on-going efforts to assist faculty in finding funding and preparing competitive proposals for submission to external agencies
 - Offered two "URC Technical Assistance" workshops. OSP also presented information at the new administrator orientation meeting, at new faculty orientation, and to graduate and undergraduate classes. OSP again offered the Faculty First Summer Grant Proposal Planning Program to faculty members completing their first year at WIU.
 - Participated in organizational and planning meetings for WIU's participation in the Illinois Innovation Network/Discovery Partners Institute and assisted in the preparation and submission of WIU's proposal requesting \$27M in capital funds.
 - Presented a general session workshop at the Quad Cities Grants Resource Fair presented by

Congresswoman Cheri Bustos and State Representative Mike Halpin.

- Coordinated internal grant competitions for faculty interested in submitting applications to the National Endowment for the Humanities' Summer Stipend Program and the National Science Foundation's Major Research Instrumentation Program.
- Worked cooperatively with CITR throughout the year. We combined our training schedules so that our offerings would be included in all CITR materials and attendees could register through either office (OSP or CITR).
- Continued to serve on a statewide subcommittee to bring uniform processes and procedures to state agencies and their grantees in accordance with the Government Accountability and Transparency Act (GATA) and was a member of the Illinois Department of Human Services' Grants Focus Group.
- Updated WIU's registrations in both the Federal SAM system and the State of Illinois' pre-qualification systems for continued eligibility to submit Federal and State grant proposals.
- Attended the Spring 2019 Midwest Research and Graduate Administrators Forum in Bloomington, IL and the National Grants Management Association workshop in Springfield, IL.
- Completed and submitted the 2018 NSF Research and Development Expenditures survey.
- Participated in ongoing discussions about hiring an institutional grant writer and am slated to chair the search committee.
- Post-Award
 - The Post-Award Staff continued to work with WIU offices including Business Services, Human Resources, Payroll, Budget, Academic Services, Purchasing, uTech-AIMS, and others to stay abreast of changing procedures and forms.
 - Worked closely with Human Resources, Academic Personnel, Payroll, Business Services, AIMS, and Equal Opportunity Access offices in transition of grant personnel from A/P status to Civil Service.
 - Offered one-on-one post-award training sessions for faculty and staff.
 - Offered CITR Workshops for faculty and staff.
 - Continued to stay informed of policies and regulations at the federal, state and local levels, especially implementation of GATA, which is changing the management of State of Illinois awards.
 - Participated in GATA trainings to learn about state-wide changes and requirements.
 - Attended training in Springfield through the Illinois Emergency Management Agency.
 - Assisted WIU faculty in preparing new reports required by GATA to convey progress and project outcomes to external agencies.
 - Organized, updated, and processed grant files in accordance with the records retention policy.
 - Trained the new Grants & Contracts Associate Intern.
- Compliance
 - The Compliance Specialist presented a summary of the IRB history and importance, as well as the process for approval, difference between student projects, research, and quality improvement projects to several undergraduate and graduate classes both on the Macomb and Quad City campus.
 - Revised Continuing Review Notification process to reflect the changes with the New Final Common Rule that went into effect January 21, 2019.
 - Listened to Institutional Review Board's concerns regarding policies that may need revised or added to provide more guidance to researchers.
 - Attended the Annual Social, Behavioral, and Educational Research (SBER) Conference and the

Advancing Ethical Research (AER) Conference sponsored by PRIM&R (Public Responsibility in Medicine and Research) to learn about the new changes to the Common Rule and implementation techniques as well as new hot topics in educational research settings.

- Additional items completed include: Completing the IACUC Semi-annual review and Inspection of Facilities and submitting it for Provost review. As of last fiscal year the Office of Laboratory Animal Welfare (OLAW) no longer requires WIU to report as we do not have any USDA covered animals, nor any PHS funded grants involving animals. WIU will continue to conduct animal research at the same standard even though we no longer have to report to a government agency. Also, completed the annual Human Subjects Research integrity/non-compliance report to the Office of Research Integrity.
- Clerical/Administrative
 - Assisted with the training the new Grant and Contracts Associate intern and helped with year-end close out activities/
 - Determined correct fit for office administrator position; created, interviewed and filled Office Support Specialist position/
 - Worked closely with OSP post-award staff, Human Resources, Academic Personnel, Payroll, Business Services, AIMS, and Equal Opportunity Access offices in transition of grant personnel from A/P status to Civil Service.
 - Continued to participate in meetings for institutional grant writer. Conducted research regarding peer institutions and external companies who could provide this service to the institution. Created job description for position and will launch search process soon. President Thomas would like to have position filled by July 1.
 - Created a new Intellectual Property / Technology Transfer webpage. Worked with consultant to bring awareness of IP/TT to campus. Met with faculty one-on-one and conducted CITR workshops.
 - The Director served as Treasurer/Past Treasurer for the National Council of University Research Administrators (NCURA). She also chairs the Financial Management Committee and serves on the Educational Scholarship Fund committee. Director is also traveling faculty, teaching a Fundamentals course, for NCURA at both the National and Regional levels. Director is co-chair of NCURA Financial Research Administration conference to be held in March 2020.
 - The Director served on two statewide committees as part of the Grant Accountability and Transparency Unit (GATU) under the State's Governor's Office of Management and Budget (GOMB). She served on the Financial Reporting and Indirect Costs subcommittees.
 - OSP continues to help out at WIU and the community. During this year the staff volunteered for Move-In Day and Paint the Paws; organized a holiday donation program to assist others in our community; participated in faculty research by traveling to: farm ground to watch a bobcat capture, analysis, and release; the Mississippi river to take part in electrofishing with Asian Carp; and to the Quad Cities Manufacturing Lab to better understand the research that is conducted there.
 - Continues to focus on receiving our full facilities and administrative cost recovery so the office is able to fund more faculty projects. University policy states OSP should receive 35% of the facilities and administrative cost recovery; however the Vice President for Administrative Services office takes about \$90,000 annually out of the distribution pool to pay for other University needs. This results in a reduction of income to OSP that could have funded an additional six or seven faculty URC projects. This will continue to be a goal for FY20 as it has been for the past eleven fiscal years.

University Advising and Academic Services Center/Council of Academic Advisors (UAASC/COAA)

Advisors are encouraged to participate in on-campus professional development activities including those offered by the Leatherneck Advising Academy, COAA's Professional Development Committee and CITR. They are also encouraged to attend and participate in NACADA's National Conference, NACADA's

Region 5 events, and ILACADA's State Conference. Due to the budget, most advisors who attend or participate in the NACADA and/or ILACADA events do so at their own expense.

2. Fiscal Responsibility and Accountability

College of Fine Arts and Communication

- The College of Fine Arts and Communication understands the financial necessities of the times. We collaborate fully with the university in an effort to be fiscally responsible and continue to maintain excellence and student needs as our priorities.
- Through retirements resignations and restructuring COFAC has cut positions and returned over \$4,000,000 to the personnel budget in permanent and one-time cuts since 2015-2016.
- ART continually looks for ways to reduce the costs of material and studio costs through reusing and recycling materials as well as refurbishing, restoring, or acquiring donated tools and equipment.
- ART Student groups have developed several fundraising events to help support student conference fees, fieldtrips, and visiting artists and workshops. The Department's Annual Art Sale, held during finals week every semester, has become a popular and anticipated event with a percentage of proceeds going to support department and student activities.
- Printworks is an annual fundraising effort by the printmaking program to help raise fund to attend the Southern Graphics Council International conference. Spring 2018 nine students were able to attend SCGI in Las Vegas
- The Kappa Pi ART Honors Society also holds several fundraising events as well as charitable events each year
- BC&J tries to be very frugal with the limited funds that the department has. The department removed all office telephones, except for the department phone.
- BC&J department tries to use email and social media as much as possible to recruit and cut down on postage costs.
- COMM have been removing phones from faculty offices, eliminating faculty travel support, eliminating faculty computer upgrades, nearly eliminating equipment and instrument upgrades and purchase, restricting use of the photocopier machine, and severely curtailing any and all expenses. Ensemble tours have been cut short/rescheduled and recital programs are now being printed on lesser quality paper. As budgets continue to shrink, we will continue to cut.
- SPA will continue to utilize clinic funds to alleviate whatever burden from our appropriated budget that is possible for facilitating faculty and students
- SOM has been removing phones from faculty offices, eliminating faculty travel support, eliminating faculty computer upgrades, nearly eliminating equipment and instrument upgrades and purchase, restricting use of the photocopier machine, and severely curtailing any and all expenses. Ensemble tours have been cut short/rescheduled and recital programs are now being printed on lesser quality paper.
- T&D are constantly looking for ways to cut our production costs. Our production budget for this year is a little less than last year's budget. We also look for ways to scale down productions to keep construction expenses to a minimum. We've planned to cut two Studio Shows next year. This will leave us with 8 shows in the Studio. We believe this will help reduce our overall budget.
- T&D have reduced the amount of money spent on guest artists. We try to book guest artists who live in Illinois or the Midwest. And we try to find those who are willing to visit/teach for free to keep expenses down.
- T&D are continuing to do one "Green Show" each season. Our 2019-2020 Green Show will be ARCADIA.

University Libraries

- Hired Katherine Lawson, whose position includes responsibility for university records management. She completed an updated university-wide records retention schedule, which has earned approval from the president and is awaiting same from the State Commission in Springfield. State law requires Western

Illinois University to have a Records Management program for the retention and disposition of State Records. *5 ILCS 160/State Records Act*

- CARLI membership gave us access to collections, training, subsidized databases and services, infrastructure, a shared catalog, as well as reduced prices for delivery service and for multiple databases. **For every dollar we invested in all CARLI activities, we received \$3.53 in services and resources.**
- Coordinated the decommissioning of the virtual VPS Linux server while ramping up a more cost effective remote *Drupal* system, saving the libraries costs in subscription fees.
- Programmed new procedures and scripting to leverage existing on-campus Unix systems to stream audio files from local servers, saving on storage/bandwidth subscription costs.
- Encouraged students with lost books to buy replacements rather than pay fines, so that we maintain the collection.
- Inventoried the approximately 19,000 scores in the Music Library, as well as the collections in Curriculum Library, Quad Cities, and Reference. Began inventory of Malpass collection.
- Inventoried the (non-book) contents of Malpass, Music, and Curriculum Libraries.
- Conducted an ongoing survey to measure user satisfaction with our Reference Email Service.
- Replaced 46 of our oldest computers with 5-year old hand-me-downs from uTech.

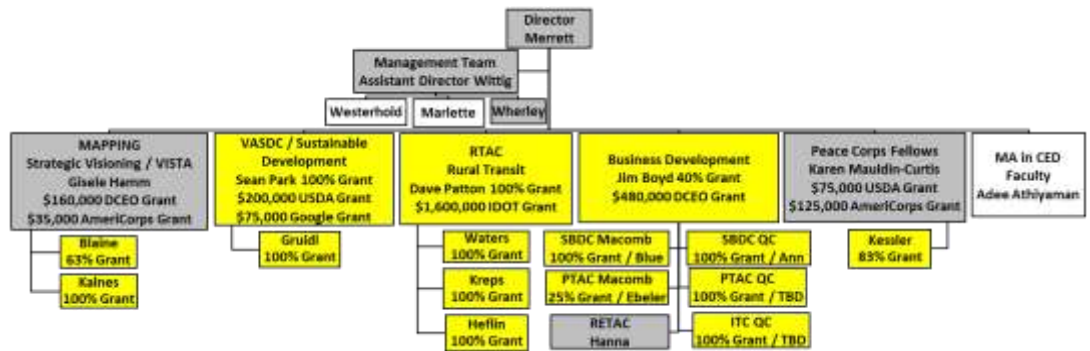
Illinois Institute for Rural Affairs (IIRA)

- The IIRA can measure its fiscal responsibility and accountability through its ability to cut its budget by **50.4%**, representing about \$853,000, while still managing to deliver on its mission of research, teaching, and technical assistance outreach (**Table 2**). In fact, the IIRA actually increased its outreach and teaching programming during the state budget impasse. The IIRA started a new MA in CED degree. It also added a Small Business Development Center on the WIU-QC campus and is in the middle of opening up a second PTAC on the WIU-QC campus.

Table 2. Budget Decreases since State Budget Impasse, FY2017 to FY2020

Budget Year	Budget	Budget Reduction	Percent Reduction
FY2017 (<i>Budgeted</i>)	\$1,704,419		
FY2019 (<i>Current</i>)	\$1,089,534	\$614,885	36.1
FY2020 (<i>Proposed</i>)	\$845,879	\$243,655	22.4
Total Cuts FY2017 to FY2020		\$858,540	50.4

- The IIRA managed to increase its programming while it downsized its appropriated budget and personnel using two strategies. First, the IIRA moved more of its employees onto external grant dollars. The figure below shows how many IIRA employees are supported in part or entirely on grant dollars (**Fig. 1**). The boxes shaded in yellow show employees paid in part or entirely through grant dollars. The grey-shaded boxes show employees whose salaries provide appropriated salary match required for us to receive the external grants. About 65% of IIRA staff are paid at least in part from external grants. Just over 45% of IIRA staff are paid 100% from external grants. Second, the IIRA increased its external funding. We managed to increase the funding received from agencies such as the DCEO. We continue to search for external grant opportunities.
- **Figure 1. IIRA Organization Chart Identifying Grant Support for Employee Salaries, 2019-2020**



a. Identify further efficiencies to meet challenges in the FY19 and FY20 budgets

College of Arts and Sciences

Possible reorganization of some programs and departments are still being discussed. The College office has eliminated one of the Associate Dean positions and one of our office support staff positions. The College's IT position was also eliminated.

College of Business and Technology

An extensive reorganization and downsizing project removed approximately \$1,700,000 from the budget.

College of Education and Human Services

- Due to retirements and resignations, not all faculty positions were replaced in FY19. Those positions that were replaced were filled with people who had lower starting salaries. Additionally, because of the timing of some resignations, some courses were taught by adjuncts, chairs/directors, or canceled.
- Staff positions (clerical staff member in advising and faculty assistant in Interactive Multimedia Lab - IMM) were also not replaced. The IMM lab will likely not be open next year in order to save costs.
- Additionally, departments have looked at ways to reduce expenditures in their operating budgets. For example, some faculty have volunteered to or have given up their telephone lines. All COEHS entities will continue to review expenditures to determine their necessity.
- Shared faculty across academic units when appropriate to reduce adjunct costs.
- Reorganization as well as projected staffing and operational cuts will impact FY20 expenditures but it is too early to determine the full impact at this time.

College of Fine Arts and Communication

The College of Fine Arts and Communication continually scrutinizes all budgets for savings opportunities while striving to maintain excellence that is at the core of the College mission. Through partnerships, collaborations with external stakeholders, a strong investment in fundraising and friend raising as well as an investment in our community, enable the college to increase operations in many areas with little to no new capital investments. The College continually works in cooperation with the WIU Foundation to showcase the talents of the College and the University at numerous events and happenings in the region.

University Libraries

Identified ways to save \$161,000 from materials budget:

- Cancelled low use journal titles and a large journal package from Elsevier
- Negotiated with journal supplier to waive 3.9% service fee for two expensive packages
- Reduced chemistry journals and database package to lower costs while staying within accreditation guidelines
- Cancelled a couple of databases for FY19 and began a comprehensive review process in preparation for cutting several more for FY20

Centennial Honors College

We have scaled back significantly on travel, professional conference activities and supplies. Likewise, the Honors College has been able to postpone the purchase of new computers, by having old computers repaired, and has worked hard to repurpose materials and purchase materials by comparison shopping. Still, our budget remains tight.

Center for Innovation in Teaching and Research

The following were identified changes proposed to the interim Provost November 30, 2018.

Operating	This Year Returned	Next Year Returned	Current Status
End NFO Lunch		\$1,848.51	"Lunch on your own" planned" for August
End Adobe Software licensing for CITR staff and faculty laptops	\$4,402.30	\$4,402.30	License ends June, no renewal planned
End Qualtrics Licensing for research surveys	\$3,000.00	\$3,000.00	License ends April, no renewal planned
Cancel Research Awards Program	\$2,143.00	\$2,143.00	April program is canceled
Advisor Award/Plaque		\$310.00	Excellence Award and plaque will be discontinued
Summer Academy	\$1,000.00	\$1,000.00	Summer Academy will use open-source technology
Unused Operating	\$24,000.00	\$40,000.00	
Provost Travel Award Deficit Covered	\$3,945.20		CITR covered travel commitments unable to be covered by Provost
Phone Line Reduction	\$201.60	\$345.60	Number of staff lines reduced from five to two.
Fax	\$67.20	\$115.20	Fax line canceled

Global Education and Outreach

- Center for International Studies (CIS)
 - Reduced digital advertising for international recruitment.
 - Did not print international brochures. Will revise and print in FY20.
- International Student Services (ISS)

Continued to cosponsor activities with other departments to share costs.

- Study Abroad and Outreach (SA/Outreach)
 - The Outreach unit adopted a marketing strategy that relies on online technology.
 - Youth Enrichment Program (summer camps) depends entirely on registration fees. Consequently, no appropriated money is used to subsidize camps.
- Western's English as a Second Language (WESL)
Negotiated lower copier charges with Ricoh

Graduate Studies

Further exploring cost-effective ways (e.g., email and other electronic methods) to distribute information to current and prospective students, graduate program personnel, and stakeholders.

Illinois Institute for Rural Affairs (IIRA)

- **Learning How to do more with Less.** In FY2019, we expanded our external funding, while we reduced our staff numbers. We will continue to explore ways to increase our efficiency in this manner.
- **Ongoing Budget Scrutiny.** At our weekly management meetings, we discuss the budget as our first agenda item. We discuss spending priorities and decide whether expenditures are necessary to complete our mission.
- **Increased Use of Technology to Reduce Expenses.** An example of this includes teleconferencing to reduce travel to meetings and delivering our MA in CED in a hybrid format.

Registrar

- **Limit Spending to Essential Needs Only** – The Office of the Registrar has very consistent, conservative expenditures, and has limited spending to essential needs only. The office has also begun shifting as many costs as possible to our local accounts, which are funded through duplicate diploma and expedited transcript requests.
- **Streamlined Compensation Process for Band and Orchestra Members** – Collaborated with Business Services and the School of Music to streamline the compensation process for band and orchestra members who play at commencement ceremonies. The new process credits the student's bill, rather than using a cash-based model.

Sponsored Projects

OSP laid off Office Support Specialist. Will potentially increase Graduate Assistantship hours in the fall to assist in coverage for the office. OSP is looking at reallocating office duties among the staff.

University Technology

- Reduced operating budget for FY2020 and beyond by \$160,000. Eliminated multiple internal tools to help offset the reduction.
- Eliminated 23 positions from FY2019 to FY2020. This is a reduction of 29%. Since FY2014, uTech has reduced FTE by over 60%.
- Helped to identify, locate, and scrap older technology in conjunction with Property Accounting to reduce the time and effort needed to locate and inventory outdated technology.
- Replaced most faculty and staff virtual desktops in favor of traditional workstations with the intention of replacing all virtual desktops by April 2019.
- Assisted PARC, the Server team, and AIMS in implementing RFID asset tracking and assisted PARC in re-tagging devices across campus.
- Merged two student worker roles (electronic classroom facilitator and uTech lab assistant) to gain efficiencies.
- Saved approximately \$55,000 in the summer 2018 lab computer upgrade project by replacing

Macintosh computers running Windows operating system with PCs.

- Reduced the number of lab workstations in general use labs to match usage levels and improved workstation offerings (e.g., installing dual monitors).
- Beginning datacenter server/storage redesign to operate more efficiently while keeping licensing and maintenance costs low. Reducing physical machines and maintaining processing power and storage space is a cost savings effort that has no negative business impact.
- Moved T1s from Frontier to McDonough Telephone. Significant reduction in monthly charges with change to McDonough. We are not charging departments for the monthly fees from McDonough for their toll free services, \$5 each, around \$105 per month.
- Adding more users to Fax Server resulting in cost reductions for departments not having to buy Fax Machines.
- Encouraging departments to call 62200 for QC campus to reduce their long distance charges.
- Implemented new SMS solution for CITR and Admissions resulting in significant savings to departments needing to send out mass text messages.
- Continued to eliminate hardcopy printouts sent to our mainframe printers.
- Restructured Macomb and Quad Cities Internet egress to reduce annual maintenance expenses.
- Implemented new test scoring system, which resulted in a cost savings of approximately \$10,000 annually.

b. Identify alternative funding sources

College of Arts and Sciences

- Grant and sustained and increased foundation support.
- Working with Ms. Becky Paulsen and Dr. Joseph Rives to identify businesses and other partners and collaborators to support our programs and students.

College of Business and Technology

- The Schools of Engineering and Agriculture obtained several research grants and outside contracts and have applied for several new grants, as well as the renewal of others.
- The School of Engineering received a Carver Foundation Grant for \$495,000.
- The School of Agriculture initiated a yardage fee for the Bull Test Station, the Ag Legacy sale and Banner fund drive. All were successful.
- Justin Ehrlich from Computer Science received a \$295,000 grant to develop software to help autistic children.
- Faculty and administrator from all of the discipline are actively working in their professions to secure support for their programs and students.

College of Education and Human Services

- External grants awarded to COEHS were alternative funding sources for the College.
 - CBPECE: Provider Connections Credentialing and Enrollment grant from the Illinois Department of Human Services, Bureau of Early Intervention (\$410,933)
 - CBPECE: STARNET grant funded through ISBE (\$978,500)
 - CBPECE: Indirect Cost Recovery funds generated from CBPECE grants (\$148,794)
 - C&I: Professional Development for Teachers of Young Children from the Chicago Mercantile Exchange Foundation (\$80,000)
 - ES: Title VI federal grant, Communities as Agents of Change: Language and Area Studies for a Sustainable Future, was funded again this year (\$136,899)

- ES: Team LEAD grant and the EIR grant (combined total \$130,000)
- KIN: Coaching seminar, crowd funding, fundraising activities. Granting writing capstone experience from two graduate students, department received \$1500 toward purchase of wheelchair and equipment for CPR training.
- RPTA: Continued to secure funding from the U.S. Fish and Wildlife Department and the Intel Corporation; awarded a \$10,000 grant from Illinois Park and Recreation Association.
- Funds were raised through various activities sponsored by academic units and/or the COEHS Development Office.
 - In calendar year 2018, a total of \$1,025,189.41 was raised in pledges, planned giving or outright gifts.
 - \$475,000 combined in outright and planned gifts for the LEJA Improvement Fund which led to the creation of the Criminalistics Lab
 - \$76,000 gift from the Tracy Family Foundation in support of the Great River Teacher Corp (GRTC)
 - \$25,000 pledge to create the Greg and Dorothy Chapman Community Policing Scholarship
 - \$25,000 pledge to create the Lois E. Liehr Education Scholarship
 - \$25,000 gift from the Wesley United Methodist Fellheimer Trust to support GRTC
 - \$25,000 to establish the Clyde Cronkhite Scholarship
 - \$25,000 to establish the Robert and Sandra Collier Scholarship
 - \$22,000 gift for the Grice Family Education Endowment
 - \$19,000 pledge to fully endow the Anita Magafas Scholarship
 - Two \$10,000 pledges to the creation of the Lupton Outdoor Education Building at Horn Field Campus (to date, the amount of funds collected for the Lupton Outdoor Education Building is \$138,000)

College of Fine Arts and Communication

- ART department faculty and staff continue to develop relationships with organizations, businesses, and community members who are willing and able to donate funding, materials, and equipment.
- Each year, BC&J department seeks table sponsors for our annual banquet with funds going to provide scholarships for our students.
- BC&J Alumni are contacted and asked to support student travel to conferences.
- The WIU Speech-Language Hearing Clinic operates as a no fee clinic.
 - Hearing aid fees
 - New devices
 - Repairs
 - Warranties
 - Accessories
- The WIU Speech-Language Hearing Clinic is currently contracting with three school districts to provide their speech services:
 - Our clinic has a contract with Macomb Schools to service Edison Elementary
 - Our clinic has a contract with West Prairie North to service their students.
 - South Building providing services (RTI)
 - Our clinic has a contract with VIT to service their students.

The money we earn from these contract services is instrumental in running our Summer Camp (i.e., developing Sensory Room, paying occupational therapist (OT), paying for additional speech supervisor in the summer, and training our faculty who are supervising in the Sensory Room, and any other clinic or department need).

- The WIU Speech-Language Hearing Clinic continues to receive rent from the Regional Office of Education #26-Special Education Coop (\$2500/annually).
- Educational audiologist uses our booth and audiology equipment
- SOM continues to seek outside funding for graduate assistantships through churches and schools in the area. We have started an aggressive fundraising campaign to start replacing our aged piano inventory.
- T&D was able to fund raise from the community for our BFA SHOWCASE. We raised money specifically to bring in casting agents from NYC (Ally Beans, and Lori Kay) to respond to the show and do workshops with the senior students
- MST has negotiated numerous external graduate assistantships across the tri-states region.

University Libraries

- A total of \$75,321 was raised for University Libraries in calendar year 2018 in the form of pledges, outright cash and planned giving.
- The largest gift received in 2018 was in the form of a planned gift of life insurance in the amount of \$40,000 for the establishment of the University and Regional History Endowment Fund, which supports the Archives & Special Collections Unit.
- Of the \$75,321 raised, \$8,661 was in the form of Gifts-in-Kind. The largest gift in kind in 2018 was the donation of the 1895 mahogany desk, by Attorneys Kent Slater and Alison Vawter, which was formerly in the office of WIU Presidents.
- Received a \$1,000 donation in memory of Robert Young, for the purchase of agriculture books.
- Realized \$7,173 from sale of withdrawn items and donations not added to the collection (Thrift Books).
- Organized books sales at the Music Library (raising \$523) and the Curriculum Library (netting \$600).
- Received 704 new books from the Children's Literature Examination Center, with items going to the Curriculum Library, the Quad Cities Library, and the graphic novels collection in Malpass Library
- Acquired hundreds of donated books, scores, and CDs for the collections from the Phi Delta Kappa WIU chapter, the Curriculum & Instruction Department, New Copperfields Booksellers, and many individual donors. Items were cataloged and processed for Malpass Library and all three branch libraries.
- Acquired multiple local materials for Special Collections, including slides of historic Macomb images, A.L. Hainline materials, McDonough and Hancock County Bar Association documents, and many others

Centennial Honors College

- **The 1983 Centennial Society.** During the period of review, Dr. Erik Brooks, in conjunction with the Foundation Office, continued to promote *The 1983 Centennial Society* (Theme: "Celebrating our Founding while Supporting our Future"). Its purpose is to identify donors and provide them with various levels of membership. Invitations were mailed to alums in Spring 2018.
- **External Grants for the Honors College.** During the period of evaluation Dr. Erik Brooks met with Ms. Shannon Sutton of the WIU Office of Sponsored Project to explore grant opportunities to fund the refurbishing of Simpkins Hall. We are currently waiting for the final approval of the project before we can apply for grants.
- **The President's Executive Institute (PEI).** During the period of review, Rick Hardy served on the President's Executive Institute (PEI), headed by Vice President Joe Rives and Ms. Becky Paulsen, to explore ways to secure external funding.

Global Education and Outreach

- Center for International Studies (CIS)
 - Worked with Alumni Relations to increase international alumni contact and donors.
 - Proposed to administration increasing international application fee, OPT administrative fee, and enrollment deposit upon acceptance to increase international travel and advertising budget.
- Study Abroad and Outreach (SA/Outreach)
 - Development and Implementation of a new initiative: COMMUNITY EXPEDITIONS. This initiative organized a trip to London with the support of Dr. Goldfarb.
 - Outreach continues providing sponsored credit programs in the region. These initiatives benefit teachers from Illinois (Sterling, Moline, Rock Island and Mundelein) as well as other professionals in the area of sports and recreation (see below for more information). These training opportunities generated \$85,771.31.
 - The Outreach unit provided training program too teachers from Myanmar and Chinese youth. These workshops generated \$80,542.
 - The Outreach unit provided Officer Training. These workshops generated \$33,300.
 - Crowdfunding initiatives: Passports for Students and Scholarships for Camps are developed in coordination with the Foundation.

Graduate Studies

- Continue to work with WIU Foundation to develop external funding sources for the School of Graduate Studies
- Met with VP Brad Bainter on 9/7/18 to talk about School of Graduate Studies fundraising
- Emphasized the significance of external funding sources for all individual graduate programs

Illinois Institute for Rural Affairs (IIRA)

- **Expand Existing Grants.** We expanded our SBDC / PTAC grants in FY2018. We will continue to explore this kind of opportunity in other grants, too.
- **New Grants.** We have applied for new grants that we have not applied for in the past. For example, in FY2019, we applied for a Google Impact Challenge grant. Out of 170 applicants, we were one of 10 proposals to be awarded \$75,000. We are currently looking for new grant opportunities for FY 2020.
- **Foundation Grants.** In the past, we received \$10,000 from the Moline Foundation to support our MA in CED. In FY 2019, we secured a graduate assistantship from the Regional Development Authority in the Quad Cities. These funds came from a consortium of community foundations.
- **Sponsorships.** We secured new sponsors to support our annual conference and Midwest Community Development Institute (Midwest CDI) workshop. Sponsors include Ameren and Hoosier Energy.
- **Fee for Services.** We identified new clients for services (e.g. economic impact studies) who pay for our services. One recent example includes a \$25,000 contract from the Illinois Corn Marketing Board.
- **Partnerships.** We currently host the Rural Sociological Society. This partnership provides funds for salary, as well as a graduate assistantship.

Registrar

- **Utilized Expedited Transcript Charge** – We continue to utilize funds from the expedited transcript charge to cover expenses directly related to transcript processing. This allows us to alleviate the reduction in operating dollars over the past several years. Since this time last year, \$33,266.40 was generated from the expedited transcript charge, a 23% increase from last year.
- **Duplicate Diploma Request Funds** – We also continue to utilize local funds obtained through processing requests for duplicate diplomas to cover the expense of ordering new diploma stock, as needed. Since this time last year, \$4,949.00 was generated from the duplicate diploma charge.

University Technology

- CAIT continues its efforts to sell directly to individuals a subscription services for the i-Pathways High School Equivalency test preparation curriculum.
- CAIT is piloting a program with the Outreach and Technical Assistance Network (OTAN) to provide i-Pathways to adult education programs and county jail facilities throughout the state of California.
- CAIT has secured i-Pathways licensing agreements with JPay and Pay Tel Communication to provide adult basic education curriculum to their respective correctional populations where their technology is deployed. JPay's parent company is also interested in a classroom model of i-Pathways.
- CAIT is collaborating with University of Illinois's Indoor Climate Research and Training group to develop a learning management system and convert their face-to-face curriculum online. The goal is to expand this project outside of Illinois in an effort to generate a new revenue stream.
- CAIT is continuing efforts with Penn State University's College of Medicine to develop a Mandated Reporter training that can be marketed nationally and adopted by other states.
- Collaboration with ISU has enabled uTech to obtain newer, used technology for the University to replace older technology. Replaced over 50 older computers (2011 and older) on campus using technology from ISU.
- Claimed a used EMC array from state surplus which was rebuilt and created a 100TB pool of storage. This array is currently in use for backup and archive storage.

c. Develop and refine college priorities in fundraising

College of Arts and Sciences

Working with Ms. Amy Crosby, college priorities have been discussed and are in motion; the top two are: Support of undergraduate and graduate research; equipment, lab, and classroom support.

College of Business and Technology

- CBT priorities are scholarships and technology support.
- Other needs include student recruitment and faculty development.

College of Education and Human Services

FY19 Development fundraising priorities included:

- Technology — Upgrade three electronic classrooms = \$26,500
- Equipment
 - RPTA Van = \$35,000
 - Kinesiology Classroom upgrades = \$110,000
- Great River Teacher Corp (GRTC) = \$355,000 annually for a class of twenty students
- Facility Upgrades:
 - Preschool Playground Renovations = \$100,000;
 - Refurbish one gym floor in Brophy Hall = \$100,000;
 - HFC Lupton Outdoor Education Building = \$750,000;
 - Preschool Center Safety Upgrades = \$10,000
- Scholarships – Ongoing = \$25,000 each

College of Fine Arts and Communication

The college has an extensive list of priorities on departmental needs in collaboration with our foundation development officer

- COFAC

- SummerStage
- Performing Arts Society
- Support All Department Goals
- Art Gallery
 - Upgrades to the current Art Gallery
 - Funding to support bringing in artists and exhibits
- Department of Art
 - Student Scholarships
 - Exhaust and ventilation upgrades for Garwood Hall studios (per NASAD requirements)
- Broadcasting and Journalism
 - Student Scholarships
 - Funding to purchase new equipment
 - Examples: Audio Lab Renovation
 - Panasonic Cameras and tripods
- Communication
 - Freshmen Recruitment Scholarships and Transfer Student Scholarships
 - Full Funding for Career Prep Day Lunch
- Speech Pathology and Audiology
 - Funding to support the SPA Clinic
 - Undergraduate Scholarships
 - Graduate Scholarships/Assistantships
- School of Music
 - The Steinway Project – WIU to become an ALL STEINWAY SCHOOL
 - Practice Room Upgrades and retrogrades
 - Improved sound dampening across all spaces
- Department of Theatre & Dance
 - Undergraduate Scholarships & Graduate Assistant Scholarships
 - Funds to send students to KCACTF
- Museum Studies
 - Funds to help students travel to conferences
 - Student Scholarships

Centennial Honors College

- **Short-Term Priorities.** Scholarship funding is imperative. While we are grateful for the new Centennial Scholarships, Presidential Scholarships, and other scholarships administered by the Admissions and Foundation Offices to help us recruit freshmen and transfer students into the Honors College, we also are in dire need of scholarships for students *already* in the honors college.
- **Long-Term Priorities.** President Jack Thomas, with the support of the Board of Trustees, has given the Honors College the green light to relocate in Simpkins Hall. Rick Hardy and William Brewer formed a Task Force on Simpkins Hall to contract with an architecture/engineering firm to develop blue prints and

conceptual drawings. Rick Hardy is also working closely with the President's Executive Institute to cultivate private and corporate donors to complete the project.

Illinois Institute for Rural Affairs (IIRA)

- ***Systematic Prioritization Process.*** We do not have a *college* prioritization process because we are not in a college. However, the IIRA does set priorities for fundraising and grant writing in our monthly meetings, and through the strategic planning and consolidated annual report process. We examine existing programs and grant sources, identify possible new research and outreach opportunities, and reach a consensus about how to spend our time and effort. While we typically remain with long-running programs, each year we do identify one or more new grant opportunities to pursue. For example, in FY 2019, we pursued and secured a \$75,000 Google Impact Challenge grant.
- ***Monitoring the Status of Longstanding Federal Funding Partners.*** With each incoming President, we investigate how their policies might affect funding for federal agencies such as AmeriCorps and the Corporation for National Community Service. These agencies provide funding to support our Peace Corps Fellows and VISTA programs. If funding is cut for these programs at the national level, we will have to reprioritize how we fund these programs. Similarly, we monitor funding from other federal agencies from which we secure grant funds, such as the USDA and EDA (Economic Development Administration).
- ***Monitoring the Status of Longstanding State Funding Partners.*** We have a DCEO grant for \$160,000 that has not been allocated predictably to us since 2015. This funding uncertainty is forcing us to rethink how we manage our programs and raise funds for future program needs.

University Advising and Academic Services Center/Council of Academic Advisors (UAASC/COAA)

The COAA's Campus Affairs committee will continue their fundraising efforts in order to fund textbook scholarships through the Spring for Books program.

3. Enhance Academic Affairs Role in Enrollment Management and Student Success

College of Fine Arts and Communication

The College of Fine Arts and Communication revises and updates our RECRUITMENT AND RETENTION PLAN and our COUNSELORS PROGRAM GUIDE on an annual basis. Committed to the success of University goals and strategies for recruiting, retention and persistence and work diligently in efforts to achieve these goals.

Center for Innovation in Teaching and Research

- Director Runquist participates in the enrollment management committee led by Vice-President Williams.
- CITR developed an iOS/iPad app for use by admission recruiters that allows students to enter their contact information. This information can then be synchronized and transmitted to that office remotely. App distribution is being a bit cumbersome but will hopefully be resolved soon.

a. Increase focus on student internship opportunities

College of Arts and Sciences

CAS programs continue to have internship opportunities available such as WIU in DC. Please see: <http://wiu.edu/cas/about/internships/index.php>

College of Business and Technology

- The Department of Management and Marketing administered 66 internships, and the Department of Accounting and Finance administered 35 internships.
- Engineering, Engineering Technology, Supply Chain Management, and Construction Management students are required to complete an internship in their degree programs.

College of Education and Human Services

- COEHS: All COEHS programs emphasize student internship opportunities (often multiple opportunities throughout the programs)

- CNED: Changed internship courses for both programs from one semester to two semesters so that students had more time in the field; established a partnership with Robert Young Center so that practica students can see clients in the WIU-QC Counseling Center
- ES: CSP Higher Education Leadership track increased student participation in summer 2018 internships; Student Affairs track students all provided internship opportunities (number increased from 16 to a total of 24, which includes two new on-campus sites and four new off-campus sites)
- ES: EDL has state-required internships for both the principal and superintendent preparation programs
- HSSW: 54 SW students completed practicums; 42 (grad and undergrad) HS students completed internships
- KIN: ES & DIET students had opportunities to visit prospective internship sites in St. Louis; DOT Foods has developed internship opportunities for KIN students; three undergraduate ES students completed 10-week internships over the summer at the FOD/UANL; 11 graduate students successfully completed internships as their capstone experience at sites around the country
- RPTA: HM includes three internship/practicum courses within its curriculum (HM159, HM 357 and 459 Internship); revised undergraduate internship and graduate handbooks to be consistent with University Guidelines.

College of Fine Arts and Communication

- ART has made a strong effort to help students find internships both on and off campus. This year they have had eight students working as designers or photographers in different offices across campus and at least two with internships off campus.
- BC&J has always advised students to complete internship opportunities throughout their academic career. Students are also encouraged to apply for internships at Tri States Public Radio and University Relations on campus.
- SOM Internships and service learning opportunities are included in all of our degree programs and receive particular attention in Music Therapy and Music Business.
- T&D Students in the MFA and BFA programs are required to take either 9 or 12 semester hours of Professional Summer Credit (THEA 497/THEA 597). This is either working as an intern, an apprenticeship, or working professionally. Students are groomed from the time they enroll in WIU's Theatre program for these opportunities.

Centennial Honors College

- **Honors Recruitment.** The Centennial Honors College works closely with the Admissions Office to recruit students. During Fall 2018 and Spring 2019, the Centennial Honors College mailed ,075 personalized recruiting letters to qualified students, and to date have mailed 185 acceptance letters (compared to 132 in Spring 2018 and 51 in Spring 2017). The Honors College, of course, participated in all Discover Western and SOAR events, and attended many recruitment fairs.
- **New Articulation Agreements.** As noted repeatedly, in Spring 2019, Rick Hardy negotiated an honors-to-honors articulation agreement with Southeastern Community College in West Burlington, Iowa.
- **Honors College Student for a Day.** In Fall 2017, the Honors College initiated a pilot program called "Honors College Student for a Day." All students were presented WIU t-shirts and certificated commemorating their special day. The Honors College worked with Dr. Joe Rives and his staff to implement a modified version of this event for the Quad Cities in late April. Some 20 students participated.
- **Phi Theta Kappa Alumni Association.** To facilitate the transfer of honors students from community colleges, Rick Hardy continued to work with Western's Phi Theta Kappa Alumni Association in 2017-2018.
- **Tau Sigma National Honor Society.** Ms. Michele Aurand founded a chapter of Tau Sigma in Spring 2014 and continue to serve as its faculty advisor during 2017-2018. This is a national academic society for honor students who transfer to Western from other four-year institutions. In Spring 2019, Dr. Molly Homer and Ms. Krista Skein assumed responsibility for overseeing this honor society.

- **President's Reception for High School Students.** Rick Hardy worked closely with the Admissions Office to host 16 high school students and their guests at the President's House on February 7, 2018. Rick Hardy gave a brief talk about the Honors College and met individually with each student concerning the benefits of joining the honors college.

Center for Innovation in Teaching and Research

Served as an internship location for a Graphic Communication student during Summer 2018.

Global Education and Outreach

- Distance Learning/Bachelor of General Studies (DL/BGS)
University 490 Career Internship program experienced a 76 percent increase in credit hour production from FY2018 to FY2019.
- Quad Cities Outreach (QCO)
Currently, the office is supporting enrollment by participating in and conducting presentations on study abroad and outreach through S.O.A.R, Discover Western, and Experience Western.
- Study Abroad and Outreach (SA/Outreach)
 - Developing youth camps which showcase academic programs and campus
 - Active participation in Discover Western

Illinois Institute for Rural Affairs (IIRA)

- ***Peace Corps Fellows (PCFs).*** Each PCF serves an 11-month, 40-hour per week internship. We also provide internship opportunities in the IIRA. Last year, we hosted an MBA intern funded through the PCF program.
- ***MA in CED.*** Several of the students in the MA in CED program have internship opportunities. Examples of this include the Mercado on 5th in the Quad Cities, the WIU-Macomb SBDC, the WIU-QC SBDC, and the Regional Development Authority, which have each hosted one or more graduate student interns.
- ***IIRA Grant Funded Programs.*** We provide internship and meaningful graduate assistantship opportunities. Examples include interns and GAs serving in the Macomb SBDC and WIU-QC SBDC.

University Technology

CAIT provides student employment, graduate assistantship, and internship opportunities for Western Illinois University students in areas of application development, information technology and networking, web development, and graphic design. Students working with our development teams are given a real-world project experience as part of a production team with actual project deliverables and working under official project timelines. Students working with our customer support teams are given re-world experience interacting with end users and clients, and communicating their needs to the development teams.

b. Continue to expand Distance Learning opportunities

College of Arts and Sciences

Working with Dr. Joseph Rives and partnership with CCAF:

- ANTH: Working to provide an online B.A. Anthropology program that will compliment the Associates of Applied Science degree from the Community College of the Air Force as part of the Air University - Associates to Bachelors Cooperative (AU-ABC) program.
- CAS: Working with Dr. Joseph Rives to identify courses for the Community College of the Air Force (CCAF) General Education Mobile (GEM) Program.
- GEOG: Working to provide an online B.S. Geography degree as part of the Air University - Associates to Bachelors Cooperative (AU-ABC) Program.
- SOC: Working on an online B.A. in Sociology.

College of Business and Technology

- The BA and BB in Economics were offered online in Fall 2018.
- The BB in Management and BB in Accounting were offered online in Fall 2018
- Several CBT faculty members participated in the Zoom Project.
- Supply Chain Management and the Master of Accounting will be available online in Fall 2019.
- The faculty in Marketing and Management are working to offer degrees in Human Resource Management and Marketing fully online in the near future.

College of Education and Human Services

- Academic units in the College developed programs that can be completed fully online:
 - Undergraduate
 - LEJA: Converted entire LEJA and FS majors and four of its undergraduate minors (Homeland Security, Corrections, Security Administration and Fire Administration)
 - Graduate
 - C&I: Reading, C&I, LBS1 endorsement
 - ES: MSED in Professional Education; MSED Language, Culture & Education
 - HSSW: PBC in Health Services Administration
- COEHS programs increased the number of courses that can be taken online, hybrid or through Zoom.
 - C&I: Initiated the use of Zoom with one section of SPED 390
 - C&I: Developed RDG 587, RDG 589 and SPED 556 for online format
 - KIN: Developed KIN 319 for online format
 - RPTA: Developed RPTA 251 and RPTA 230 for online format
- COEHS academic programs extended their program offerings through cohorts or extension sites
 - ES: New Principal Preparation/MSED Extension sites were established in Sterling and Farmington which will house the complete MSED program
 - ES: Two new cohorts of the ESL/Bilingual Endorsement program were started
- COEHS programs explored dual enrollment opportunities.
 - KIN: NUTR 109 online for Cambridge students
 - LEJA: Intro fire course for Leydon High School and intro criminal justice course for Quincy High School

College of Fine Arts and Communication

MUSIC

We have completed the approval, curriculum and accreditation processes to begin a 100% online Master of Music in Music Education degree in Fall 2019.

Centennial Honors College

The Centennial Honors College now has five on-line honors courses on the books. We continue to explore expanding online offerings for honor students, especially during the summer months and for QC honors students.

Center for Innovation in Teaching and Research

- Two staff members are representing CITR by participating on the Distance Learning Planning Committee
- Worked closely with uTech to offer Zoom video conferencing software in several classes. Continue to promote the use of Zoom and train faculty on how to use this resource.

- Made updates to this online course checklist required for faculty developing fully online courses. As a result, a course template was created and is now applied to course shells prior to faculty developing classes in most instances.
- To help ensure compliance for visually impaired students that might be taking distance courses, CITR developed an accessible syllabus template. The template can be followed and helps to ensure compliance with standards. Each syllabus is checked for accessibility prior to completing the checklist mentioned above.
- Online Teaching FAQ was developed and offered through the CITR website to assist faculty in understanding the development process in place at WIU.
- CITR taught three sections of the Best Practices in Teaching Online course.
 - 46 faculty participated in the program.
 - Revised course with weekly video introductions.
 - Revised course home layout for easy navigation.
 - Revised course pages with Daylight page templates.

Global Education and Outreach

- Center for International Studies (CIS)
 - First four international students enrolled for online program from agent in Hong Kong.
- Distance Learning/Bachelor of General Studies (DL/BGS)
 - Worked on partnerships with local businesses with employer tuition reimbursement.
 - Worked with departments to encourage additional online minors to support BGS students.
 - Worked with Educational Studies to begin discussion of an integrated online BGS-MS degree.

Graduate Studies

- Continuing to promote online program development
- Strengthening online program development process in order to effectively target niche markets.

Illinois Institute for Rural Affairs (IIRA)

- *MA in CED*. We started to offer this degree in August 2016. We offer it in a hybrid fashion, with face-to-face meetings at the beginning of each course, with the remainder of each course offered online. We currently have 20 students in the program.
- *New Courses*. We started to offer IIRA 512: Community Sustainability, a new hybrid course in Summer 2018. We will teach this course again in Summer 2019.
- *Illinois Innovation Network (IIN)*. We have collaborated with the WIU-QC campus (Dr. Joe Rives) to submit a proposal to the IIN. The hope is that funds will be secured to enhance distance education.

Registrar

- **Implemented Live Streaming Course Sections** – In collaboration with Billing and Receivables and AIMS, implemented new coding for Live Streaming (i.e. Zoom-enabled) courses for Fall 2018.
- **Implemented New Tuition Rate for Military Personnel Receiving Federal Tuition Assistance** – Coordinated with Billing and Receivables, Veterans Resource Center, and AIMS to implement the new \$250 per credit hour tuition rate for military personnel receiving federal Tuition Assistance benefits effective Fall 2018, for the purposes of attracting active duty military personnel.

University Technology

Web Services redesigned the University's "Academics" web landing page to allow prospective students to easily filter academic programs (both undergraduate and graduate) by campus location or online availability. This process required time-intensive, manual evaluation of each academic program in

collaboration with Office of the Provost and Graduate Studies staff, as this data was not easily available in any centralized location. The resulting web page has increased traffic to degree program web pages and up-leveled the focus on the University's distance learning/online offering.

c. Explore additional initiatives to enhance retention and graduation rates

College of Arts and Sciences

- Top best and/or new practices employed to increase retention (persistence).
- In program(s):
 - BIOL: Faculty and staff mentor students/advisees who are struggling academically. Shared meals, including seminar/pizza parties. CLS social. Pre-Med and LLC student field trips to SIU Medical School and All Pets Veterinary Clinic. In the spring semesters, BIOL 281 students are required to assist for 16 hours in a freshman-level lab to assist the TA in meeting the needs of students.
 - CHEM: A new student organization (Biochemistry club) has been approved. The RISE@Chemistry program provides mentorship and group activities, as well as supports scholarships to students involved in research. The Department funded a van to carry students to the NSF Regional conference in Lincoln, NE, for Undergraduate Women in the Physical Sciences. Provided a van to take the students to the state ACS-ECI conference in Champaign, IL, in October. Will provide funds for a 15-passenger van to take students to the ISAS meeting in April 2019. Paid \$1,500 in student registrations for the Illinois State Academy of Science (ISAS) conference.
 - EAGIS: Geology majors are mentored by Geology faculty to be certain the students are on track and made aware of undergraduate research opportunities, coursework progress, Geology career options, and graduate school requirements. Meteorology majors are mentored by Meteorology faculty. Geography & GIS majors are mentored by Geography faculty. Faculty offer one-on-one tutoring of majors having difficulties grasping material in required courses.
 - ENG: Developing an accelerated course combining ENG 100 and ENG 180, which will allow us to better support the transition to college writing for certain populations such as veterans and students whose test scores are close to placing them directly into ENG 180. The University Writing Center began offering students the opportunity to schedule their own appointments online. Changing the structure of ENG 299, Critical Methods of Reading and Writing, to better foster student success by increasing one-on-one mentorship and increasing opportunities for revision. Supporting more students to join Sigma Tau Delta, our Honors Society, with small micro-scholarships for registration fees.
 - FLL: Department is drafting plans to individualize mentoring in order to enhance retention and graduation rates.
 - HIST: Regular communication with dedicated History/POLS advisor to contact all majors not registered at the start of a new academic semester to offer assistance; all but one continuing student registered for Fall 2018 as a result. This advisor also alerts students to upcoming campus and off-campus professional development events and programs. Raised the History Student Teacher Scholarship award amount to \$300 per student to defray cost of EdTPA. Creation of a History major senior exit survey to increase assessment of program for student success.
 - SON: Faculty work with individual students to help increase student passing on skills tests. TSAs to work individually with students in our learning lab. Placing pre-nursing conditional students into just pre-nursing. Test taking strategies for students presented by ATI (day long workshop for students)
 - PHYS: QC Learning Assistance Program: In-class help from student peers at least one year ahead in the programs to solve problems in the foundational physics and mathematics classes. Physics Tutoring Center at the Macomb Campus: One-on-one homework help from seniors in the program or MS level graduate teaching support assistants offered four days in a row for five hours each. Coffee Hour with the Chair: Instituted an informal gathering of all our students in the BS and MS program with the chair and other faculty on a weekly basis to discuss issues and challenges in the life of physics students and career physicists. Seek feedback from our alumni on

a continual basis in order to keep our curricular offerings updated, modern, and relevant to the larger physics community. From Fall onward we are introducing a variant of the Learning Assistance Program on the physics programs at the Macomb campus through the help of graduate assistants present in the class to help students with their problem-solving sessions.

- POLS: Chair sends letter to top students in all Pols general education classes congratulating them on their performance and encouraging them to continue in/consider majoring in political science. Chair holds focus groups with senior seminar students each semester to discuss, among other things, how to recruit and retain student in program. Have reassigned faculty to teach pre-law courses in the wake of Kim Rice's layoff in order to sustain Pols pre-law program.
- PSY: Maintains a Psychology Resource Center where undergraduate students can go for access to classroom textbooks, take make-up exams, receive tutoring for statistics courses, graduate school information, and assist with their general education course requirement for research experience. The Center is staffed by graduate students and is open every weekday. The student organization, Psi Chi/Psychology Club, offers psychology students an opportunity to socialize with fellow students, attend educational events, provide community service, and seek leadership opportunities as organizational officers. The Department hosts an annual awards event each April where students are recognized for scholastic performance. Several scholarship recipients are honored, such as Departmental Scholar, Jim Joyce Award winners, and Outstanding Junior Award. Hosts a student research forum every semester where novice researchers in our Research Methods courses present their class projects via poster format. For 20 years, members of the Department have hosted a new graduate student orientation during the first week of the fall semester classes.
- SOC/ANTH: During each semester, when Assessment data were collected and compiled for Assessment Reports (on delivery of courses on General Education, the Anthropology major, the Undergraduate Sociology major and the Graduate Sociology major), our Assessment committee, as well as Sociology and Anthropology faculty reviewed the various Assessment results and suggested improvements in the delivery of courses in our department—all done to increase the Retention of undergraduate and graduate students. The student club for Sociology and Anthropology (WASC) holds weekly brownbag sessions highlighting topics in Anthropology and Sociology each Friday and live streams meetings and discussions via Facebook for those unable to attend in person.
- With other programs or units (such as student affairs or admissions) at WIU or WIU in general
 - BIOL: Dr. Rich Musser mentored biology students in the Bio-Life Living-Learning Community (LLC).
 - CHEM: The Women in Science Living Learning Community for freshmen students was developed and implemented in fall 2017 and filled to capacity for fall 2018. Activities involve mentoring by upper class science majors, social activities with faculty, and tutoring in the residence hall. Active student organizations enhance retention of students by building a supportive environment.
 - ENG: Pair our 200-level FYE courses with UNIV 100 and ENG 180 courses, creating stronger bonds between the professor and the classes as part of FYE, and delivering a more coherent and intense FYE experience. Contribute 5-7 sections of Honors courses every semester, supporting the goal of growing and sustaining the Honors program. Work with FYE leadership to produce a new textbook to be used in the redesigned UNIV 100. This work also involves service learning for our students as two Professional Writing minors are serving as student editors for the textbook.
 - FLL: Department participates in a range of multicultural programming, working with Casa Latina, Study Abroad, Phi Beta Delta, and other organizations. It is also working closely with the Center for International Studies. Department started discussions on new interdisciplinary cooperation, targeting, above all, retention of the growing Hispanic population in our institution.
 - HIST: Work with Academic Success Coaches to enhance student persistence. Continued relationship of History with the Career Development Center to help students understand the marketability of the History degree.
 - MATH/PHIL: We offer free tutoring to students in all of our lower division courses. Dr. James Olsen with the Teacher Education Test Success Committee developed an educational initiative to

increase retention rates for students in education programs.

- SON: Working with University Advising to have study skills sessions for nursing students.

College of Business and Technology

The objective of the CPA Project, undertaken by the Department of Accounting and Finance, is to increase retention and graduation rates for minority students.

College of Education and Human Services

COEHS academic units engaged in activities designed to enhance retention and/or increase graduation rates.

- C&I: Provided support to students to increase test scores to fulfill the basic skills requirements and to students in the teacher education program who did not pass state level content exam
- C&I: Collaborated with the COEHS certification officer to implement individualized “focused” programs for graduates who seek additional endorsement
- ES: In collaboration with other departments on campus developed a test success course to help teacher education students meet the basic skills requirement
- ES: CSP expanded its student/alumni mentoring opportunities; hosting a professional development workshop focused on success strategies for the internship and job search
- ES: MSED in Professional Education and MSED in Language, Culture & Education expanded its final project options beyond the traditional thesis to help both retention and graduation rates
- KIN: Utilized the Phi Epsilon Sigma Honor Society students to tutor KIN majors in courses in and outside of the specific majors
- LEJA: Faculty and student organizations are providing numerous guest speakers and participatory programs for students to see first-hand some of the unique nuances involved in criminal justice.
- RPTA: Procured 6 new external graduate assistantships at QC campus and 3 new external graduate assistantships on Macomb campus.

College of Fine Arts and Communication

- MUSIC

The School of Music retention rate is very high because of the nature of our instruction: students work one-on-one with their applied music professor, are instantly integrated into a community when joining ensembles, and almost all music students participate in one of our 10 student organizations.

- T&D — Retention Efforts
 - New Majors Meeting – We meet with all new majors the Saturday before classes begin and introduce them to the faculty as well as peers. Each faculty member speaks about the things they love most about WIU and the Department of Theatre and Dance. Each current student speaks as well.
 - Rocky Buddies – Each new student will be assigned a Rocky Buddy. The purpose of the Rocky Buddy Program is to provide support for freshman and transfer student in their transition to WIU. Rocky Buddy Mentors are Theatre majors who have been at WIU at least one year who have shown an interest in and capacity for helping others. Rocky Buddies are matched with new students who have chosen similar areas of study.
 - M.F.A. Welcome Back Cookout - On Sunday night before classes begin in the fall we have a cookout for all grad students. We meet, greet, eat and then meet briefly to talk about what the students did in the summer as well as talk about plans for the academic year.
 - All Department Meeting and Cookout – On the Tuesday after classes begin we hold an All Department Meeting and Cookout. We meet, greet, and eat then have a brief meeting to talk about what is expected of the students during the fall semester. There are short “Breakout” Sessions with BFAs and BA majors.

- Unified Auditions – Unified Auditions are held the first week of each new semester. Every new student is highly encouraged to participate in production activity from the first day they arrive on campus. Production directors are encouraged to cast as many students as possible in shows rather than casting the same students multiple times.
- NEW FRIENDS: Freshman Showcase – Every new student major or minor is cast in the Freshman Showcase. By participating in this production, they are drawn into the department family and are made to feel welcome. They also bond as a group and create relationships that will last for their tenure at WIU and possibly beyond.
- Freshmen are enrolled in THEA 130 Theatre Practice and are required to work backstage on a production. Often this work behind the scenes connects the students and helps them find a home at the university.
- On the last Friday of each semester the Scenic Studio holds a “Fry Day” where the shop staff fry a variety of foods as well as play games and socialize. All Theatre/Musical Theatre majors are invited/encouraged to participate.
- The week before Easter the Scenic Studio holds an “Egg Hunt” in the studio. All Theatre/Musical Theatre majors are encouraged to participate.
- The Department holds a biannual Softball Game between the Graduate Students and Undergrads. This is a huge event in the department; the winner has bragging rights until the next semester.
- The Department holds “The Wendi K. Mattson Dodge Ball Competition” each semester again this pits the Graduate Students against the Undergraduates.
- Advising

Academic advising and career mentoring are provided by the faculty instead of an advising staff. This is another way our students connect to faculty and feel a part of the department.

University Libraries

- Quad Cities librarian cooperated with QIU-QC Student Services in new student orientation both spring and fall semesters.
- Library faculty collaborated with instructors to integrate library skills modules into their classes and Western Online
- Demonstrated our contribution toward student success, as evidenced by comments such as this response to our e-mail reference help: “Thank you! This is most helpful; within ten minutes, I had located several relevant articles. I can’t tell you how much I appreciate the time you took to point me in the right direction.”
- Three librarians, including the Dean, served as Building Connections Mentors.
- Provided the 3rd annual Music Library Initiation to incoming freshmen the weekend before fall classes began
- Hosted tutors for Academic Services and the Math Department on Sundays-Thursdays throughout the school year.

Centennial Honors College

Dr. Molly Homer, Ms. Krista Skein, and Ms. Alex Geisler regularly audit students’ course plans and grades, and invite those needing additional help to make advising appointments. Rick Hardy also counseled students with academic needs and serves as the colleges’ pre-law advisor.

Global Education and Outreach

- Distance Learning/Bachelor of General Studies (DL/BGS)
- Created a new communication flow that works to better define roles within the office and makes regular communication with prospective, admitted, and enrolled students a priority. Began data tracking to determine barriers to retention and graduation, and which newly implemented strategies work best to retain students through graduation.

- International Student Services (ISS)
 - Continue to update the website and information presented to students to aid in recruitment and retention as well as continue to provide information regarding campus resources available to students to support student retention.
 - Created an American Culture Workshop series each semester on topics to help international students adjust/learn about America/WIU.

Illinois Institute for Rural Affairs (IIRA)

- **Email Engagement.** We send out periodic emails to keep connected to our students at a distance.
- **Conference Registration.** We offer free registration (\$175 value) to our students who attend our economic development conference. Here they can meet with other students face-to-face.
- **Social Media.** We connect to students through social media (e.g. Facebook).
- **Virtual Office Hours.** I offer all students my personal cell phone number. Students call me in the evening and on weekends if they have problems or questions.

Registrar

- **Emailed Final Schedule Confirmations** – Coordinated with AIMS to email current schedule confirmations to students immediately before the start of the term, in order to ensure that students are aware of any schedule changes that may have occurred since they first enrolled, and to remind students of important deadline dates.
- **Provided Not Registered Lists** – Provided regular lists of not-registered students to deans and advisors for the purposes of targeted messaging.
- **Served on the HLC Persistence and Completion Steering Team, the Distance Learning Team, the Data Team, and the Social Responsibility Task Force**
- **Served on the SOAR Committee** – Provided data and logistical/technical support for SOAR programming.
- **Added the Permission Screen to STARS** – Coordinated with AIMS to add the Permission Screen to STARS, so students can see when they have been given special permission to add a particular course.
- **Added the Evaluation Screen to STARS** – Coordinated with AIMS and Admissions to add the Evaluation Screen to STARS, which allows students to see how their transfer credit has been articulated, and to identify any transfer courses that require syllabi for a more complete evaluation of credit.
- **Provided Guidance for BGS Stop-Out Letter** – Assisted the Bachelor of General Studies program with redefining the target population for annual stop-out campaign and provided funding support for a postcard mailing.
- **Utilized Additional Registration Reminders** – Requested additional registration reminders on the WIU Facebook page, Readmission website, and Western Online. Sent a second email notification of advanced registration appointment day and time to students, and sent TeleSTARS emails and text messages to students who had not registered for Spring by Thanksgiving Break.

University Advising and Academic Services Center/Council of Academic Advisors (UAASC/COAA)

UAASC's Rocky's Resources program and Academic Success Coaching are initiatives that have a direct impact on WIU's retention rates.

d. Increase outreach efforts with prospective students

College of Arts and Sciences

- Dual Enrollment with Cambridge High School and continued partnerships through dual enrollment opportunities at other western Illinois regional high schools (point persons Dr. Kristi Mindrup and Dr. Mark Mossman).

- Spearheaded Home School Outreach through first webpage.
- Working with Dr. Joe Rives with CCAF partnership opportunities.

College of Business and Technology

- Economics and Accounting participated in the dual enrollment project.
- Management and Marketing established an Outreach Committee, which maintains contact with applicants to their programs once the university admits them.

College of Education and Human Services

COEHS participated in on-campus and off-campus outreach efforts for prospective students.

- COEHS: Sent prospective students letters with recruitment information and used Gradmatch.com
- COEHS: Participated in Discover Western on the Road (Chicago and St. Louis)
- COEHS: Established the GRTC scholarship program to recruit and develop highly talented rural educators
- COEHS: In collaboration with Admissions, hosted 175 8th grade students from Galesburg to participate in a mini Discover Western experience
- C&I and ES: Participated in scheduled WIU College and Career Fairs; collaborated on a COEHS information table at the Quincy Learn, Love, & Lead Education Conference
- C&I: Participated in Family Science Night at Franklin Elementary School in Muscatine, IA, and led Sid the Science Room Kid – Imagination Station at WQPT
- ES: CSP program faculty and staff designed and implemented an outreach strategy to colleges in IL, WI, IA (5 hour radius around WIU-QC campus) to cultivate additional prospective students
- ES Participated in recruiting events sponsored by the QC Recruitment staff in Moline and Peoria
- ES: Bilingual faculty partnered with the Office of Admissions to visit/recruit Spanish-speaking students in Arlington Heights as well as other area high schools
- HSSW: Presented at the Macomb High School wellness conference.
- HSSW: Created video clips focusing on environmental and occupational safety and the emergency management major/program to be uploaded on the department's webpage.
- KIN: Completed recruiting trip to meet with 100+ students at three schools in Wisconsin and Minnesota thus enrolling 3 students this fall as a result of that trip.
- LEJA: Expanded recruitment events to include Skills USA; hosted a two day multiple Constitutional Privacy event for local high schools
- LEJA: Partnered with Macomb High School criminal justice club to offer guest presentations and demonstrations of the McCamey Crime Laboratory facilities.
- RPTA: Conducted “mock classes” for 2 groups of prospective QC students, worked with four groups of underserved youth at the QC campus; Horn Field Campus hosted hundreds of potential students for various activities

College of Fine Arts and Communication

- Art
 - A departmental MailChimp account has been created to assist in the promotion of the Department's students, alumni, faculty, facilities, and academic offerings to accepted and prospective students.
 - As part of their service hours, current students are texting prospective students in an effort to make connections, offer information, and promote the Department of Art from a student prospective.
- BC&J

- The department continues to offer “Broadcasting and Journalism Days” during the Discover Western events that land on Mondays. We contact prospective students via email and social media. We follow up with postcards. When students are accepted, we send each prospect a link to a personalized video about the department. We invite high school classes and community college programs to visit our facilities. We offer to go to media-related classes at these schools and provide feedback on their productions. We partner with WGEM-TV in Quincy, Illinois and help produce live broadcasts of the Quincy High/Quincy Notre Dame high school football and basketball games.
- In fall 2018, Instructor Casey Woodman and sports broadcasting students produced a live pre-game show from area high school football games on Friday nights. Instructor Woodman and the students talked with prospective students about sports broadcasting and other options in the department.
- COMMUNICATION
 - The Department of Communication engages in the following activities to increase outreach efforts and yield rates of students interested in our programs:
 - We provide information at both QC and Macomb Discover Western and SOAR events.
 - We regularly supply information and promotional materials to high-school counselors and community college advisors promoting the Communication major at WIU.
 - This past year we designed a new hard-copy mailer that gets sent to all students on our prospect list as well as to all of those students who have applied to and been accepted to WIU who have expressed an interest in the Communication major.
 - This past year we have also implemented new mailings whereby all accepted students received two additional pieces of mail from the department. The first piece of mail is a letter mailed directly to the parents of the prospective student, a letter which was written by a current parent of a Communication major currently in our program talking about the positive experiences of the student in the program. The second piece of mail was a Christmas card signed by all of the members of the department.
 - We conduct an annual Career Preparation Day exclusively for Communication majors and minors to enable them to better understand and promote the value of their degrees to family, friends, and future employers.
 - We have operationalized our recruitment plan based on four target audiences as explained below:
 - ✓ Target Group #1: New Freshmen
 - + Using Thursday Admissions lists identifying students who have applied to WIU and been accepted, send greeting message from the Chair introducing them to the major, the department, and the benefits of attending WIU. Approximately one week later, an additional message is sent to these prospective majors by the Academic Advisor, introducing herself and giving them some background on opportunities within the major. Approximately one week after that, the current President of the Communication Student Society will send them a message extending his/her greetings and talking a little bit about the department from a student’s perspective.
 - + Utilize the Communication Student Society (undergraduate major organization) to call all freshmen on the admit list who have not yet submitted a housing application and/or registered for a SOAR date and engage them in personal conversations in an effort to answer any remaining questions the prospective students might have about the major or the university.
 - + “Pitch” major in Gen Ed courses (COMM 130, COMM 130Y, COMM 235, COMM 254). Tie in department activities (i.e., Career Preparation Day, Thompson lectures) to in-class assignments and extra-credit opportunities.
 - + Maintain updated website information.

- + Maintain a dynamic and evolving social media presence (i.e., Facebook, Linked-In, and Twitter).
- ✓ Target Group #2: New Transfers
 - + Using Thursday Admissions lists identifying students who have applied to WIU and been accepted, send greeting message from the Chair introducing them to the major, the department, and the benefits of attending WIU. Approximately one week later, an additional message is sent to these prospective majors by the Academic Advisor, introducing herself and giving them some background on opportunities within the major. Approximately one week after that, the current President of the Communication Student Society will send them a message extending his/her greetings and talking a little bit about the department from a student's perspective.
 - + Maintain updated website information.
 - + Maintain a dynamic and evolving social media presence (i.e., Facebook, Linked-In, and Twitter).
 - + Develop a more specific presence in targeted community colleges. (Development suspended due to limited funds.)
- ✓ Target Group #3: Internal Transfers
 - + "Pitch" major in Gen Ed courses (COMM 130, COMM 130Y, COMM 235, COMM 254) as well as in minor classes. Tie in department activities (i.e., Career Preparation Day, Thompson Lectures) to in-class assignments and extra-credit opportunities.
 - + Increase visibility of department and "positive talk" among current students. The primary means for doing this will be to increase the number of students attending Communication Student Society events and functions, and to increase membership and participation in CSS.
 - + Maintain updated website information.
 - + Maintain a dynamic and evolving social media presence (i.e., Facebook, Linked-In, and Twitter).
 - + Participate in all academic majors fairs (i.e., COFAC Festival).
- ✓ Target Group #4: Current Majors
 - + Increase visibility of department and "positive talk" among current students. The primary means for doing this will be to increase the number of students attending Communication Student Society events and functions, and to increase membership and participation in CSS.
 - + Maintain updated website information.
 - + Maintain a dynamic and evolving social media presence (i.e., Facebook, Linked-In, and Twitter).
- ✓ The recruitment plan for graduate students includes:
 - + Career Preparation Day (September): We will add a one hour program discussing our graduate program that operates in tandem with the general graduate program presentation that we conduct. The Graduate Coordinator will be responsible for being present, answering any questions about the program, taking a list of potentially interested students, and conducting follow up with prospective students.
 - + Graduate Program Expo (October/February): The Department of Communication Faculty will maintain a presence at the Graduate Program Expo. Typically, the presence here will be conducted on a rotation.
 - + Advertising: The Department of Communication will seek to promote the program through advertisements, including the development/maintenance of its current profile on the NCA website.

- MST
 - Recruiting visits to area and feeder schools
 - Contact students through social media
 - Respond to all student inquiries in a timely manner
- MUSIC
 - There is a direct connection in music between recruitment/retention and having a successful program. We devote an extraordinary amount of time, effort and resources to recruit students, including having a full-time Recruitment Coordinator. Our ensemble directors, studio faculty, and program directors are continually involved in making contacts with prospective students. Our alumni who teach in the public schools have been very helpful in recommending prospective students to us.
 - The School of Music has the most extensive and sophisticated enrollment management plan on campus outside of the admissions office and athletics. The majority of our students are retained because the types of things that the university tries to accomplish through the First Year Experience are built into our program. We continue to work to improve our recruitment activities and anticipate increased results over time from efforts we have been making for the past few years in the St. Louis area. This is in addition to our continued efforts in Chicagoland and our immediate region. All of our major performing ensembles that travel have toured in St. Louis. In addition, several of our individual faculty and all of our faculty chamber ensembles have made recruiting trips to St. Louis area high schools. We have also formed a partnership with Third Baptist Church (located between Powell Symphony Hall and the Fox Theater) and had two WIU School of Music performances there recently.
 - Last year we utilized a new online audition program with a company called Acceptd. Our participation on this website allows students in the United States and all over the world to research our music program and audition for acceptance online. On Acceptd's website, we have access to over 50,000 prospective student profiles. We are very excited about the possibilities of this website and had a large number of students audition through this platform this year.
- SPA—UG
 - Designed postcards with our department information and pictures. Three different postcards—prospective student, admitted student, and Thanks for Visiting.
 - Trying to communicate early with students (UG)
 - We use the admitted and thanks for visiting for our graduate program
 - UG. We continue to invite students who have been accepted to our SPA Day. We schedule our spring SPA Day with Discover Western (Feb. 18th). We give tour of the facilities, undergrad advisor discusses program with the students and parents, hands-on activities in the hearing booth and in speech clinic. Current UGs go to lunch with prospective students to answer questions.

Graduate assistants are calling the accepted freshman and personally inviting them to come to our event. These students also developed invites that they mailed to prospective students as well as emailed
 - UG. The Program Director and the department secretary send emails and notices of events to prospects on a weekly basis. Additional information is also sent to these individuals as it arises.
- T&D
 - The Department of Theatre and Dance holds once a semester “text-a-thons” where current students meet in our Green Room on one Saturday and text prospective students. Current students text greetings from WIU T&D and ask if the prospective has questions. We have found that once contact is made through text the prospective students continue to communicate with the current students.
 - The Department of Theatre and Dance is currently sending “production post cards” for each of our spring productions to prospective students. The prospectives in our area will receive a piece of

mail from us with an engaging photo on the front every week for the remainder of the semester.

University Libraries

- **Libraries homepage ranked 4th in campus landing visits**, pages through which visitors initially entered the wiu.edu domain. WIU newcomers coming through library web pages totaled 58,809. And these users stayed in wiu.edu an average of almost 5 minutes per visit.
- Provided tours of the Curriculum Library to visiting guidance counselors
- Participated in all Discover Western and SOAR events, providing orientation of library functions and services (Malpass and branches) to incoming and prospective students
- Provided a plant collection tour of Malpass Library to Carrie Banks, a librarian from Brooklyn Public Library, who is writing a book about libraries and gardens. It is due out in 2019. She visited because of the uniqueness of our library.
- Finished the “Voices of the Holocaust” traveling case housed at the Quad Cities library, and began scheduling its use at middle schools.
- Archives & Special Collections staff made presentations to local school groups and one coordinated the annual sixth graders local history day in Macomb.

Centennial Honors College

- **Honors College Student for a Day.** As note above, during the past reporting period, the Honors College initiated a pilot program called "Honors College Student for a Day," whereby current honors students were invited to nominate outstanding high school students to become "Honors Students for a Day." In April 2018, the Honors College worked with Dr. Joe Rives and his staff to implement a modified version of this event for the Quad Cities. An estimated twenty students participated.
- **The Right Choice Sign Campaign.** Honors College helped launched the “Right Choice” campaign in Fall 2017 and Spring 2018. We took responsibility for distributing 2,000 18” X 24” yard signs and 90 4’ X 8’ signs. The vast majority of credit goes to our Honors Graduate Assistant Mr. Wil Gradle, who expended countless hours networking with the WIU Alumni Association, the WIU Athletic Department, the Student Government Association and myriad student organization to distribute these signs over a 16-county region.

Center for Innovation in Teaching and Research

Will continue to support mass texting and other recruiting efforts at the request of departments.

Global Education and Outreach

- Center for International Studies (CIS)
 - Continued to contact prospective international students to increase enrollment numbers through email and agent representatives.
 - Sent student services information, international student handbook, and housing information to agents and prospective students.
 - Contacted EdUSA advisors via email.
 - Worked with international students to promote the University in their home country and among family and friends.
 - Worked to develop an alumni base in countries for branding of the University and recruitment.
- Distance Learning/Bachelor of General Studies (DL/BGS)
 - New communication flow process will send monthly e-mail/text communications to students to help strengthen their interest, keeping them informed of what is happening in the BGS office, and making sure they know how and who to be in touch with when they are ready to be admitted and enroll.
 - Flat sheets for the Bachelor of General Studies and Interdisciplinary Studies were updated with appealing photos and revised content. They were distributed by Admissions and by BGS/ISP advisors at fairs and Discover Western events, to our community college partners, and to major

employers in Macomb.

- Promotional emails were regularly sent to prospective students and WIU employees throughout the year.
- A stop-out post card mailing occurs every spring.
- BGS students participated in testimonial videos for posting on the website and social media.
- The BGS *Transitions* newsletter was published bi-monthly.
- A BGS annual highlight YouTube video was created for distribution on the web and social media.
- Quad Cities Outreach (QCO)
The office continues to provide youth enrichment programs for high school students and younger.
- Study Abroad and Outreach (SA/Outreach)
 - During the summer of 2018, 105 youth from local communities and neighboring areas benefitted from participating in 8 camps.
 - Developed 11 camps (2 entirely new) for summer 2019
 - Coordinated 9 Sponsored Credit Initiatives and over 100 students were enrolled

Graduate Studies

The following outreach initiatives were completed:

- Provided 32 Macomb campus tours for prospective students last year
- Reviewed and updated our electronic prospective communication plan content.
- Sent emails to WIU undergrads who have completed a bachelor's degree, have at least 2.75 GPA, and have not yet applied to Grad School. This is sent after spring conferral of degrees.
- Hosted grad student mixer for current grad students on the Macomb campus - one in the fall and spring. FL 18: 11/1/18 at Change of Pace; event hosted 39 from 8 different programs.
- Used the McNair directory in the fall to identify undergrads across the nation who were looking for programs we offer or who were in an undergrad program in an area that may lead to our grad programs. Sent out over 900 emails.
- Met with Sociology, LAS, History, POLS, Geography, Educational Studies, and Theatre to discuss recruitment (2/25-3/7)
- Held Spring Seminar Series to attract undergraduates and employees to graduate school, 3/27
- Attended the following recruitment fairs, September 2018-March 2019:
 - Cedar Falls, IA Monday, University of Northern Iowa
 - Decorah, IA Luther College [Twice, FL and SP]
 - Kirksville, MO Truman State University [Twice, FL and SP]
 - Moline, IL Western Illinois University [Twice, FL and SP]
 - Macomb, IL Western Illinois University
 - Normal, IL Illinois State University
 - Golden Key Society – Online Golden Key Society Members [twice, FL and SP]
 - St. Louis, MO Saint Louis University
 - Jacksonville, IL MacMurray College
 - Chicago, IL University of Illinois-Chicago
 - Canton, MO Culver-Stockton College [Twice, FL and SP]

- *Urbana/Champaign, IL University of Illinois at Urbana/Champaign*
- *Charleston, IL Eastern Illinois University*
- *Rock Island, IL Augustana College/St. Ambrose*
- *Monmouth, IL Monmouth College*
- *Peoria, IL Bradley University*
- *Waverly, IA Wartburg College*
- *Quincy, IL Quincy University*

Illinois Institute for Rural Affairs (IIRA)

- ***Presidents Executive Institute (PEI).*** We work with Joe Rives and Becky Paulsen to conduct rural development summits and education summits to recruit students.
- ***Rural Development Conference.*** We have recruited at least two students as a result of them hearing about our degree at our conference.
- ***Midwest CDI.*** We have recruited at least one student to our MA in CED through this workshop.
- ***Social Media.*** We maintain Facebook, Twitter, and LinkedIn accounts to connect with potential students and with existing students, too.
- ***WIU Graduate Student Expos.*** We participate in both WIU-Macomb and WIU-QC student expos.
- ***Discover Western.*** I have volunteered to participate in the April 13, 2019, Discover Western event.

University Advising and Academic Services Center/Council of Academic Advisors (UAASC/COAA)

UAASC advisors participate in all Discover Western programs, assist with the Admission Office telephone-a-thons, and send letters and emails to all accepted students (OAS, Pre-Nursing Conditional, and Undeclared).

University Technology

- Working closely with University Marketing, Web Services redesigned many prospective-focused websites and web applications in order to improve functionality/appearance and/or effectiveness. Of significant note, this included the University home page. Additional pages and site redesigns included Discover Western, Experience Western, campus visits, academics, student life, and "about WIU" landing pages. Additionally, landing pages for each undergraduate academic program were simplified and overhauled in a project led by Web Services and University Marketing in collaboration with college web professionals.
- With help from our contacts in Admissions, the webpage for new student account activation will be given a makeover to better align with our web presence. What was previously known as GUAVA will begin to phase out and be replaced with more aesthetically pleasing web design.
- Implemented more intuitive web shortcuts for new student account activation, replacing wiu.edu/guava with wiu.edu/activate.

e. Support access, equity, and multicultural initiatives for entire campus community

College of Arts and Sciences

- Chemistry chair and junior faculty members from Biological Sciences, Chemistry, Geography, Mathematics, and Geology participate in new programs supporting women faculty and students through Women in Science (WIS). This year WIS Living Learning Community was instituted.
- Continue to support Ready to Run - now located in the Quad Cities.
- LAS: The department and its three minors uniquely confirms the university's goal of Social Responsibility: "Western Illinois University is committed to equity, social justice, and diversity and will maintain the highest standards of integrity in our work with others."

- We are partners with the OEOA and DRC to ensure support, access, and success of our students, faculty, staff, and administrators and to provide equal opportunities for all constituencies.
- Other – Community Outreach
 - BIOL: 37th Annual Biology Day. RAHSS research opportunity for rural high school students. Science Demo Night (hosted with the Departments of Chemistry and Physics). Pre-Med Open House (organized by the Centennial Honors College). Western Illinois Regional Science Olympiad (organized by the Science Education Center). Host for the Mississippi Valley Regional Blood Drive in September. Annual ecology experience for veterans who are part of the Wounded Warrior Project (hosted by Drs. Sean Jenkins and Jim Lamer, along with their research students and some Warsaw community members).
 - CHEM: A service-learning component was implemented for CHEM 263: Elementary Pharmacology. The students spend two weeks working at McDonough District Hospital Pharmacy, shadowing pharmacists and assisting in the pharmacy. The Chemistry Travelling Seminar program was utilized in FY19, and with it the department pays for day trips to regional community colleges and four-year institutions to provide a research seminar in exchange for recruiting meetings with prospective transfer students and graduate students. The Chemistry Unit of the IL Dept. of Transportation, Central Bureau of Materials, Springfield, IL, is donating an x-ray fluorescence (XRF) spectrometer to WIU Chemistry. This instrument will be an asset to our ACS accreditation report as a functioning instrument for research and teaching. It will be available to faculty in Physics and Geology, as well as, Chemistry. On April 21, 2018 Chemistry and Biology faculty members led a STEM program for regional Girl Scouts which will become a regular event with the next session planned for April 13, 2019. High school age Girl Scouts will be given a tour of the WIU campus prior to engaging in the STEM event to earn science Girl Scout badges. WIU Science Summer camp High School Science classes hosted at WIU. In fall 2018, Chemistry hosted 4 high school chemistry classes of 12 to 24 students each to do a faculty led hands-on lab experience. Also, three WIU Chemistry faculty members led hands-on lab activities on-site at regional high schools in fall 2018. Women in Science Students visits to high school science classes and made 5 visits to Illinois high schools in fall 2018 to show science demonstrations and to encourage students to enter STEM fields.
 - EAGIS: The Geology Museum offers tours for students currently enrolled on campus, for K-12 students, and for other groups or individuals. Faculty gave several presentations to local and regional groups. Local and regional outreach activities for the advancement and promotion of the Earth Sciences. Keep in touch with WIU Geology alumni by responding to donors with personalized thank you notes, alumni newsletter, and inviting alumni to campus. The WIU GIS Center offers tours to future Geography & GIS students.
 - ENG: We deliver online sections of select 200 and 300 level general-education courses every semester, including the summer. Support the English program on the QC campus with Macomb faculty driving and CODEC courses to increase accessibility.
 - HIST: New Public History seminar connects students to historical societies in the 16-county West Central Illinois region for public history projects as the capstone project. History of Illinois seminar regularly works with University Archives for capstone projects.
 - LAS: The department has built a strong relationship with the director of the Gwendolyn Brooks Cultural Center. The department has promoted and even co-sponsored some of their campus-wide events and offered certain classes in the Multicultural Center Complex.
 - SON: The School of Nursing was invited to bring a group of students to Lurie's Children's Hospital where leadership clinicals will take place. We would like this to be an annual event, but that depends on donor funding. We will be using Memorial Medical Center in Springfield, Illinois, for simulation and clinical experiences.
 - POLS: Department faculty appeared on local and regional media TV and Radio programs nine times during calendar year 2018, in addition to numerous interviews in print outlets. Faculty also contribute original content to such outlets. For example, Vin Auger wrote an editorial entitled "Why Does the International Community Leave Rohingya to its Fate" in the GlobePost (September 8, 2018). In addition, political science students Amber Shupe and Nashuba Hudson

appeared on Channel 3's election night coverage on November 6. Faculty participated in numerous additional talks and panels, including the election night party, and the post-election panel, "Wave or Normal Correction: the 2018 Midterm Elections Revisited." Julia Albarracin also presented a Learning Is ForEver (LIFE) class on immigration law and DACA during February 2018.

College of Education and Human Services

COEHS academic units, faculty, staff, and students are engaged in a number of ways to enhance access, equity, and multicultural initiatives:

- CNED: Proposed a post-baccalaureate certification in Intercultural Management.
- ES: CSP presented at the WIU Expanding Cultural Diversity Program; hosted the Social Justice Summit at the WIU-QC campus; served as the advisor to the WIU student organization, Unity.
- ES: Supported keynote speaker, Elizabeth Acevedo
- HSSW: Highly involved in the WIU Minority Health Month Planning Committee, which includes participants from the WIU campus community and the Macomb community.
- KIN: Food and Culture Club offered four events/presentations to the campus community that explored other countries through culture and foods (Australia and Belgium)

College of Fine Arts and Communication

- COFAC departments welcome all people with the belief that a strong community is one that encourages, explores, respects, and values the diversity that comprises the human race.
- T&D
 - The Chair encourages non-traditional and color-blind casting in all Theatre and Dance productions. In planning future production seasons we choose scripts designed to provide an opportunity for students to work on theatre pieces that reference the experience of the multicultural community of America and the world.
 - In the fall 2017 we produced CRUMBS FROM THE TABLE OF JOY by Lynn Nottage. In her play, Nottage was interested in giving voice and audience to African women living in 1950s Brooklyn. The play features roles for 4 or more black actors. In fall 2016 we produced Nottage's play RUINED. Each year we choose a play that speaks to our multicultural audience.
 - We will continue to strive to incorporate into each season plays written by African, Asian, Latino, and Native American playwrights to provide a well-rounded cultural and artistic experience to all our students.

University Libraries

- Collaborated with Admissions to provide the second annual "Pop into the Library" event, providing snacks and tours of the Malpass Library to get new students familiar with the different services available.
- Co-hosted, with the Inter-Hall Council student group, Therapy Dogs in Malpass Library to de-stress before final exams week.
- Continued to maintain and update an online guide related to the American Library Association's Banned Books Week at <http://wiu.libguides.com/bannedbooks>
- Created archival documentation for International Peace Day, Latinx Mental Health presentation, and the Rally for Peace. Worked with Digitization unit to establish a digital Activism at WIU collection.
- Recruited volunteers from Casa Latina to help create accurate representations and highlight minority presences in our digital collections.
- Planned, organized, publicized, and hosted various campus/community programs including:
 - Open Textbook and College Affordability Panel Discussion with U.S. Senator Dick Durbin
 - Scholarly Communication 101: Choosing the Right Conference, Journals and Publishers

- Nevertheless She Persisted – Global Perspectives [Women’s History Month Panel]
- Open Educational Resources
- Employee Wellness Screening
- 14th annual WIU Authors Reception
- The 3rd annual Taste of Archives event was held to continue ‘friend-raising’ for the library, with 34 in attendance. Dr. John Hallwas and Dr. Michael Lorenzen were the featured speakers in celebration of the 40th Anniversary of Malpass Library.
- A 40th Anniversary Library event was held in September of 2018 to encourage and continue affinity for Malpass Library.

Centennial Honors College

- **Honors Mentors for the Pre-Honors Program.** As noted *infra*, the Honors College also has a Mentors Program, whereby current honors students serve as role models and help qualified Pre-Honors Students (Mentees) transition into the Honors College. Each semester, eight to twelve Mentors are paid through Talent Grants administered by Dr. Molly Homer, and supervised by Ms. Alex Geisler.
- **Promote Diversity in Hiring Honors Graduate Assistants, Practicum Students, Student Workers and Honors Ambassadors.** During the period of review, the Centennial Honors College employed ten students from traditionally under-represented groups, including two graduate assistants, two undergraduate student workers, one practicum student, and five undergraduate student mentors/ambassadors. Moreover, two of these eleven students were international students.
- **Research Inspiring Student Excellence (RISE).** The Centennial Honors College collaborated with Dr. Andrea Porras-Alfaro to promote the newly established RISE program. This program promotes minority student research in the fields of chemistry, physics, mathematics and biological sciences by providing counseling, internships and scholarships.
- **Retention of Chicago Area Students with the “To and Through Program.”** In Spring 2018, President Jack Thomas received a \$100,000 grant from the Steans Family Foundation to implement a pilot program to help needy students from the Chicago area enhance their chances of success in college. Dr. Erik Brooks and Rick Hardy served on a committee headed by Dr. Jason Woods to develop, implement and assess a retention program using these foundation funds.

Center for Innovation in Teaching and Research

Worked with Professor Emeritus Jan Welsch and Tracy Davis to organize four session on the topic of White Fragility: Why It’s So Hard for White People to Talk About Racism.

Global Education and Outreach

- International Student Services (ISS)
 - Hosted International Education Week with 10 different events that attracted faculty, staff, administrators and community members.
 - Oversaw the student organization, the International Friendship Club.
 - Organized and facilitated the 46th Annual International Bazaar on Saturday, March 2nd from 5-10 p.m. in the Grand Ballroom. Attendance was approximately 800 individuals, including community members, children, staff, administration and students. The event featured booths representing a range of cultures, authentic food cooked by students and a variety of cultural performances.
 - Facilitated the cultural simulation, Acirema, for an Intercultural Communication course and Introduction to Sociology course.
 - Facilitated the Conversation Partners program which involves over 160 international and domestic students each semester. Students are paired for an entire semester for the purpose of cross-cultural exchange. Program participants meet on a weekly basis.
 - Hosted the International Neighbors Program with approximately 30 participants each semester.

New international students are paired with a local family/individual for an entire semester for the purpose of cross-cultural exchange. Program participants meet on a monthly basis.

- Served as Campus Coordinator of the campus chapter of Phi Beta Delta International Honor Society, which sponsors internationally focused academic activities.
 - Collaborated with the Department of Health Sciences and Social Work for 3 sections of SW315. International students were interviewed by domestic students which incorporated international perspectives into the course.
 - Collaborated with a Food and Culture class (Department of Dietetics, Fashion Merchandising and Hospitality) for intercultural interviews each semester.
 - Collaborated with teachers from Lincoln School for international students to present to students in first and second grade.
 - Hosted Danish high school students on campus that were participating in the Macomb - Denmark Exchange Program.
 - Served on the University Diversity Committee.
 - Collaborated with the Political Science and Peace Corps to celebrate International Day of Peace which included presentations and discussion.
 - Collaborated with the Women's Center to celebrate International Women's Day.
 - Collaborated with the Campus Recreation Office to offer a world cup soccer tournament and ice skating trip for domestic and international students.
 - Continued to collaborate with Career Services to offer specific programing to international students.
- Quad Cities Outreach (QCO)
The Assistant Director of Non-Credit Programs is a member of the QC Cultural Alliance Committee and League of Latin American Citizens.

Illinois Institute for Rural Affairs (IIRA)

- ***Peace Corps Prep Program.*** This program, started in 2014, expands students' awareness of foreign places and culture and recruits students to serve in the Peace Corps.
- ***Expand Peace Corps Fellows Program.*** We can expand access and multicultural initiatives by increasing the number of WIU graduate programs that host PCFs. As noted elsewhere, we recently expanded into the MLAS degree and the M.A. Degree in CED.
- ***MA Degree in CED.*** The new program, in part, focuses on social justice issues and the link between egalitarianism, multiculturalism, inclusion, and community development.

University Advising and Academic Services Center/Council of Academic Advisors (UAASC/COAA)

Several academic advisors serve on committees that promote diversity and multicultural initiatives across campus. These include serving on the President's Excellence in Diversity Reception and University Diversity Council. Advisors attended several workshops addressing diversity awareness on campus. Those workshops included the Dealing with Differences Conference and LGBTQ awareness.

University Technology

Provides leadership in the application of the Illinois Internet Technology Accessibility Act across campus to assist making our public and required web applications accessible to persons with disabilities.

4. Focus on International Recruiting and Education Opportunities

College of Fine Arts and Communication

The College of Fine Arts and Communication established a college International Recruiting Committee in 2018. The committee has representatives from all areas within the college. The charge of the committee:

- Organize international recruiting efforts
 - Connect with universities in other countries to inform them about COFAC programs
 - Develop Memorandum of Understandings/2+2 agreements
 - Offer visiting scholar opportunities
 - Visits/lectures from WIU faculty at universities in other countries
 - When possible, promote all COFAC areas to these universities
- Communicate with prospective international students (i.e. digitally through websites)
 - Work with COFAC Instructional Technology Systems Manager on developing secondary websites aimed at students in prospective countries
 - Develop and maintain liaisons in other countries for feedback and promotion
- Welcome and retain international students and faculty
 - Develop and offer get-togethers
 - Establish and maintain welcoming activities
 - Investigate obstacles
- Support international students and faculty
 - Develop support system for these groups
 - Offer recommendations on what is needed at WIU and in Macomb to help support groups
- Celebrate international student achievement
 - Find ways to promote international student success through WIU publicity and for country of origin
 - Develop special events and ways to highlight activity
 - Recognize and promote COFAC students participating in Study Abroad

Global Education and Outreach

- International Student Services (ISS)
 - Held a week-long orientation for new international students which included pick up from the Moline airport and Macomb train station. Facilitated information sessions with different departments on campus, helped with shopping and banking trips, introduced campus and community resources and culture. Fall 2018 orientation had approximately 101 new international students, and Spring 2019 had approximately 44 new students.
 - Continue to provide support and serve as an advocate for all international students on campus. Assist students with personal matters, insurance waivers, taxes, etc.
 - Continually update the website and international student guide.
 - Support WESL short term programs (Summer: Gwangju 5 week with housing, meals, budgeting and activities and Heilong Jiang Institute of Technology: 2 weeks).
 - Continue to administer and maintain scholarships specific to international students; (twenty-two scholarships totaling \$12,050 were awarded to international students administered through the Center for International Studies. Eighty-one thousand dollars were awarded to students through the International Student Commitment Scholarship in Fall 2018 and Spring 2019.
 - Introduce students to American culture through various activities including a Halloween gathering, Thanksgiving meal, and Ice Skating outing.
 - Conducted focus groups targeting specific countries regarding international recruitment strategies.
 - Created hybrid online programs to be administered in-country for working adults.
- Western's English as a Second Language (WESL)

Applied for Pathway Program status for WESL with accrediting body (CEA).

a. Continue efforts to increase the number of international students

College of Arts and Sciences

- Worked with Dr. Mark Mossman regarding online delivery of courses.
- Worked with Dr. Mark Mossman regarding increasing funding through exploring ability to offer housing.

College of Business and Technology

- The Department of Accounting and Finance continued their efforts to increase graduate enrollments of international students. The online accounting degree should help.
- The School of Engineering is working on a 2 + 2 program in India.
- The Department of Engineering Technology is working with partners in China.
- Dean Elfrink participated in a state sponsored trade mission in China and Malaysia to recruit international students.

College of Education and Human Services

COEHS engaged in various activities to increase the number of international students:

- HSSW: Over half of graduate students are international students from Nigeria, Nepal, and India.
- KIN: Hosted three graduate students from the Facultad de Organizacion Deportiva, Universidad Autonoma de Nuevo Leon (FOD/UANL - Mexico) who completed academic stays (9 weeks) during the fall 2018 semester
- RPTA: Currently has 2 graduate students from China and 1 from Nepal

College of Fine Arts and Communication

- Art
 - Hosted an on campus visit and tour for the vice President of China Star News Education of Art, Ning Liu, and his colleagues to discuss the recruitment of art students from China.
 - Continuing to discuss and develop a study abroad scholarship with sponsors Fred and Nancy Jones.
- BC&J

Dr. Yong Tang and Dr. Eun Go serve as international ambassadors for the University. Both have tried to promote the department and bring international students to campus.
- MST

Graduated two international students in December 2018.
- Music

Many of our faculty recruit internationally. Additionally, the President's International String Quartet adds to the diversity and quality of our student population. With our participation in the Accepted website, we have access to thousands of prospective students in other countries.
- SPA
 - We continue to see a number of students applying from Canada, and we work to maintain the relationships with previous students.
 - International Studies (Jeff Hanks) is working with us to develop an agreement with Memorial University in Newfoundland to admit one-two students meeting our criteria with each cohort.
 - International students must be able to pass our language requirements that are detailed on our website wiu.edu/csd.

- We currently have one Canadian who graduated in May 2017, one who began her internship in January 2018, and two first-year graduate students.
- We have two strong applicants for the 2018 cohort.
- T&D
 - International students pose a challenge in theatre due to language differences. This is true even if the student has completed WESL. However we are open to accepting any student into our program and are willing to work on dialect/language differences with the student to help an American audience better understand them.
 - Irina Widmer a freshman BA: Performance major is our first international student. Irina is from Switzerland. She appeared in HELLCAB in the studio last fall and has worked backstage on a number of productions.
 - Currently three of our Musical Theatre prospects for next year are international students. This is the largest number ever to apply and audition for our program. We are excited to see what this trend brings to our program.

University Libraries

- Provided five tours of Malpass Library for students from a range of countries including Denmark and Myanmar.
- Instruction faculty represented the libraries on the Council for International Education.

Centennial Honors College

During the period of review, Rick Hardy, Dr. Molly Homer, and Ms. Krista Skein met with Dr. Pedro Bidegaray and Ms. Kim McDaniel from the WIU Study Abroad Office to explore ways of expanding opportunities for honors students to travel abroad.

Center for Innovation in Teaching and Research

CITR hires 1.66 graduate assistant positions, most often filled by international students. In prior years this was as many as five.

Global Education and Outreach

- Center for International Studies (CIS)
 - Hosted international administrators from Nantong Normal College, China to discuss recruitment efforts.
 - Hosted Mr. Octavian Cheung from Hong Kong to discuss applicants and other projects for recruitment. Received four students for online cohort in fall 2018.
 - Hosted Mr. Hector Liu of Beijing Prepare to discuss continued support for the 2+2 agreement with Heilongjiang Institute of Technology, China. The first students from the program should arrive fall 2019 semester.
 - Preparation for Illinois Higher Education Trade Mission to China.
 - Met with President Thomas and Board of Trustees Members twice to discuss international recruitment efforts.
 - Attended the International Consultants for Education and Fairs (ICEF) Miami Workshop in December; met with 43 agents. Have contracted with 10 new agents in various countries.
 - Created School Marketing Committee to enhance marketing for international students and partners.
 - Established International Recruitment Committee in SGEO to discuss new avenues for recruiting students.
 - Created online training for recruitment agents.
 - Created information and recruitment videos for international recruitment.

- Distance Learning/Bachelor of General Studies (DL/BGS)
Created a trial cohort of four Chinese high school students who are taking classes entirely online for their first two years, and then will attend the Macomb or Quad Cities campus for their final two years of college.
- Study Abroad and Outreach (SA/Outreach)
Through the exchange program, we are currently hosting 4 students from European institutions (Atlantis Program and Spain) and 7 students from Asian academic institutions (Japan and Korea).

Graduate Studies

Reorganization of international admissions [Please see “School of Graduate Studies: International Graduate Admission Plan,” Appendix D, for more information.]

Illinois Institute for Rural Affairs (IIRA)

New MA in CED. The new program has already attracted foreign student applicants. It would be great to have more GA money so that more of these students could enroll in our program.

University Technology

Worked with University Marketing to develop digital marketing landing pages that targeted prospective students in the Hyderabad region of India.

b. Increase awareness of study abroad opportunities

College of Arts and Sciences

Worked with study abroad office.

College of Business and Technology

The Department of Economics and Decision Sciences is offering a study abroad trip to Peru, and the Department of Management is offering a study abroad trip to Ireland during the Spring 2019 semester.

College of Education and Human Services

Several departments are in the process of seeking study abroad opportunities:

- CNED: Prepared first study abroad course to Greece (Summer 2019).
- C&I: Explored study abroad options relevant for literacy education at the undergraduate and graduate level through collaboration with EF Tours.
- ES: Title VI Grant (Communities as Agents of Change: Language and Area Studies for a Sustainable Future) supports work in Ecuador and Puerto Rico
- HSSW: HSM major created a video of her experience in Ecuador, South America this past summer to promote the study abroad program and opportunities for students.
- HSSW: Explored Study Abroad opportunities in public health and emergency management in China, India, Madagascar, Switzerland, New Zealand, and Ecuador.
- KIN: Four faculty presented at FOD/UANL and recruited prospective students
- KIN & LEJA: Students studied abroad in such places as England, Russia, Australia, Ecuador, New Zealand, Spain, Chile and Costa Rica.
- RPTA: Explored taking group of students to Bali; HFC director discussed exchange programs with representatives of Veritas Universidad.
- RPTA: \$17,000 donated to support Study Abroad opportunities

College of Fine Arts and Communication

- All departments in COFAC notify students of the many study abroad opportunities available to them. Advisors work with interested students in planning a semester abroad.

- Art
The development of a study abroad scholarship and students exchange with sponsors Fred and Nancy Jones continue as we start discussions with the School of Art at Aberystwyth University in Wales.
- BC&J
Offered a study abroad program to England for the spring 2018 semester. Students in the class traveled to England in late May to study the British media system.
- COMM
Every year, the Department of Communication offers a Study Abroad course (COMM 379S) on Disney organizational culture; it has been a highly successful offering over the past seven years.
- MST
Four students went on the Art Department's European tour summer 2017
- T&D
 - Theatre and Musical Theatre students are advised about the opportunities to study abroad during their academic advising sessions. Usually four to five students take advantage of these opportunities per year.
 - In the past couple of academic years one BA Student studied in Korea for the entire year, two BFA Students studied in England.

Centennial Honors College

- **Global Awareness Honors Course.** In recent years, the Centennial Honors College has offered two courses developed by the Center for International Studies: GH 299—"Developing Intercultural Competence through Study Abroad" and GH 299—"International Competence." Unfortunately, these courses were cancelled after failing to make threshold enrollments.
- **Honors Sponsored Travel Courses.** In Spring 2018, two honors students each received \$1,000 Annette Homer Travel Grants (Erin Trybulec to study in Puerto Rico and Margarita Sotelo to study in Peru).
- **Global Issues Courses.** The Honors College offered two Global Issues Courses: Anthropology 110Y and Economics 351H during the period.
- **Boren Scholarship.** In February 2018, the Centennial Honors College nominated biology senior John Nichols, whose proposal called for a six-month study of agriculture in the Czech Republic. This is Western's first institution nominee for the Boren. Also, in 2018, Ms. Lindsey Posmanick, a former Honors College Scholar and currently a graduate student at the University of Denver, won a Boren Scholarship to study in South Korea.
- **Fulbright Scholarship.** Rick Hardy worked closely with the Center for International Studies to recruit, select and prepare students for the Fulbright Scholarship. During the period of review, Dr. Erik Brooks was appointed to serve of the Fulbright Selection Committee.
- **Promotion of Study Abroad.**
 - Ms. Michele Aurand staffed a table for the Honors College at the Study Abroad Fair in Spring 2018.
 - Rick Hardy invited Ms. Kim McDaniel to present Study Abroad opportunities in his GH 299—President's Leadership class, Fall 2018.
 - Rick Hardy invited Vin Auger to present opportunities to participate in the Model United Nations simulation in his GH—299 President's Leadership class, Fall 2018.
 - As noted above, Dr. Molly Homer, Ms. Krista Skein and Rick Hardy continue to work with the Study Abroad Office to enhance international opportunities for honors students.
- **Undergraduate Travel Grants.** During the period of review, the University Honors Council awarded two study abroad travel grants: 1) "*The Czech Republic*," \$500 request, submitted by Nicholas V. Nichols (Interdisciplinary Studies), to supplement his Boren Scholarship, and 2) Travel Grant, "*Study of Music and Culture in Ghana*," \$500 request, submitted by Sara Devine with faculty supervisor Dr. Richard Cangro,

School of Music. As noted previously, in Spring 2018, two honors students each received \$1,000 Annette Homer Travel Grants—Erin Trybulec to study in Puerto Rico and Margarita Sotelo to study in Peru.

Center for Innovation in Teaching and Research

CITR assists with the Title VI Undergraduate International Studies and Foreign Language (UISFL) Grant.

Global Education and Outreach

- Center for International Studies (CIS)
 - Posting information on Global Education social media to reach more students.
 - Increase awareness of Outreach programs on social media.
- Quad Cities Outreach (QCO)

The Assistant Director of Non-Credit Programs continues to provide presentations regarding study abroad opportunities at orientation and other campus events.
- Study Abroad and Outreach (SA/Outreach)
 - SAO website has been updated and made more student-friendly.
 - Photo contest is held for students
 - Visits to classes: staff visits U100 classrooms or other classes.
 - Annual program of visits to freshmen and sophomore English Writing Courses.
 - Study Abroad Fairs were held.
 - Regular participation in SOAR.

Illinois Institute for Rural Affairs (IIRA)

Peace Corps Prep. The Peace Corp Prep program includes courses in foreign languages, foreign areas, and can serve as a catalyst for foreign travel including study abroad and internships.

University Advising and Academic Services Center/Council of Academic Advisors (UAASC/COAA)

Academic advisors support these efforts by promoting study abroad opportunities, serving as trip hosts, and assisting students with course alignment guidance.

University Technology

Assisted and provided guidance to School staff with ongoing updates and redesign efforts of the School of Global Education & Outreach and Study Abroad websites.

c. Develop additional academic partnerships with international institutions of higher learning

College of Arts and Sciences

Geography/GIS + HIT Beijing

College of Business and Technology

- The Department of Engineering Technology is working with Shaanxi Polytechnic Institute in China to establish a partnership.
- The Department of Accounting and Finance hosted two visiting scholars this year from China and Korea.
- Michelle Howe and Susan Creasey received a Title VI Grant to enhance teaching and business connection in Ecuador.

College of Education and Human Services

- C&I & ES: Collaborated with the WIU Office of Study Abroad and Outreach to work with campus visitors from Myanmar with the goal of constructing a potential transdisciplinary Master degree for

them.

- ES: Met with a group of Chinese university officials to begin work on a partnership
- ES: Prepared to work with teachers from Vietnam and established relationships with Jamaican university representatives.
- HSSW: Collaborated with the School of Nursing to develop a relationship with the Universidad San Francisco de Quito in Quito, Ecuador.
- HSSW: Engaged in discussions to explore options with China in the 1+2+1 program in public health.

College of Fine Arts and Communication

- Art

Over the past three years the Department of has continued to welcome and host visiting scholars. Two visited from Shanghai, China; the Art and Design Academy and Shaihai Donghai College. This academic year we are joined by Dr. Ho-Jun Nam, Professor of Visual Communication Design at Chonnam National University, Gwangju, South Korea.

- BC&J

During the study abroad to England in Summer 2018, students worked with faculty and students at Edge Hill University on a video-related project.

- MST

In discussion with Turks and Caicos to create Partnership with their national museum.

- Music

Mike Fansler, John Cooper, Bruce Briney and Jeff Brown have been instrumental in establishing partnerships in Brazil, Moises Molina in the Dominican Republic and Honduras, Brian Locke in the Czech Republic, Mike Fansler in Australia, Matt Thomas, Kevin Nichols and John Mindeman in Costa Rica and Tammie Walker in South Korea. Rich Cangro has recently had teaching residencies in China and Pakistan through Fulbright support.

- T&D

We currently have a program with Edge Hill University in the UK and we continue talks with the Director of the International Office at the University of Bayreuth.

Centennial Honors College

In Spring 2019, in conjunction with the Study Abroad Office, Ms. Krista Skein and Dr. Molly Homer explored ways to establish a semester-long honors curriculum in conjunction with a university in Barcelona, Spain. Unfortunately, the program appears too expensive to be feasible.

Global Education and Outreach

- Center for International Studies (CIS)
 - Nantong Normal College China.
 - Sichuan International Studies University China.
 - Nanchang University China.
 - Taizhou Vocational College China.
 - Ecole de Management de Normandie France.
 - Haramaya University Ethiopia.
 - International Language and Business School, Myanmar, renewal.
 - Jiangxi Modern Polytechnic College China.
 - Beaconhouse University, Pakistan.

- Developing agreement for domestic and international students with Alamo Colleges.
- Study Abroad and Outreach (SA/Outreach)
 - Renewed/updated partnership agreement with Charles Sturt University - Australia
 - Renewed/updated partnership agreement with Kansai Gaidai University - Japan
 - Renewed/updated partnership agreement with Queen's Belfast University - Ireland
 - Signed new temporary partnership agreement BSME - Hungary
 - Signed new temporary partnership agreement USAC - Ghana
 - Signed new partnership agreement with Aberystwyth University – Wales

Illinois Institute for Rural Affairs (IIRA)

We are not currently pursuing any relationships with other international institutions of higher education.

d. Strengthen relationships with embassies and host countries

College of Arts and Sciences

- Other: FLL: Fulbright Teaching Assistantships (Russian & Arabic)

College of Education and Human Services

ES: Met with Puerto Rican government officials to develop internship opportunities there and met with Puerto Rican AmeriCorps Director to discuss future collaboration with WIU.

Global Education and Outreach

Center for International Studies (CIS)

- Met with six embassies, Saudi Arabian Cultural Mission (SACM), and the Organization of American States, June 2018.
- Attended the U.S. State Department's EdUSA Forum. During the conference met with advisors and regional advisors from Armenia, Bangladesh, Bosnia, Brazil, China, Ecuador, Indonesia, Malaysia, Peru, and Vietnam and also members of the StudyIllinois Consortium, AASCU, Alamo Colleges, and representative from INTEAD (marketing firm).
- Electronic communication with all EdUSA advisors around the world. Have mailed brochures and other marketing materials to various advisors in country.

Illinois Institute for Rural Affairs (IIRA)

We are currently working to build a relationship with a foreign company in China. This company will be hosting an MA in CED graduate student as an intern.

5. Facilities Enhancement and Technology Support

University Libraries

- **Integrated the entire Physical Sciences Library collection into Malpass Library.** This involved almost every library unit, with people needing to evaluate books at PSL and on all 3 wings of the 6th floor for retention or withdrawal, followed by shifting books on 6 to make room for the more than 10,000 books coming from PSL, once we boxed them all up. Each book had to be unpacked and shelved temporarily so that it could be re-cataloged for a new location and relabeled. Finally we updated all the signage to correspond. Furniture was distributed throughout the other libraries, and new homes were found for the PSL plants.
- Updated the Music Library's look with fresh paint and furniture from the Physical Sciences Library, creating a more comfortable and welcoming atmosphere
- Configured and rolled out the new Drupal installation, and migrated all existing Drupal files to host the WIU Authors database and the Music Recitals Archive.
- Continued our mold abatement program, cleaning 15,600 linear feet of books and deaccessioning 105

journal runs.

- Lost off-site storage space in Sallee Hall, requiring the evaluation, movement, integration/withdrawal, and catalog processing of more than 2000 items. Added more shelving and shifted more than 30,000 books and scores to accommodate them.
- Library faculty and staff participated in developing instructional and other technology policy and projects, serving on numerous uTech and IT committees.
- Created and implemented a replacement for the LibStats software, enabling statistics-keeping for reference questions using Google Forms and Sheets.
- Updated all public computers to Windows 10.
- Worked with Physical Plant personnel to get sidewalk seals at the east entrance replaced to decrease the leaking in the 2nd floor Reference East and Garden Lounge areas.

a. Support for the Center for Performing Arts

College of Fine Arts and Communication

The College of Fine Arts and Communication urges the immediate release of the funding for the Center for Performing Arts as it has been a 16-year process to date.

Illinois Institute for Rural Affairs (IIRA)

We recently completed a revised economic impact analysis of the Center for Performing Arts. This study was used to help advocate for state funding.

b. Support for the LEJA Crime Lab

College of Education and Human Services

Crime Lab construction is complete due to a generous donation. Classes began in the facility in Spring 2019.

College of Fine Arts and Communication

The College of Fine Arts and Communication supports funding for the LEJA Crime Lab.

Illinois Institute for Rural Affairs (IIRA)

We are not currently involved in this initiative.

University Technology

Provided consulting and implementation of technology resources in the crime lab.

c. Pursue support for an updated Centennial Honors College facility

College of Fine Arts and Communication

The College of Fine Arts and Communication supports funding for an updated Centennial Honors College facility.

Centennial Honors College

New Academic Home for the Centennial Honors College. Over the period of review, Rick Hardy and Dr. Erik Brooks worked closely with the President Jack Thomas, Members of the Board of Trustees, Provost Kathleen Neumann, Vice President Joe Rives, Chief of Staff Paul Schlag, and other members of his administration to find a suitable location to relocate the Centennial Honors College to Simpkins Hall. President Thomas tasked Rick Hardy and Architect William Brewer to co-chair a representative Task Force to move forward with architectural and engineer plans for the project.

Illinois Institute for Rural Affairs (IIRA)

We are not currently involved in this initiative.

d. Strategically fund technology updates and advancements in technology

College of Business and Technology

- Engineering used the Carver grant to purchase nearly \$500,000 in state of the art equipment for their lab.
- The Department of Accounting and Finance replaced 28 laptop computers in their mobile lab using Foundation funds.

College of Education and Human Services

- CNED: Explored grants and other funding options to assist with the acquisition and maintenance of HIPAA compliant recording and storage technologies for the counseling clinic/lab space.
- KIN: Secured a donor to acquire technology equipment for the biomechanics lab
- KIN: Assisted graduate student in developing a grant proposal to acquire technology for research studies

College of Fine Arts and Communication

The College of Fine Arts and Communication fully supports funding for technology updates and technology advancement.

Center for Innovation in Teaching and Research

Through graduate assistants, we are looking at expanding the availability of WIU resources through the My Western app.

Illinois Institute for Rural Affairs (IIRA)

We helped to write the IIN grant to update distance-learning technologies as well as to fund new facilities on the WIU-QC campus. This is a \$25,000,000 grant submitted to the University of Illinois, Urbana-Champaign / DCEO.

Registrar

- **Assisted with Converting Student Records from IDWebArchive to Laserfiche** – Coordinated with AIMS to convert over 14 years of imaged student records from IDWebArchive to Laserfiche. Project was fully completed in Fall 2018.
- **Added Course Type Definitions to Course Scheduling Website** – Improved transparency of Course Type Definitions by adding the information to our Course Scheduling website. Also added the official Unit of Credit Definition and the Block Scheduling instructions, for ease of locating the information.
- **Implemented E-Signature Option for Transcript Requests** – Implemented e-signature authorization for transcript requests that go through our vendor, Credentials, Inc. This allows students to use mouse, stylus, or finger signature technology to digitally sign the Transcript Authorization Form, eliminating the need to fax or mail the authorization form.
- **Added Identifiers in MVS for Suspended Programs** – Coordinated with AIMS to add identifiers on MVS for majors that are temporarily suspended, similar to the messages displayed for eliminated programs.

University Technology

- Implemented new test scoring system, which resulted in a cost savings of approximately \$10,000 annually. The system provides more versatility in form formats and options for future flexibility and efficiencies.
- FY18 provided funding to purchase 3 new servers and a storage array. These items were integrated into our infrastructure and have been a key part of the expansion of the Quad Cities datacenter. This expansion includes a full backup of the Macomb virtual systems in the QC. The reverse will also be true soon.
- Completed general use lab upgrade in summer 2019.

e. Support major capital budget initiatives

College of Business and Technology

The Department of Accounting and Finance received software worth \$39,487 from Cougar Mountain software.

College of Fine Arts and Communication

The College of Fine Arts and Communication supports major capital budget initiatives.

Illinois Institute for Rural Affairs (IIRA)

We helped to write the IIN grant to update distance-learning technologies as well as to fund new facilities on the WIU-QC campus. This is a \$25,000,000 grant submitted to the University of Illinois, Urbana-Champaign / DCEO.

C. Indicate measures of productivity by which the unit's successes can be illustrated.

College of Arts and Sciences

Please see items above and below

College of Business and Technology

- Undergraduate majors in Cyber Security, Finance, Human Resources, and Mechanical Engineering increased between Fall 2017 and 2018.
- At the graduate level, only Applied Statistics saw growth in 2018. The MBA was only down two students.
- CBT departments and schools undertook special initiatives to increase enrollment. For example, increasing scholarships, visiting area high schools, and holding open houses.

Degrees conferred by major

Undergraduate	2014	2015	2016	2017	2018
Accounting	48	61	54	59	52
Agriculture	102	106	108	110	103
Computer Science	19	23	25	35	27
Construction Management	38	46	29	27	19
Economics	11	10	14	16	11
Engineering	3	10	9	11	11
Engineering Technology	19	29	26	19	29
Finance	31	29	18	13	20
Graphic Communication	21	28	19	19	14
Human Resource Management	6	18	24	23	17
Information Systems	10	12	16	13	13
Management	46	61	81	61	48
Marketing	41	55	34	51	30
Mechanical Engineering	-	-	-	6	11
Media and Instructional Tech. (moved to CBT 2016)	-	-	7	4	5
Network Technologies	4	6	10	5	6
Supply Chain Mgt	47	25	55	54	47
Total Undergraduate Degrees	446	519	529	526	463
Graduate	2014	2015	2016	2017	2018
MBA	34	29	32	42	38
MAcc	18	15	12	10	17

MA Economics	22	10	16	12	19
MS Applied Statistics	-	-	-	-	5
MS Computer Science	29	34	73	69	86
MS Engineering Tech. Leadership (previously Mgt. Engineering Systems)	4	3	17	19	13
MS Instructional Design and Tech. (moved to CBT 2016)	-	-	28	18	31
Total Graduate Degrees	107	91	178	170	209

Fall Enrollments by Major

Undergraduate	2014	2015	2016	2017	2018
Accounting	301	300	294	281	248
Agriculture	354	362	350	321	277
Apparel & Textile Merch	-	-	-	-	20
Business Analytics	-	-	-	-	3
Computer Science	185	175	164	150	118
Construction Management	123	95	93	87	69
Cyber Security	-	-	-	7	18
Economics	44	51	43	27	26
Engineering	153	153	167	110	81
Engineering Technology	120	113	143	142	107
Finance	77	57	73	83	95
Graphic Communication	66	58	41	26	22
Human Resource Management	72	87	79	71	95
Information Systems	74	74	66	58	47
Management	328	283	224	199	162
Marketing	201	159	144	124	123
Mechanical Engineering	-	-	-	28	52
Media and Instructional Tech. (moved to CBT 2016)	-	-	10	4	-
Network Technologies	29	28	24	29	10
Supply Chain Management	146	163	157	153	151
Business Undecided	48	99	82	88	72
Total Undergraduate Enrollment	2321	2257	2154	1988	1796
Graduate	2014	2015	2016	2017	2018
MBA	66	88	77	107	105
MAcc	20	20	22	26	20
MA Economics	21	21	25	27	24
MS Applied Stat. and Dec. Analytics	-	-	5	12	17
MS Computer Science	119	148	160	174	120
MS Engineering Tech Leadership (previously Mgt. Engineering Sys.)	13	31	25	30	26

MS Instructional Design and Tech. (moved to CBT 2016)	-	-	62	56	49
Post-Baccalaureate Cert. (combined)	30	33	25	14	13
Total Graduate Enrollment	269	341	401	446	374

Student Credit Hour Production

	2014	2015	2016	2017	2018
CBT	59,159	61,796	60,586	58,940	53,373
University	306,872	299,628	283,935	266,054	242,091

College of Education and Human Services

- COEHS had 2,168 undergraduate students who were pursuing degrees in one of the College’s baccalaureate programs in fall of 2018. This number represents 32 percent of the University’s undergraduate student population. The 748 graduate students in the College represent 43 percent of the University’s graduate student population. COEHS conferred 697 baccalaureate degrees and 294 graduate degrees including 17 doctorates, the only doctorates conferred by the University. Slightly more than 43 percent of the graduate degrees conferred by the University were earned in the College.
- There are multiple examples of the productivity of the COEHS academic units included throughout this annual report -- including student pass rates on state and national exams, faculty research productivity, and faculty engagement in activities vital to the mission of the College and the University.
- **Center for Best Practices in Early Childhood Education**—New FY 19 awards for Provider Connections and Starnet were funded totaling \$1,389, 433, accounting for approximately 70% of grant funds received by the College. Grants received were from the IL Department of Human Services-- Education Provider Connections Credentialing and Enrollment and from IL State Board of Education—STARNET Region I and III.
 - The **Provider Connections** grant: Provided over 9,800 instances of technical assistant; processed over 3,500 credential applications and background checks; processed over 5,800 enrollments; gave presentations, hosted exhibits, and/or provided Q&A sessions at many different events around the state; collaborated with 13 other IL organizations or agencies; hosted five different podcasts with multiple views; and published two newsletters, along with many other services.
 - The **STARNET** grant: Provided 53 face-to-face workshop and conference presentations; hosted 41 webinars and nine hybrid events; collaborated 86 times with 31 different agencies; provided 3,504 instances of technical assistance; made 35 visits to classrooms for observation and consultation; issued 1,778 ISBE certificates and 1,352 General certificates to people who attended workshops; issued 254 certificates to people who viewed and submitted evaluations for Apples Video Magazines; planned and implemented 4 Mom’s Retreats in the region; and awarded \$2000 worth of fellowships, along with many other services.
- **Central Illinois Adult Education Service Center/Curriculum Publication Clearinghouse**—In 2018, the Central Illinois Adult Education Service Center (CIAESC) and the Curriculum Publication Clearinghouse (CPC) received a total of \$428,857 to provide professional development opportunities for ESL, ABE, DOC, and adult literacy instructors affiliated with Illinois Community College Board funded education programs. CIAESC/CPC also served the entire state relative to issues related to College and Career Readiness, Standards Alignment, High School Equivalency Exams, and the acquisition/printing and shipment of assessment and other classroom materials. CIAESC provided almost 40 onsite workshops serving over 500 educators. The Center also provided professional development through several online formats including Moodle/iLearn, Canvas and GoToWebinar. Since July 1, 2018, the Center has trained over 1400 educators, program administrators and test administrators on the new TABE 11 & 12 assessment.
- **Marketing and Community Relations**—The unit was responsible for the Annual Fall COEHS Faculty Assembly, the College Advisory Board Meetings, the Education Career Fair, the Law Enforcement & Justice Administration Career Fair, and oversight of COEHS websites. The websites had 376,890 unique views. The most viewed sites were:

- coehs/leja/index.php—11,713
- coehs/provider_connections/indes.php—6,754
- coehs/provider_connections/credentialing/newapp.php—4,878
- **College of Education and Human Services Advising Center**—In 2018, the Center supported 7,977 student encounters. The majority (4,520) of the encounters were scheduled appointments followed by 1,594 walk-ins, and approximately 540 students at the New Student Registration summer programs. The busiest months were April, October and November where more than 2,850 students were seen each of those months.
- **Horn Field Campus**—HFC was visited by 4,020 individuals in 2018. It hosted 73 groups including WIU classes, local and regional groups.
- Curriculum and Instruction Centers:

Infant and Preschool Center—The Infant and Preschool Center provided valuable childcare services for student and staff members as well as multiple opportunities for COEHS (and other) students to interact with young children.

	Spring 2018	Fall 2018
Number of children served	29	28
Percent of children of WIU students	31	21
Percent of children of WIU faculty/staff	52	50
Percent of children from the community	17	29
Number of WIU students who observed/assisted at the Center	89	164
Total volunteer hours at the Center	339.00	369.00
Total hours served at the Center by WIU students	4518.50	4101.25

- **The Children’s Literature and Examination Center (CLEC)** continued to serve as an examination center of novels for children and young adults ages preschool through grade 12.
- **The Social Studies Center** maintained materials to support courses in the undergraduate program and traveling trunks available for checkout to faculty and local elementary schools. The Center sponsored the 3rd Civics Course Implementation Training in July 2018. The Social Studies Center has a new Illinois Giant Map.
- **The Reading Center** continued the America Reads program with after school tutoring programs provided to 90 students per semester at Lincoln Elementary School (Macomb Public Schools) and The Crossings Afterschool Program.
- **The Science Education Center** served as the host site for Illinois Department of Resources Educational Trunks, which are loaned out to local teachers, agencies, and individuals as requested and was awarded Silver Circle of Quality through ExCeleRate Illinois. It also provided the following 5-hour workshops for WIU

Undergraduate students: (a) STARLAB Planetarium & Astronomy, (b) Project WILD, (c) Project Learning Tree, and (d) Project WET. The Science Center hosted the WIU Illinois Science Olympiad Regional Competition and the Annual PreK-8 Science Education Update Conference

College of Fine Arts and Communication

- Art
 - Department of Art students are having work accepted into local, regional, national and international art exhibition.
 - 22 artworks by nine Western Illinois University students were chosen by the Illinois Board of Higher Education (IBHE) for its fourth annual long-term James L. Applegate Student Art Exhibition at the Springfield, IL IBHE Office.
 - Art Student, Andrea Kliffmiller, designed and painted the WIU Foundation Christmas Card and will be designing and painting 55 prints for the Office of Study Abroad to give to their counterparts when they travel.
 - Two students received scholarships from the Kappa Pi International Art Honor Society.
 - Two printmaking students had work accepted into The Hand Magazine, an international magazine of reproductive-based art.
 - Art student, Ty Barnes was selected as the CoFAC College Scholar.
 - Department's First Wednesday open studio event continues to be a popular event bringing 60+ attendees to the Art Studios each month.
 - The department continues to present 20+ exhibitions each year in its HPA Annex and Garwood Student galleries.
 - Two Art graduates were accepted to MFA programs with full-ride scholarships.
 - Graduates are consistently able to graduate and find employment within the field of art and design.
 - Hosted Prairieland High School Art Exhibition which brought 128 students from 14 different high schools and over 600 artworks to campus.
 - Duke Oursler in partnership with the city of Macomb completed the third round of the Macomb Outdoor Sculpture Exhibition.
- BC&J
 - In 2018, Broadcasting and Journalism had approximately 161 majors and 14 BC&J minors, 10 sports broadcasting minors, 32 journalism minors, and 14 film minors.
 - The department has 8 faculty and two staff that continue their strong commitment to their profession. The average ACE load is 18 out of 22 by Unit A faculty and Unit B faculty work the maximum of 24 ACEs.
 - Faculty and students continue to produce podcasts and videos that are streamed on our website, as well as on our Facebook and YouTube sites.
 - We are an award-winning program. Students in radio, TV news, and sports have been recognized on the state, regional, and national levels for excellence.
 - On wiutv3 broadcasting students produce a live half-hour newscast Tuesday – Thursday during the fall and spring semesters. Students are also producing a morning show once a week. This is the only local television newscast in Macomb.
 - By the end of this academic year the department will cover 200+ sporting events for ESPN3, wiutv3, WIUS-FM, and Leatherneck All-Access. In the fall, Broadcasting also produced a weekly football coach's show. In addition, the department produced a local sports highlight show called "Local Sports Focus".
 - In radio, WIUS-FM is on the air with announcers from 6 a.m. to 2 a.m. Monday through Saturday morning. Weekends, noon to 2 a.m. Unmanned hours are automated. The radio students voice-track the automated hours. In sports, WIUS-FM carries all home football games, all home men's and women's basketball, home baseball and all softball games, all volleyball games and home soccer games.

- Macomb Bombers football, soccer, volleyball, and basketball games are aired on a tape-delayed basis.
- Broadcasting hosted the Youth Leadership Academy students from Macomb High School.
- The department offers three general education courses to the university at large. One course is a humanities course cross-listed with English, one is a B-List humanities course and one course is a multi-cultural course. BC&J 350 (formerly BC 323) is also available online.
- COMM

The Department of Communication is one of the most efficient and most productive departments on campus. The department's productivity can be illustrated in the following ways:

 - The Department of Communication undergraduate program currently has 167 majors and 96 minors. The graduate program has 18 students actively engaged in coursework.
 - The department has 8 tenure-track/tenured faculty; 6 associate faculty; 1 ASP (Undergraduate advisor); 1 office manager/administrative associate, and a chairperson. The major and the minors are offered at both the Macomb and Quad Cities campuses.
 - One means whereby to measure productivity is by professional activity output. In the 2018 calendar year, Communication faculty published 14 journal articles and/or book chapters, and presented 16 conference papers/panels at regional, national and international conferences.
 - Department faculty participated in service to the discipline in a variety of ways, including reviewing articles for professional journals and reviewing papers submitted for conference presentations. Several faculty currently serve as standing members and/or guest reviewers on a variety of editorial boards.
 - The department continued its tradition of offering the Department of Communication Career Preparation Day, an event where alumni come back to campus and share their experiences and advice through a series of workshops with our current students. This particular CPD was very successful, not only in terms of the quality of the experience but also because it resulted in a gift for the department from an alum.
 - The department offered its eighth Disney Communication Culture Study Abroad course, an opportunity that generates excitement in the discipline and recognition throughout the country for its innovation and effectiveness.
 - Three faculty members served in national leadership positions with the National Communication Association, serving as members of the executive boards of three different divisions.
 - During the Summer 2018 session, the Department of Communication offered 13 sections of classes, serving 262 students. Of these courses, nine were offered on-line.
 - The department reorganized and updated our current major by adding a fourth option (Organizational Communication).
 - The department continues to service the university by providing a large number of sections of General Education courses, public speaking classes, cross-listed courses, and a Study Abroad class. During FY19, 22 total sections of Introduction to Human Communication (COMM 130) were offered, including 13 regular sections, 4 sections taught on-line, and 5 FYE sections. The Social Science gen ed course, COMM 235, was offered once, and the Humanities gen ed course COMM 254 was also offered once. Forty-four sections of the Introduction to Public Speaking (COMM 241/242) were offered during calendar year 2017, including two 241H sections and seven online versions of this course (COMM 242) available to BGS students.
 - The Communication faculty continues to provide a wide array of department, college and university-level service on a variety of committees and councils.
 - The department has designed and developed the courses necessary to offer the B.A. in Communication degree as a fully online degree beginning Fall 2019.
- MST
 - Continue use of Internship evaluation form for faculty and practitioners
 - Continue expanding recruiting efforts with feeder and area colleges
 - Continue to increase in the number of MA students

- Music

All of the items listed below demonstrate support of the university goals and objectives, including specific Strategic Plan accomplishments in the areas of Student Recruitment, Faculty Research-Scholarly/Creative, Public Service/Outreach, Alumni Relations, and Excellence in Undergraduate and Graduate Education. The School of Music provides outreach annually to approximately 20,000 students in the public schools and thousands of members of the community through the following activities and events.

- University and Community Audience:
 - Faculty Recital Series
 - Faculty ensemble performances, Julstrom String Quartet, Camerata Woodwind Quintet, Hopper Jazztet, and LaMoine Brass Quintet
 - First Wednesday Faculty Chamber Series
 - Fall Scholarship Concert on-campus
 - Performances of faculty compositions
- Outreach to public schools and area music students and teachers:
 - Summer Music Institute (Camps) – Band, Strings, Jazz, Choral, Youth Day Camps
 - Marching Band Classic
 - Showcase of Bands
 - Jazz Festivals
 - Guest artists and master classes—public school students invited to join with WIU students
 - Opera performances
 - Performance tours by Orchestra, Band, Choir, and Jazz Band major ensembles.
 - Masterclasses and lessons for prospective students
 - Faculty service as adjudicators for professional conferences and competitions
 - WIU Community Music School
 - Macomb Youth String Orchestra
 - Live streaming of all School of Music concerts
- New Music Festival
- Approximately 150 performances presented during fall and spring semesters, including faculty solo recitals and ensemble concerts, faculty guest artist recitals, student ensembles, student solo recitals, special events: Marching Band Classic, ElectroAcoustic Music Macomb, Orchestra Family Halloween Concert, and Holiday Festival of Music; Marching Band home game and parade performances, educational conferences and workshops: Choral Music Ed. Day, West-Central Conference Choral Festival, and ILMEA District IV Festival.; Tours: Marching Band, University Singers, Jazz Studio Orchestra, University Orchestra.
- Specialty Festivals: Piano Festival, Brass Fest, Jazz Festival, Horn Festival
- District IV ILMEA, Band Showcase, Jr. H. and Sr. H.S. Honor Choir events
- Certification exams: ISBE Teaching Certification, Certification Exam for Music Therapists
- Accredited member of NASM (National Association of Schools of Music) since 1961
- Teacher Education program nationally accredited
- Music Therapy program accredited by the American Music Therapy Association.
- Faculty Accomplishments (selected)
 - Andrews
 - Recital: Celebration of Organ Music, February 24, 2019, 1st Presbyterian Church

- Ashe
 - ✓ Jazz accompanist for the 2018 International Trombone Festival where I worked with John Fedchock, Jiggs Wigham, Ed Neumeister, Marshall Gilkes and many other well known jazz trombonists.
 - ✓ Opera *Lisbeth* is set to be premiered this spring through The University of Illinois Lyric Theatre. I composed the music and wrote the libretto for this piece.
- Bean
 - ✓ Clinician, Pop/Belt Vocal Pedagogy, Illinois Music Educators Conference, Peoria, IL, Jan. 24, 2019
 - ✓ Musical Director, Thoroughly Modern Millie, Okoboji Summer Theatre, Okoboji, IA, Aug. 7-12, 2018
- Blankenship
 - ✓ Scholarly Publication of Summit Proceedings for Music & Entertainment Industry Educators Association – “The Impact of Recent Tax Code Changes on Arts Organizations”, October, 2018 <https://doi.org/10.25101/18.21>
 - ✓ Serving as External Evaluator for Middle Tennessee State University Bachelor of Science program in Recording Industry March 11-12, 2019
- Briney
 - ✓ Solo recital as part of the Peninsula Music Festival's February Fest; performance of Mahler Symphony 9 with the Quad Cities Symphony, conductor of Quincy Symphony Young Artists concert showcasing three regional high school solo competition winners and concluding program with Stravinsky's Firebird Suite 1919.
 - ✓ ILMEA All-State YouTube trumpet tutorial
- Brown
 - ✓ Piano Faculty, La Musica Lirica International Music Festival, Novafeltria, Italy, July 2018
 - ✓ Three Perspectives: Inspirations of American Music and Visual Art, Recording of chamber music works by Ned Rorem, Jennifer Higdon, and Dan Locklair with Virginia Broffitt, flute, and Meredith Blecha-Wells, cello, released on Parma Recordings, Spring 2019
- Hardeman
 - ✓ "The French Operatic Prologue as Liminal Space" Referred presentation at the 18th Biennial International Conference on Baroque Music, Cremona, Italy (July 11, 2018) (this paper was also presented at the Eighth Biennial Conference of the Society for Eighteenth-Century Music, Tallahassee, FL, Feb. 23, 2018)
 - ✓ Book review of *Dance and Drama in French Baroque Opera* by Rebecca Harris-Warrick to be published in an upcoming issue of the *Journal of the American Musicological Society*, the leading North American musicological journal. This was a solicited review -- the editors contacted me about reviewing the book.
- Hart
 - ✓ Acting Principal oboe, Knox-Galesburg Symphony
 - ✓ Created website emilyhartoboe.com
- Hawkins
 - ✓ Hawkins, J. (Pending 2019). Secondary Choral Music Educators' Use of Technology-Assisted Assessment Tools. In T.S. Brophy, J. Marlatt, & G. K. Ritcher (Eds.), *Advancing music education through assessment: Selected papers from the 7th International Symposium on Assessment in Music Education*, (pp. xxx-xxx). Chicago, IL: GIA.
 - ✓ Conductor of the Illinois Music Education Association District 1 (Chicagoland) Junior Chorus –

Fall 2018

- Hughes
 - ✓ Organized/supervised Jazz interfaith concert series.
 - ✓ Performance with Grammy nominated trumpeter and composer Michael Rodriguez and the Western Michigan University Jazz Faculty at the 2019 Western Michigan Trumpet Day in March.
- Hughey

Carl Fischer in New York publishes Franz Wohlfahrt, Foundation Studies for the Violoncello, Book 1, edited by Richard Hughey
- Jones
 - ✓ Started a second 4 year term as Associate Editor, Manuscript Review for Music Therapy Perspectives.
 - ✓ Elected by the Assembly of Delegates from the American Music Therapy Association to serve on the Commission for Education and Training of the 21st Century Music Therapist.
- Lapka

Preparing for online MM-Music Education teaching
- Locke
 - ✓ Fall 2018 - WIU Czech Centenary Music Festival, Sept 28-Aug 5 - 5 events that I coordinated/taught/lectured/performed in
 - ✓ Apr 2, 2019 - Full-length vocal recital, with 20 selections sung in 9 different languages
- McMurtery
 - ✓ Performing with the Chicago Symphony Orchestra at the Ravinia Festival in August, 2018.
 - ✓ Nomination to the Board of Directors of the National Flute Association; term to begin later in 2019
- Mihai
 - ✓ September 22, 2018, Soloist with Moisés Molina and Clinton Symphony Orchestra, Brahms Double Concerto in A minor, Op. 102, for Violin and Cello
 - ✓ 19 by the president of ESTA (European ASTA) Luigi Gageos
- Mindeman
 - ✓ Two commissioned works written for and performed by the Quincy Symphony Orchestra, and also performed by the Elgin Symphony Orchestra, in Dec., 2018: Ding Dong Merrily/Good King Wenceslas for orchestra, and O Holy Night for orchestra and chorus.
 - ✓ Commissioned to write a new work for trombone and piano - to be performed at the International Trombone Festival, July 2019.
- Molina
 - ✓ Soloist with Muscatine Symphony Orchestra (Brahms Double Concerto for Violin and Cello, September 2019)
 - ✓ Guest Master Classes at the Universidad Nacional Autónoma de Honduras (February 2019)
- Nichols
 - ✓ July, 2018 - Performance with the Peoria Symphony Orchestra. The music of Bernstein with his daughter as the emcee; Jan 2019
 - ✓ Guest clinician at Washington HS
- Romig
 - ✓ "Still" was featured by the Iowa Composers Forum in a series of three concert events held at

- historic locations in Iowa (October 2018)
 - ✓ I will be Artist In Residence at Petrified Forest National Park (Arizona) the last two weeks of June, 2019.
- Sepulveda
 - ✓ WIU Faculty Recital with Dr. Po-Chuan Chiang, piano, October 21, 2018, COFAC Recital Hall
 - ✓ Guest Soloist, in Gounod's Messe Solennelle, McDonough Choral Society, December 3, 2018, Wesley Methodist Church, Macomb, IL
- Shumate
 - ✓ 14th soloist appearance at Carnegie Hall in NYC in Handel's Messiah with Distinguished Concerts International New York, alongside Metropolitan Opera singers John McVeigh (tenor), and Christopher Job (Baritone).
 - ✓ Soprano soloist in Recital at the Wayne Theatre Ross Performing Arts Center in Virginia
- Szabo
 - ✓ March 10: will perform a solo recital at the Michigan City Chamber Music Festival in Michigan City, IN
 - ✓ March 17: will be a clinician at the Chicago Viola Festival at Ravinia Bennett Gordon Hall.
- Thomas
 - Conductor - West Central Conference Honor Band (November 15, 2018); Clinician - Southwest Suburbs Conference (February 7, 2019)
- Thompson
 - ✓ Musical Director of Always Patsy Cline, WIU Dept of Theatre and Dance, Sept, 2018
 - ✓ Soloist, Vaughan Williams 5 Mystical Songs, McDonough Choral Society, April 29, 2019.
- Turner
 - ✓ Performed with Kevin Hart and the Vibe Tribe at the CEFCU Riverfront Stage in Peoria for their summer concert series on July 12, 2018.
 - ✓ Guitarist and musical director for a recording session with vocalist Vicki Mayo on October 7, 2018. Results of the session were released on Vicki's new CD Jeff's Choices in February 2019.
- Winnie
 - ✓ Guest Conducting the District 1 Honor Choir in Toledo, Ohio
 - ✓ Presenting at Illinois State Music Educator's Conference in Peoria, Illinois
- Current Student Accomplishments (selected)
 - Ashe
 - Yoseph Henry performed at Chicago's Symphony Center on February 16, 2019
 - Blankenship
 - 2019 NAMM President Innovation Award Recipients for: William Hicks, Lukas Keil, Kole Shuda, Tiana Thakur, Rebecca Wilcox. All 5 students received an award of \$600 totaling \$3000
 - Briney
 - Sabrina Alt, finalist in WIU Concerto Competition
 - Brown
 - ✓ Siyuan Chen, Finalist, WIU Concerto Competition, Fall 2018
 - ✓ Siyuan Chen and Regina An, Performers in guest artist masterclass with Silvan Negrutiu, October 2018

- Chasteen
 - Parker Carls, Central Region Finalist and National Semi-Finalist in the National Association of Teachers of Singing Student Auditions.
- Chin
 - Elliot Butler won the WIU School of Music Annual Concerto/Aria/Composition Competition 2018–2019
- Cooper
 - ✓ Aaron Krings, Graduate MM Jazz Performance 2018, hired as bassist for the Glenn Miller Orchestra, national search, 2019 tour of US and Japan.
 - ✓ Byron McChord, Graduate MM Jazz Performance 2016, Post Baccalaureate Performance Certificate 2018, hired as pianist for the Glenn Miller Orchestra, national search, 2019 tour of US and Japan.
- Gardner
 - MM student Eric Linke has been accepted to the DMA program at the University Nebraska-Lincoln
- Ginsberg
 - Morgan Miller won School of Music concerto competition
- Hardeman
 - Julie Jacobs (MM earned December 2018) has had an article published in the February 2019 issue of The Horn Call ("The Persistence of the Natural Horn in 19th-century France"). The article originated as a research project in MUS 591 (Graduate Research in Music) in 2017, and Julie and I worked together last fall in MUS 599 to rewrite the term paper for the Horn Call audience.
- Hart
 - ✓ Egan Roberts featured in College Magazine
 - ✓ Camber Flick participated in the Southern Oboe Intensive working with members of the St. Louis and San Francisco symphonies
- Hawkins
 - Emma Kovachevich - School of Music Scholar
- Hughes
 - ✓ Zach Smith and Aaron Krings perform with the Quincy Symphony
 - ✓ Ben Walker (Macomb High School student) performs with the WIU guitar ensemble. He toured Europe with the Blue Lake All Star Big Band and won the chair in the Illinois All State Honors Jazz Band
- Jones
 - ✓ Michelle Bingheim, senior/intern, is the president for the Great Lakes Regions of the American Music Therapy Association for students. She will preside over student activities this year.
 - ✓ Jodie Tan Qiu Yu was elected Parliamentarian for the GLR-AMTAS.
- Karn
 - Nissi Smith won the Open Jar Institute Musical Theatre Competition at the Kennedy Center in Washington, DC
- Locke
 - ✓ Current MM Musicology student Robbie Segars - accepted into the Doctoral program in Musicology at the University of North Texas
 - ✓ Robbie Segars also gave his first conference paper, Dec. 1 2018, at the Czech Festival at UNT

- **McMurtery**
 - ✓ Sara Devine — Hagen Scholarship Foundation Study Abroad Scholarship for study in Greece. To be repeated this summer in Kenya
 - ✓ Rebecca Wilcox — National Association of Music Merchants: President's Innovation Award for her work at the NAMM Conference in Anaheim, CA
 - ✓ Danielle Olszewski — Performed with the Quincy Symphony on a concert in February, 2019
- **Mihai**
 - ✓ October 27, 2018, Erik Ghukasyan was the winner of the 2018 Illinois MTNA Competition "Young Artist Performance" in DeKalb, IL
 - ✓ Vlad Hontila was one of the winners of the WIU School of Music 2018-9 Concerto/Aria Competition. Ramel Price was one of the finalists of the same competition.
- **Molina**

Kosuke Uchikawa (Junior BM Applied Music, Cello) - Second Place at the 2018 IL ASTA Concerto Competition
- **Romig**

Elliot Butler won the University of Missouri St. Louis composition competition that resulted in performance of his "Drama No. 6", for orchestra.
- **Shumate**
 - ✓ Claire Ryterski: (Senior/Vocal Performance and Music Therapy) \$500 Encouragement Award with the Metropolitan Opera National Council Auditions (St. Louis District), 1st Place at the NATS Illinois Central Region Vocal Competition, Finalist in the Jacksonville Symphony Society Vocal Competition (Finalist Competition Feb. 23rd, 2019)
 - ✓ Rachel Mason: (1st Year Graduate/M.M. Vocal performance) finalist in the 2018-2019 WIU Aria/Concerto Competition
 - ✓ Mark Mixon: (Junior/Music Education) finalist in the 2018-2019 WIU Aria/Concerto Competition
 - ✓ Kaiyan Wang: (1st Year Graduate/M.M. Vocal Performance) Semi-Finalist at the NATS Illinois Central Region Vocal Competition
- **Thompson**

Students Participating in Irene Ryan Competition and Musical Theatre Intensive, American College Theatre Festival: Logan Edris, Daniel Hollander, Kiera Martin
- **Turner**

Lukas Keil received the NAMM President's Scholarship in January 2019
- **Winnie**

Jonathan Snyder, Choral Conducting Graduate student - awarded an on-campus interview and audition for the degree program: Doctor of Musical Arts in Sacred Music with an Emphasis in Choral Conducting at University of Notre Dame. Acceptance not yet known.
- **Alumni Accomplishments (selected)**
 - **Bean**
 - ✓ Emily Rhein had a successful run in the national touring company of A Christmas Story - The Musical
 - ✓ Melody Betts just began playing one of the lead roles, Becky, in Waitress on Broadway
 - **Blankenship**
 - ✓ David Williams (18) – Hired! Merchandising Coordinator at WWBW/Music& Arts in Maryland
 - ✓ Jeremy McCool mb minor (15) – started PhD in Communications Media and Instructional

Technology, Indiana University of Pennsylvania, Fall, 2018

- Briney
 - ✓ Chris Haas, national audition winner for a position with the Omaha (NE) Symphony
 - ✓ Dave Zeng, performer with the Cincinnati Symphony
 - ✓ Andy Empey, new band director at Galesburg HS, Justin Bainter, new band director at Limestone HS.
 - ✓ Barksdale Bryant, sabbatical replacement for jazz trumpet instructor Tito Carillo at the University of Illinois Urbana-Champaign.
- Brown
 - ✓ Orlando Riveros (MM, Piano Performance, 2018), Academic Director at Conservatorio Musicarte, Paraguay
 - ✓ Heesun Yeom (MM, Piano Pedagogy, 2015), completion of DMA in Piano Performance at the University of Kansas.
 - ✓ Matthew Nall (MM, Piano Pedagogy, 2015) has established a successful private piano studio in Springfield, IL.
- Cangro
 - ✓ A Centennial Honors College Project Recital "A Study of Song Cycles": Benjamin Rogers
 - ✓ Undergraduate Research Day First Place—Caitlin Pennington (Kirksville, MO) and Benjamin Rogers (Savanna, IL) with Terry Chasteen, associate professor: "Classical vs. Contemporary: A Comparative Analysis of Voice Qualities"
- Chasteen
 - ✓ Therese Pircon became the soprano soloist for Indianapolis Opera Young Artist Educational Outreach Program after completing the Performance Certificate program and the Jacobs School of Music at Indiana University.
 - ✓ John Zeng released Songs That Speak on iTunes and has performed the songs live in Cabaret Style performances in Chicago and Cincinnati and regularly performs with the Chicago Fringe Opera.
 - ✓ Brandon Williams published an SSA choral arrangement of Franz Schubert's Die junge Nonne through Hal Leonard and an arrangement of Vedro con Mio Diletto from Vivaldi's Il Giustino (also with Hal Leonard)
 - ✓ Rett Richards published Standing on the Side of Love for Handbell Choir through GIA Publications, Inc.
- Cooper
 - ✓ Jim Buennig – ABD doctoral student, University of Texas at Austin, Release of new recording: Smoke and Mirrors; Boss Street Brass Band TMEA performance.
 - ✓ Crystal Rebone – ABD doctoral student, University of Illinois, first female recipient of the David Baker Jazz Scholarship award, New Orleans, LA 2017.
 - ✓ Barksdale Bryant – DMA Jazz Studies Performance, University of Illinois, Sabbatical replacement for Tito Carrillo, University of Illinois Champaign Urbana, 2019.
- Fansler
 - Justin Davis, (Fansler graduate student in instrumental conducting) became Director of Bands and Orchestras as well as horn studio professor at the University of Wisconsin, La Crosse; February, 2019.
- Ginsberg
 - Rachel Levison is pursuing master of music degree at University of Northern Colorado
- Hawkins

- ✓ Sarah Anderson, Fall 18 music education, passed the edTPA assessment, earned her teaching license, and is working in Bettendorf Schools
- ✓ Stephanie Bergland, Fall 18 music education, passed the edTPA assessment, earned her teaching license, and is working at Morrison High School
- Hughes
 - ✓ Aaron Krings (MM jazz studies 2018) won the bass chair in the Glenn Miller Orchestra and began his tenure in Jan. 2019. (He was offered the position the after he graduated!) I held this position in the early 1990's and have worked on and off with Glenn Miller Productions for many years.
 - ✓ Byron McChord (Pianist MM18) began his tenure with The Glenn Miller Orchestra Feb. 2019.
 - ✓ Crystal Rebone (BM14) was awarded a graduate assistantship at the University of Illinois where she is pursuing her DMA in Jazz studies.
- Hughey

José Santana, completed MM in Instrumental Conducting and is hired as Orchestra Director at Jefferson Middle School and Centennial High School in Champaign, Illinois
- Jones
 - ✓ Caitlin Pennington (2017) was hired at Nationwide Children's Hospital as a Music Therapist and Researcher in the NeoNatal Unit.
 - ✓ Andrea Owens (2015) is now a National Roster internship director for music therapy students. She is the music therapist at Hospice of Kankakee Valley.
- Lapka

Three mid-year, music education graduates started full-time employment in January. Two mid-year graduates started long-term substitute positions.
- Locke

Three MM Alumni presented their first national-level conference papers at the American Musicological Society annual meeting in San Antonio, Texas, Nov 1-4, 2018: Jeremy Zima (MM, 2009), Isidora Miranda (MM, 2011), Amy Onstot (MM, 2012)
- McMurtery

Mikaela Johnson is applying for the DMA program at Bowling Green; we will know in a couple weeks if she gets in.
- Mihai
 - ✓ Kaitlyn Hirschbeck, Music Therapy graduate 2016, is the new Recreation Therapist at St. Alexius Hospital
 - ✓ Alex Malaimare, Violin Performance Master of Music graduate, was appointed Adjunct Instructor of Violin at the University of Illinois Springfield and was a member of the Eykamp String Quartet of the University of Evansville, as well as Principal Second for the Evansville Philharmonic Orchestra and member of Lincoln Center Stage.
 - ✓ JiaRong Gan, Violin Performance undergraduate, teaches violin at the University of Evansville, IN, she is Assistant Concertmaster of the Evansville Philharmonic Orchestra, and Violin Instructor at the Blue Lake Fine Arts Camp, Twin Lake, Michigan
- Mindeman
 - ✓ Former trombone grad student Zsolt Szabo invited to perform a solo recital at the International Trombone Festival in Muncie, IN, in July, 2019.
 - ✓ Former student Armando Mejia won the position, and plays bass trombone in the Chicago Brass Band.
- Molina

- ✓ Jose Santana-Fernandez (MM, Spring 2018) Hired as Orchestra Director at Centennial High School in Champaign, IL)
- ✓ Charles Spurgeon (MM Spring 2019) - Hired by Omaha Symphony Orchestra - January 2019
- Nichols
 - Alex Albertson (Mus Ed 2013) - Program Director, Colts Cadet Drum and Bugle Corp
- Romig
 - Steve Weimer (MM composition) earned a tenure-track position at Millikin University that will begin Fall 2019.
- Szabo
 - ✓ Albert Magcalas was accepted in the Doctoral Program in Viola Performance at the Florida State University
 - ✓ Dominique Archambeau was accepted in the Masters Program in Viola Performance at the University of Iowa.
- Thompson
 - ✓ Ric Furman- Scottish National Opera Debut, March 2019
 - ✓ Isaac Jankowski- Dancer for SAKS 5th Ave Window Lighting Ceremony, NYC, November 2018
- Turner
 - ✓ Chase Suchy was hired as a guitar instructor at Guitar Center in Peoria in August 2018.
 - ✓ David Power (graduated May 2017) was hired as an administrative assistant with the Knox-Galesburg Symphony in August 2018.
 - ✓ Troy Nussbaum (graduated May 2017) will complete his Master of Music at Northern Illinois University in May 2019
- Vana
 - Donnie Norton accepted the position of Director of Jazz Studies at the University of Portland
- SPA
 - Graduate Program:
 - Our graduate program received more than 160 applications for the 2018-2019 academic year
 - We continue to have 100% pass rate for students taking the PRAXIS II: Speech-Language Pathology National Examination
 - We continue to have 100% employment for students within three months of graduation
 - Community Outreach:
 - WIU Speech-Language Hearing Clinic: Student clinicians provide services across the lifespan at our campus clinic as well as off-campus sites. The number of people seen across our disciplines in a year.
 - On-Campus (WIU CLINIC):
 - Speech-Language On-Campus:
 - ✓ 55 diagnostics
 - ✓ 125 clients
 - ✓ Weekly Stroke Support Group
 - ✓ Monthly Autism Support Group
 - Audiology Clinic On-campus: 717 patients per year
 - Off-Campus (WIU CLINIC)

We also provided speech-language services off-campus at:

- Skilled Nursing Facilities
 - ✓ Elms
 - ✓ Wesley Village
- Day Program for Adults with Intellectual Disabilities: Bridgeway
- School Districts
 - ✓ Macomb School District
 - ✓ West Prairie School District
 - ✓ Adaptive Physical Education (APE): children with severe communication disabilities from the West Prairie School District come to Brophy Hall for a morning of physical education activities that are adapted to meet their abilities.
- Screening Services (WIU):
 - Screened 70 pediatric and adult residents of The Renaissance Center in Canton, Illinois. These residents are severely impaired and nonverbal.
 - Preschool screenings at The Crossing Church Preschool Macomb.
 - Preschool screenings at St. Paul School in Macomb.
 - Preschool screenings at WIU Daycare in Horrabin Hall.
 - Preschool screenings for West Central School District at Biggsville.
- Off-campus supervision:

Second-year graduate students were placed in off-campus practicum in the summer (2017) and fall (2017).

 - Summer:
 - ✓ Skilled Nursing Facilities (8 students)
 - ✓ Rehabilitation Facility (2 students)
 - Fall:
 - ✓ Skilled Nursing Facilities (8 students)
 - ✓ Public schools (11 students)
- Internships (SP 2018):

Second year-year graduate students began internships January 2018. Each of the twenty students were contracted to do both a school internship (CSD 522) and a medical internship (CSD 600) during the spring semester.

 - School internship placements in Illinois, Iowa, Missouri, Minnesota, Arizona, Wisconsin, and New Brunswick, Canada.
 - Medical placements are in Illinois, Iowa, Missouri, Arizona, Georgia, and Wisconsin.
- Development of Clinic Specialties:
 - Offering a Summer Camp focusing on language/literacy/social skills for children with special needs
 - Hired an Occupational Therapist to assist with the summer camp
- Increased Revenue with continuing Community Outreach:

The WIU Speech-Language Hearing Clinic is currently contracting with two school districts to provide their speech services: Macomb School District and West Prairie. Currently working on a contract for Vermont, Industry, and Table Grove (VIT) that will begin August 2018.

 - We recently negotiated a two-year contract with Macomb Schools to service Edison Elementary

- We recently negotiated a two-year contract with West Prairie North to service their students
- We have agreed to service VIT beginning Fall 2018 (two-year contract). This contract is currently in progress. The money we earn from these contract services is instrumental in starting our Summer Language Camp (i.e., developing Sensory Room, paying occupational therapist (OT), additional speech supervisor in the summer, and training for faculty who are supervising in the Sensory Room).
- Western Illinois University Lincoln Laurette Award Winner:
Jillian Escobar will graduate in May 2018 with a dual major (CSD/Music)
 - 2017 Western Illinois University Lincoln Laureate Award Winner
 - Thesis completion expected May 2018 (Bruna Mussoi & Amanda Silberer)
 - Pursuing a clinical doctorate of audiology and accepted to the University of Iowa, Purdue, Northwestern, and Washington University
- T&D
 - The Department of Theatre and Dance will produce 5 Main Stage shows, 11 Studio Productions (including the BFA Musical Theatre Senior Showcase). Most of the onstage as well as offstage roles will be filled by students. All the shows will be fully designed and much of the design work is done by students.
 - The Irene Ryan Scholarships provide recognition, honor, and financial assistance to outstanding student performers wishing to pursue further education. Nissi Smith (BFA Musical Theatre) won the Musical Theatre Intensive 2018, Samantha Bonzi (BFA Musical Theatre) was the Musical Theatre Intensive runner up 2018, Samantha Anderson (BFA Musical Theatre) won the KC/ACTF Region 3 Institute for Theatre Journalism and Advocacy 2018, and Drake Pough (MFA Acting) won KC/ACTF Region 3 Irene Ryan Scholarship Comedy Award 2018. In 2017, two MFA acting students were one team of 16 national finalist teams for the Kennedy Center's Irene Ryan Acting Scholarship. Jeff Allen Young won the Irene Ryan Acting Competition and was hired to work at the Kennedy Center. In 2019, T&D sent 26 students to the KC/ACTF Region 3 competition. Our Technical Olympic Team (Anthony Karpinski & Sam Meyerson) placed second overall and Anthony won the Lighting Event.
 - University Dance Theatre Fall 2018 auditions had an extremely large turnout. Approximately 85 students participated in the joint UDT/Theatre Department Unified Audition, yielding 44 company members for UDT. After a graduating a record 17 company members in December (or losing them to study abroad, internships, or student teaching), our spring 2019 numbers stand at 43. It's interesting to note that, in spring 2015, UDT had 22 company members. Since fall 2015, we have had between 40-46 members each semester.
 - 80% of Theatre and Dance students were working in theatre (either professionally or doing internships) this past summer.
 - Musical Theatre has a 100% retention rate.
 - We will host the 15th Annual Central Illinois Stage Combat Workshop on the WIU Campus in May 2019.

University Libraries

- 3,826 students received library instruction.
- Student workers spent 5,985 hours cleaning 15,599 linear feet of books as part of the mold remediation efforts.
- Many of our numbers were lower, due to closing the Physical Sciences Library, fewer students, and reduced service hours in summer particularly. However, several numbers were up significantly, including use of both print and digital books, searches of the catalog and the databases, and use of online instructional guides. See chart below.

University Libraries Combined Measures

Activity	2016	2017	2018
People			
Gate Count	753,276	699,012	561,558
Rooms Reserved	1,296	1,317	1,047
Instruction			
Reference Questions	11,565	10,764	8,277
Database Searches	1,200,116	1,077,529	1,185,754
WIU Libraries Catalog Use	244,258	225,658	239,098
E-Research Guide Use	74,609	122,095	143,479
Instructional Sessions	283	322	209
Use of Print			
Use/Circulation of Materials	41,360	41,299	44,253
Interlibrary Loan (borrowed)	18,728	14,765	9,313
Interlibrary Loan (loaned)	12,869	11,538	9,028
Course Reserves Materials	12,192	12,500	9,248
Use of Digital			
E-Reserve Use	12,101	10,718	9,658
E-Book Downloads	26,276	22,299	25,649
E-Journal Downloads	279,309	278,356	257,033
WIU Digital Collection	307,762	320,152	404,842
Library Web Pages Viewed	903,275	963,541	422,429

Centennial Honors College

- **Number of Honors Students.** Arguably the single most important indicator of our unit's success is the number of students in the Honors College. As noted *supra*, enrollment in the Centennial Honors College has ratcheted up significantly over the past eight years. Total honor student enrollment was 516 (Fall 2010), 541 (Spring 2011), 540 (Fall 2011), 576 (Spring 2012), 594 (Fall 2012), 625 (Spring 2013), 667 (Fall 2013), 707 (Spring 2014), 697 (Fall 2014), 731 (Spring 2015), 800 (Fall 2015), 846 (Spring 2016), 1,000 (Fall 2017), 991 (Spring 2018), 1,001 (Fall 2018), and currently 898 (Spring 2019).
- **Number of Minority Honors Students.** Over the past nine years, the number of Hispanic students has increased from 26/516 (or 5 percent of total students in Fall 2010) to 90/988 (or 9.0 percent of total students in Spring 2018) and 97/898 (or 10.8 percent in Spring 2019), while the number of African American students over the same period has increased from 15/516 (or 2.9 percent of total students) to a record 142/988 (or 14.4 percent of total students in Spring 2018) and 122/898 (or 13.6 percent in Spring 2019). For all categories by race, the number of minorities for the entire period (Fall 2010 to Spring 2019) witnessed a dramatic increase from 51/516 or 9.9 percent to a record 292/898 or 32.5 percent. In sum, minority membership in the Centennial Honors College is at an all-time high. (The total number of minorities (292) broken down is 17 Asian, 122 African American, 97 Hispanics, 33 two or more, 1 Pacific Islander and 12 others).
- **Number of Honors Students Advised.** Grand total advising appointments for the 12-month period (January 1 – December 31, 2018) was 1,515.
- **Number of Honors Courses Offered.** The Honors College offered 53 courses (Spring 2018, Summer 2018, Fall 2018, and Spring 2019) involving 48 GH courses and 5 Honors FYE courses.
- **Number of Honors Instructors.** Over the period of evaluation, the Honors College had 49 instructors--44 GH instructors and 5 Honors FYE instructors.

- **Number of In-Course Honors Projects and Theses.** We recorded 232 in-course proposals in Spring 2018, a record 236 in Fall 2018 (468 total in 2018), and 235 (and still counting) in Spring 2019. Concerning honors theses, there were 31 completed in Spring 2018, 3 completed in Summer 2018, and 6 completed in Fall 2018. In Spring 2018, we anticipate 36 completed honors theses.
- **The Number of New Honors Courses Approved.** During the period of evaluation, the University Honors Council approved nine new honors courses, representing a wide range of subject matter.
- **The Number of Students in the Pre-Honors Program.** In Spring 2018, there were 79 Pre-Honors students. Of those 38 earned the requisite 3.4 GPA to remain in the program. Our success rate was 48 percent (38 of 79 students). Thus, we believe the program is a success.
- **Number of Participants in Undergraduate Research Day.** For URD 2018, there were 5 performance presentations, 19 podium presentations and 131 poster presentations. There were 207 total student participants.
- **Number of Participants in the QC Annual Research Conference.** QC Research Day was on April 26, 2018. There were 20 podium presentations and 21 poster presentations. There were 77 total student participants in Spring 2018. It should be noted that the QC Research Day does not judge research presentations. And, as stated above, the Grand Total Student Participants (both URD and QC) in 2018 was 284.
- **Number of New Articulation Agreements.** As stated repeatedly, in Spring 2019, Rick Hardy negotiated an honors-to-honors articulation agreement with Southeastern Community College in West Burlington, Iowa.
- **Number of Students Nominated for Prestigious National Scholarships.** In Spring 2018, the Honors College nominated three students for the Goldwater, two students for the Truman Scholarship, and one student for the Boren Scholarship. Ms. Nicole Walker won Honorable Mention for the Goldwater Scholarship (becoming the third WIU student in the past three years to win that prestigious award), and Mr. John V. Nichols became the first WIU student nominated for the Boren Scholarship. In Fall 2018, the Honors College one student for the Rhodes Scholarship. In Spring 2019, the Honors College nominated two students for the Goldwater, two students for the Truman, and one student for the Boren Scholarship.
- **Number of Honors Students Graduating.** In Spring 2018, 106 students successfully graduated as Honors Scholars (compared to 95 in Spring 2017, 84 in Spring 2016 and 72 in Spring 2015); in Summer 2018, 16 graduated as Honors Scholars (compared to 17 in Summer 2017, 16 in Summer 2016 and 17 Summer 2015); and in Fall 2018, 32 graduated as Honors Scholars (compared to 37 in Fall 2017 and Fall 2016 and 32 in Fall 2015). Thus, for the period of review we graduated 154 Honors Scholars. We anticipate 110 students will graduate as Honors Scholars in Spring 2019.

Center for Innovation in Teaching and Research

- 232 workshops were scheduled between July 1, 2018 and Feb 14, 2018. Therefore, summer workshops numbers are not included.
- A number of fully online classes were finalized through the CITR office.

Global Education and Outreach

- Quad Cities Outreach (QCO)
 - The area continues to develop program infrastructure, program quality, and sustainability.
 - *The Math on the Mississippi* (June 18-22 & June 25-29, 2018) program was held for its third year in June 2018 and increased its overall enrollment by 79% through the inclusion of a second session. The first session filled (24 seats) and had a wait list. The second session had a strong showing (19 of 24 spaces filled). This year's program will be held in two sessions again (June 17-21 & June 24-28, 2019). Activities will continue to include a visit to Lock & Dam 15, construction of card board boats, and paddle boarding.
 - *Muggles in a Wizard's World* (July 23-27, 2018) will enter its third year with another strong year. This program, geared toward grades 5-7, enrolled 22 of 24 spaces. Activities included instruction in literature, writing, science, and art for students. The program offered an educational environmental field trip to Nahant Marsh which included a presentation on snakes and a pond study. This program will be offered again July 8-12, 2019, and includes instructors from the Moline Public Library.
 - *STEAM in the 21st Century* (July 23-27, 2018) was offered as a new program for summer 2018 (FY19). Although this program had a typical small showing for a first-year program, it covered its costs for the

summer and was a self-sustaining program. This was as a result of instructors who donated time and talent to the program. The 2018 program topics included working with computer microprocessors (arduinios), hovercrafts, and art. This program will be offered again in Summer 2019 for grades 8-10.

- The *eSports Arena* (July 15-19, 2019) will be offered for the first time in Summer 2019. Plans for the program are underway and will include computer coding, presentations from members of the eSports community, and a program competition at an eSports arena.
- *Technology Innovations in Investigations* (June 10-12, 2019) will be offered in partnership with the LEJA program. This program is geared toward high school students and will include a mock crime scene recreation by the Moline Police Department for program purposes.
- The *Moline Open Chess Tournament* (November 3, 2018), *Moline Scholastic Chess Tournament* (November 10, 2019), the *Moline Spring Scholastic Chess Tournament* (April 6, 2019) and the *Cinco de Mayo Chess Tournament* (May 4, 2019). The fall scholastic chess tournament included trophies and medals for winners and participants, respectively. Approximately 60 participants attended the Fall 2018 tournaments (FY19), which were held on November 3rd and 10th.
- Study Abroad and Outreach (SA/Outreach)
 - Expand non-sponsored opportunities for international audiences
Indicator of success: number of non-sponsored credit opportunities, number of students who registered, and revenue
 - Expand noncredit training opportunities for domestic audiences (LIFE and Youth CAMPS)
Indicator of success: LIFE: course registrations and number of classes; Youth Enrichment camps: camp registrations and number of camps offered
 - Increase the number of students going abroad
Indicator of Success: number of students going abroad and number of successful faculty-led initiatives
 - Increase sources of revenue in favor of scholarships for students and faculty interested in working globally.
Indicator of success: # of scholarships and amount of money available in scholarship funds

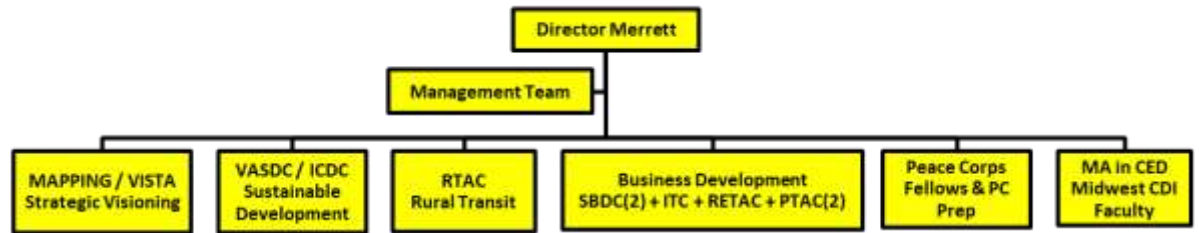
Graduate Studies

- 590 conferred degrees
- 40 post bac
- 512 Assistantships in SP18 (306 full-time; 206 part-time)
- 505 Assistantships in FL18 (320 full-time; 185 part-time)

Illinois Institute for Rural Affairs (IIRA)

- **Ongoing Measures since 1990.** We have been measuring IIRA productivity since our founding in 1989. (**Table 1**). In FY2017, we added new metrics to reflect the presence of our new MA in CED. New metrics will include student retention, student credit hours delivered, graduation rates, and so forth. In addition, we can measure our productivity by our ability to increase our instructional, teaching, and research programming, despite experiencing dramatic budget cuts.
- **New Programs.** Figure 2 provides a simplified organizational chart where we show the addition of four new programs since FY2017: (i) the second SBDC on the WIU-QC campus, (ii) the second PTAC on the WIU-QC campus, (iii) the International Trade Center (ITC) on the WIU-Quad Cities campus, and (iv) the MA in CED (**Fig. 2**). New program creation, such as starting a new degree program, is evidence of increased productivity and program success.

Figure 2. Organizational Chart of the IIRA



Registrar

- Customer service reactions and feedback (comments, emails, letters, etc.)
- Dollars saved through fiscal responsibility measures and generated through expedited service options
- Data collection and establishment of baseline information
 - Computer histories that document various activities
 - Tracking various requests and contacts to determine issues and areas of need

Sponsored Projects

OSP does not measure the office's productivity by the dollar amount of grants and contracts received. To do so would be an inaccurate reflection of our productivity. The dollar amount of grants and contracts received depends on many variables outside the control of this office. These include the budgetary situation at both the State and Federal levels and internal faculty incentives to engage in the pursuit of external grants and contracts (such as those present/absent in/from the promotion and tenure review criteria and in the UPI contract). More appropriate measures of productivity are:

- Number of workshops and information sessions presented
- Increases in recovery of facilities and administrative costs to the University
- Number of faculty signed up for the faculty alerts (Grant Forward) system
- Number of proposals from different disciplines across campus

University Advising and Academic Services Center/Council of Academic Advisors (UAASC/COAA)

We continue to collect data on student performance and review student comments from the UAASC advisor evaluations (submitted by students each semester), all-campus student survey on the advising program, and all-campus advisor survey. Staff members also involve themselves in a variety of activities that support students and the university. Please refer to the following supplemental documents for additional information:

- Student Evaluation Summary
- OAS Statistics 2018
- University Advising Statistics 2018
- Transitional Advising Program Statistics 2018
- Academic Success Coaching Statistics 2018
- Service to the University Community and Campus Involvement

University Technology

University Technology worked on 222 technology projects in FY2019. 104 projects have already been completed, with 98 still in progress and 20 on hold.

- AIMS: 111 projects; 64 completed; 37 in progress; 10 on hold
- Server team: 14 projects; 6 completed; 6 in progress; 2 on hold
- Networking team: 24 projects; 9 completed; 14 in progress; 1 on hold
- Quad Cities team: 14 projects; 8 completed; 6 in progress

- Telecommunications team: 9 projects; 2 completed; 6 in progress; 1 on hold
- User Support Services: 32 projects; 7 completed; 21 in progress; 4 on hold
- Web Services: 18 projects; 8 completed; 8 in progress; 2 on hold

D. Describe how the division used any of the following categories of funds to enhance accomplishments and productivity:

1. Western Illinois Foundation funds

College of Arts and Sciences

- WIU Foundation funds expended: \$480,870
 - Student scholarships: \$354,755
 - Faculty research support: \$250
 - Contractual expenses: \$55,418
 - Consumables, equipment: \$68,297
 - Misc. support: \$2150
- WIU Foundation funds raised: \$1,174,066 (of this amount, \$253,130 is for scholarships)

College of Business and Technology

- The Department of Management and Marketing used foundation funds for:
 - Scholarships - \$24,625
 - Student Travel - \$12,700
 - Recruitment - \$7,700
 - Faculty Development - \$7,100
 - Classroom Technology - \$4,400
- The Department of Accounting and Finance used funds to provide \$88,700 in scholarships and \$24,000 to replace computers in the Accounting lab.
- The School of Engineering used John Deere funds (\$40,000) to recruit students in the Quad Cities.
- The Department of Engineering Technology awarded eight scholarships, supported student and faculty travel, and paid for Advisory Board meetings.

College of Education and Human Services

- The College expended approximately \$130,000 in WIU Foundation funds between July 1, 2018, and March 14, 2019.
- Foundation funds were used for the completion of the LEJA Crime Lab and for the training (and travel) for faculty who will be using the new state of the art equipment found in the Crime Lab.
- WIU Foundation funds were also used by COEHS academic units in the following ways:
 - Student scholarships (e.g., GRTC funded 3 students for Fall 2018)
 - Recruitment and retention initiatives
 - Commodities and manipulatives for use in classes
 - Travel for students to attend and present at conferences
 - Internship site visits
 - Annual dues for the NASW student liaison and faculty support
 - Costs associated with career fairs

- Bringing speakers to campus
- Supporting local conferences.

College of Fine Arts and Communication

- Art

Foundation funds were used for recruitment and retention throughout the year.

- COMM

- In fulfillment of the established goals of the fund, the Wayne N. Thompson endowment supported funding for graduate and undergraduate student scholar awards, graduate assistantships, a faculty fellowship, and an invited scholar presentation.
- Grice Endowment funds were used to provide a faculty member funding to pursue professional growth opportunities to enhance his classroom effectiveness.
- The Foundation account was also used to support the Communication Student Society efforts to facilitate networking with both current and former students.

- MST

Foundation account used to support student attendance at conferences/workshops with modest \$50 or \$100 grants

- Music

- Recital Hall and School of Music general fund continuing donations. Funds were used to update Browne Hall facility needs that were mandated for accreditation by NASM (deadline May 1, 2019 for renovation action). It was our hope that the university would support these critical facility needs, but we used Foundation funds to ensure our accreditation status.
- Alumni outreach at the state conference of the Illinois Music Educators Assoc. – annual alumni reception, over 100 alumni and several current music students and music faculty in attendance in January.

- T&D

Used foundation funds to help with recruitment and retention events throughout the year as well as to replace worn out equipment.

University Libraries

- Four scholarships in the amount of \$500 each were awarded via the Graham Student Assistant Scholarship Fund.
- A \$3,000 gift from former library dean, Dr. Donna Goehner, was used to purchase new iPads for student use in the Curriculum Library.
- Foundation funds paid for books, subscriptions, equipment, staff training, and event expenses. Some of the larger items include \$8,900 for books, \$5,000 toward the NexisUni legal database, \$2,600 for popular magazines, \$4,650 for the EZProxy service, and \$3,050 for the donor plaque in honor of the Malpass 40th anniversary.
- A \$1,000 gift in memory of Robert Young was used to purchase agriculture books.

Centennial Honors College

Honors Foundation Accounts: Ms. Alex Geisler administers the foundation scholarships pertaining to the Centennial Honors College. During the period of review our scholarship committee selected the following students for scholarships. Cecile A. Christison Sterrett Award, Rebecca Graham (\$1,350); Ernest J. Codilis Jr. Pre-Law Scholarship, Cole Burton (\$10,000); Martin Dupuis Leadership Award for Historically Under Represented Communities, Camille Cotton (\$1,300); Charles H. "Chick" & Barbara Joan Flack Pre-Law Scholarship, Crystal Wilson (\$1,250); Maakestad/Wolf Scholarship, Nancy Davila (\$2,500); Dan & Laura Webb Pre-Law Scholarship, Trenton Schmit (\$10,000); Keith Webb Memorial Scholarship, Molly Gualandri (\$1,500); Annette Homer Travel Grant, Morgan Knutsen (\$500), Jordyn Spangler (\$500), Kaitlynn Fox (\$500), Shelby Davin (\$500), Ramat Dada (\$500), Margarita Sotelo (\$1,000), and Erin Trybulec (\$1,000).

Global Education and Outreach

- Study Abroad and Outreach (SA/Outreach)
 - Conger, Wehrly and CIS Scholarships Program (Rocky Scholars)
 - Provision of scholarships to students: 32 scholarships were awarded for a total of \$20,800.

Graduate Studies

Foundation funds were used to support the Graduate Research Conference.

Illinois Institute for Rural Affairs (IIRA)

\$193,568 USDA Grant funds to support our Peace Corps Fellows program (FY2018).

University Advising and Academic Services Center/Council of Academic Advisors (UAASC/COAA)

- The UAASC has a small Foundation account that was created by employee donations. This account has been used to purchase door prizes given away at the Fall OAS Orientation meeting and bottle water for the May Advisor Retreat.
- COAA oversees the Spring For Books Scholarship account that provided \$250.00 book scholarships for 17 students in January, 2019.

2. Funds available due to vacant positions or dollars saved through hiring of new personnel at whatever level those funds reside

College of Arts and Sciences

Variance dollars are now assigned to central administration.

College of Business and Technology

- The Department of Engineering Technology had salary savings of \$84,771 when Rafael Obregon moved to the interim chair position without replacement.
- The Department of Management and Marketing provided salary savings of \$139,176 from vacant positions.
- The School of Computer Sciences provided salary savings of approximately \$103,000 from vacant positions.
- The School of Engineering left a shop supervisor position open and saved \$29,000.
- The Dean's Office saved funds by filling the Associate Dean's position with the Management and Marketing Department Chair, who also continued to serve as chair.
- The Department of Economics and Decision Sciences provided salary savings of \$87,777 from Tara Feld's faculty position when she moved to the department chair's position.

College of Education and Human Services

Approximately \$1,200,000 was reduced due to faculty and staff positions that were either not filled or were filled by someone at a lower rate.

University Libraries

One civil service position (Archives) became vacant in May 2018 due to retirement, and the position remained vacant until September 2018 when the position was filled at a lower classification level. Savings of \$8,457 from the (Archives) position being vacant for 3 months, and additional annual savings of \$7,909 due to filling the position at a lower level.

Illinois Institute for Rural Affairs (IIRA)

As noted in Tables 1 and 2, the IIRA cut its budget by \$243,655, or about over 22% to plan for FY2020. However, this is just the most recent downsizing experienced by the IIRA, which has reduced its appropriated budget by 50.4% since FY2017.

Registrar

Vacant Positions – Suzanne Litchfield, Information Technology Technical Associate in the Office of the Registrar, retired effective December 31, 2018. Her position will not be replaced, saving nearly \$68,000 per year. Annette Greuel, Image Processing Technician II, also retired effective December 31, 2018. Her position will not be replaced, saving approximately \$25,500 per year. Any cost savings for this fiscal year will be returned to the Provost and Vice-President of Academic Affairs.

Sponsored Projects

OSP hired a Grants & Contracts Associate intern in FY18. The savings of this position over the previous GCAII was \$7,140 for FY19

University Technology

University Technology will save over \$1M in personnel costs due to the eliminated of 23 positions for FY2020.

3. Grants, contracts or local funds

College of Arts and Sciences

- Per OSP, Feb 2019 - 2019:
 - Proposals submitted: 12/\$1,768,309
 - 2018: 19/\$2,184,628
 - 2019 Awards received: 10/\$1,897,610
 - 2018: 13/\$1,191,466
- GIS Center Income:
 - \$160,943 (\$90,800 - City of Macomb, McDonough County, WIU FM Special Projects)
 - \$70,143 - Other income-various GIS projects and printing services)

College of Education and Human Services

- Great River Teacher Corp
 - \$76,000 from Tracy Family Foundation
 - \$25,000 from Fellheimer Trust
 - \$2,500 from Community Foundation of West Central Illinois and Northeast Missouri
 - \$5,000 from Doris and Victor Day Foundation, to be used for the eventual urban track
 - \$2,500 from Galesburg Community Foundation for the purpose of creating marketing materials
- *Professional Development for Teachers of Young Children* (Pre-K to Grade 3) grant total of \$80,000 to be implemented in 2017-2018 and 2018-2019 academic years.
- Team LEAD/EIR grants of approximately \$130,000 paid the salaries of three LEAD Coaches/Faculty Assistants annually.
- Title VI federal grant, *Communities as Agents of Change: Language and Area Studies for a Sustainable Future*, was funded again this year (\$136,899) totaling \$424,812 for the last three years.
- Grant funds from the U.S. Fish and Wildlife Department used to provide educational opportunities for graduate and undergraduate students at Nahant marsh
- Grant funds from Intel Corporation to enhance resource management classes in the RPTA program.

College of Fine Arts and Communication

- Art
 - Tim Waldrop received a \$1,500 PAS Grant to support the Department's recruitment and community event First Wednesday.
 - Dr. Ta-Teh Ku received a \$1,500 PAS Grant to support the Art Teacher Education Community Youth Art Program.

- The Department of Art received \$22,828 in talent grants and \$35,640 in tuition waivers. These funds are used to recruit and retain students in art studio, graphic design, and teacher education.
- COMM

Dr. Brendan Young, one of our Quad Cities faculty members, has been working on a multi-year, multi-million dollar grant from the National Institute of Health for the last few years.
- MST

Obtained \$70,000 contract with Fisher Foundation to create museum consulting project.
- Music

Typically Illinois Arts Council (when available) and Performing Arts Society funds supporting Jazz Festival, Horn Institute, Band Classic, Honor Band, Band Showcase, Summer Music Institute (camps), Brassfest and the New Music Festival. WIRC provides some students support to attend the Summer Music Institute.
- SPA

We rely heavily on our local funds (i.e., Speech Clinic Account and Hearing Clinic Account) to support our clinical education needs as well as provide support to our students and faculty. Some of the things that funds were used for: equipment, conferences, research participants, accreditation fees, therapy, and cleaning supplies.
- T&D
 - University Dance Theatre Arts Fee and University Theatre Arts Fee are used to pay for guest artists, travel to ACDA, two dance concerts, finance the mainstage and studio seasons (18-20 productions a year). Theatre received \$100,000 in Fine Arts Fee monies and Dance received \$14,000 in Fine Arts Fee monies.
 - Theatre received \$30,733 in talent grants and \$37,672 in tuition waivers. Dance received \$13,843 in talent grants and \$25,000 in tuition waivers. These monies are used to recruit and retain students in the theatre, musical theatre, and dance programs.
 - Ticket sales income is approximately \$9,000 and is used to help finance travel for students.

Global Education and Outreach

- Quad Cities Outreach (QCO)

All programs are funded through monies generated through program registration fees
- Study Abroad and Outreach (SA/Outreach)

Title VI Grant it is used to enhance academic curriculum integrating international perspectives for undergraduate students across campus.

Illinois Institute for Rural Affairs (IIRA)

- **Grants.** We now have 33 grants worth \$1,510,000 (Tables 1 and 3). These grant dollars pay all or part of salaries for 14 of 22 employees. This means 64% of our staff are paid all or in part from grant dollars.
- **Local Funds.** Fees paid by communities and clients are deposited in our local funds accounts.

Table 3. Grants, Contracts, and Local Accounts, FY2017 and FY2018

Budget Number	Budget / Grant Title	Expended Funds		FY17		FY18	
		Start Date	End Date	Tot \$	IDC\$	Total\$	IDC\$
130240	Illinois Institute For Rural Affairs	7/1/2017	6/30/2019	1,624,586		813,734	0
347750	IIRA Conference	7/1/2013	6/30/2019	40,722	2,552	50,566	3,104
347770	CDI Workshops	7/1/2009	6/30/2019	30,352	2,057	34,184	2,528
510200	PTAC FY11 EXT MATCH*	7/1/2010	6/30/2019	86			
511140	VISTA Comm Outreach*	12/16/2012	4/13/2019	53,471		63,199	
511190	SBDC Program Income - State	1/1/2013	6/30/2019	102		737	
511822	PCF Professional YR3	9/4/2016	9/3/2017	13,448	3,725	22	6
511823	PCF Professional YR4	8/1/2017	7/31/2018	6,428	1,701	7,756	2,259

CAIT receives no appropriated funds, and each year must seek out new business partnerships and pursues grant and contract opportunities.

4. Internal Reallocations: For reallocations over \$20,000, identify the amount, area that was reallocated from, and the priority that funds supported.

N/A

5. Other fund sources

College of Arts and Sciences

Lab charges collected (as of Feb 28, 2019): \$117,739 (compared to \$138,844 as of Feb 28, 2018).

College of Fine Arts and Communication

- Art
 - *Print Works*, a fundraiser, invites people to sponsor students travel to the Southern Graphics Council International (SGCI) conference through the purchase of a portfolio of five limited edition prints created by students and faculty.
 - The Department's Art Sale, held during finals week every semester, has become a popular and anticipated event. Students, faculty, and alumni all participate by selling their work and donating a percentage of the proceeds to support department and student activities, including visiting artists, workshop, fieldtrips, and student conference fees.
- Music
 - Ticket receipts and registration fees from concerts and festivals
 - Summer Music Institute fees
 - Community Music School
 - Fine Arts Fee funds
 - These items primarily support, or in some cases partially support, the activities/events that generate the fees. The Fine Arts Fee funds provide support for ensemble programs and tours for the purpose of assisting us in the presentation of performances and other musical events.

Centennial Honors College

- **Honors Development.** In February 2018, Rick Hardy, Dr. Erik Brooks, and Ms. Alex Geisler met with Vice President Brad Bainter and Mr. Paul Bubb, the new Executive Director of Development, to discuss the restructuring and reassignment of development as it relates to Honors. Dr. Brook agreed to serve as the point person concerning future development to free up Ms. Geisler's other reassigned duties. However, in August 2018, Dr. Brooks left WIU to pursue a deanship at Kentucky State University. At this time Mr. Bubb is serving as a temporary develop officer until we can restructure honors duties. Finally, as noted oftentimes, the Centennial Honors College is now working closely with the President's Executive Institute to identify new honors benefactors.
- **The 1983 Centennial Society.** The Honors College in conjunction with the Foundation Office created The 1983 Centennial Society (Theme: "Celebrating our Founding while Supporting our Future").
- **Annual Fund.** During the period of review, the Centennial Honors College received approximately \$60,550 in gifts and \$36,600 in pledges.
- **Undergraduate Research Day Funding.** The Centennial Honors College elicited internal funding (viz., internal transfers) for the Annual Thomas Helm Undergraduate Research Day, held on April 18, 2018. The College received \$250 from the College of Arts & Sciences, \$250 from the College of Education & Human Services, \$250 from the College of Business & Technology, \$250 from the College of Fine Arts & Communication, and \$250 from the University Library. Additional external funding was provided by Thomas Helm \$500.
- **Pre-Med Symposium Funding.** The Centennial Honors College received enough funding to endow in perpetuity the Annual Pre-Med Symposium. Benefactors were: Dr. Jill Brody/McDonough Eye Consultants (\$37,500); Dr. Donald Dexter (\$5,000), Dr. Russell R. Dohner (\$2,500), Dr. Amy High (\$5,000), Dean Susan

Martinelli-Fernandez (\$6,000), Dr. Samuel and Virginia Samuelson (\$5,000); Dr. David Miller and Mary Kathleen Lockhard (\$5,000); Dr. David Greathouse (\$2,500) and the Western Illinois University Foundation (\$500). The Honors College hosted the third annual Pre-Med Symposium on February 20, 2019 in the Brattain Lounge. For that event we received \$100 from the Department of Chemistry, \$100 from the Department of Health Sciences and Social Work, \$100 from the Department of Biological Sciences, \$100 from the Department of Kinesiology, \$200 from the College of Arts and Sciences, and \$500 from the Foundation Office.

Graduate Studies

- Graduate student application fees were used to:
 - Promote and support professional development of grad students
 - Support recruiting expenses
 - Pay grad student ambassadors
 - Support membership in National Association of Graduate Admissions Professionals
 - Develop digital recruiting project with marketing
- Office of the Provost: \$2000.00 committed to graduate recruiting grants

E. For the calendar year January 1, 2018, to December 31, 2018, provide the total number of scholarly/professional activities in your area for the following categories:

UNIT	BOOKS	CHAPTERS / MONOGRAPHS / REFEREED ARTICLES	DOMESTIC/ INTERNATIONAL CREATIVE ACTIVITIES		DOMESTIC/ INTERNATIONAL CONFERENCE PRESENTATIONS	
			Dom.	Int'l	Dom.	Int'l
College of Arts and Sciences	10	76	59	10	233	41
College of Business and Technology	2	35	11	2	45	8
College of Education and Human Services	5	44	27	9	122	24
College of Fine Arts and Technology	5	41	574	21	70	7
University Libraries	2	4	0	0	2	0
Centennial Honors College	2	0	0	0	0	0
Center for Innovation in Teaching and Research	0	0	0	0	0	0
Global Education and Outreach	0	0	0	0	0	0
Graduate Studies	0	0	0	0	0	0
Illinois Institute for Rural Affairs (IIRA)	2	10	68	0	112	1
Registrar	0	0	0	0	0	0
Sponsored Projects	0	0	0	0	6	0
University Advising and Academic Services Center	0	0	0	0	0	0
University Technology	0	0	0	0	0	0
TOTAL	28	210	739	42	590	81

II. Budget Enhancement Outcomes for FY19

For each budget enhancement received in FY19—temporary or permanent—(i.e., 1% give back, end of year money) complete an accountability report form. Be specific about approved productivity measures.

- See Appendix A, Accountability Reports for Program Support—FY 19 (page **Error! Bookmark not defined.**)

III. Reductions for FY19

A. Discuss staffing and operational reductions implemented during FY19.

College of Arts and Sciences

There have been two rounds of faculty, admin, and staff reductions (June 2018-effective July 1 2018 and March 2019), along with reductions in appropriated funds, graduate assistantships, and student help which will be effective FY & AY 2019-2020. Some effects have been realized FY19. Other effects will be realized FY20.

College of Business and Technology

An extensive reorganization and downsizing project permanently removed approximately \$1,700,000 from the budget.

College of Education and Human Services

- 1 interim chair
- 1 associate dean also serving as chair
- ½ clerical staff (retired in December and not replaced)
- 4 administrative personnel (1 AP not replaced; three AP retired in December - 1 not replaced and the other two will be half time)
- 8 Unit A positions not replaced
- 3 Unit A positions (resigned/retired in December and not replaced)
- 6 Unit B positions not replaced
- 5 Unit A/B positions unfilled

College of Fine Arts and Communication

Reductions and reallocations were in the form of budget cuts, salary savings and/or retirements:

- ART Unit A position on unpaid leave
- BC&J Unit A position retirement not replaced in spring
- BC&J Chair position filled by half-time temporary person
- COMM salary savings from Unit B hire
- SOM salary savings from new Unit A hires
- T&D Historian/Head of Directing positions merged
- 25% reduction in department operating funds
- Tri State Public Radio positions and budgets

University Libraries

- Two CS Library Operations Associate positions became vacant due to retirements in June 2018 and were eliminated for FY19
- One Unit A faculty position became vacant in June 2018 due to retirement and remained vacant throughout FY19
- One Unit A faculty position (Music Library) became vacant in December 2018 and was not filled for the rest of FY19
- One Unit B faculty position (Health Sciences) became vacant in February 2019 and was not filled for the rest of FY19

- One civil service position (Access Services) became vacant in September 2019 and was not filled for the rest of FY19
- One civil service position (Government & Legal Information) became vacant in December 2018 due to retirement; and the position was eliminated
- Five civil service positions were eliminated due to layoffs effective 4/1/19

Centennial Honors College

- **Staffing Reduction and Reassignment of Office Duties.** During the period of evaluation, all honors staff wrote and submitted revised job descriptions that comport with the new regulations and forms. Human Resources subsequently reclassified one honors staff member—Ms. Alex Geisler. Ms. Geisler classification was changed from Assistant to the Dean to Program Coordinator and placed under Civil Service. Unfortunately, this position was eliminated by the March 1, 2019, cuts and she was notified that her job would be terminated on April 1, 2019, subject to appeal. We are in the process of dividing up Ms. Geisler’s duties with the remaining honors staff. The Honors College will be losing its graduate assistant and three student workers at the conclusion of the Spring 2019 semester. Finally, during the period of review, Ms. Aurand left the Honors College to take an administrative position on the Macomb campus. CAS Assistant Dean Jim Rabchuk agreed to serve as the Honors Coordinator for the QC campus.
- **Operational Reductions.** We have scaled back significantly on travel, professional conference activities, and supplies, and we have been able to postpone the purchase of new computers, by having old computers repaired, and repurpose items and purchase materials by comparison shopping. Still, our budget remains extremely tight.

Center for Innovation in Teaching and Research

- Please refer to Item I.B.2.a, above.

Global Education and Outreach

Layoffs: 9 positions eliminated effective April, 2019; 2 more eliminated effective September, 2019.

Graduate Studies

Non-replacement of Savas Melides, Office Support

Illinois Institute for Rural Affairs (IIRA)

In planning for FY2020, we reduced our staffing levels. This included halting a job search to replace a retired faculty member. In addition, we gave back two faculty assistant positions and a civil service position.

Registrar

- **Staff Reductions** – There was a 22% staff reduction within the Office of the Registrar in FY19, due to not filling two positions vacated through retirements in December 2018, as well as the laying off of two employees in April 2019. Due to these personnel reductions, the Office of the Registrar is no longer able to fulfill ad hoc data requests, scan historical student records as part of a disaster recovery plan, verify scanned student record documents for new or current students, or provide same day service for certain requests. FY19 personnel funds that remain due to these four eliminated positions will be returned to Academic Affairs.
- **Operating Reductions** – The Office of the Registrar operating budget remained level at \$58,174 in FY19, down from \$73,687 in FY15, a reduction of \$15,513 or 21%. Between FY13 and FY19, the Office of the Registrar operating budget has been cut over 43%. Expenditures are limited to only those identified as absolutely essential in order to meet the mission of the unit. Proactive equipment replacement has stopped, putting office operations at risk. It is expected that at least \$10,000 in operating funds will be returned to Academic Affairs for FY19.

Sponsored Projects

OSP hired a Grants & Contracts Associate intern in FY18. The internship is 24 months and continued through FY19.

University Advising and Academic Services Center/Council of Academic Advisors (UAASC/COAA)

The UAASC will lose 2 support staff, 2 advising positions, and a half time ASC coach due to layoffs and reassignments. This will greatly impact the level of services provided to students, parents, and the campus

community.

University Technology

- University Technology is reducing operating expenses by \$160,000 permanent reduction on an annual basis
- Reducing student worker spending in the amount of \$23,000 annually from technology fee account 346100 on a permanent basis
- Reducing student worker and GA spending in the amount of \$30,000 annually from appropriated account 172900 on a permanent basis
- Reducing student worker spending in the amount of \$5,000 annually from appropriated account 145300 on a permanent basis
- FY19 Staffing Reductions (Unit/Position-Name and #/Account paid from):
 - Administration
 - \$15,360 permanent reduction from CIO base funding salary from account 172900 permanent reduction
 - C002 - Chief Clerk from account 172900 - \$29,112 permanent reduction
 - C001 - Associate Director from account 172900 - \$69,540 permanent reduction
 - AIMS
 - C007 - Application Programmer I from account 173000 - \$35,736 permanent reduction
 - C028 - Senior Application Analyst from account 173000 - \$71,220 permanent reduction
 - C005 - Manager from account 173000 - \$76,488 permanent reduction
 - C022 - Manager from account 173000 - \$75,936 permanent reduction
 - A002 - R&I Consultant from account 173000 - \$67,476 permanent reduction
 - C002 - Information Technology System Manager from account 390650 - \$43,380 permanent reduction
 - C003 - Application Programmer II from account 390650 - \$41,820 permanent reduction
 - A006 - R&I Consultant from account 173200 - \$73,224
 - Infrastructure - Cabling
 - C002 - Information Technology Support Associate from account 430000 - \$37,200 permanent reduction
 - Infrastructure - Enterprise Systems
 - C014 - Systems Programmer II from account 173200 - \$52,896 permanent reduction
 - C011 - Information Technology Support Associate from account 173200 - \$48,864 permanent reduction
 - Infrastructure - Networking
 - C002/C003 - Information Technology Technical Associate from accounts 173200 and 328120 - \$48,672 (50% from each account) permanent reduction
 - Infrastructure - Server Team
 - A003 - Microsoft Server Admin from account 173200 - \$58,068 permanent reduction
 - QC Technology
 - A004 - Assistant Director from account 145300 - \$61,836 permanent reduction
 - A006 - R&I Consultant from account 173200 - \$51,864 permanent reduction
 - C002 - Networking Technician from account 145300 - \$33,314 permanent reduction
 - User Support Services
 - C002 - IT Manager from account 175300 - \$65,004 permanent reduction

- A006 - R&I Consultant from account 175300 - \$68,400 permanent reduction
- A015 - R&I Consultant from account 175300 - \$41,868 permanent reduction
- A012 - Information Technology System Manager from account 175300 - \$60,168 permanent reduction
- C004 - Information Technology Support Associate from account 175300 - \$34,008 permanent reduction
- C003 - Information Technology Support Associate from account 175300 - \$34,008 permanent reduction
- C005 - Chief Clerk from account 175300 - \$26,041 permanent reduction

B. In response to Item A (above) include the dollar amount for these reductions and whether the reductions result in one-time or continued savings.

College of Arts and Sciences

Not yet fully determined.

College of Business and Technology

See Part A.

College of Education and Human Services

The reduction was approximately \$1,300,000; at this time it is uncertain as to how much of this amount will be one-time versus continuous savings.

College of Fine Arts and Communication

Estimates place the savings at \$903,000 during FY19.

University Libraries

- Annual savings from eliminated LOA positions \$113,244
- Savings from Unit A faculty position \$115,848
- Savings from Unit A faculty (Music Library) position \$31,180
- Savings from Unit B faculty (Health Sciences) position \$16,356
- Savings from CS (Access Services) position \$20,430
- Savings from eliminated CS (Government & Legal Information) position for remainder of FY19 \$16,314 (future annual savings of \$32,628)
- Savings from layoffs for April – June 2019 are \$39,036 followed by annual savings of \$151,869

Centennial Honors College

As stated repeatedly, the Centennial Honors College is growing, and given its pivotal position in the Strategic Plan, we anticipate budget enhancement, not budget reduction. Savings noted in Item A above include: 1) Savings from cancelling participation in the annual National Collegiate Honors Council conference was \$2,200 (registration, hotel, transportation) and the savings for not attending the Honors Council of the Illinois Region was \$350 (for registration and transportation). This is likely a one-time savings, due to the administration's expectations for conference participation. And 2) the cost reduction associated with the electronic invitations for Honors Convocations. This will redound in an annual cost savings of \$300 in postage and staff time. If this plan works, this would be a continued savings.

Center for Innovation in Teaching and Research

Please refer to Item I.B.2.a, above.

Graduate Studies

\$21,805.00

Illinois Institute for Rural Affairs (IIRA)

These budget reductions represent \$243,655 in permanent savings.

Registrar

- After the sick leave, vacation leave, and early retirement incentive payout for the two December 2018 retirees (Suzanne Litchfield and Annette Greuel), approximately \$8,400 in savings is expected for FY19. The layoff of the office support associate and clerk will result in approximately \$12,000 of savings for the remainder of FY19, not including any vacation or comp time payouts. These will be continued savings that are part of the reductions for FY20.
- It is anticipated that at least \$10,000 in operating funds will be returned to Academic Affairs for FY19. These will be continued savings that are part of the reductions for FY20.

Sponsored Projects

\$7,140 in continued savings for the difference between the Grants & Contracts Associate II level and the GCA intern salary.

University Advising and Academic Services Center/Council of Academic Advisors (UAASC/COAA)

- Support Staff (2): Approximately \$80,000.00
- Full Time Advisors (2): Approximately \$130,000.00
- Part Time ASC Coach (1): Approximately \$20,000.00

University Technology

All savings noted in section A are permanent reductions that will result in continued savings.

Budget Year Fiscal Year 2020

IV. Major Objectives and Productivity Measures for FY20

A. List the most important goals and objectives the division will pursue in FY20, and how these actions will be measured/assessed.

College of Arts and Sciences

- Ensure success of realignment/reorganization.
- Increase donor funding for labs, equipment, and student research.

College of Business and Technology

- Increase enrollment and retention in all programs offered in the college. *Strategic plan: Stabilize enrollment. This is an ongoing objective.*
- Seek an increase to CBT's General Institutional Fund. *Strategic plan: Enhance educational opportunities. This is an ongoing objective.*
- Increase support for the new online programs (Economics, Accounting, MAcc, Management and Supply Chain Management). *Strategic plan: Stabilize enrollment. This is an ongoing objective.*
- Continue to upgrade the teaching and research facilities in the School of Agriculture. *Strategic plan: Enhance educational opportunities and support planning and conservative fiscal management. 5+ years.*
- Receive reaccreditation from AACSB, ABET, and ATME. *Strategic plan: Enhance educational opportunities, stabilize reenrollment, and engage external organizations. 2-4 years.*
- Continue to emphasize domestic and internal recruitment for all programs. *Strategic plan: Stabilize enrollment. This is an ongoing objective.*
- Begin offering Civil and Electrical Engineering degrees. *Strategic plan: Stabilize enrollment, enhance educational opportunities, increase external funding and engage external organizations. 1 year.*

- Complete the reorganization of the college and respond to the staff reductions resulting from the 2019-20 budget cuts. *Strategic plan: Fiscal responsibility. One year.*
- Develop and implement a teach-out plan for the Graphics Communications. *Strategic plan: Fiscal responsibility. One year time frame.*
- Continue developing relationships with international institutions. *Strategic plan: Focus on international recruiting and education opportunities. This is an ongoing objective.*

College of Education and Human Services

- **Objective 1:** Conduct an analysis of the current faculty in COEHS to determine the number of faculty necessary to effectively implement COEHS programs. Seek faculty positions based on areas of need. This will be assessed by: (1) completion of a spreadsheet for each department and (2) measurement of the number of faculty positions requested and filled.
- **Objective 2:** Create and implement innovative recruitment and retention strategies. Each department will update their recruitment plans and then a College committee will be developed to create an overall strategic plan for the College. This will be assessed by: (1) completion of updated recruitment plans for each Department, (2) completion of an overall recruitment strategic plan for the College, and (3) implementation of the strategic plan (at least one College recruitment event each semester).
- **Objective 3:** Create a strategic plan for community outreach. This plan will align with the recruitment and retention strategies determined as part of Objective 2. COEHS will intentionally (a) cultivate partnerships with school districts, fire and police departments, public service agencies, municipal services, and social services near the Macomb and/or Quad Cities Campuses to meet the needs of the communities as well as provide valuable experiences for COEHS students. This will be assessed by: (1) completion of a strategic plan and (2) the number of and levels of interaction between COEHS entities and the community.
- **Objective 4:** Determine and implement the most effective organizational structures for the COEHS Dean's Office and the academic units located in the College. This will be assessed by (1) determining final organizational structure, (2) updating policies and procedures given different structures and workforce, and (3) evaluating strengths and weakness of plan that is implemented.
- **Objective 5:** Identify and pursue alternative sources of revenue to support the financial needs of the academic units as well as to support faculty teaching and research endeavors. This will be assessed by the number of alternative revenues pursued and attained.

College of Fine Arts and Communication

- Fulfill necessary staffing needs across the college in an effort to continue to deliver the highest quality education.
(All HVHE Goals) **{CONTINUOUS}**
- Maintain all COFAC department and units at the highest levels.
(All HVHE Goals) **{CONTINUOUS}**
- Strengthen and increase recruiting and retention efforts across all areas of the college.
[Detailed information and goals can be found in the COFAC Recruiting and Retention Plan 2018-2019]
(HVHE Goal 1 – Action 1,2,3,4,6,8) (HVHE Goal 2) (HVHE Goal 3 – Action 1,2,3) **{SHORT TERM}**
- Western Illinois University will become the “Arts Destination” campus in the State and Region.
(All HVHE Goals) **{CONTINUOUS}**
- Secure immediate and appropriate funding for construction of the Center for Performing Arts and re-initiate the project.
(HVHE Goal3 – Action 4/Goal4 – Action 3&4) **{SHORT TERM}**
- Continue to support COFAC growth in the Centennial Honors College.
(HVHE Goal 1 – Action 4/Goal 2 – Action 1) **{SHORT-MID TERM}**
- Establish College-wide Arts Administration Program BA/MA.
(HVHE Goal 1 – Action 1,4 & 5) **{SHORT TERM}**
- Obtain the highly coveted “All Steinway” Designation for the School of Music

(HVHE Goal 1 – Action 1, 3, 4, 10/Goal 2 Action 1 & 3) {MID TERM}

- Initiate search for Facilities Manager/Production Manager for Center for Performing Arts.
(HVHE Goal 2 – Action 1-5) {MID TERM}
- Continue purchase of Wenger Practice Modules for Music to reside in Sallee Hall.
(HVHE Goal 2 – Action 1/Goal 3 – Action 4) {LONG TERM}
- Strengthen Resources for College Signature Program, Sports Broadcasting and Musical Theatre.
(HVHE Goal 1 – Action 1,3, 4/Goal 2 – Action 1, 3, 4) {SHORT TERM}
- Maintain accreditation for Departments of Art, Speech Pathology and Audiology, School of Music, and Theatre & Dance.
(HVHE Goal 1 – Action 4, 10/Goal 2 – Action 1, 3, 4, 5/Goal 3 – Action 1, 2, 5) {CONTINUOUS}
- Ensure stable and continuous support for the President’s International String Quartet.
(HVHE Goal 1 – Action 3, 6, 7/Goal 2 – Action 1, 3, 4/Goal 5 – Action 1, 3) {LONG TERM}

University Libraries

To carry out our ongoing goal of educating our students, staff, faculty, and community users in as many ways as possible, those at a distance as well as those on both of our campuses, we have many objectives that carry over from year to year. Some specific plans for FY20, however, are:

- Hire a qualified music librarian to properly manage the Music Library to provide high-level reference and instructional support to the school of music. The highly-specialized content of a music library requires the care of a music librarian with experience and degrees in both music and library and information science. (Music librarian resigned December 2018)
- Hire a government information librarian to replace retiring faculty member (June 2019) and lead library participation in the Federal Depository Library Program, the Illinois Depository Library Program, the Illinois Legal Aid Online Self-Help Center program, the Patent and Trademark Resource Center Program
- Update the university website for Records Management, including making the retention schedule more accessible online. Also work with people on the QC campus to complete a retention schedule for the campus.
- Begin planning for different uses of space in Malpass as shifting and weeding occur and as the Centennial Honors College prepares to move elsewhere on campus.
- Coordinate with the College of Education and Human Services to take on some of the day to day responsibilities of the Children’s Literature Examination Center.
- Plan, organize, and publicize our fifteenth annual WIU Authors reception, capturing publications from calendar year 2018.
- Carry on with mold remediation efforts, both to protect the collection and the people who use and work in Malpass Library

Centennial Honors College

- **Relocate the Centennial Honors College to Simpkins Hall.** The current location in Malpass Library is woefully inadequate. The Honors College has nearly doubled in seven years, now hovering at 1,000 students. The space is too small, offices lack privacy, and we are too dependent on the Library. The Honors College runs the risk of violating FERPA and ADA laws. *Projected Action Frame:* Both Short-Term and Long Term. *[HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.] Action Taken:* After careful planning and many meetings, President Thomas and Board of Trustees agreed that Simpkins Hall (top floor and ½ would be the future home of the Honors College. Simpkins needs a complete makeover to comply with ADA and provide private offices and classroom space. President Jack Thomas charged Director Rick Hardy and WIU Architect William Brewer to co-chair a task force to develop a plan of action to renovate Simpkins Hall and make the space functional for the Honors College. We now have preliminary plans presented by the architects Holabird & Root. See, the WIU news release. http://www.wiu.edu/news/newsrelease.php?release_id=15285
- **Establish an Honors Academy.** The Honors College does not always get the best faculty to teach honors courses. Currently, the Honors College takes whomever Department Chairs/Directors release. Some honors instructors do not have terminal degrees or publication records. Additionally, the Honors College cannot evaluate

those teaching honors courses. We therefore seek funding to “buyout” faculty to teach honors courses on a regular basis. We need to create an Honors Academy through joint appointments, must submit CVs and teaching evaluations. *Estimated Costs:* \$80,000/year (\$20,000 for 4 core faculty offering 2 3SH classes per year). *Projected Action Frame:* Both Short-Term and Long Term [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.]. *Action Taken:* None, albeit President Thomas has indicated repeatedly that he supports the creation of an honors academy.

- **Establish an Integrated Honors Curriculum.** Honors courses lack consistent quality. We need core gateway honors courses, domestic travel courses, and increased opportunities for Study Abroad. Ideally, the Honors College should have three-to-four-year teaching rotations to facilitate course scheduling. *Projected Action Frame:* Both Short-Term and Long Term. [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.] *Action Taken:* The dean has met with academic deans to explore options.
- **Continue to Increase Total Enrollment of Honors Students.** During Fall 2018, we registered an all-time high of 1,001 students. A realistic goal is to have 1,100 to 1,200 students in the honors program in any given year. *Measure:* The total number of students in the Honors College. *Projected Action Frame:* Short-Term to Long-Term (next 12 months and beyond) [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.]. *Action Taken:* Honors recruitment is ongoing and continuous.
- **Continue to Increase Diversity of Honor Students.** In the next year, we plan to be vigilant in identifying qualified and potentially qualified minorities through on-campus recruiting and the Honors Mentor program. *Measure:* The number of minority students in the honors program. *Measure:* The number of minority students honors program. *Projected Action Frame:* Short-Term (next 12 months and beyond) [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.] *Actions Take:* The Honors College continues to recruit students (and faculty members) from under-represented groups.
- **Upgrade Computers for the Honors Staff.** We need computers. We therefore request: 2 Dell OptiPlex 5050MT Desktop Computers @ \$729; 2 Dell 23 Monitors #P23714 @ \$171.00; 2 Dell Business Docks-WD15 with 180W adapters @ \$187.49; 1 Dell Latitude 5490 @ \$1,216.00; and 1 Dell Adapter-Mini Display Port @ \$17.00. Total \$2,208.98. Recommendations and estimates obtained by Ms. Julie Schoonover and the WIU Purchasing Office.
- **New Honors Brochures.** Our current recruitment tri-fold brochure is painfully out of date. We have had to sticker over incorrect and outdated information, making the Honors College look unprofessional and unappealing to discerning prospective honors recruits. We also are nearly out of our newest honors tri-fold, entitled “*Myth versus Reality: Common Misconceptions about the Centennial Honors College.*” Both brochures are absolutely essential to help recruit both incoming and on-campus honors students. The cost of 3,000 new brochure, with production design and printing is estimated at \$2,300 *Projected Action Frame:* Short-Term (next 12 months and beyond) [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c..]
- **Hire an Associate Dean for the Honors College.** In August 2018, Dr. Erik Brooks, the Honors College’s full-time Associate Director, resigned his position. The position is still on the books, but the position has not been filled due to retrenchment. In the absence of Dean Hardy, there is no person authorized to sign documents or represent the Centennial Honors College on the Deans’ Council, University Honors College, or other functions. We therefore believe it is not unreasonable, and absolutely imperative, that the Centennial Honors College add a full-time Associate Dean. *Projected Action Frame:* Both Short-Term and Long Term. [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.]
- **Add a Third Academic Advisor to the Honors College.** As our honors enrollment has increased, so has the need for academic advising. Currently, Dr. Molly Homer advises all Macomb honors students whose last names beginning A through L (roughly 500), Ms. Krista Skein advises all Macomb honors students whose last name begin with M through Z (about 500), and Dr. Jim Rabchuk advises all Quad Cities honors students (approximately 50). Both Dr. Homer and Ms. Skein have other assigned honors responsibilities that far exceed any other academic advisors on campus. By comparison, a national survey by NACADA (The National Academic Advising Association) reveals that the average workload is 296 students per advisor. Illinois State University, for example, has five honors advisors for 1,200 students. We therefore believe it is not unreasonable, and absolutely imperative, that the Centennial Honors College add a third, full-time academic advisor. *Projected Action Frame:* Both Short-Term and Long Term. [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.]
- **Reinstitute and Expand the “Honors Student for a Day” Program.** As noted *supra*, in Fall 2017, the Centennial Honors College initiated a pilot program called “Honors Student for a Day.” We would like to reinstitute and expand the program in 2020 to include 25 to 30 high school students. This will cost an estimated

\$500 for cost of food, certificates and honors t-shirts. If only one of those students subsequently attends Western, then this would more than pay for the costs. *Projected Action Frame: Short-Term (next 12 months and beyond) [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.]*

- **Strengthen Efforts to Compete for Major Scholarships.** Winning prestigious national and international scholarships has become an important litmus test for honors colleges. It takes significant time and effort to identify, recruit and prepare students for these competitive scholarships. *Measure:* The number of students we nominate and the number of students who become finalists or winners. *Projected Action Frame: Short-Term (12 months and beyond) [G1.A1(c)/G2.A1(a,b,c)], [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.].* Actions Taken: We continue to recruit, prepare and nominate qualified students for these prestigious awards.
- **New Honors Floor Banners.** The Centennial Honors College needs two new vertical floor banners (one for the Macomb campus and one for the QC campus) to be used at all Honors events (Discover Western, On-Campus Recruitment, Pre-Law and Pre-Med Symposium, Undergraduate Research Day, etc.). These gold-and-white-on-purple retractable floor banners, measuring 24” X 80” and costing \$160 each (\$320 total), contain our Honors logo with the following message: *“The Honors Advantage—Membership Based Solely on Merit.”*
- **Gonfalon for Honors Convocations and Graduation Ceremonies.** The Centennial Honors College is the ONLY college without a gonfalon---even at its own ceremony---The Honors Convocation. The Honors College should be elevated to the same level as these other academic units. If the School of Graduate Studies has a gonfalon, then the Centennial Honors COLLEGE deserves one. *Projected Action Frame: Short-Term (12 months and beyond) [G1.A1(c)/G2.A1(a,b,c)], [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.].* Estimated cost: \$1,000. Special note: The gonfalons were first purchased in 2009 at a cost of \$1,000 each, including the banner, cross-bars, display pole, and base. We assume the price has gone up somewhat in the past decade.
- **Increase Travel Opportunities for Undergraduate Research Presentations.** It is imperative for the Centennial Honors College to gain greater state, regional, and national visibility through conference participation by our honors students. We must increase student research presentations at HCIR, UMWHC and NCHC. This requires funding for registration fees, travel and lodging. *Estimated Cost: \$5,000. Measure:* The total number of students who present at honors conferences. *Projected Action Frame: Short-Term (12 months and beyond) [G2.A1(g)/G2.A2(a)/G3.A2(a), [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.]*

Center for Innovation in Teaching and Research

- Goal: CITR will continue to explore professional development initiatives for its staff.
A staff member will seek recertification as a Google Educator Level I and begin completion modules to test for Google Educator Level II. These will be completed at no cost to the University. (Projected)
- Goal: CITR will continue moving web-based resources to a mobile-friendly format.
- Goal: CITR will continue to work closely with faculty developing fully-online courses to enhance the distance learning offerings of WIU.
 - Serve as members of a committee looking at improving online courses at Western.
 - Continue to research ways to provide peer review assignments in Western Online.
 - Research technologies that will provide faculty the ability to record handwritten works via screen capture to enhance online course materials.
- Goal: CITR will continue to develop online resources to further support the mission of educating faculty in the areas of teaching, research, and service.
 - Research/Discuss viability of creating an online learning community for distance educators across campus modeled somewhat like <https://teachonline.wisc.edu/>.
 - Continue to develop online resources including Google Doc tip sheets and Zoom webinar archives.

Global Education and Outreach

Quad Cities Outreach (QCO)

Eliminated. No goals.

Graduate Studies

- Develop multiple digital campaigns in Computer Science and in integrated degree programming for international grad students in India
- Align graduate programs in the QC with workforce needs
- Develop graduate program in Public Administration
- Develop graduate program in Nursing
- Increase Ed Leadership enrollment [file a request with the Carnegie Foundation]
- Continued expansion of social media presence
- Streamline online application process for graduate students

Illinois Institute for Rural Affairs (IIRA)

- ***Teaching and Scholarship.*** This year, IIRA's goals are to: 1) Expand the Master's Degree in Community Economic Development (MA in CED) within the IIRA, and 2) increase our research productivity while continuing to support instructional efforts.
 - ***Expand MA in CED Program.*** We started to offer the MA in CED in August 2016.
 - **Objectives:** We hope to expand our program at a rate that is appropriate given our current human and financial resources.
 - **Assessment:** In our original proposal, we projected that we would start with five matriculating students in the first year, and expand to 10 students by 2017 and 15 by August 2018. We are already at 20 students with five in the FY2020 application pipeline.
 - ***Research Productivity.*** We will continue to conduct research on rural development issues, publishing results in peer-reviewed journals, while supporting community outreach through external funds.
 - **Objectives:** Conduct research and outreach related to CED in rural Illinois.
 - **Assessment:** This will be measured by ongoing receipt of external grant funds and publication of peer-reviewed journal articles and other high-quality outputs.
- ***Technical Assistance and Policy Development.*** We will help WIU fulfill its Social Responsibility Value and Promote Social Responsibility Goal 5 by being prepared to help communities achieve their economic and community development needs. We will also help to keep rural development issues in front of policymakers and elected officials.
 - ***Maintain Funding for Current CED programs.*** This will be a big challenge because our programs are funded by Illinois state and federal government agencies.
 - **Objective:** Work with our current funding agencies to secure monies for FY20.
 - **Assessment:** This will be measured by the renewal of grants for in FY20.
 - ***Look for New Grant Opportunities to Complement our Existing Services.*** Again, this is an important challenge given the uncertainty with our Illinois state agency funding.
 - **Objectives:** Work with our current funding agencies, and seek out new funding sources in FY20.
 - **Assessment:** This will be measured by new grants agreements for FY20.
 - ***Continued Reinvigoration of the GRAC***
 - **Objectives:** The Lt. Governor, who chairs the GRAC, has been in her job for three months. We continue our work to raise the visibility of the GRAC to highlight rural development issues.
 - **Assessment:** We will measure our level of success by documenting the number of meetings coordinated, the quality of conference evaluations hosted on her behalf, and on the quality of feedback from the Lt. Governor and her staff members.
 - ***Continued Support for the Presidents Executive Institute (PEI).***
 - **Objectives:** Work with PEI members to increase WIU partnerships with regional and statewide stakeholders to improve the regional economy, spur student recruitment, and stabilize finances.

- **Assessment:** Successes will be measured in the number of new or strengthened external partnerships established, new students recruited, and new sources of financial support secured.

Registrar

- **Continue to Support the Mission of the University** – Continue to provide excellent service to the various constituency groups that rely on the Office of the Registrar, including prospective, current, and former students, alumni, faculty, staff, administration, and third-party entities, despite the 28% staff reduction. This will require investigating options for improving efficiencies in our various business processes.
- **Continue to Maintain a Positive Work Environment** – Continue to offer a positive work environment within the Office of the Registrar, as remaining staff take on additional roles and responsibilities.
- **Collaborate on Possible ERP Solutions** – Continue to work with the Enterprise Resource Planning Task Force to identify the best long-term ERP solution for Student Records. This objective will be measured and assessed through user feedback.
- **Implement Online Program Identifiers** – In collaboration with Admissions and AIMS, implement new coding that allows students to be identified as enrolled solely in an online program for the purposes of restricting enrollment in certain online course sections to online only students for Fall 2019. This objective will be measured and assessed through user feedback.
- **Disseminate FERPA Information** – Continue to improve dissemination of FERPA reminders and updates through presenting FERPA information at New Faculty Orientation, New Teaching Assistant Orientation, and academic advising workshops. Also, distribute FERPA information annually to departments, increase the awareness of resources on the Office of the Registrar website, and continue to require FERPA training for those authorized to access student records information. This objective will be measured and assessed through feedback from faculty and staff and use of the online FERPA quiz.

Sponsored Projects

- Pre-Award
 - Continue to register members of the campus community on the Grant Forward database system to maximize the number of people receiving notices of funding opportunities
 - Continue to provide assistance and training to the campus community in all aspects of proposal and budget development, including offering workshops, seminars, undergraduate and graduate level class lectures, and departmental and college meeting presentations
 - Assume additional duties due to the loss of Office Support Specialist position
 - Continue to stay informed of and improve the level of proficiency necessary to comply with Federal and State electronic proposal development and submission systems
 - Continue to stay informed of changing Federal guidelines including the OMB Uniform Guidance
 - Continue to inform the campus community of international grant and fellowship opportunities including the various Fulbright programs for faculty and administrators
 - Continue to participate in professional development conferences, webinars, and educational opportunities
 - Continue to update the pre-award section of the website, as needed
 - Continue to participate on State of Illinois GATA subcommittee and the Illinois Department of Human Services' Grants Focus Group
 - Continue to assist in efforts related to WIU's participation in the Illinois Innovation Network/Discovery Partners Institute
- Post-Award
 - Continue to work with WIU offices including Business Services, Human Resources, Payroll, Budget, Academic Services, Purchasing, uTech-AIMS, and others to stay abreast of changing procedures and forms
 - Assume additional duties due to the loss of Office Support Specialist position
 - Continue to maintain a good rapport with current project directors and agency contacts

- Continue to assist WIU faculty in preparing reports required by GATA to convey progress and project outcomes to external agencies
- Offer CITR Workshops for faculty and staff
- Offer one-on-one training to new project directors and office support staff. This may be needed more often as offices are reorganized and staff changes.
- Present in graduate research class(es), as requested
- Stay informed of policies and regulations at the federal, state and local levels, especially implementation of GATA, which is changing the management of State of Illinois awards
- Attend/participate in trainings offered by sponsoring agencies, as needed
- Organize, update, and process grant files in accordance with the records retention policy
- Continue to review the OSP website, post-award sections, to update and/or add current forms and links
- Compliance
 - Continue to work on revising and re-designing the Human Subject Research Review Documents that consistently need additional information from investigators on their original submission as well as make the process more user friendly
 - Continue to monitor any guidance in order to update Human Subjects Research policies and procedures with the Final Common Rule changes
 - Assume additional duties due to the loss of Office Support Specialist position
 - Review and possibly revise policy for IRB approval regarding Master's Projects in order to provide guidance to researchers
 - Create clearer guidance for researchers who wish to use their students as research participants
 - Provide better guidance regarding Quality Improvement/Quality Assurance projects and Class Projects
 - Create a survey for investigators to gather their evaluation of the research animal care and IBC processes
 - Update CITI training interface to make the training process more streamlined and user friendly for WIU affiliates
 - Work on website to provide researchers with more FAQs and user friendly information
 - Continue to offer educational presentations to undergraduate and graduate classes at both the Macomb and Quad City campuses
 - Reach out to University Departments to ensure an open dialog with the Compliance Office and provide any training and education
 - Work on creating a video presentation of our general IRB education presentation so professors who teach online classes can post the presentation to their course website
- Clerical/Administrative
 - Work with new Provost to assist in learning about Sponsored Projects as WIU, including but not limited to grants, contracts, indirect cost recovery and training
 - Assume additional duties due to the loss of Office Support Specialist position
 - Continue to promote University Research Council grants. Work with University Research Council to potentially revamp the current program
 - Keep OSP website up to date with current information and links. Continue to enhance new Intellectual Property/Technology Transfer website.
 - Director will continue to serve on two State of Illinois GATA subcommittees, as NCURA Past Treasurer, Past Chair of NCURA Financial Management Committee, peer reviewer, and traveling workshop faculty for NCURA at the national and regional level
 - Continue to work on getting our full facilities and administrative cost recovery so OSP can fund more

faculty projects. University policy states OSP should receive 35% of the facilities and administrative cost recovery; however the Vice President for Administrative Services office takes about \$90,000 annually out of the distribution pool to pay for other University needs. This results in a reduction of income to OSP that could have funded an additional six or seven faculty URC projects. This will continue to be a goal for FY20 as it has been for the past eleven fiscal years

University Advising and Academic Services Center/Council of Academic Advisors (UAASC/COAA)

- OAS 50th Anniversary Celebration:
 - The Office of Academic Services will be celebrating their 50th anniversary at WIU during the 2019 Homecoming Weekend. We plan to invite current and past advisors, student, and staff to an Open House Reception. We will also create a video entitled *The Faces of OAS*, to be shown during the reception, and later, to be put on our website. The video will interview current OAS students and alums to highlight how the program impacted their lives.
- The Rebranding and Expansion of our Academic Services:
 - The UAASC staff has been working with Suzi Pritchard to help rebrand our center. We will propose to the senior administrators a new name for our center; *Student Success Center*. We feel this new name describes better our advising, tutoring, workshops, and coaching programs. We will also expand our coaching services to all undergraduate students. Currently, we market our coaching program to students who are on academic warning/probation and those applying for a financial aid appeal. We have been receiving a growing number of requests from student with good academic standing to help improve their GPAs in preparation for graduate school applications, to gain academic awards/scholarships, and to walk alongside them during a particularly difficult semester.
 - As part of the rebranding, we will propose changing the name of the OAS program. Instead of the acronym standing for the Office of Academic Success; we would like it to be the *Opportunity for Academic Success* program. It's a very small change that has the potential to have a huge impact. Representatives from the Admission Office also felt it was a more positive representation and would be easier to attract potential students.
- Reinstate OAS Interviews
 - In collaboration with the Admission Office, we will reinstate an interview process for prospective OAS students whose application documents require additional clarification before an acceptance decision can be rendered. The OAS advisors and the Admission counselors will be working to develop a procedure, remove barriers, and finalize the logistics of conducting interviews. It is hoped to have this in place Fall 2019.

University Technology

- CAIT will support strategic planning and implementation of technology initiatives at Western Illinois University in the areas of online course development, web design, mobile applications, and technology applications.
 - Work collaboratively with the Provost' Office, Office of Distance Learning, and Academic departments to support development of online course instruction and tools aligned with University priorities.
 - Provide WIU with instructional and technology development services through instructional design, multimedia, web, mobile, and database applications in alignment with the WIU strategic plan initiatives and priorities.
 - Provide administrative support to campus through consultation, committee work, and grant solicitation.
- CAIT will provide and support custom online applications/systems, mobile applications, and data/technical initiatives for state agencies, educational institutions, businesses, public agencies, and nonprofit organizations.
 - Continue relationships with existing partners and secure new contracts.
 - Solicit new partnerships through grants/contracts with outside agencies.
 - Work with WIU departments and faculty to write and secure grants/foundation monies.
- Market University Technology products and services to prospective students and the University community via

direct communication and participation in prospective- and incoming-focused events such as SOAR.

- Finish ERP review and identification of a target system(s).
- Continue Business Process identification and documentation to help aid in mapping current business process to proposed ERP
- Develop cost models and seek approval to move forward with RFP for cloud-based ERP.
- Implement single sign on for STARS.
- Transition documentation, business processes, and general information to online, searchable knowledgebase.
- Convert WIUP 3270 interface to a web interface and enhance current WIUP Web applications by using new web standards.
- Create a Factbook Analysis.
- Add self-reporting to Personnel, Alumni, and Foundation utilizing interactive tool against un-altered data from production.
- Reduce production data reads to populate Data Warehouse ETL processes.
- Reduce Redundancy in Staging Process to Reduce CPU Consumption.
- Add self-reporting to Admissions reporting data.
- Create resource tracking and usage reporting tool.
- Automated the interface of Travel Voucher information to the FRBR system.
- Create a STARS estimated cost screen to allow students to more accurately see costs of housing choices and class selections for the upcoming semester.
- Modify the WIUP DPA process to function like the travel voucher application.
- Create a payment option for the Perkins Payment system to allow students to see their balance.
- Create a WIUP application to allow users to search for online travel voucher data.
- Expand the functionality of the Travel Voucher application to assist the Business Office in responding to FOIA requests.
- Add a new search feature to the FRS Account Information Search application to allow the user to search by Long Description.
- Expand the Loaned Property process.
- Modify the 1099 Tax Edit application to eliminate the possibility of changing 1099 tax data after a selected date.
- Modify the assessment process to handle the new online class assessment rules.
- Create a new application to replace the paper Business Office Inventory Form to more easily track the transfer of equipment between departments.
- Create Talent Management system for HR.
- Automate Payroll Vouchers that are sent to the state for appropriated money. This will save Payroll time and provide quicker turnaround.
- Split Payroll table (PYF) into 2 DB2 tables. This will allow us to store yearly year-to-date values on database tables instead of datasets for easier retrieval of data. Also will relieve pressure at the end of the tax year so we don't have to rely on timing the capture of tax year data perfectly relative to the payrolls that are processing at the time.
- Create new academic status code for thesis payments due to the new UPI faculty agreement.
- Create Economic Interest tracking system for the VPAS office.

- Implement new civil service status code for supplemental contracts. This need arose from the AP-to-CS transition and will allow grants to be charged the appropriate amount for benefit costs.
- Create next-of-kin information system for emergency notification for HR.
- Create electronic W-2s and 1095-Cs for Payroll and Benefits.
- Include Special High School Dual Enrolled students in communication plan.
- Remove EdExpress from Federal Loan and Pell Grant processing. Currently EdExpress is used as a translator. FAO's flat files are imported into EdExpress, then EdExpress builds XML files for export to COD where processing at the Federal level takes place. Response XML files are imported into EdExpress where EdExpress then produces flat-file output for import into MVS. Removing the EdExpress component would accomplish three major benefits:
 - Simply the process for allowing more personnel to be trained to handle data transfers
 - Decrease the time required to handle data transfer by at least 50%
 - Remove EdExpress from FAO's processing. This is beneficial because a major redesign of the EdExpress software this year was bug-riddled and not as user-friendly as previous versions.
- Develop a new ISIR screen which would display a student's Institutional Student Information Record (ISIR) and potentially initiate corrects to student's FAFSA.
- Automate Western Commitment Scholarship compliance processing. Renewal criteria is currently evaluated in a manual process.
- Modify Roommate Matching system to allow currently enrolled students to select roommates during contract renewal. (The existing system is programmed for incoming students only.) This will allow students to select a roommate and a room at the same time, making it more appealing to live on campus.
- Implement online request and approval system for WIUP screens.
- Continue to convert Easytrieve Plus reports to Pentaho Report Designer.

B. Of the objectives identified above, please indicate which are directly related to the 2017–2027 Strategic Plan.

College of Arts and Sciences

All.

College of Business and Technology

See Part A.

College of Education and Human Services

- **Objective 1:** Conduct an analysis of the current faculty in COEHS to determine the number of faculty necessary to effectively implement COEHS programs. Seek faculty positions based on areas of need. (Goal 1, Action 1a, Action 2b & 2c)
- **Objective 2:** Create and implement innovative recruitment and retention strategies. Each department will update their recruitment plans and then a College committee will be developed to create an overall strategic plan for the College. (Goal 2, Action 1a, Action 2a-f, Action 4h)
- **Objective 3:** Create a strategic plan for community outreach. This plan will align with the recruitment and retention strategies determined as part of Objective 2. COEHS will intentionally (a) cultivate partnerships with school districts, fire and police departments, public service agencies, municipal services, and social services near the Macomb and/or Quad Cities Campuses to meet the needs of the communities as well as provide valuable experiences for COEHS students. (Goal 1, Action 5a; Goal 2, Action 2a; Goal 3, Action 2f; Goal 4, Action 2e, Action 3b)
- **Objective 4:** Determine and implement the most effective organizational structures for the COEHS Dean's Office and the academic units located in the College.
- **Objective 5:** Identify and pursue alternative sources of revenue to support the financial needs of the academic units as well as to support faculty teaching and research endeavors. (Goal 1, Action 4c & 4f)

College of Fine Arts and Communication

All Goals defined and outlined in above in IV.A.

Centennial Honors College

Here are the relevant passages relating to the Centennial Honors College:

“Goal 1. Stabilize Enrollment at 10,000 Students and Continue Enrollment Growth

Priority 1: Engage in Educational Outreach and Recruitment Activities

Action 12: Positioning the Centennial Honors College at the forefront of the University by:

- a. Increasing the number of honors courses and enrollment*
- b. Launching a Task Force with the objectives of relocating the Centennial Honors College to high profile locations on both campuses*
- c. Benchmarking and implementing national best practices in serving honors students”*

Center for Innovation in Teaching and Research

Working with Desire2Learn and distance learning will hopefully have some impact on stabilizing enrollments at WIU.

Illinois Institute for Rural Affairs (IIRA)

- ***Teaching and Scholarship Goal, Expand New Degree Program***, directly relates to:
 - **Goal 1: University Growth and Recruitment**
 - **Action 4.** Increase the number of undergraduate and graduate applications, acceptances, and enrollments.
 - **Action 5.** Increase the number of adults completing postsecondary education credentials.
 - **Goal 2: Enrich Academic Excellence**
 - **Action 1.** Promote high standards of academic excellence in all phases of instruction, research, service, and support services. These are interrelated components to academic excellence.
 - **Action 4.** Support strong commitments to mission-driven public service and outreach.
 - **Goal 3: Provide Educational Opportunity**
 - **Action 2.** Provide student-centered schedules that enable students to successfully pursue educational opportunities.
 - **Goal 5: Promote Social Responsibility**
 - **Action 1.** Promote civic engagement and service learning in order for students to enhance local, national and global perspectives.
- ***Technical Assistance and Policy Goal.***
 - **Goal 2: Enrich Academic Excellence**
 - **Action 1.** Promote high standards of academic excellence in all phases of instruction, research, service, and support services. These are interrelated components to academic excellence.
 - **Action 4.** Support strong commitments to mission-driven public service and outreach.
 - **Goal 5: Promote Social Responsibility**
 - **Action 1.** Promote civic engagement and service learning in order for students to enhance local, national and global perspectives.

Registrar

- **Continue to Support the Mission of the University** – This objective relates to Strategic Plan Goal 2: Enrich Academic Excellence.

- **Continue to Maintain a Positive Work Environment** – This objective relates to Strategic Plan Action Item 14: Continue to develop institutional policies and procedures that promote a holistic and supportive environment in responding to employee workforce needs.
- **Collaborate on Possible ERP Solutions** – This objective relates to University Technology Strategic Plan Action Item 3.3: Data and Analytics: Support data driven decision-making by making institutional data and analytics more available and actionable.
- **Implement Online Program Identifiers** – The objective relates to Strategic Plan Goal 1: University Growth and Recruitment.
- **Disseminate FERPA Information** – This objective relates to Strategic Plan action item IV.4: Provide lifelong learning opportunities for faculty, staff, and community members.

University Advising and Academic Services Center/Council of Academic Advisors (UAASC/COAA)

- OAS 50th Anniversary Celebration: Goal 1:3b
- Rebranding and Expansion of Academic Services: Goal 1:3b; Goal 2:1e; and Goal 3:4a
- Reinstate OAS Interviews: Goal 1:10

C. For those action items noted above, indicate whether you intend to have the action completed in the short-term (next 12 months), mid-term (2-4 years), or long term (5+ years).

College of Arts and Sciences

As soon as possible and continuing.

College of Business and Technology

See Part A.

College of Education and Human Services

- **Objective 1:** Conduct an analysis of the current faculty in COEHS to determine the number of faculty necessary to effectively implement COEHS programs. Seek faculty positions based on areas of need. (short-term)
- **Objective 2:** Create and implement innovative recruitment and retention strategies. Each department will update their recruitment plans and then a College committee will be developed to create an overall strategic plan for the College. (short- to mid-term)
- **Objective 3:** Create a strategic plan for community outreach. This plan will align with the recruitment and retention strategies determined as part of Objective 2. COEHS will intentionally (a) cultivate partnerships with school districts, fire and police departments, public service agencies, municipal services, and social services near the Macomb and/or Quad Cities Campuses to meet the needs of the communities as well as provide valuable experiences for COEHS students. (short- to mid-term)
- **Objective 4:** Determine and implement the most effective organizational structures for the COEHS Dean’s Office and the academic units located in the College. (short- to mid-term)
- **Objective 5:** Identify and pursue alternative sources of revenue to support the financial needs of the academic units as well as to support faculty teaching and research endeavors. (mid-term)

College of Fine Arts and Communication

All Goals defined and outlined above in IV.A.

Centennial Honors College

All of the objectives listed above comport with the Strategic Plan. The projected time frame for each action is listed above.

Center for Innovation in Teaching and Research

While most of the aforementioned goals will be completed prior to next year, the building of distance education will be ongoing (long term).

Graduate Studies

All short-term actions.

Illinois Institute for Rural Affairs (IIRA)

- **Expand MA in CED Program.** Short-term to get the degree up and running. We are experiencing modest success here. We are in our fourth semester with 18 students. We projected we would only have 10. Our long-term goal is turn this fledgling program into a sustainable degree offering at WIU over the long term.
- **Research Productivity.** Short-term and ongoing into the very long term.
- **Technical Assistance and Policy Development.** Short-term and ongoing into the very long term.

Registrar

- **Continue to Support the Mission of the University** – Short-term/continuous
- **Continue to Maintain a Positive Work Environment** – Short-term/continuous
- **Collaborate on Possible ERP Solutions** – Mid-term
- **Implement Online Program Identifiers** – Short-term
- **Disseminate FERPA Information** – Short-term/continuous

Sponsored Projects

- Promoting entrepreneurial approaches to research and scholarly /creative activities that are consistent with departmental, college, and University priorities.
- Expanding URC programs and establishing additional means to support research and scholarly / creative activities. Encouraging and promoting research and scholarly / creative activities with special emphasis on new and junior faculty members.
- All short-term activities

University Advising and Academic Services Center/Council of Academic Advisors (UAASC/COAA)

- OAS 50th Anniversary Celebration: short-term
- Rebranding and Expansion of Academic Services: mid-term
- Reinstate OAS Interviews: short-term

V. Technology Goals and Objectives

- A. List the most important technological goals and objectives the division will pursue in FY20, and how these will be measured/assessed.

College of Arts and Sciences

The College faces several significant challenges in the area of technology, and we propose the following:

- **Hire a new webmaster/social media manager.** The College has been without a dedicated webmaster since 2012. In those six years, the web pages of the College and Departments have been updated and created by secretaries, student workers, and faculty. The College has utilized the services of our Office Support Specialist, among her other duties, to manage the CAS site and to assist departments when possible. Effective April 1, 2019, her position will be eliminated, and we will have no one to update the College's web site, much less assist the departments. Given the modern demands of recruitment and electronic information dissemination required, we require a full-time specialist in web development and social media. **As recommended by the Dean's Technology Advisory Group, the College requests funds to hire a Webmaster/Social Media Manager.**
- **Replace faculty and staff computers.** The continuing budget crisis has severely affected the College's ability to maintain current technology equipment and infrastructure. We continue to maintain a large number of electronic classrooms and desktop computers for all faculty and staff in the College. Replacements of

equipment have been limited to instances where existing machines can no longer be repaired. As a result, we will be faced with considerable expenses in the coming years as more and more equipment fails or becomes obsolete. Of the primary computers used by CAS faculty and staff, over twenty-five have been in use eleven years or longer, and another 130 or more are between seven and ten years of age. The problems we face with aging computer equipment will be exacerbated by the loss of our Instructional Technology Systems Manager position, which was eliminated as of March 1, 2019. Moreover, Windows 7 has reached end-of-life and will no longer be supported; this will render obsolete a number of computers still in use. Of particular concern are older machines used to run various pieces of scientific equipment. Replacing these computers would require purchase of new controller/interface cards and new software. **The College requests \$40,000 to begin replacement of aging computers.**

- **Address aging technology infrastructure.** The wired and wireless network in many College buildings is unable to fully support the academic mission of our faculty and students. There continue to be challenges in Waggoner, Currens, Simpkins, and Tillman halls with wireless and/or wired connectivity. Although the College has contributed in the last several years to the University's wireless infrastructure by purchasing and installing access points to bring coverage to unserved (or underserved) areas of Tillman, Currens, and Simpkins halls, we believe the responsibility for a robust network lies with uTech and the central administration. We are thankful for improvements recently initiated and we look forward to cooperating in future upgrades.

College of Business and Technology

- Update technology to enable alternative course delivery.
- Replace outdated equipment, particularly in the Department of Engineering Technology (lab equipment) and the School of Agriculture.
- Maintain the college's electronic classrooms in Stipes and Knoblauch Halls, replacing projectors and other equipment nearing the end of their useful life.
- Place all faculty computer hardware on a four-year replacement cycle.
- Place all student lab computers on a four-year replacement cycle.

College of Education and Human Services

- **Item 1:** Implement an assessment management system for Educator Preparation programs as well as other programs in the College that have a need for such a system. Funds need to be attained to upgrade the current system or approval needs to be obtained to require students to purchase an external system. This will be assessed by whether the system is implemented.
- **Item 2:** Continue to assess and upgrade faculty, staff, and classroom computers. Replace aging faculty and staff computers as funds will allow. Replacing old computers should improve instructional resources and office efficiency. This will be assessed by the number of computers that are replaced.
- **Item 3:** Upgrade three electronic classrooms as funds allow. This will be assessed by the number of classrooms that are replaced.
- **Item 4:** Replace expiring classroom computers as funds allow. This will be assessed by the number of computers that are replaced.
- **Item 5:** Determine a way to fund the IMM lab (full-time staff, student workers, graduate assistants, and an operational budget). This will be assessed by whether funds can be generated and whether the staff can be put into place.

College of Fine Arts and Communication

- Maintain current systems at a high level of operation
- Look to extend the life of all existing technology systems.
 - Art Studios & Labs
 - Broadcasting & Journalism Studios, Labs, and Truck
 - Communication Labs
 - School of Music Studios, Performance Spaces and Labs

- Speech Pathology and Audiology Clinics
- Theatre and Dance Studios, Performance Spaces and Labs
- BCA Facilities
- Art Gallery
- Replace faculty and staff computers as necessary

University Libraries

- Research and prepare for CARLI-led launch of the new Integrated Library Management System (ILMS), Alma from Ex Libris, in 2020. This will take study, training of staff in every library unit, coordination between WIU faculty and staff and CARLI, workflow alterations, webpage migration, and development of new teaching materials. (short-term)
- Develop programming to enhance a CTR app for students that identifies textbooks available through Library Course Reserves. (short-term)
- Upgrade microfilm/fiche machines in Archives and Reference. (short-term)
- Establish a four-year replacement cycle for computers. Currently “new” computers for us are 5-year-old ones we get from uTech when they get new ones. (long-term)

Centennial Honors College

Most of our computers need upgraded. We therefore request: 2 Dell OptiPlex 5050MT Desktop Computers @ \$729; 2 Dell 23 Monitors #P23714 @ \$171.00; 2 Dell Business Docks-WD15 with 180W adopters @ \$187.49; 1 Dell Latitude 5490 @ \$1,216.00; and 1 Dell Adapter-Mini Display Port @ \$17.00. Total \$2,208.98.

Center for Innovation in Teaching and Research

- CTR will continue to develop and maintain several technologies to assist the University in its mission to provide a quality education to its students.
- Other goals related to technology are listed in Section IV, above.

Global Education and Outreach

Explore if technology can solve some of the problems which will arise due to the loss of the Testing Center, advisers in BGS, and Study Abroad. Assessment is to be determined.

Graduate Studies

- Digital campaigns for individual programs with our Marketing Department
- Use social media in consultation with Marketing Department

Registrar

All of the Office of the Registrar goals are technology-related and will be measured and assessed as previously noted.

Sponsored Projects

Continue to maintain and enhance the OSP website, which will be measured by the feedback and use of the website.

University Advising and Academic Services Center/Council of Academic Advisors (UAASC/COAA)

- Continue to Research and Develop a Printer Standardization and Consolidation Plan for the UAASC
- The UAASC will evaluate the current printer usage and develop a plan to standardized and consolidate the department’s printers.

University Technology

- Migrate all Windows 7 computers to Windows 10 prior to the end of support deadline in January 2020.
- Finalize a printer consolidation proposal for IT Governance.

- Update and streamline the process for deploying Mac lab workstation images, and attempt to identify a replacement for the current deployment process that offers full compatibility with newer versions of macOS.
- Create and maintain an electronic classroom workstation image.
- Migrate all print servers to Windows Server 2016.
- Upgrade compatible devices to Office 2019.
- Deploy and support a wireless network that implements simplified onboarding and other improvements.
- Upgrade outdated computers in uTech general use labs.
- Collaborate with UHDS to implement a gaming lounge for general use by Fall 2019.
- Transition off-hours Support Center operations (nights, weekends) to uTech labs with merged student Support Center staff and uTech lab assistant roles.
- Replace all virtual desktop infrastructure at the University in favor of traditional workstations by the end of FY19.
- Begin implementing recommended hardware-agnostic solution (Zoom) in video conference classrooms for failing Polycom classrooms, as needed.
- Remove dual boot Mac computers from electronic classrooms.
- Investigate and implement a solution to move institutional/employee specific web pages from the publically accessible WIU.edu website into an employee-only, password protected intranet.
- Work with University Technology's infrastructure group to put the entirety of the public WIU.edu website on an SSL-encrypted domain.
- Complete ASP.NET conversions of Civil Service Job Application and Financial Aid Satisfactory Progress Appear Application.
- Continue cross-training of additional staff member in ASP.NET in order to better support mission-critical ASP.NET web applications.
- Provide recommendation for centralized security camera solution.
- Complete Micros upgrade.
- The datacenter will continue to be improved with a focus on redundancy, efficiency, consolidation, and virtualization. These efforts will include the retirement of old systems and future investment in modern technology practices. (improvements within the next 12 months. 5+ years to completion)
- Install a new mainframe which will support the latest z/OS and CICS versions.
- Install version 2.3 of z/OS.
- Install version 5.5 of Transaction Server.
- Move all administrative mainframe services behind the BIG-IP.
- Continue to tighten all RACF security.
- Successfully perform a DR test with Sungard remotely.
- Allow CAS single sign-on capability to STARS CICS region.
- Continue to move much of the Easytrieve report generation over to the Pentaho platform.
- Continue to provide support and maintenance for the Computer Science z/OS partition.
- Implement Proof of Concept wireless deployment for potential new wireless vendor in a select location on campus.
- Continue network redesign and implementation efforts to reduce overall cost of maintaining the network while providing a quality customer experience.

- Begin testing and implementing IPv6 addressing.
 - External facing services
 - ResNet networks

B. Describe how these objectives build upon goals in divisional and/or institutional strategic plans.

College of Arts and Sciences

These objectives relate directly to Academic Excellence.

College of Business and Technology

- Enhance educational opportunities.
- Enhance fiscal responsibility.

College of Education and Human Services

- **Item 1:** CAEP, the accrediting body for Educator Preparation, requires some type of data management system in order to ensure quality control. An updated (or commercial) data management system would make report writing more efficient as well as more accurate. While this is very important for the CAEP accredited programs it is also a system that could be utilized by other programs in the College.
- **Item 2:** Faculty and staff need adequate and up-to-date equipment in order to be effective in the classroom. (Goal 1, Action 6a)
- **Item 3:** Students need access to high quality electronic classrooms. It is important for their learning of information as well as for their training as future professionals. (Goal 1, Action 6a)
- **Item 4:** Students need access to high quality electronic classrooms. It is important for their learning of information as well as for their training as future professionals. (Goal 1, Action 6a)
- **Item 5:** The IMM lab is a great resource for COEHS students. It is a nice space for group work as well as small technology-based workshops. Additionally, faculty are able to use the lab as a teaching space and are able to send students to the lab in order to get assistance with specific assignments that lab staff have been trained to assist with.

College of Fine Arts and Communication

All objectives will allow COFAC to continue to provide excellence in all areas of the college and the classroom.

Centennial Honors College

Computers are essential to our academic enterprise.

Center for Innovation in Teaching and Research

One of CITR's goals is to help faculty and students communicate well and to facilitate the same. The tools and services provided faculty helps to fulfill this goal. CITR also offers a variety of technology-based workshops to help faculty and thereby benefit students.

Global Education and Outreach

Providing appropriate services to distance learners and General Studies majors is always our top priority. If technology can assist that, then we will pursue it.

Registrar

All of these objectives are based upon long-range plans of the Office of the Registrar and relate to student and staff satisfaction, enhanced retention, and support of the mission and priorities of the Academic Vice-Presidential area.

Sponsored Projects

The objective will allow OSP to better serve faculty and staff and increase awareness of the variety of services offered by OSP.

University Advising and Academic Services Center/Council of Academic Advisors (UAASC/COAA)

Research and Develop a Printer Standardization and Consolidation Plan: Goal 5:5b

- C. For each technology item, indicate whether you intend to have the action completed in the short-term (next 12 months), mid-term (2-4 years), or long term (5+ years).

College of Arts and Sciences

As soon as possible and are included in the descriptions above.

College of Business and Technology

All are ongoing.

College of Education and Human Services

- **Item 1:** Implement an assessment management system for Educator Preparation programs as well as other programs in College that have a need for such a system. Funds need to be attained to upgrade the current system or approval need to be obtained to require students to purchase an external system. (short-term)
- **Item 2:** Continue to assess and/or upgrade faculty, staff, and classroom computers in accordance with the College's Technology Upgrade Schedule. Replace aging faculty and staff computers as funds will allow. Replacement of old computers should improve instructional resources and office efficiency for faculty and staff. (short- to mid-term)
- **Item 3:** Upgrade three electronic classrooms as funds allow. (short- to mid-term)
- **Item 4:** Replace expiring classroom computers as funds allow. (short- to mid-term)
- **Item 5:** Determine a way to fund the IMM lab (full-time staff, student workers, graduate assistants, and an operational budget). (mid-term)

College of Fine Arts and Communication

All objectives are short to mid-term (12-24 months).

Centennial Honors College

Action: Short-Term, Computers should be replaced every 5 years, if not sooner.

Center for Innovation in Teaching and Research

All goals are ongoing (5+ years).

Global Education and Outreach

- Short term goal

Graduate Studies

All in next 12 months

Registrar

Indicated in section above.

Sponsored Projects

All are short term activities.

University Advising and Academic Services Center/Council of Academic Advisors (UAASC/COAA)

Research and Develop a Printer Standardization and Consolidation Plan: mid-term

VI. Internal Reallocations and Reorganizations: Western Illinois University—Macomb

- A. What are planned FY20 reallocations or reorganizations, including the movement of positions, upgrade of positions, creation of new positions, and/or the reallocation of personnel and/or operating funds?

College of Arts and Sciences

This is in process and we are working with the Provost's Office and other leadership team groups. There have been two rounds of faculty, admin, and staff reductions (June 2018-effective July 1 2018 and March 2019) along with reductions in appropriated funds, graduate assistantships, and student help which will be effective FY & AY 2019-2020. Some effects will have been realized FY19. Other effects will be realized FY20. Because of the impact of layoffs and retirements in Biological Sciences and Geography/GIS, we will need to work with the Provost's Office to ensure that the ES Ph.D. program is properly staffed and has the resources to continue delivering its quality program.

College of Business and Technology

- The Department of Accounting and Finance needs two Unit A positions to replace retirements and a Unit B position from a resignation.
- Eight Accounting Graduate Teaching Assistants are needed for Zoom implementation.
- The Department of Management and Marketing needs one Unit A person to replace a retirement and fill a need in Human Resource Management.
- The School of Engineering needs two Unit A positions.
- The School of Agriculture needs two Unit A positions to replace two retirements.

College of Education and Human Services

- At this time, reorganization plans within the College have not been finalized. Reorganization will likely result in some reductions of administrators and support staff.
- In order to continue to maintain our strong programs, the following positions are being sought.
 - C&I -- three Unit A (ECH, literacy, & SPED) -- to replace retirement/resignation
 - ES -- two Unit A (EDL & CSP) -- to replace retirement/resignation
 - KIN -- two Unit A (exercise science, physical education) -- to replace retirement
 - LEJA -- four Unit A (1 FS and 3 LEJA) & one Unit B -- to replace retirement/resignation
 - RPTA -- permanent chair; one Unit A (outdoor education) -- to replace retirement

College of Fine Arts and Communication

- Successful Broadcasting and Journalism Chair Search
- Successful Speech Pathology and Audiology Search – Unit A
- Successful Art Unit A Search – Graphic Design
- Successfully analyze and replace any necessary positions that open up due to last minute retirements/resignations.

Centennial Honors College

- **Staff Reassignment.** As detailed above, the position of Assistant to the Dean of the Honors College (presently held by Ms. Alex Geisler) was eliminated by the March 1, 2019, cuts and she was notified that her job would be terminated on April 1, 2019, subject to appeal. We are in the process of dividing up Ms. Geisler's duties with the remaining honors staff. Additionally, the Honors College will be losing its graduate assistant and three student workers at the conclusion of the Spring 2019 semester. This, too, will put added pressure on the existing staff and those duties will be reassigned as necessary.
- **Establish an Integrated Honors Curriculum.** The Honors College's current course offerings are a hodgepodge. Courses lack consistent quality. We need core, gateway honors courses, domestic travel courses, and increased opportunities for Study Abroad. Ideally, the Honors College should have three-to-four-year teaching rotations to facilitate course scheduling. *Projected Action Frame:* Both Short-Term and Long-Term. [*HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.*] *Action Taken:* The Director and Associate Director have met with academic deans to explore options. The Honors staff has also met with Study Abroad personnel to promote international travel for honors students.
- **Establish an Honors Academy.** The Honors College does not always get the best faculty to teach honors courses.

Currently, Honors College takes whomever Department Chairs/Directors release. We therefore seek funding to “buyout” faculty to teach honors courses on a regular basis. We need to create an Honors Academy through joint appointments, must submit CVs and teaching evaluations. *Estimated Costs:* \$80,000/year (\$20,000 for 4 core faculty offering 2 3SH classes per year). *Projected Action Frame:* Both Short-Term and Long-Term [*HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.*]. *Action Taken:* None, albeit President Thomas has indicated repeatedly that he supports the creation of an honors academy.

Center for Innovation in Teaching and Research

No reallocations are planned for FY20.

Graduate Studies

Please see “School of Graduate Studies: International Graduate Admission Plan,” Appendix D, for more information.

Illinois Institute for Rural Affairs (IIRA)

New Faculty Member. We would like to replace a retired faculty member. We are currently operating our MA in CED program with two faculty members. According to the Graduate Catalog, we should have at least three faculty members from our department sitting on MA theses.

Registrar

The Office of the Registrar will require major restructuring following the December 2018 retirement of Suzanne Litchfield (Information Technology Technical Associate) and Annette Greuel (Image Processing Technician II), and the June 30, 2019 retirement of Laurie Black (Administrative Assistant). Additionally, the layoff of both front-counter staff members - Ann Buren (Office Support Associate) and Judy Woodside (Clerk) - will require a complete overhaul of the “Information Center” in the Registrar’s Office, including elimination of unmanned phone lines and return to an automated telephone attendant. Personnel funds that remain due to these five eliminated positions will be returned to Academic Affairs as part of the overall budget reduction.

Sponsored Projects

Office Support Specialist position was eliminated in FY19. FY20 will see the addition of an Institutional Grant Coordinator to the OSP staff per the President’s recommendation.

University Advising and Academic Services Center/Council of Academic Advisors (UAASC/COAA)

Reorganization due to layoffs will need to occur quickly in order to be prepared for SOAR and the 2019-2020 academic year. Specifics of the reorganization have not been determined at the time of this report.

University Technology

All reallocations and reorganizations that have resulted from the removal of positions have been finalized in FY19. No additional reallocations or reorganizations are planned.

B. How do these reallocations and reorganizations further *Strategic Plan* goals and objectives?

College of Arts and Sciences

These objectives relate directly to Academic Excellence.

College of Business and Technology

- All of the position requests will help enhance educational opportunities.
- The School of Engineering positions are for additional programs (Civil, Electrical, and Mechanical Engineering) which will help stabilize enrollment.

College of Education and Human Services

By employing an adequate number of highly qualified faculty, the academic units will be better able to contribute to enrich the academic excellence (Goal 1) as well as advance educational opportunities (Goal 2) for COEHS students.

College of Fine Arts and Communication

All objectives relate directly to the following goals: HVHE Goal 1, Goal 2, Goal 3.

Centennial Honors College

It is all about Academic Excellence. The Centennial Honors College should be the heart and soul of our academic enterprise. As the Honors College goes, so does the reputation of Western Illinois University. It is not an expense; it is a wise investment in our university's future. The specific goals for each item are listed above.

Illinois Institute for Rural Affairs (IIRA)

A new faculty member would contribute to 4 of the 6 goals outlined in the Strategic Plan Update:

- Goal 1: University Growth and Recruitment.
- Goal 2: Enrich Academic Excellence.
- Goal 3: Provide Educational Opportunity, and
- Goal 5: Promote Social Responsibility.

Registrar

These reallocations and reorganizations will assist with achieving financial viability for the University; however, services to students, faculty, staff and third-party entities will be impacted.

Sponsored Projects

Office Support Specialist position was eliminated due to budget crisis. The addition of the Institutional Grant Coordinator will support the overall mission of the University.

University Advising and Academic Services Center/Council of Academic Advisors (UAASC/COAA)

The layoffs will decrease our ability to further the University's Strategic Plan goals and objectives.

C. Describe how all reallocations, permanent and temporary, will affect the unit's standard performance measures.

College of Arts and Sciences

These reallocations would be evaluated by the number of classes we could add to the QC schedule, the number of students served, and the number of SCH generated.

College of Business and Technology

- Increase the quality of the faculty to enhance reaccreditation efforts.
- Provide the expertise to expand programs in HR, Agriculture, Accounting and Finance, and Engineering.

College of Education and Human Services

Hiring individuals for the positions listed above will allow the academic units to have the number of faculty to cover their course assignments while reducing the number of courses taught by adjunct faculty or courses being taught in overload. Additionally, academic units will be better able to contribute to the growth plan for recruitment.

College of Fine Arts and Communication

The College has given up/reorganized/acquired salary savings on approximately fifty positions over the past five years. We continue to seek and achieve salary savings and restructuring with future retirements. The positions above will allow us to maintain operations at the base level necessary for continued excellence in the coming years.

Centennial Honors College

The change in positions should enhance the reputation of the Centennial Honors College and foster recruitment of outstanding undergraduate students at both the Macomb and Quad Cities campuses.

Center for Innovation in Teaching and Research

With the elimination of positions, the Center will have less staff to work with faculty and with faculty development efforts. This would include support of the Western Online learning management system. CITR is also no longer able to fund a research associate that provides statistical analysis and support for online surveys.

Illinois Institute for Rural Affairs (IIRA)

New Faculty Member.

- Increased students taught.
- Increased classes taught.
- Increased research productivity (articles, presentations, and grants)

Registrar

The Office of the Registrar will continue to measure effectiveness through customer service reactions and feedback (STARS comments, emails, letters, etc.), dollars saved through fiscal responsibility measures and generated through expedited service options, and data collection efforts. It is anticipated that response time for requests (data, transcripts, enrollment verifications, degree verifications, transfer agreements, etc.) will noticeably increase as there are fewer staff available to manage the workload.

Sponsored Projects

- The loss of the Office Support Specialist position may cause delay in reports, loss of work time by others in order to answer the phones, triage emails, order supplies, and other jobs completed by the OSS.
- The addition of the Institutional Grant Coordinator may potentially allow the university to seek student recruitment and retention grants.

University Advising and Academic Services Center/Council of Academic Advisors (UAASC/COAA)

I am very concerned that the level of service provided through this office will decrease due to the reduction of support staff and advisors.

D. How are you finding new funds?

College of Fine Arts and Communication

Establish College Resource Plan with Development Officer and Departments/Programs.

Global Education and Outreach

Will investigate grants as they come, but do not anticipate having the time to apply for any in FY20.

1. Describe divisional strategies to seek additional resources (e.g., grants, Foundation).

College of Arts and Sciences

- See “Western Illinois Foundation Funds” and “Grants, Contracts, or Local Funds”.
- Working with PEI to identify external, academic, and non-academic partners to develop various kinds of partnerships from targeted programs to alternative student credit hour production to more recent meetings and partnerships with western Illinois regional high schools and ROEs.
- Review lab charge criteria to determine ability to expand covering equipment repair and maintenance.

College of Business and Technology

- Continue to seek and renew grants.
- Seek additional contracts in Engineering.
- Locate additional corporate partnerships.
- Work with the Development Director to find additional donors.

College of Education and Human Services

- The Director of Development carries a prospect pool of 150 individuals, with specific metrics regarding visits and asks made as well as total cultivation and stewardship visits completed.
- The Director of Development has plans in place to apply to four additional Foundation and Grant agencies, as well as a basic plan for pursuing gifts from rural corporate entities for the benefit of the Great River Teacher Corps.
- Alumni events are being planned for FY 20 for the celebration of the 25th Anniversary of Social Work and the 50th Anniversary of Law Enforcement and Justice Administration. Matching gift donations are being

sought and plans laid to encourage increased giving by alumni during these celebration years.

- COEHS academic units are utilizing strategies such as crowd funding (e.g., KIN used this technique to raise funds to get a new piece of equipment) to raise additional funds to meet their needs.
- Several COEHS academic units incorporate grant writing as part of their curriculum. Graduate students have been successful in getting small grants to supplement department resources.
- In addition, one of the objectives for this coming fiscal year is to explore alternative funding sources (such as grants) that the College might be able to utilize.

College of Fine Arts and Communication

Establish College Resource Plan with Development Officer and Departments/Programs.

University Libraries

Director of Development carries a prospect pool of 150 individuals. Annual and quarterly metric goals for visits and asks are monitored by the Executive Director of Development.

Centennial Honors College

The proposed new, full-time Associate Dean of the Honors College will have responsibilities to: a) seek grants and b) identify, contact and cultivate potential donors.

Global Education and Outreach

Will investigate grants as they come, but do not anticipate having the ability to apply for any in FY20.

Graduate Studies

We will assess our use of application fee dollars.

Illinois Institute for Rural Affairs (IIRA)

Searching for New Resources. IIRA uses several strategies to seek additional resources. First, IIRA will continue to seek federal and state grants. Second, IIRA outreach units charge fees to communities and businesses receiving technical assistance. Third, the PCF Program charges communities a fee to offset salary expenses when they host PCF interns. Fourth, we are exploring how to generate more financial support from Foundations and the private sector.

Registrar

- **Duplicate Diploma Charge** – The Office of the Registrar will continue to charge students \$25 for the printing of duplicate diplomas (\$27 if paid by credit card). Since this time last year, \$4,949 was generated from the duplicate diploma charge.
- **Electronic Transcript Charge** – The Office of the Registrar enabled the sending of official transcripts electronically in Fall 2014. A portion of the expedited service charge is returned to a local account in the Registrar's Office. Since this time last year, \$33,266.40 was generated from the expedited transcript charge, a 23% increase from last year. These funds are utilized to offset some of the expenses of the transcript processing unit.

University Technology

- CAIT continues to seek out new business partnerships and pursues grant and contract opportunities.
- University Technology has partnered with faculty and University of Illinois on several grant requests for infrastructure upgrades. We will continue to look for opportunities to pursue grant opportunities that may be beneficial to the university.

2. Provide an explanation of how additional resources would be used to enhance divisional objectives.

College of Arts and Sciences

- Grants and contracts provide resources for scientific equipment purchases, funding for commodities used in research and teaching, cost of travel to professional meetings, and support for graduate and undergraduate students. Some of the funding is also used for K-12 outreach activities and student recruiting. Grant

resources are also used in conjunction with advancement activities and appropriated funds to complete projects too costly to initiate using only appropriated funds. Examples include equipment used in chemistry and physics, funds to upgrade the research facilities at Kibbe Field Station, and endowed funds to support student research activities.

- Costs of laboratory equipment, commodities, and service contracts have been increasing exponentially, and we continue to evaluate the effects of the lab charges on the ability to support a quality laboratory experience for our science students.

College of Business and Technology

- Contracts and grants will offer additional compensation and experience for faculty and students.
- The college will use foundation funds for scholarships, student activities, classroom support, and faculty development.

College of Education and Human Services

- Additional resources would be used to endow and grow the GRTC so that WIU is able to offer more scholarships to deserving students who are willing to commit to teaching their first few years post-graduation in rural school districts.
- Additional resources would be used to support faculty recruiting and retention efforts and faculty development including travel costs associated with conference attendance and recruitment.
- Additional resources would enable the departments to provide additional opportunities for student scholarships.
- Additional resources could also assist students with travel expenses to complete practicums and internships, and to attend professional conferences, and advocacy related activities.
- Additional grant and/or crowd funding would provide equipment to support faculty and student research, laboratory courses and the ability to become a national testing site for the firefighters physical ability test.

College of Fine Arts and Communication

- Increase fully endowed scholarships
- Exploration of externally funded support
- Increase funding and sponsorship for COFAC events
- Increased emphasis on external grants and fundraising for equipment needs

Centennial Honors College

Additional resources will be used to seek external funding (to secure scholarships, program funds, travel funds, and other opportunities for honors students) and promote qualified students for major scholarship competition.

Center for Innovation in Teaching and Research

With additional funds, CITR would be able to reinstate visits of ITSMs to the QC campus. Currently CITR is only servicing the QC via CODEC and Zoom video conferencing.

Global Education and Outreach

Would support professional development for staff, as this has not been invested in in several years.

Graduate Studies

All extra funds will be used for recruitment of graduate students.

Illinois Institute for Rural Affairs (IIRA)

New Faculty Member. According to the WIU Graduate Catalog, we need at least three faculty members to deliver a graduate degree. In addition, if we do not replace our recently retired faculty member, research productivity will continue to drop and we will struggle to offer the MA in CED degree.

Registrar

- The funds collected as a result of charging for duplicate diplomas cover the cost of all diploma stock purchased.
- The funds collected from expedited transcript services assist with covering necessary equipment and software purchases within the transcript processing unit.

University Technology

University Technology is underfunded in its ability to maintain technology on campus. We are not funded or staffed or innovation and also lack the ability to perform basic maintenance/upkeep on our infrastructure. Any additional resources will be used to keep our existing technology resources up to date.

3. Summarize long-term external funding goals that extend beyond FY20.

College of Arts and Sciences

Because of the impact of layoffs and retirements in Biological Sciences and Geography/GIS, we will need to work with the Provost's Office to ensure that the ES Ph.D. is properly staffed and has the resources to continue delivering its quality program. This is true for Biological Sciences, as well.

College of Business and Technology

All goals are ongoing.

College of Education and Human Services

- Ongoing identification of top fundraising prospects through research & cultivation activities
- Continual research into private and community foundation grant opportunities
- Eventual full-time employment within the College for the Director of Development
- Long-term external funding goals include building available funds in current scholarships and creating new scholarships for the academic units

College of Fine Arts and Communication

- Work to meet all accreditation bodies' physical facilities deferments
- Increased support for President's International String Quartet
- Increased sponsorship of numerous college presentation/performances
- Students Scholarships
- Fundraising for unfunded portions of Center for Performing Arts

University Libraries

- Digital Repository - \$50,000 cash and \$2 million endowment
- Carpet for Floors Two through Six - \$1.2 million
- Refurbish Basement for Archival Material Storage - \$500,000
- Computer Replacement - \$75,000
- Wifi Upgrade - \$100,000
- Computer Classrooms Upgrade - \$53,000
- Book Funds - Ongoing

Centennial Honors College

The ultimate objective of a quality honors college is to have its own building (with classrooms, boardroom, library, computer spaces, private offices for advising, restrooms, and a lounge area for students to socialize and discuss issues of the day), full-time staff (Dean, Associate Dean, Honors Assistants, Honors Advisors, Support Staff), and its own Honors Academy (the best faculty on campus), and a fully integrated core curriculum.

Center for Innovation in Teaching and Research

Reinstatement of faculty associates and research assistant. Additionally, a CITR representative could be employed at the QC or at least a faculty associate to provide support at that campus.

Global Education and Outreach

Additional scholarship support for BGS and Study Abroad students.

Graduate Studies

Long-term program development will focus on online programming in Macomb and enhancing programs on the QC campus.

Illinois Institute for Rural Affairs (IIRA)

We have several long-term funding goals, which include focusing on general strategies for unit stability and sustainability as well as a focus on some specific granting agencies.

- **Maintain Entrepreneurial Outlook.** More than half of IIRA funds come from external sources. We will continue to pursue external funds from an array of sources.
- **Diversify Funding Sources.** We receive grants from local, state and federal agencies. A diverse funding base ensures IIRA operations if funds are cut from one source.
- **Obtain Periodic Increases in our Ongoing Grants to Adjust for Inflation.** Some grants supporting core services have not been increased in over a decade. In real terms, this hinders our ability to provide outreach services. We need to continue to make the case to these grantors for additional monies.
- **Maintain Demand for Services.** We will identify ways to maintain demand for the services we offer that are supported by external grants. We will do this by providing exemplary service to our clients while exceeding the expectations funding agencies have for us. We will also develop new services and products as we plan for the changing economic landscape in rural Illinois. In this way, we will continue to be known as the premier agency for CED technical assistance in Illinois.
- **Identify New Funding Sources.** We are a customer responsive agency that understands the vagaries of external funding. We continually seek new funding sources. We will continue to rely on federal and state agencies such as the USDA and DCEO. We may adopt more “fee for services” plans and explore new funding agencies such as the NSF. Finally, we will explore private sector funding sources.
- **Secure Proportional Support from WIU.** WIU generously provides appropriated positions and operating dollars. In addition to helping operationally, funding is important because most grants require a salary or in-kind “match.” Without increased support, we will exhaust our capacity to offer match dollars, preventing us from applying for additional grants.

Registrar

Consider other cost-cutting or income-generating services that will allow us to continue to meet constituency needs.

University Technology

University Technology is striving to identify the total cost of ownership of technology for WIU to provide a clear picture for the cost to maintain technology on campus.

4. Develop indicators to track attainment of goals.

College of Arts and Sciences

Some indicators include increases in the number of grant and contract proposals submitted and continued ability of faculty and students to attend and participate in professional meetings. The sequential up-grading of classroom and laboratory facilities would indicate success in these areas. Improved pedagogy in science laboratories would indicate the success of providing adequate modern instrumentation and consumables in this teaching environment. In these ways, we hope to see increased recruitment, enrollment, and retention of students.

College of Business and Technology

The college will continue to track dollar amounts.

College of Education and Human Services

- Director of Development has annual and quarterly metric goals in place for both amount raised and visits made which are monitored by the Executive Director of Development in conjunction with the Dean of COEHS.
- Alumni attendance at anniversary celebration events will be monitored as well as a comparison made in level of giving to prior years.
- Reviewing and monitoring donations to the various funds within the academic units.

College of Fine Arts and Communication

Indicators included in Annual College Resource Plan.

University Libraries

Development officer is required to meet quarterly metrics in regards to donor visits, total dollars raised, and return on investment as monitored by Advancement Administration.

Centennial Honors College

Same indicators listed above. Total enrollment in the Centennial Honors College, increased diversity, growth of the honors program in the Quad Cities, increased participation in Undergraduate Research Day, accelerated efforts to win major scholarship, etc.

Center for Innovation in Teaching and Research

Adding more programming at the QC, additional positions.

Graduate Studies

Primary measurement of success will depend on program head count.

Illinois Institute for Rural Affairs (IIRA)

- **External Funding Goals.** We have measured our productivity since 1990 (**Table 1**). New measures:
 - Increase the proportion of external to internal funding.
 - Obtain funding from new agencies or foundations.
 - Secure proportional funding support from WIU.
- **New Metrics to Track MA in CED success:**
 - Focus on Students: Total number of students, retention rate, and graduation rate.
 - Focus on Alumni: Alumni employment, alumni satisfaction.

Registrar

- We continue to receive regular requests for duplicate diplomas, allowing us to meet the expectation of revenue generation from that service.
- We have had electronic transcript delivery available for over four years, and demand for this service has grown each year. We are currently averaging approximately \$2,772 per month.

VII. Internal Reallocations and Reorganizations: Western Illinois University—Quad Cities

A. What are planned FY20 reallocations or reorganizations, including movement of positions, upgrade of positions, creation of new positions, and/or reallocation of personnel or operating funds?

College of Arts and Sciences

This is in process and we are working with the Provost's Office and other leadership team groups.

College of Business and Technology

Substantial amounts will be cut from both operating and personnel budgets.

College of Education and Human Services

- At this time, reorganization plans within the College have not been finalized. Reorganization will likely result in some reductions of administrators and support staff.
- In order to continue to maintain our strong programs, the following position is being sought.
CNED – one Unit A (Clinical Mental Health) – to grow the program

College of Fine Arts and Communication

A request for a new full-time Unit B faculty member for the QC has been included in the department's annual budget request.

Centennial Honors College

As detailed *supra*, during the period of review, Ms. Michele Aurand, our QC honors advisor, left the Honors College to take an administrative position on the Macomb campus. The Honors College agreed to pay CAS Assistant Dean Jim Rabchuk a one-month stipend to serve as the Honors Coordinator for the QC campus. Since August 2018, Dr. Rabchuk has attended Discover Westerns and myriad QC recruitment events, advised all QC honors students, actively sought QC-based professors to offer honors courses, explored creative funding opportunities, and created ways to expand and improve on the QC Research Day and QC Honors Convocation. This arrangement seems to be working out well for all parties concerned. We are hopeful that Dr. Mindrup, Dr. Rives, Dr. Martinelli-Fernandez, and Provost Clow will allow us to continue employing Dr. Rabchuk as our QC Honors Coordinator.

Global Education and Outreach

None, only QC employee laid off 4/1/19.

Graduate Studies

Please see "School of Graduate Studies: International Graduate Admission Plan," Appendix D, for more information.

University Technology

All reallocations and reorganizations that have resulted from the removal of positions have been finalized in FY19. No additional reallocations or reorganizations are planned.

B. How do these reallocations and reorganizations further *Strategic Plan* goals and objectives?

College of Arts and Sciences

These objectives relate directly to Academic Excellence.

College of Business and Technology

Fiscal responsibility.

College of Education and Human Services

See information in VI.B.

College of Fine Arts and Communication

An additional Unit B faculty line in the QC would allow the department to offer additional courses at the QC campus, including critical Gen Ed courses, the basic public speaking class, and more variety in course offerings for our QC students.

Centennial Honors College

Measure: The number of students in the QC honors program. *Projected Action Frame:* Short-Term and Long-Term investment. [G1.A1(e,f)/G3.A1(h,j,k), *HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.*] *Actions Taken:* We are working with Dr. Jim Rabchuk to achieve this goal.

Graduate Studies

See above

C. Describe how all reallocations, permanent and temporary, will affect the unit's standard performance measures.

College of Arts and Sciences

These reallocations would be evaluated by the number of classes we could add to the QC schedule, the number of students served, and the number of SCH generated.

College of Business and Technology

- The reductions will profoundly affect the level of service the college can deliver to students, faculty, and external stakeholders.
- The workloads of all remaining staff members will be significantly increased.

College of Education and Human Services

See information in VI.C.

Centennial Honors College

The Honors College is the academic hub of the entire University. This institution is charged with recruiting, educating, promoting, and showcasing the achievements of our best and brightest students. Thus, as the Centennial Honors College goes, so goes the entire University. The QC Honors Program has tremendous room for growth. Having the right resources available in at the Riverfront Campus will foster that growth, both in terms of the numbers of students and their educational opportunities.

Graduate Studies

See above

D. How are you finding new funds?

1. Describe divisional strategies to seek additional resources (e.g., grants, Foundation).

College of Arts and Sciences

- See “Western Illinois Foundation Funds” and “Grants, Contracts, or Local Funds”.
- Working with PEI to identify external, academic, and non-academic partners to develop various kinds of partnerships from targeted programs to alternative student credit hour production to more recent meetings and partnerships with western Illinois regional high schools and ROEs.

College of Business and Technology

Same as the Macomb campus.

College of Education and Human Services

See information in VI.D.1.

Centennial Honors College

The Honors Dean is working with the Foundation Office to identify and cultivate donors. Goals and strategies are detailed *supra*. Additionally, Rick Hardy is working closely with the President's Executive Institute and the President's Task Force for Simpkins Hall to identify and cultivate donors that will enable the Honors College to establish a new academic home with enhanced facilities.

Graduate Studies

See above

2. Provide an explanation of how additional resources would be used to enhance divisional objectives.

College of Arts and Sciences

- Grants and contracts provide resources for scientific equipment purchases, funding for commodities used in research and teaching, cost of travel to professional meetings, and support for graduate and undergraduate students. Some of the funding is also used for K-12 outreach activities and student recruiting. Grant resources are also used in conjunction with advancement activities and appropriated funds to complete projects too costly to initiate using only appropriated funds. Examples include equipment used in

chemistry and physics, funds to upgrade the research facilities at Kibbe Field Station, and endowed funds to support student research activities.

- Costs of laboratory equipment, commodities, and service contracts have been increasing exponentially, and we continue to evaluate the effects of the lab charges on the ability to support a quality laboratory experience for our science students.

College of Business and Technology

Same as the Macomb campus.

College of Education and Human Services

See information in VI.D.2.

College of Fine Arts and Communication

Currently, the department employs two full-time Unit A faculty in the QC to teach all of the courses associated with the major and the minor. The current course rotation demanded to offer the current major/minor requires a specific rotation of classes taught by the two existing QC faculty members that does not allow for any variation in the coursework to be offered in the Quad Cities, nor for any additional sections of general education or elective courses to be offered. Additionally, the current QC faculty are unable to participate in the graduate program due to the required course rotations in the QC despite their outstanding qualifications. A new full-time Unit B Communication instructor in the QC would allow for the department to begin offering the COMM 241 course in the QC on a regular basis, as well as offering potential Gen Ed courses (COMM 130, COMM 235 and/or COMM 254) for these undergraduate students as well as additional courses for the major/minors. It would also provide our majors and minors some flexibility in the coursework being offered, allow the Unit A faculty members to participate in the department's graduate and online B.A. program, and potentially allow the department to engage in teaching dual-credit speech courses at local high schools, which would represent a critical recruitment opportunity.

Centennial Honors College

As detailed repeatedly *supra*, the Honors College seeks additional funds for scholarships, conference participation, travel courses, awards, and prizes for deserving undergraduate students.

Center for Innovation in Teaching and Research

- Faculty associates would be reinstated.
- With additional funds, CITR would be able to reinstate visits of ITSMS to the QC campus. Currently CITR is only servicing the QC via CODEC and Zoom video conferencing.

Graduate Studies

See above

3. Summarize long-term external funding goals which extend beyond FY20.

College of Arts and Sciences

Because of the impact of layoffs and retirements in Biological Sciences and Geography/GIS, we will need to work with the Provost's Office to ensure that the ES Ph.D. is properly staffed and has the resources to continue delivery its quality program.

College of Business and Technology

Same as the Macomb campus

College of Education and Human Services

See information in VI.D.3.

Centennial Honors College

Ultimately, the Centennial Honors College will have its own facilities in Simpkins Hall, replete with its own classrooms, meeting places, and private offices for honors faculty and staff.

Graduate Studies

See above

4. Develop indicators to track attainment of goals.

College of Arts and Sciences

Some indicators include increases in the number of grant and contract proposals submitted and continued ability of faculty and students to attend and participate in professional meetings. The sequential up-grading of classroom and laboratory facilities would indicate success in these areas. Improved pedagogy in science laboratories would indicate the success of providing adequate modern instrumentation and consumables in this teaching environment. In these ways, we hope to see increased recruitment, enrollment, and retention of students.

College of Business and Technology

Same as the Macomb campus.

College of Education and Human Services

See information in VI.D.1.

Centennial Honors College

Indicators of success are increased funding, new facilities and expanded opportunities for honors students, faculty, and staff.

Center for Innovation in Teaching and Research

A simple indicator would be the addition of services for faculty and more workshops offered in at the Quad Cities location.

Graduate Studies

See above

VIII. Reductions for FY20

A. Discuss planned staffing and operational reductions for FY20.

College of Arts and Sciences

This is in process. Please refer to University Staff Reductions from June 2018 and March 2019.

College of Business and Technology

An extensive reorganization and downsizing project removed approximately \$1,700,000 from the budget.

College of Education and Human Services

This is still to be determined.

College of Fine Arts and Communication

The college will be adjusting to a reduction in faculty and staff and another reduction in our operating fund budget.

- 2 COFAC Unit A position to be eliminated
- 2 COFAC Unit B position not filled
- 1 COFAC Faculty Assistant position to be eliminated
- 7 COFAC staff positions eliminated
- 1 COFAC Chair position filled by half-time temporary person
- Reduction in graduate assistant positions
- Reduction in department operating funds

University Libraries

Unit A faculty member retiring end of FY19.

Centennial Honors College

According to the Strategic Plan, the Centennial Honors College is a SIGNATURE PROGRAM. Therefore, it does not plan to reduce staff; rather, it plans to increase. We have scrimped and saved on supplies, have scaled back significantly on conference travel, copying, food for events, etc. We are missing major conferences. We are not participating in major recruitment fairs, have eliminated Scholarship Day, while incurring non-budgeted costs to travel and negotiate articulation agreements with area and regional community colleges. As noted repeatedly, the Centennial Honors College is the heart and soul of the University. We are the academic hub that connects all the signature programs. And we have continued to grow at an accelerated rate in terms of enrollment, diversity, quality of students, number of courses, competition for prestigious scholarship nominations, etc.

Center for Innovation in Teaching and Research

No reductions are planned for FY20.

Global Education and Outreach

Eleven employees eliminated at year end FY19 and for FY20.

Graduate Studies

Layoff of Admissions Counselor, Kellie Larrabee

Registrar

- **Personnel Reductions** - Due to retirements in December 2018 and June 2019, and layoffs in March/April 2019, the Office of the Registrar will be reduced from 18 full-time employees at the start of FY19 to 13 full-time employees at the start of FY20 – a nearly 28% full-time staff reduction within 6 months. In addition, the extra-help budget will be reduced by 80% and the student help budget will be eliminated. Due to these personnel reductions, the Office of the Registrar is no longer able to fulfill ad hoc data requests, scan historical student records as part of a disaster recovery plan, verify scanned student record documents for new or current students, or provide same day service for certain requests. Savings that result from personnel reductions will be returned to Academic Affairs as part of the overall budget reduction.
- **Operating Reductions** – The Office of the Registrar operating budget remained level at \$58,174 between FY16 and FY19. In FY20, the operating budget will be reduced by \$25,174 (43%), leaving a total of \$33,000 in the operating line. Expenditures are limited to only those identified as absolutely essential in order to meet the mission of the unit, and local funds will become increasingly important for meeting basic office operational needs. Proactive equipment replacement has stopped, putting office operations at risk. Savings that result from operating reductions will be returned to Academic Affairs as part of the overall budget reduction.

Sponsored Projects

- The Office Support Specialist position has been eliminated.

University Advising and Academic Services Center/Council of Academic Advisors (UAASC/COAA)

The UAASC is committed to reducing our operational budget as much as possible. Further reductions will be minimal as our current budget barely covers our current expenses.

University Technology

There are no additional planned staffing or operational reductions for FY20 outside of what was announced on March 1 and are included as part of the FY19 cuts.

- B. In response to Item A (above) include the dollar amount for these reductions and whether the reductions result in one-time or continued savings.**

College of Arts and Sciences

This is in process. Please refer to University Staff Reductions from June 2018 and March 2019. The figures we do know concern reduction in appropriated funds (\$50K) and graduate assistantships (25% reduction from previous year) and student help (50% from previous year).

College of Business and Technology

An extensive reorganization and downsizing project removed approximately \$1,700,000 from the budget.

College of Education and Human Services

Any additional funds would be added to the FY19 continuous staffing and operational reductions.

College of Fine Arts and Communication

The expected savings from these moves are still being determined. In spite of these marked decreases, the college continues to produce at high levels of students and faculty success.

University Libraries

Unit A salary saved for FY20 will be \$141,984 (one-time), and the difference between that and starting salary (ongoing)

Centennial Honors College

To reiterate, the Centennial Honors College intends to grow, not scale back. It is a wise investment for Western Illinois University and that is why it commands special attention in the Strategic Plan.

Global Education and Outreach

All savings continued (permanent).

Graduate Studies

\$40,205.00

Registrar

- **Personnel Reductions** – Not filling the three vacant positions left through retirements, and the layoff of two full-time employees, will result in a full-time personnel savings of approximately \$142,470 for FY20. Additionally, the 80% reduction in the extra-help budget will result in a savings of \$20,000, and the elimination of the student help budget will result in a savings of \$4,972. Altogether, there will be a savings of \$167,442 through these personnel reductions. It is expected that these will be continued savings, if it is determined that through massive changes in processes and services, the office can continue to operate at this very low staffing level.
- **Operating Reductions** – In FY20, the operating budget will be reduced by \$25,174, which is a 43% cut within one fiscal year. Savings resulting from this reduction will be continued to future years, if equipment needs can be met through other funding sources.

Sponsored Projects

- The current OSS salary was \$24,927, and that will be continued savings.

IX. New Operating Resources

- Identify, in priority order, requests for additional operating funding in a spreadsheet.**
- On this spreadsheet, please be sure to indicate whether you are seeking one-time or continuous funding. If you are seeking continuous funding, identify whether it is for a period of years or a permanent base increase.**
- Complete an *FY20 Budget Request Form* for each request listed in “A”.**
 - See Appendix B, Budget Requests for Program Support—FY 20 (page 216)

X. Facilities Requests

- A. Identify, in priority order, requests for facility enhancements over \$100,000. These requests need to be identified as specific FY20 requests or long-range requests. For each request, identify the ways in which the facility enhancement will advance specific *Strategic Plan* goals and objectives.**

College of Arts and Sciences

Please see attached.

College of Business and Technology

- Upgrade and remodel Stipes 312 computer classroom.
- Upgrade Stipes 209, 222, 224, 225, and 320 classrooms to be ADA compliant and to transmit and receive live digital instruction.

College of Education and Human Services

- Refurbish gym floor in Brophy Hall = \$100,000 per floor

There are four separate floors in the gym. One was refurbished several years ago. The goal is to refurbish the other floors, one at a time as funds allow. Refurbishing the gym floors will improve the safety and accessibility of the gym. (Goal 4, Action 1b)

- Horn Field Campus Lupton Outdoor Education Building = \$750,000

HFC has several small cabins on this premises but it lacks a large education facility that can also be used to store the large amount of RPTA equipment. The addition of this building would provide the campus and community an excellent resource for furthering their knowledge and experiences related to outdoor education. (Goal 4, Action 1b & 1c)

- Brophy Hall Weight Room renovation = \$170,000

The goal is to renovate the weight room which will improve the safety and accessibility of the room. (Goal 4, Action 1b)

- Facility Upgrades-Preschool Playground Renovations = \$100,000

The Infant and Preschool Center provides childcare for students, faculty, and community members. Currently the Center is working to become a certified nature playground. With this certification, young children will have opportunities to learn and grow in their natural surroundings. In addition, WIU students will be exposed to a valuable learning environment. (Goal 4, Action 1b)

College of Fine Arts and Communication

- Renovate Browne Hall Practice Rooms
- Complete Sallee 221 Rehearsal Studio/Wenger Practice Modules
- Sound-proofing for music studios and rehearsal facilities in Browne Hall

- B. Provide specific outcomes for each facility enhancement request.**

College of Arts and Sciences

Please see attached.

College of Business and Technology

- Better prepare students on their career paths.
- Offer classes in the Quad Cities without additional faculty resources.

College of Education and Human Services

- The gym floor is paramount to teaching major courses in the PETE degree, in the University General Education – Human Well-Being offerings, and it is the first impression to many middle and high school students and families. To enter a gym that has tape across the floor for safety reasons is an eyesore, not to mention a concern

for trips and falls. The outcome to this overdue repair will enhance recruitment and provide current majors with a safer learning environment.

- The addition of this building should result in more use by both faculty and community members of Horn Field Campus. It will also be a great recruitment tool and provide another educational space for WIU students and community members.
- The weight room renovation would improve accessibility issues along with the poor functioning of this space. When supervising students performing weight lifting maneuvers, the instructor cannot see all aspects of the room at one time. This upgrade would decrease the chances of injuries and improve access to the room by individuals with physical ability challenges.
- These modifications will make the center's outdoor area more robust. Students who plan to work with young children will be exposed to a model learning environment.

College of Fine Arts and Communication

- All three enhancements would bring us to the minimum level of expected sound level/practice room availability.
- Current facilities are inadequate in the area of sound bleed. Students rehearsing in studios or in the classroom environment are consistently bombarded by connecting studios and rehearsal spaces.

C. Provide an explanation of how each facility enhancement will affect the unit's productivity measures.

College of Arts and Sciences

- Please see attached.

College of Business and Technology

Reaching more students and budget savings.

College of Education and Human Services

- The Brophy Hall gym floor is used by academic classes, Athletics, Sport Clubs, Student Activities, as well as community and external constituencies. The floor is a safety hazard for falls that could occur due to the uneven flooring. Enhancement of this area will increase the aesthetic appearance of the gym, which can increase recruitment efforts and provide ease of liability concerns when conducting courses or research because of the unsafe regions in the gym.
- The addition of the building will provide another educational space for courses, especially courses that have an outdoor focus. The addition of the building may also have an impact on recruitment as even more external entities will be interested in utilizing HFC for their activities.
- The Brophy Hall weight room renovation is used by academic classes and Athletics. The current space was created years ago by renovating an area of the women's locker room and shower areas. The space is very narrow and has a raised platform area that takes up the entire open area except for a walkway. Enhancement of this area would greatly improve the function of the room and the current safety concerns. First appearances go a long way in the recruitment of prospective students.
- The modifications to the outdoor areas will have a positive impact on the young children who attend the Center as they will have more opportunities for exploration and play. This will also provide more varied opportunities for WIU students to observe young children in a variety of play experiences.

College of Fine Arts and Communication

Each item increases student success, enhances learning opportunities and assists in accreditation.

D. Complete an *FY20 Budget Request Form* for each request.

- See Appendix B, Budget Requests for Program Support—FY 20 (page 216)

Appendix A

Accountability Reports for Program Support FY 2019

Western Illinois University
Accountability Report for Program Support –FY19

I. Unit submitting report:

College of Education and Human Services

II. Short title of the initiative receiving funding.

Associate Professor, Curriculum & Instruction (Special Education)

III. Describe the specific productivity measures achieved (refer to submitted materials the previous year, or year that funding was requested and provided).

This tenure track position supported the goals and objectives in the WIU Strategic Plan

- University growth and recruitment
- Enrich academic excellence
- Provide educational opportunity
- Support personal growth
- Promote social responsibility
- Demonstrate accountability

As a result of filling this tenure track position, the department continued to meet required standards for special education program accreditation/recognition. The department maintained quality and integrity of the special education program at the undergraduate and graduate level. The special education program assessment reports (Undergraduate and Graduate) met Higher Learning Commission requirements.

IV. Provide a listing of all funds expended to date by the following categories:

	Enhancement	Department/Unit Funds
Personnel Services	\$71,379 _____	_____
Equipment and Instructional Materials	_____	_____
Library Materials	_____	_____
Contractual Services	_____	_____
Other Operating Funds	_____	_____
Total	\$71,379 _____	_____

Contact Person If Questions:

Katrina Daytner
Name

298-1690 _____
Phone Number

Western Illinois University
Accountability Report for Program Support –FY19

I. Unit submitting report:

College of Education and Human Services

II. Short title of the initiative receiving funding.

Assistant Professor, Department of Educational Studies (Educational Leadership)

III. Describe the specific productivity measures achieved (refer to submitted materials the previous year, or year that funding was requested and provided).

This tenure track position supported the goals and objectives in the WIU Strategic Plan

- University growth and recruitment
- Enrich academic excellence
- Provide educational opportunity
- Support personal growth
- Promote social responsibility
- Demonstrate accountability

As a result of filling this position, the department was better able to meet the needs of the department due to the retirements of four faculty members. The department was better able to serve the needs of principals and superintendents in training thus maintaining the quality and integrity of the educational leadership program.

IV. Provide a listing of all funds expended to date by the following categories:

	Enhancement	Department/Unit Funds
Personnel Services	\$60,003 _____	_____
Equipment and Instructional Materials	_____	_____
Library Materials	_____	_____
Contractual Services	_____	_____
Other Operating Funds	_____	_____
Total	\$60,003 <u> </u>	<u> </u>

Contact Person If Questions:	Katrina Daytner Name	298-1690 _____ Phone Number
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Western Illinois University
Accountability Report for Program Support –FY19

I. Unit submitting report:

College of Education and Human Services

II. Short title of the initiative receiving funding.

Assistant Professor, Department of Kinesiology (Sport Management)

III. Describe the specific productivity measures achieved (refer to submitted materials the previous year, or year that funding was requested and provided).

This tenure track position supported the goals and objectives in the WIU Strategic Plan

- University growth and recruitment
- Enrich academic excellence
- Provide educational opportunity
- Support personal growth
- Promote social responsibility
- Demonstrate accountability

As a result of filling this tenure track position, the department was better able to meet the needs of the sport management program after the late resignation of a faculty member. The department was better able to maintain the quality and integrity of the program. The faculty member contributed significantly to the service and scholarship productivity of the department.

IV. Provide a listing of all funds expended to date by the following categories:

	Enhancement	Department/Unit Funds
Personnel Services	\$62,505 _____	_____
Equipment and Instructional Materials	_____	_____
Library Materials	_____	_____
Contractual Services	_____	_____
Other Operating Funds	_____	_____
Total	\$62,505 _____	_____

Contact Person If Questions:

Katrina Daytner
Name

298-1690 _____
Phone Number

Western Illinois University
Accountability Report for Program Support –FY19

I. Unit submitting report:

College of Education and Human Services

II. Short title of the initiative receiving funding.

Instructor, Department of Kinesiology (Athletic Training)

III. Describe the specific productivity measures achieved (refer to submitted materials the previous year, or year that funding was requested and provided).

This tenure track position supported the goals and objectives in the WIU Strategic Plan

- University growth and recruitment
- Enrich academic excellence
- Provide educational opportunity
- Support personal growth
- Promote social responsibility
- Demonstrate accountability

This Unit B position needed to be filled in order to meet accreditation requirements. After a failed search for a Unit A program director, it was determined that the best course of action was to hire a Unit B to fill the clinical coordinator position that was vacant. As a result of filling this, the department was better able to maintain the quality and integrity of the program.

IV. Provide a listing of all funds expended to date by the following categories:

	Enhancement	Department/Unit Funds
Personnel Services	\$48,006 _____	_____
Equipment and Instructional Materials	_____	_____
Library Materials	_____	_____
Contractual Services	_____	_____
Other Operating Funds	_____	_____
Total	\$48,006 _____	_____

Contact Person If Questions:

Katrina Daytner
Name

298-1690 _____
Phone Number

Western Illinois University
Accountability Report for Program Support –FY19

I. Unit submitting report:

College of Education and Human Services

II. Short title of the initiative receiving funding.

Assistant Professor, School of Law Enforcement & Justice Administration (LEJA)

III. Describe the specific productivity measures achieved (refer to submitted materials the previous year, or year that funding was requested and provided).

This tenure track position supported the goals and objectives in the WIU Strategic Plan

- University growth and recruitment
- Enrich academic excellence
- Provide educational opportunity
- Support personal growth
- Promote social responsibility
- Demonstrate accountability

As a result of filling this tenure track position, the department was better able to meet the needs of the LEJA program which has lost some faculty members recently. The department was better able to serve the needs of LEJA students thus maintaining the quality and integrity of the LEJA program.

IV. Provide a listing of all funds expended to date by the following categories:

	Enhancement	Department/Unit Funds
Personnel Services	\$64,000 _____	_____
Equipment and Instructional Materials	_____	_____
Library Materials	_____	_____
Contractual Services	_____	_____
Other Operating Funds	_____	_____
Total	\$64,000 _____	_____

Contact Person If Questions:

Katrina Daytner
Name

298-1690 _____
Phone Number

Western Illinois University
Accountability Report for Program Support –FY19

I. Unit submitting report:

College of Education and Human Services

II. Short title of the initiative receiving funding.

Instructor, Department of Recreation, Park, and Tourism Administration (RPTA)

III. Describe the specific productivity measures achieved (refer to submitted materials the previous year, or year that funding was requested and provided).

This tenure track position supported the goals and objectives in the WIU Strategic Plan

- University growth and recruitment
- Enrich academic excellence
- Provide educational opportunity
- Support personal growth
- Promote social responsibility
- Demonstrate accountability

As a result of filling this Unit B position, the department was better able to meet the accreditation and certification requirements for Therapeutic Recreation. The department was better able to serve the needs of RPTA students thus maintaining the quality and integrity of the RPTA program.

IV. Provide a listing of all funds expended to date by the following categories:

	Enhancement	Department/Unit Funds
Personnel Services	\$39,600 _____	_____
Equipment and Instructional Materials	_____	_____
Library Materials	_____	_____
Contractual Services	_____	_____
Other Operating Funds	_____	_____
Total	\$39,600 _____	_____

Contact Person If Questions:

Katrina Daytner
Name

298-1690 _____
Phone Number

Western Illinois University
Accountability Report for Program Support –FY19

I. Unit submitting report: **Centennial Honors College**

II. Short title of the initiative receiving funding.

External Program Review

III. Describe the specific productivity measures achieved (refer to submitted materials the previous year, or year that funding was requested and provided).

The Honors College requested its first-ever external program review. *Projected Action Frame:* Short-Term (12 months and beyond) [G2.A1(g)/G2.A2(a)/G3.A2(a)]. Estimated Cost: \$2,000 (\$1,200 for travel and \$800 honorarium).

Action taken: In April, the Provost authorized an external review by Dr. John Vile, Dean of the Honors College at Middle Tennessee State University. Dr. Vile carefully reviewed our documents and made a two-day visit. The full report that is attached included both praise and recommendations for change. Among his recommendations were: a) the establishment a location for the Honors College with private offices, meeting rooms, and dedicated honors classrooms; b) an integrated honors curriculum; c) a separate honors faculty; and d) the elevation of the honors “Director” to dean to comport with NCHC guidelines.

Note: The Honors College paid Dr. Vile an \$800 honorarium, and the travel and the Office of President picked up the cost of travel, meals and lodging.

IV. Provide a listing of all funds expended to date by the following categories:

	Enhancement	Department/Unit Funds
Personnel Services	_____	_____
Equipment and Instructional Materials	_____	_____
Library Materials	_____	_____
Contractual Services	_____	\$800 _____
Other Operating Funds	_____	_____
Total	=====	\$800 =====

Contact Person If Questions: **Dr. Rick Hardy, Dean**
 Name

298-2228
 Phone Number

Western Illinois University
Accountability Report for Program Support –FY19

I. Unit submitting report: **Centennial Honors College**

II. Short title of the initiative receiving funding.

Relocate the Centennial Honors College to Simpkins Hall

III. Describe the specific productivity measures achieved (refer to submitted materials the previous year, or year that funding was requested and provided).

As detailed in previous reports, the current location in Malpass Library is woefully inadequate. The administration has targeted Simpkins Hall as the new honors home. Projected Action Frame: Both Short-Term and Long Term. [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.]

Action Taken: In spring 2018, President Thomas and the Board of Trustees agreed that Simpkins Hall would be the future home of the Centennial Honors College. President Thomas then appointed a Task Force, co-chaired by Rick Hardy and WIU architect William Brewer to establish plans for renovating the top floors of Simpkins Hall. The Task Force contracted with Holabird & Root to offer three plans. The Task Force and President Thomas selected a plan, and Holabird & Root are now working on detailed plans for eight private offices, an event hall, meeting rooms and dedicated honors classrooms.

Note: A major portion of the sale of the old 60th Street QC campus was set aside for the Honors College. Approximately \$650,000 for the Simpkins Hall project is under control of the President’s Office. About \$27,000 went to Holabird & Root Architects to provide preliminary drawings and estimates, paid for out of those funds, not the Centennial Honors College. **Total Estimated Costs: \$817,500.**

IV. Provide a listing of all funds expended to date by the following categories:

	Enhancement	Department/Unit Funds
Personnel Services	_____	_____
Equipment and Instructional Materials	_____	_____
Library Materials	_____	_____
Contractual Services	_____	_____
Other Operating Funds	_____	_____
Total	=====	=====

Contact Person If Questions **Dr. Rick Hardy, Dean**
 Name

298-2228
 Phone Number

Western Illinois University
Accountability Report for Program Support –FY19

I. Unit submitting report: **Centennial Honors College**

II. Short title of the initiative receiving funding.

Add a Third Academic Advisor to the Honors College

III. Describe the specific productivity measures achieved (refer to submitted materials the previous year, or year that funding was requested and provided).

Our two, full-time academic advisors had about 500 advisees apiece (and nearly 1,800 advising appointments) during the period. This significantly exceeds the recommended 300 advising load recommended by National Academic Advising Association (NACAD). Additionally, the Honors College was forced to enlist the support of Ms. Alex Geisler, Assistant to the Dean, to advise some 150 Pre-Honors students and Dr. Jim Rabchuk, CAS Assistant Dean for the QC, to advise some 50 Quad Cities honors students (beginning September 2018). This is why we requested a third, full-time academic advisor for the Honors College. *Projected Action Frame: Both Short-Term and Long Term. [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.]* Due to budget restraints, the request could not be met.

Action Taken: None

IV. Provide a listing of all funds expended to date by the following categories:

	Enhancement	Department/Unit Funds
Personnel Services	_____	_____
Equipment and Instructional Materials	_____	_____
Library Materials	_____	_____
Contractual Services	_____	_____
Other Operating Funds	_____	_____
Total	<u> \$00.00 </u>	

Contact Person If Questions **Dr. Rick Hardy, Dean**
 Name

298-2228
 Phone Number

Western Illinois University
Accountability Report for Program Support –FY19

I. Unit submitting report: **Centennial Honors College**

II. Short title of the initiative receiving funding.

Elevate Director to Dean and Associate Director to Associate Dean of the Honors College.

III. Describe the specific productivity measures achieved (refer to submitted materials the previous year, or year that funding was requested and provided).

The National Collegiate Honors Councils (NCHC) Standards states that: *“Colleges have Deans/Programs have Directors.”* Rival institutions (e.g., EIU, IUPUI, SIU, MTSU) have Honors DEANS. Changing the titles elevates the positions, could be revenue neutral and would comport with NCHC national standards for established honors colleges. The current director’s and associate director’s academic credentials are commensurate with current deans. *Projected Action Frame: Both Short-Term and Long Term. [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.]*

Action Taken: In August 2018, President Thomas announced, with the approval of the Board of Trustees, that the Centennial Honors College would henceforth be headed by a “Dean.” Dr. Rick Hardy became the Honors College’s first Dean; however, President Thomas made it clear this was solely a change in title, not an increase in salary. Hence, no funds were expended.

IV. Provide a listing of all funds expended to date by the following categories:

	Enhancement	Department/Unit Funds
Personnel Services	_____	_____
Equipment and Instructional Materials	_____	_____
Library Materials	_____	_____
Contractual Services	_____	_____
Other Operating Funds	_____	_____
Total	=====	<u>\$00.00</u>

Contact Person If Questions **Dr. Rick Hardy, Dean**
 Name

298-2228
 Phone Number

Western Illinois University
Accountability Report for Program Support –FY19

I. Unit submitting report: **Centennial Honors College**

II. Short title of the initiative receiving funding.

Include the Centennial Honors College in the Deans Council.

III. Describe the specific productivity measures achieved (refer to submitted materials the previous year, or year that funding was requested and provided).

The Director of the Centennial Honors College has always been excluded from the Deans Council. NCHC Standards strongly recommend that Honors Deans have equal status with other academic deans. *Projected Action Frame: Both Short-Term and Long Term. [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c].*

***Action Taken:* In October 2018, the Provost invited the Dean of the Centennial Honors College to attend all Deans Council meetings. No funds were expended.**

IV. Provide a listing of all funds expended to date by the following categories:

	Enhancement	Department/Unit Funds
Personnel Services	_____	_____
Equipment and Instructional Materials	_____	_____
Library Materials	_____	_____
Contractual Services	_____	_____
Other Operating Funds	_____	_____
Total	=====	<u>\$00.00</u>

Contact Person If Questions **Dr. Rick Hardy, Dean**
 Name

298-2228
 Phone Number

Western Illinois University
Accountability Report for Program Support –FY19

I. Unit submitting report: **Centennial Honors College**

II. Short title of the initiative receiving funding.

Establish an Integrated Honors Curriculum.

III. Describe the specific productivity measures achieved (refer to submitted materials the previous year, or year that funding was requested and provided).

Honors courses lack consistent quality. We need core, gateway honors courses, domestic travel courses, and increased opportunities for Study Abroad. Ideally, the Honors College should have three-to-four-year teaching rotations to facilitate course scheduling. *Projected Action Frame: Both Short-Term and Long Term. [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.]*

***Action Taken:* None. The concept of an integrated honors curriculum is still in the planning stages and will be dependent upon budgetary reallocations and the establishment of an Honors Academy.**

IV. Provide a listing of all funds expended to date by the following categories:

	Enhancement	Department/Unit Funds
Personnel Services	_____	_____
Equipment and Instructional Materials	_____	_____
Library Materials	_____	_____
Contractual Services	_____	_____
Other Operating Funds	_____	_____
Total	=====	<u>\$00.00</u>

Contact Person If Questions **Dr. Rick Hardy, Dean**
 Name

298-2228
 Phone Number

Western Illinois University
Accountability Report for Program Support –FY19

I. Unit submitting report: **Centennial Honors College**

II. Short title of the initiative receiving funding.

Establish an Honors Academy.

III. Describe the specific productivity measures achieved (refer to submitted materials the previous year, or year that funding was requested and provided).

The Honors College does not always get the best faculty to teach honors courses. Currently, the Honors College takes whomever Department Chairs/Directors release. We therefore seek funding to “buyout” faculty to teach honors courses on a regular basis. We need to create an Honors Academy through joint appointments, must submit CVs and teaching evaluations. *Estimated Costs:* \$80,000/year (\$20,000 for 4 core faculty offering 2 3SH classes per year). *Projected Action Frame:* Both Short-Term and Long Term [*HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.*].

Action Taken: None, albeit President Thomas has indicated repeatedly that he supports the creation of an honors academy.

IV. Provide a listing of all funds expended to date by the following categories:

	Enhancement	Department/Unit Funds
Personnel Services	_____	_____
Equipment and Instructional Materials	_____	_____
Library Materials	_____	_____
Contractual Services	_____	_____
Other Operating Funds	_____	_____
Total	=====	\$00.00=====

Contact Person If Questions **Dr. Rick Hardy, Dean**
 Name

298-2228
 Phone Number

Western Illinois University
Accountability Report for Program Support –FY19

I. Unit submitting report: **Centennial Honors College**

II. Short title of the initiative receiving funding.

Add a Graduate Assistant Position for Honors at the WIU Quad Cities Campus.

III. Describe the specific productivity measures achieved (refer to submitted materials the previous year, or year that funding was requested and provided).

We propose adding a Graduate Assistant position at the Quad Cities campus for 20 hours a week. The GA would be the advisor for the QC honors students and would work to continue to grow the honors population at the QC campus. *Measure:* The number of students in the QC honors program. *Projected Action Frame:* Short-Term and Long-Term. [G1.A1(e,f)/G3.A1(h,j,k), *HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.*]

Actions Taken: During the period of review, Ms. Aurand left the Honors College to take an administrative position on the Macomb campus. CAS Assistant Dean Jim Rabchuk was contracted to serve as the Honors Coordinator for the QC campus. Provost Neumann approved for the Honors College agreed to pay Dr. Jim Rabchuk’s summer stipend equal to one-month’s salary in exchange for serving as the Honors Coordinator for the QC for the 2018-2019 academic year. The amount is \$12,086.

IV. Provide a listing of all funds expended to date by the following categories:

	Enhancement	Department/Unit Funds
Personnel Services	_____	\$12,086
Equipment and Instructional Materials	_____	_____
Library Materials	_____	_____
Contractual Services	_____	_____
Other Operating Funds	_____	_____
Total	=====	<u>\$12,086</u>

Contact Person If Questions **Dr. Rick Hardy, Dean**
 Name

298-2228
 Phone Number

Western Illinois University
Accountability Report for Program Support –FY19

I. Unit submitting report: **Centennial Honors College**

II. Short title of the initiative receiving funding.

Expand the “Honors Student for a Day” Program.

III. Describe the specific productivity measures achieved (refer to submitted materials the previous year, or year that funding was requested and provided).

As noted supra, in Fall 2017, the Centennial Honors College initiated a pilot program called “Honors Student for a Day.” The students nominated were invited to campus where they met with the honors staff, visited an honors class, ate lunch with their nominators, took a tour of campus, and visited President Thomas where they received a certificate. The Honors College made all arrangements and picked up the tab for the “free” lunches, certificates and nominal gifts. We would like to expand the program in Fall 2018 to include 25 to 30 high school students. This will cost an estimated \$500 for cost of food, certificates and honors t-shirts. If only one of those students subsequently attends Western, then this would more than pay for the costs. *Projected Action Frame: Short-Term (next 12 months and beyond) [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c..]*

Action Take: None. The Centennial Honors College unfortunately lacked the funds and personnel to continue with this program.

IV. Provide a listing of all funds expended to date by the following categories:

	Enhancement	Department/Unit Funds
Personnel Services	_____	_____
Equipment and Instructional Materials	_____	_____
Library Materials	_____	_____
Contractual Services	_____	_____
Other Operating Funds	_____	_____
Total	=====	\$00.00

Contact Person If Questions **Dr. Rick Hardy, Dean**
 Name

298-2228
 Phone Number

Western Illinois University
Accountability Report for Program Support –FY19

I. Unit submitting report: **Centennial Honors College**

II. Short title of the initiative receiving funding.

Establish an Endowment for the Annual Justice Thurgood Marshall Lecture

III. Describe the specific productivity measures achieved (refer to submitted materials the previous year, or year that funding was requested and provided).

On October 11, 2017, the Centennial Honors College hosted the Thurgood Marshall Lecture to commemorate the 50th anniversary of first African American appointed to the United States Supreme Court. The event was the brainchild of Associate Director Dr. Erik Brooks. The Honors College believes this could be an annual event that could draw national attention. *Projected Action Frame: Short-Term to Long-Term (next 12 months and beyond) [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c].*

Actions Taken: None. Dr. Brooks resigned from WIU in August 2018.

IV. Provide a listing of all funds expended to date by the following categories:

	Enhancement	Department/Unit Funds
Personnel Services	_____	_____
Equipment and Instructional Materials	_____	_____
Library Materials	_____	_____
Contractual Services	_____	_____
Other Operating Funds	_____	_____
Total	=====	<u>\$00.00</u>

Contact Person If Questions **Dr. Rick Hardy, Dean**
 Name

298-2228
 Phone Number

Western Illinois University
Accountability Report for Program Support –FY19

I. Unit submitting report: **Centennial Honors College**

II. Short title of the initiative receiving funding.

Continue to Consolidate and Coordinate Pre-Law Programs.

III. Describe the specific productivity measures achieved (refer to submitted materials the previous year, or year that funding was requested and provided).

The Centennial Honors College serves as a “clearing house” to coordinate pre-law activities on campus. We request that funds be placed in our operating budget to cover the cost of overseeing pre-law programs. *Measure:* The number of students who participate in our law-related programs. *Projected Action Frame:* Short and Mid-Term (1-5 years). [G2.A2(g)/G4.A1(k)/G5.A1(d)], [HICHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.] *Estimated Cost:* \$9,000 annually.

Actions Taken: The Honors College received no funding. However, student members of the WIU Mock Trial Team received Talent Grants, administered through the Honors College. But this did not come out of the Honors budget.

IV. Provide a listing of all funds expended to date by the following categories:

	Enhancement	Department/Unit Funds
Personnel Services	_____	_____
Equipment and Instructional Materials	_____	_____
Library Materials	_____	_____
Contractual Services	_____	_____
Other Operating Funds	_____	_____
Total	=====	<u>\$00.00</u>

Contact Person If Questions **Dr. Rick Hardy, Dean**
 Name

298-2228
 Phone Number

Western Illinois University
Accountability Report for Program Support –FY19

I. Unit submitting report: **Centennial Honors College**

II. Short title of the initiative receiving funding.

Increase Travel Opportunities for Undergraduate Research Presentations.

III. Describe the specific productivity measures achieved (refer to submitted materials the previous year, or year that funding was requested and provided).

We must increase student research presentations at HCIR, UMWHC and NCHC. This requires funding for registration fees, travel and lodging. Estimated Cost: \$5,000. Measure: The total number of students who present at honors conferences. Projected Action Frame: Short-Term (12 months and beyond) [G2.A1(g)/G2.A2(a)/G3.A2(a), [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.]

*Actions Taken: The Honors College received no appropriated funds. However, the Honors College was fortunate to receive a \$5,000 gift from Dr. Sterling Kernek to send students to research conferences and two \$5,000 gifts from Dr. Molly Homer to help students take travel courses and conduct research. Rick Hardy took six honors presenters to the Upper Midwest Regional Honors Conference. See details, *infra*.*

Note: The Honors College paid \$540.00 for lodging and \$235.50 for transportation for a total of \$765.50.

IV. Provide a listing of all funds expended to date by the following categories:

	Enhancement	Department/Unit Funds
Personnel Services	_____	_____
Equipment and Instructional Materials	_____	_____
Library Materials	_____	_____
Contractual Services	_____	\$765.50
Other Operating Funds	_____	_____
Total	=====	<u>\$765.50</u>

Contact Person If Questions **Dr. Rick Hardy, Dean**
 Name

298-2228
 Phone Number

Appendix B

Budget Requests for Program Support FY 2020

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: **Arts and Sciences** Priority Number – **1**

II. Provide a short title of the initiative proposed for incremental funding.

Fisheries Ecologist - Ichthyologist (Unit A)

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

This has been an unfilled position for a number of years (after the departure of Dr. Tim Spier). Recent efforts by Dr. Jim Lamer (former Kibbe site manager) helped to provide courses to students in the Environmental Biology and Zoology options and graduate-level courses for Master's degree students. As of January 2018, Dr. Lamer accepted another employment opportunity, and his departure leaves the Department in need again of hiring a permanent Unit A faculty member. It is the goal of the Department to provide required courses and upper-level electives to its undergraduates, while providing research opportunities for all of Biology students.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

This Unit A position has an important role in providing a diversity of courses for both undergraduate and graduate students. In particular, undergraduates in the Environmental Biology and Zoology options need upper-level electives to complete their degrees. Graduate students rely heavily on the BIOL 400G, ZOOL 400G, and 500-level offerings for degree completion and specialized training in their respective fields.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____	
	C/S	_____	
	NTT	_____	
	T/T	\$57,861	
Equipment and Instructional Materials		_____	
Library Materials		_____	
Contractual Services		_____	
Other Operating Funds		_____	
Total		\$57,861	

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: **Dr. Tim Spier**

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget?
 Yes No

VII. Will the project be supplemented by other funds? _____ Yes No
 If yes, please describe:

Contact Person If Questions: **James A. Schmidt** **298 - 1828**

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: **Arts and Sciences** Priority Number – **2**

II. Provide a short title of the initiative proposed for incremental funding.

Site Manager for Alice L. Kibbe Life Science Station

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

Dr. Jim Lamer recently accepted another employment opportunity. The Kibbe Site Manager is crucial to the maintenance, upkeep, and safety of the property. The site manager assists faculty and students with teaching and research needs. Having a site manager in residence at the station will increase the security of station and its equipment, as well as for the students using the facility.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The Kibbe Site Manager has an instrumental role in assisting faculty and students with teaching and research endeavors by maintaining and managing the property and its equipment.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	\$42,000	
	C/S	_____	
	NTT	_____	
	T/T	_____	
Equipment and Instructional Materials		_____	
Library Materials		_____	
Contractual Services		_____	
Other Operating Funds		_____	
Total		\$42,000	

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: **Dr. Jim Lamer**

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget?
 Yes No

VII. Will the project be supplemented by other funds? _____ Yes No
 If yes, please describe:

Contact Person If Questions: **James A. Schmidt**

298 – 1828

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: **Arts and Sciences** Priority Number – **3**

II. Provide a short title of the initiative proposed for incremental funding.
Tenure-Track Microbiologist (Unit A)

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University’s goals, mission statement, or strategic plan.
Dr. Catherine Miller-Hunt recently accepted a faculty position at another institution. Her departure leaves a major void regarding upper-level offerings for those students who have an emphasis in Microbiology or Medical Sciences. About half of Biological Sciences majors take the Medical Sciences option. It is the goal of the department to provide required courses and upper-level electives to its undergraduates, while providing research opportunities for all Biology students.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.
This Unit A position has an important role in providing a diversity of courses for both undergraduate and graduate students. In particular, undergraduates in the Microbiology option and the Medical Sciences option rely on upper-level electives to complete their degrees. Graduate students rely heavily on the MICR 400G offerings to degree completion and specialized training in their respective fields.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____	
	C/S	_____	
	NTT	_____	
	T/T	\$57,861	
Equipment and Instructional Materials		_____	
Library Materials		_____	
Contractual Services		_____	
Other Operating Funds		_____	
Total		\$57,861	

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: **Dr. Catherine Miller-Hunt**

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit’s base budget?
 Yes **X** No

VII. Will the project be supplemented by other funds? _____ Yes **X** No
 If yes, please describe:

Contact Person If Questions: **James A. Schmidt** **298 – 1828**

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: **Arts and Sciences** Priority Number – **4**

II. Provide a short title of the initiative proposed for incremental funding.
Hire CAS Tech Support Associate in partnership with uTech

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University’s goals, mission statement, or strategic plan.

The College wishes to partner with uTech to hire a Technical Support Associate dedicated to the faculty, staff and facilities of the College of Arts and Sciences. With the College’s heavy dependence on technology to run scientific equipment, classrooms and labs, a Technical Support Associate is needed to maintain the functionality that students and faculty expect of a modern university.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

This position would focus on helping the college maintain its priorities of immediately attending to non-functioning classroom equipment, assist College faculty and staff with technology requests, and coordinate with uTech on the disposition of help desk tickets. This position is particularly important given the advancing age of much of our technology equipment that requires more continuous maintenance.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____	
	C/S	\$53,000	
	NTT	_____	
	T/T	_____	
Equipment and Instructional Materials		_____	
Library Materials		_____	
Contractual Services		_____	
Other Operating Funds		_____	
Total		\$53,000	

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit’s base budget?
 Yes **X** No

VII. Will the project be supplemented by other funds? _____ Yes **X** No
 If yes, please describe:

Contact Person If Questions: **James A. Schmidt** **298 – 1828**

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: **Arts and Sciences** Priority Number – **5**

II. Provide a short title of the initiative proposed for incremental funding.
Tenure-Track Quantitative Psychologist

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University’s goals, mission statement, or strategic plan.
With the relocation of two Macomb-based faculty to the Quad Cities campus, the Department of Psychology is without a quantitative specialist. Given the emphasis on advanced statistics and modeling in psychology research, this position is needed to maintain our graduate and undergraduate course offerings.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.
This position would provide for courses in statistics at both basic and advanced levels, in addition to serving as a consultant for faculty in need of expertise in this area.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____	
	C/S	\$57,681	
	NTT	_____	
	T/T	_____	
Equipment and Instructional Materials		_____	
Library Materials		_____	
Contractual Services		_____	
Other Operating Funds		_____	
Total		\$57,681	

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
Who: _____

This position has already been approved
When: _____

VI. Are the requested funds to be included as permanent increase in the unit’s base budget?
 Yes **X** No

VII. Will the project be supplemented by other funds? _____ Yes **X** No
 If yes, please describe:

Contact Person If Questions: **James A. Schmidt** **298 – 1828**

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: **Arts and Sciences** Priority Number: **6**

II. Provide a short title of the initiative proposed for incremental funding.
Upgrading of the lower-division instructional laboratory computers, interface, and measurement equipment

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.
Several of the Physics instructional labs are running very old computers which affect student experience in the labs. In addition, a number of pieces of equipment in those labs are dysfunctional and need replacement. The Physics laboratory coordinator has created a consolidated list of items needed for the lower division labs across the whole spectrum of laboratory courses that the department teaches.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.
Purchasing of the lab equipment will allow Physics to enhance student experience in the labs; given that these courses are taken by students from a variety of disciplines, this will upgrade will have a fairly widespread effect. Along with replacing aging and broken equipment it will allow the department to bring new and updated laboratory exercises to all of its laboratory courses.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____	
	C/S	_____	
	NTT	_____	
	T/T	_____	
Equipment and Instructional Materials		\$68,042.06	_____
Library Materials			_____
Contractual Services			_____
Other Operating Funds (Shipping est.)		\$1000.00	_____
Total		\$69,042.06	_____

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget?
 Yes **X No**

VII. Will the project be supplemented by other funds? Yes **X No**
 If yes, please describe:

Contact Person If Questions: James A. Schmidt _____ 298-1828
Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: **Arts and Sciences** Priority Number: **7**

II. Provide a short title of the initiative proposed for incremental funding.

Webmaster/Social Media Manager for College of Arts and Sciences in partnership with University Relations (50%)

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The College has been without a dedicated webmaster since 2012. Although web updates have been handled ably by a college Office Support Specialist, that position has been eliminated leaving no one to update and manage the College web presence. Demands for improved student recruitment via a more sophisticated web presence for the College and its departments, as well as a coordinated social media campaign, require a web/social media professional. It also is expected that this individual would work closely with the College's development officer to highlight unique aspects of the College's departments and students with an eye toward increased giving.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

A consistent look and feel to all the CAS department and college web pages, as well as a coordinated, more effective social media presence aimed at student recruitment.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____	
	C/S	\$40,872	_____
	NTT	_____	
	T/T	_____	
Equipment and Instructional Materials		_____	
Library Materials		_____	
Contractual Services		_____	
Other Operating Funds (Shipping est.)		_____	
Total		\$40,872	_____

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base salary?
 Yes No

VII. Will the project be supplemented by other funds? Yes No
 If yes, please describe:

Contact Person If Questions: James A. Schmidt _____ 298-1828
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: **Arts and Sciences** Priority Number – **8**

II. Provide a short title of the initiative proposed for incremental funding.

Ventilated Chemical Cabinets for Chemical Stockroom CH123

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University’s goals, mission statement, or strategic plan.

The Chemical Stockroom in Currens 123 is used to store volatile solids, many of which are toxic and/or carcinogenic. The ventilation in the room is inadequate. Proper ventilated chemical storage cabinets need to be purchased to replace the existing glass cases in the room and a separate ventilation system (that does share air with other areas of the building) needs to be installed.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The requested initiative would provide a safer environment for stock room workers, as well as other individuals who work in or visit Currens Hall. The ventilated cabinets would also reduce the risk of fire hazards.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____	
	C/S		
	NTT	_____	
	T/T		
Equipment and Instructional Materials	\$8000	_____	
Library Materials		_____	
Contractual Services		_____	
Other Operating Funds		_____	
Total	\$8,000		

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
Who: _____

This position has already been approved
When: _____

VI. Are the requested funds to be included as permanent increase in the unit’s base budget?
 Yes No

VII. Will the project be supplemented by other funds? Yes No
 If yes, please describe:

Contact Person If Questions: **James A. Schmidt** **298 – 1828**

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: **Arts and Sciences** Priority Number – **9**

II. Provide a short title of the initiative proposed for incremental funding.

Replace Faculty and Staff Computers

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University’s goals, mission statement, or strategic plan.

It has been many years since the College has been able to replace faculty and staff computers that have long since passed their expected lifetime of use. Twenty-eight computers in use are eleven years old (or older) and another 134 computers in daily use are seven to ten years old. Given the centrality of this equipment in the academic mission, we need to begin replacement of the oldest of our computers.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

Replacement of old computers would allow faculty and staff to work more efficiently.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____			
	C/S	_____			
	NTT	_____			
	T/T	_____			
Equipment and Instructional Materials		\$40,000	_____		
Library Materials			_____		
Contractual Services			_____		
Other Operating Funds			_____		
Total		\$40,000			

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
Who: _____

This position has already been approved
When: _____

VI. Are the requested funds to be included as permanent increase in the unit’s base budget?
 Yes No

VII. Will the project be supplemented by other funds? _____ Yes No
 If yes, please describe:

Contact Person If Questions: **James A. Schmidt** **298 – 1828**

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: **Arts and Science** Priority Number **10**

II. Provide a short title of the initiative proposed for incremental funding.

Replace Computers in Mathematics Teaching Lab MG216

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The computers in Mathematics and Philosophy Computer Lab (MG 216) are old and slow. Currently, it takes up to 10 minutes to start a computer and turn on a relevant program. Also, there is a considerable delay in computers' response to requested tasks. The problems become more noticeable in courses that have a programing/computational component. Requested are funds to replace 30 student stations and 1 instructor's computer.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

Newer computers will allow Mathematics instructors to 1) use class time more effectively; 2) include additional material that requires extra computational power; 3) improve overall educational experience for students.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____	
	C/S	_____	
	NTT	_____	
	T/T	_____	
Equipment and Instructional Materials		\$27,218	_____
Library Materials			_____
Contractual Services			_____
Other Operating Funds			_____
Total		\$27,218	_____

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget?
 Yes No

VII. Will the project be supplemented by other funds? Yes No
 If yes, please describe:

Contact Person If Questions: James A. Schmidt _____ 298-1828
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: **Arts and Sciences** Priority Number _____ **11**

II. Provide a short title of the initiative proposed for incremental funding.

Develop Spring Cohort in Nursing

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The School of Nursing wishes to start a new cohort in Spring semester. This cohort would be smaller than the one for Fall, enrolling no more than 24 students made up of about 20 new students as well as current students who need to retake a course.

Nursing currently needs 3 full time faculty and several part time faculty for Fall 2019 to serve the larger current junior and senior cohorts. Addition of a new cohort will mean that at least five more full time and several part time faculty must be hired. The larger cohort will require one additional civil service employee for clerical duties and possibly one more civil service employee for the learning lab. Several classrooms will need to be refurbished and offices and computers will be required for new staff.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The goal is to increase the number of new students on campus as well as being responsive to needs of current students. Right now the School of Nursing is limited to admitting 48 junior-level students each Fall semester; students who are not accepted often leave the university. By adding a Spring cohort, we likely would possible to keep some of those students at WIU.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	1 ~ \$23,000
		1 - \$40,000 (NRC)
	NTT	2 Adj \$32,500
	T/T	8 - \$640,000
Equipment and Instructional Materials		\$2,400
Library Materials		_____
Contractual Services		\$20,000 _____
Other Operating Funds		_____
Total		\$757,900 _____

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget?
 Yes No

VII. Will the project be supplemented by other funds? _____ Yes No
 If yes, please describe:

Contact Person If Questions: James A. Schmidt _____ 8-1828

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: **Arts and Sciences** Priority Number – **12**

II. Provide a short title of the initiative proposed for incremental funding.

Replace Aging UV-Vis Spectrometers

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The American Chemical Society deems functioning UV-Vis spectrometers to be an equipment items necessary for training chemists. The cost of one new UV-Vis spectrophotometer is \$15,000. Although functional these instruments are aging and are in need of replacement. The software associated with these older instruments works only with Windows 95 and cannot be updated to work with newer computer systems. The aging equipment makes recruitment of new chemistry majors very difficult, as parents want to see labs and aging instruments (with very old computers) during Discover Western visits.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

Continued accreditation by ACS of the Chemistry program and increased number of Chemistry majors.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____	
	C/S	_____	
	NTT	_____	
	T/T	_____	
Equipment and Instructional Materials		\$15,000 _____	
Library Materials		_____	
Contractual Services		_____	
Other Operating Funds		_____	
Total		\$15,000	

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
Who: _____

This position has already been approved
When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget?
 Yes No

VII. Will the project be supplemented by other funds? Yes No
 If yes, please describe:

Contact Person If Questions: **James A. Schmidt** **298 – 1828**

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: **Arts and Sciences** Priority Number **F1**

II. Provide a short title of the initiative proposed for incremental funding.

Construction of New Science Building and Remodel of Currens Hall

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

This request is for a new science building and the remodeling of Currens Hall. Current WIU science buildings are 1960s era buildings whose infrastructure is badly in need of replacement. A new science building and the remodeling of Currens Hall would meet the needs of our new Nursing program, and popular STEM programs in Physics, Chemistry (including Forensic Chemistry) and Biology. This is a long-term request.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

This request would allow WIU to maintain and grow vital science programs by providing modern labs with up-to-date safety equipment and functional infrastructure.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P _____	C/S _____	NTT _____	T/T _____
Equipment and Instructional Materials	_____			
Library Materials	_____			
Contractual Services	_____			
Other Operating Funds	\$61,138,800 _____			
Total	\$61,138,800			

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
Who: _____

This position has already been approved
When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget?
 Yes No

VII. Will the project be supplemented by other funds? _____ Yes No
 If yes, please describe:

Contact Person If Questions: **James A. Schmidt** **298 – 1828**

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: **Arts and Sciences** Priority Number **F2**

II. Provide a short title of the initiative proposed for incremental funding.

Construction of New Classroom/Lab Building at Kibbe Field Station

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The Department of Biological Sciences is in need of a new building to house classroom and laboratories at the Alice L. Kibbe Life Science Research Station. The director of the station is seeking a funding agency that would provide between \$250,000 and \$350,000 of the necessary \$495,764 budget estimate. The Foundation office has also been consulted to identify possible donors to help defray the cost.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

This request would allow the department to modernize its facilities at the station, improve course offerings and provide for greater safety for students and faculty using the classrooms and labs.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____	
	C/S		
	NTT	_____	
	T/T		
Equipment and Instructional Materials		_____	
Library Materials		_____	
Contractual Services		_____	
Other Operating Funds		\$495,764 _____	
Total		\$495,764	

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
Who: _____

This position has already been approved
When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget?
 Yes No

VII. Will the project be supplemented by other funds? Yes No
 If yes, please describe:

Contact Person If Questions: **James A. Schmidt** **298 – 1828**

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: Economics and Decision Sciences Priority Number 1

II. Provide a short title of the initiative proposed for incremental funding.

Teleconferencing ST 327 student instructional lab

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

In order to deliver our computationally-intensive courses in economics and analytics we need to be able to teleconference from our student lab directly. Approximately 10 of our current courses are taught in the lab and we have no ability to broadcast these sessions to our online and hybrid audience or to even CODEC with the Quad Cities students. Allowing broadcast of these courses and sessions would provide an opportunity to increase enrollments in courses and perhaps reduce sections (we would not need to offer both in Macomb and then again as a hybrid in QC with professors driving to QC for sessions). These sections could be merged together.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

Expect higher enrollments (as we open the course and program eventually to an online audience) and fewer sections required to reduce personnel costs as well as transportation costs back and forth to QC for delivery of these courses.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____	
	C/S	_____	
	NTT	_____	
	T/T	_____	
Equipment and Instructional Materials		\$13,000 _____	
Library Materials		_____	
Contractual Services		_____	
Other Operating Funds		_____	
Total		\$13,000 _____	

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget?
 Yes No

VII. Will the project be supplemented by other funds? Yes No
 If yes, please describe:

We have submitted a proposal to an external agency for possible funding. If that funding is approved, this request would be withdrawn.

Contact Person If Questions: Tara Feld _____ 8-1153 _____
Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: Economics and Decision Sciences Priority Number 2

II. Provide a short title of the initiative proposed for incremental funding.
Upgrading computers in ST 327 student instructional lab (in cohorts; start with 12 now)

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The computers in ST 327 are mostly 10 years old. We have always tried to maintain a five year replacement cycle but with budget reductions this has been difficult. The ST 327 lab has been funded over the years at the College level.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

Our Instructional Systems Manager spends a great deal of time maintaining, fixing, and swapping out computers that are no longer operational. Beginning to reinvest in scheduled replacement would greatly reduce service requests and time.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials	\$12,000	_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total	\$12,000	_____

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget?
 Yes No

VII. Will the project be supplemented by other funds? Yes No
 If yes, please describe:

Contact Person If Questions: Tara Feld _____ 8-1153 _____
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request:
 School of Computer Sciences

Priority Number 3

II. Provide a short title of the initiative proposed for incremental funding.
 Funding for SAP-University Alliance Program

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.
 Relates directly to quality of instruction and IT infrastructure. Many of the regional companies who hire our students (Deere, Caterpillar, etc.) as interns or new employees run their enterprises on SAP. Faculty want to teach it, employers have asked us to include it, and the students who already understand what it is, desire it as well. We hope to offer access in our new Advanced Applications and Development lab.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.
 We anticipate students that are better prepared to start on their career paths, and employers who will appreciate the somewhat lower learning curve for students who have some experience with SAP.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services	8000	_____
Other Operating Funds		_____
Total	8000	=====

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget?
 Yes X No

VII. Will the project be supplemented by other funds? _____ Yes x_____ No
 If yes, please describe:

Contact Person If Questions: Dennis DeVolder_____ 1452

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: **Department of Engineering Technology** Priority Number 4

II. Provide a short title of the initiative proposed for incremental funding.

Five laptop computers

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

This is a one-time purchase to replace the old computers in the Electronics Lab. The current computers are over 10 years old.

Goal 3: Providing Educational Opportunities: Quality education opportunities for students

Goal 6: Demonstrate Accountability: Replacing old equipment

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The new computers will assure continued availability of computers to students and enhance the use of current technology.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____	
	C/S	_____	
	NTT	_____	
	T/T	_____	
Equipment and Instructional Materials	\$6,000	_____	
Library Materials		_____	
Contractual Services		_____	
Other Operating Funds		_____	
Total	\$6,000	_____	

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget?

Yes No

VII. Will the project be supplemented by other funds? Yes No

If yes, please describe:

Contact Person If Questions: **Rafael Obregon** _____
 Name

8-1091
 Phone

Budget Request Format
For Program Support FY20

I. Unit submitting request: Priority Number 5
Department of Accounting and Finance

II. Provide a short title of the initiative proposed for incremental funding.

Eight Graduate Teaching Support Assistants

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

Maintain/Teaching and Learning Culture
Maintain rigor and high academic standards
Expand distance learning
Identify further efficiencies to meet the fiscal challenges of FY19 and FY20

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

Three accounting (retire/resign) and one finance faculty retire at the end of FY19 the Department of Accounting and Finance. One of these retirements was previously known is the source of funding for one of the two faculty searches in Accounting. Action items for the TSA include supporting the following courses that will be broadcast to/from the Quad Cities to/from Macomb.

- Acct 202
- Acct 341
- Acct 342
- Acct 351
- Acct 371
- Acct 441
- Acct 442
- Acct 451
- Acct/Fin 453
- Acct 471
- Acct 480
- Fin 301
- Fin 311
- Fin 321
- Fin 331
- Fin 341
- Fin 351
- Fin 371
- Fin 441

Without hiring additional faculty the broadcast of Accounting courses to the Quad Cities is essential to continue offering the Accounting major in the Quad Cities.

To build increase access to Finance courses in the Quad Cities and leverage faculty resources to gain greater efficiencies, broadcasting courses to and from the Quad Cities will help grow enrollments and avoid low enrolled courses.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	40,526 _____
C/S		
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		40,526 _____

For requests for new faculty, check all that apply:

This is a request for a new position

OR

These positions replace three faculty members who leave the University in May 2019
Who: Marty Coe, Peppi Kenny, Anita Ahl

This position has already been approved

VI. Are the requested funds to be included as permanent increase in the unit's base budget?
Yes No

VII. Will the project be supplemented by other funds? _____ Yes _____ No
 If yes, please describe:

Contact Person If Questions: Gregg S Woodruff Chair for Accounting and Finance _____ Phone 8-1152

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: School of Engineering Priority Number 6

II. Provide a short title of the initiative proposed for incremental funding.

Full-Time Faculty Assistant, Civil Engineering

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The School of Engineering needs a second Assistant Faculty position to place the School in a position to add a separate degree in Civil Engineering. Dr. McDonald is the only Civil Engineer and was responsible for creating a Civil Engineering Degree that now numbers over 600 students prior to coming to WIU. There is a very keen demand for Civil Engineering in the QC region and nationally, 80% of all engineering positions are represented by Electrical, Civil, Mechanical, and Industrial Engineering with the distribution being approximately 20% each.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

Dr. McDonald is the only Civil Engineer and was responsible for creating a Civil Engineering Degree that now numbers over 600 students prior to coming to WIU. There is a very keen demand for Civil Engineering in the QC region and nationally, 80% of all engineering positions are represented by Electrical, Civil, Mechanical, and Industrial Engineering with the distribution being approximately 20% each. The Illinois Department of Transportation estimates that they will lose 30% of their engineers over the next four years due to retirement and 50% in the next ten years.

We have created a separate civil engineering degree and require another faculty starting FY 2020 to handle the teaching load.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	\$78,000_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		\$78,000_____

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget?
 Yes No

VII. Will the project be supplemented by other funds? Yes No
 If yes, please describe:

Contact Person If Questions: William F. Pratt, Director, School of Engineering _____ Ext. 62783 _____

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: School of Engineering Priority Number 7

II. Provide a short title of the initiative proposed for incremental funding.

Full-Time Faculty Assistant, Electrical Engineering

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The School of Engineering needs a second Assistant Faculty position to place the School in a position to add a separate degree in Electrical Engineering. Dr. Shin is the only Electrical Engineer and is fully committed. There is a very keen demand for Electrical Engineering in the QC region and nationally, 80% of all engineering positions are represented by Electrical, Civil, Mechanical, and Industrial Engineering with the distribution being approximately 20% each.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

Dr. Shin is the only Electrical Engineer in the School and represents a single point of failure if he is not present. In addition, the Deere Company, the US Army Arsenal on Rock Island, and over a dozen robotics companies and others dealing with electronics and robotics are keen to work with the School in designing new and innovative concepts and products. A recent project with Elliott Aviation at the Moline Airport is illustrative of what we can do for companies in the region, when two of our students designed, built, and obtained FAA certification of a solid state interior cabin lighting system for executive aircraft. Deere is interested in having us teach advanced courses in Systems Design which is a large part of this discipline.

We have created a separate electrical engineering degree and require another faculty starting FY 2020 to handle the teaching load.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	\$78,000 _____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		\$78,000 _____

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget?
 Yes X No

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: Department of Management and Marketing Priority Number 8

II. Provide a short title of the initiative proposed for incremental funding.

Human Resources Management – Unit A Faculty

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University’s goals, mission statement, or strategic plan.

Since 2016, the Human Resource Management area has lost one Unit B and two Unit A faculty members. The slack was taken up by other management faculty. Unfortunately, HRM is not the specialty of management faculty and they are only marginally qualified to deliver content in some curricular areas. The department currently maintains only one Unit A faculty and one Unit B.

Please note the significant growth in this major:

Department of Management and Marketing					
HRM Statistics 2014-2018					
	2014	2015	2016	2017	2018
Undergraduate Degrees Conferred					
Management Marketing	136	140	159	194	142
Human Resource Management	6	18	24	23	17
College	494	446	519	529	463
HRM as % of Department	4.41 %	12.86%	15.09%	11.86%	12.00%
HRM as % of College	1.21 %	4.04%	4.62%	4.35%	3.80%
	2014	2015	2016	2017	2018
Undergraduate Counts					
HRM Minors	42	29	40	36	49
HRM Majors	72	86	79	71	95

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

This request is based on the requirements of program deliverability. A terminally qualified HRM (Unit A) faculty member will replace and enhance retiring and existing faculty member skills. Furthermore, it will allow the department to rebalance and complement existing skill sets that currently exist in the department.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	\$110,000 _____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		\$110,000 _____

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
Who: R. Walter, X. Yi, and C. Belsito_

This position has already been approved

VI. Are the requested funds to be included as permanent increase in the unit's base budget?
 Yes No

VII. Will the project be supplemented by other funds? _____ Yes No
 If yes, please describe:

Contact Person If Questions: Craig A. Conrad, Chair, Management & Marketing _____ 298-1535 _____
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: **School of Agriculture** Priority Number 9

II. Provide a short title of the initiative proposed for incremental funding.
 Agricultural Education/Ag Communications Faculty position

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

To hire an Agricultural Education/Ag Communications Faculty position in FY 20 to fill the current Teacher Education faculty position, which is currently being held by the Director, School of Agriculture.

Goal 1: Focused Recruitment and Retention: Recruiting and retaining high quality faculty members

Goal 2: Enriching Academic Excellence: High quality faculty members ensure academic excellence

Goal 3: Providing Educational Opportunities: High quality faculty ensure quality education opportunities

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

This position would be in the area of Agricultural Education/Ag Communications area. This position would be the sole Teacher Educator in the unit as well as teach in the new area of Ag Communications. This position would be able to expand our curriculum in the Ag Communications area. An Ag Communications program will assist in recruiting new students to the Agriculture major. This faculty member will be evaluated by departmental workload and P & T requirements.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P			
	C/S			
	NTT			
	T/T		\$65,000	
Equipment and Instructional				
Library Materials				
Contractual Services				
Other Operating Funds				
		Total	\$65,000	_____

For requests for new faculty, check all that apply: _____

This is a request for a new position

OR

This position is to replace a faculty member who left the University

Who: Dr. Tom Bruening

This position has already been approved

When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget?
Yes No

VII. Will the project be supplemented by other funds? Yes No If
yes, please describe:

Contact Person If Questions: **Dr. Andrew J. Baker, Director, School of Agriculture** **8-1080**
Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: **School of Agriculture** Priority Number 10

II. Provide a short title of the initiative proposed for incremental funding.

Agronomy/Technology Faculty position

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

To hire an Assistant Professor in Agronomy/Technology in FY 20 to assist in expansion in our curriculum.

Goal 1: Focused Recruitment and Retention: Recruiting and retaining high quality faculty members

Goal 2: Enriching Academic Excellence: High quality faculty members ensure academic excellence

Goal 3: Providing Educational Opportunities: High quality faculty ensure quality education opportunities

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

To hire an Assistant Professor in Agronomy/Technology faculty member to provide some assistance in teaching loads in Agronomy as well as the Precision Ag. These two areas complement each other and new graduates would have to possess experience in both areas. This faculty member will be evaluated by departmental workload and P & T requirements.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____	
	C/S	_____	
	NTT	_____	
	T/T	\$68,000 _____	
Equipment and Instructional Materials		_____	
Library Materials		_____	
Contractual Services		_____	
Other Operating Funds		_____	
Total		\$68,000 _____	

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: Dr. William Bailey _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget?

Yes **X** No

VII. Will the project be supplemented by other funds? _____ Yes **X** _____ No

If yes, please describe:

Contact Person If Questions: **Dr. Andrew J. Baker** _____ **8-1080** _____
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: **School of Agriculture** Priority Number **11**

II. Provide a short title of the initiative proposed for incremental funding.
Agronomy Lab Renovation

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

This past year, we purchased the soil testing and analysis equipment from a local company. It is our plan to set up our own soil testing and analysis lab in KB 304. The renovation would also open up the lab space for other faculty to expand their research programs. We have raised \$25,000 for this effort already.

Goal 1: Focused Recruitment and Retention: Recruiting and retaining high quality faculty members

Goal 2: Enriching Academic Excellence: High quality facilities to ensure quality research objectives

Goal 3: Providing Educational Opportunities: High quality facilities ensure quality education opportunities

Goal 6: Demonstrate Accountability: Updating educational facilities

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

We would be able to conduct more aggressive research with this renovation. We would be able to have more student research activities with this renovation. We would be able to apply for more external funding to support scholarly activities.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____	
	C/S	_____	
	NTT	_____	
	T/T	_____	
Equipment and Instructional Materials		_____	
Library Materials		_____	
Contractual Services		_____	
Other Operating Funds		\$300,000 _____	
Total		\$300,000 _____	

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget?
 Yes No

VII. Will the project be supplemented by other funds? Yes No
 If yes, please describe: **We have raised \$25,000 already**

Contact Person If Questions: **Dr. Andrew J. Baker** _____ **8-1080** _____
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: **School of Agriculture** Priority Number 12

II. Provide a short title of the initiative proposed for incremental funding.

Purchase a New Departmental Van

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

This is a one-time purchase to replace an old van utilized to transport students safely to AFL and other travel trips. We do incur the costs for maintenance of this vehicle through transportation services. The old van certainly is showing signs of wear and tear. We would like to replace this vehicle to ensure we provide a safe educational experience for our students.

Goal 3: Providing Educational Opportunities: High quality transportation to ensure quality and safe education experiences

Goal 6: Demonstrate Accountability: Replacing old transportation

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

We need to be aware that our students need to have safe transportation for instructional activities. This van is used to transport students to the AFL, field trips, and competitive events. We would like to purchase a new van to ensure that our students are not stranded and arrive safely.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services

A/P

C/S

NTT

T/T

Equipment and Instructional

Library Materials

Contractual Services

Other Operating Funds

Total

\$30,000 _____

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University

Who: _____

This position has already been approved

When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes
No **X**

VII. Will the project be supplemented by other funds? Yes **X** No If yes,
please describe:
Contact Person If Questions: **Dr. Andrew J. Baker** **8-1080**
Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: **School of Agriculture** Priority Number **13**

II. Provide a short title of the initiative proposed for incremental funding.
Purchase a Feed Wagon

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.
This is a one-time purchase to replace the old feed wagon with a new feed wagon that has calibrated scales to ensure feed ration accuracy. As we move to feeding more corn silage to reduce feed costs, we have a need to ensure feed accuracy in our beef rations.
Goal 3: Providing Educational Opportunities: Quality education opportunities for students
Goal 6: Demonstrate Accountability: Replacing old equipment

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.
This new feed wagon will allow us to demonstrate feeding methods that is used in the industry for our students. This purchase would also replace an old feed wagon with a new version to ensure feeding accuracy and reduce overfeeding of beef herd. It would also reduce costs for repair and maintenance on our older equipment.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials	\$20,000	_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total	\$20,000	_____

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes
 _____ No **X**

VII. Will the project be supplemented by other funds? _____ Yes **X** _____ No
 If yes, please describe:

Contact Person If Questions: **Dr. Andrew J. Baker** _____ **8-1080** _____
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: **School of Agriculture** Priority Number **14**

II. Provide a short title of the initiative proposed for incremental funding.
Purchase of a used 125 Hp Tractor

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.
This is a one-time purchase with a trade-in tractor. Now that the AFL has expanded to the Kerr Farm, we have a need to transport feed, manure, and other items to the Kerr Farm safely. This tractor would provide us with a cab tractor to transport items or feed the beef herd. Feedstuffs can be transported with ease during the winter and summer months in a safe environment. The front assist and front end loader would assist in doing chores in unsuitable weather conditions.
Goal 6: Demonstrate Accountability: Updating agricultural equipment and safe work environment

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.
The winter and summer months are difficult for our AFL staff. The addition of this tractor would increase our efficiency of completing the daily chores on the farm. It would also assist in our field preparation in the spring season and during the fall season during harvest. Some of older tractors, which could be used as a trade-in, have many hours of operation and needed to be replaced.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials	\$100,000	_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total	\$100,000	_____

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes
 _____ No **X**

VII. Will the project be supplemented by other funds? _____ Yes **X** _____ No
 If yes, please describe:

Contact Person If Questions: **Dr. Andrew J. Baker** _____ **8-1080** _____
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: **School of Agriculture** Priority Number 15

II. Provide a short title of the initiative proposed for incremental funding.
New Mono-Slope Beef Barn

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

This is a one-time purchase of constructing a new mono-slope beef barn. This type of facility is becoming more and more popular in the beef industry today, so our students would experience new innovations in the beef industry. We would be able to utilize this facility to better oversee the beef herd during calving and to be able cluster cattle to oversee beef herd conditions.

Goal 1: Focused Recruitment and Retention: Recruiting & retaining high quality faculty members

Goal 2: Enriching Academic Excellence: High quality facilities to ensure quality research objectives

Goal 3: Providing Educational Opportunities: High quality facilities ensure education opportunities

Goal 6: Demonstrate Accountability: Updating agricultural research facilities.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

This new facility would aid in overseeing the beef herd during calving season to check the beef herd. As the calves mature, they will be moved to other locations. This would reduce our man hours in beef herd management and open up opportunities to conduct viable research in the animal science area for both students and faculty.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds	\$100,000	_____
Total	\$100,000	<u>_____</u>

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes
 _____ No **X**

VII. Will the project be supplemented by other funds? _____ Yes **X** _____ No
 If yes, please describe:

Contact Person If Questions: **Dr. Andrew J. Baker** _____ **8-1080** _____
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

- I. Unit submitting request: **School of Agriculture** Priority Number **16**
- II. Provide a short title of the initiative proposed for incremental funding.
Well Replacement at Kerr Farm
- III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.
This is a one-time expense to replace old well. Recently, the well at the Kerr Farm has silted in and has limited our ability to pull water out of the well. The pump has been pulled up to account for the silting in of the well. The well is old and a new well needs to be dug and meet new incasing requirements to prevent silting in.
Goal 6: Demonstrate Accountability: Update existing AFL facilities
- IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.
This new well would allow us to irrigate at the Kerr Farm in drought conditions so we have adequate pasture for the beef herd. It would also allow us to keep the beef herd watered and irrigate as well if needed.
- V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____	
	C/S	_____	
	NTT	_____	
	T/T	_____	
Equipment and Instructional Materials		_____	
Library Materials		_____	
Contractual Services		_____	
Other Operating Funds		\$50,000 _____	
Total		\$50,000 _____	

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

- VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes
 _____ No **X**
- VII. Will the project be supplemented by other funds? _____ Yes **X** _____ No
 If yes, please describe:

Contact Person If Questions: **Dr. Andrew J. Baker** _____ **8-1080** _____
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: Priority Number 17
 School of Computer Sciences

II. Provide a short title of the initiative proposed for incremental funding.
 Upgrade and Remodel of Computer Classrooms – ST 312

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University’s goals, mission statement, or strategic plan.

Remodel of ST 312, an old typing room that now houses our CS 101 students, needs electrical upgrades and new furnishings.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

We anticipate students who are better prepared to start on their career paths, and employers who will appreciate the somewhat lower learning curve for students who have some experience with SAP.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____	
	C/S	_____	
	NTT	_____	
	T/T	_____	
Equipment and Instructional Materials		125,000 _____	
Library Materials		_____	
Contractual Services		_____	
Other Operating Funds		_____	
Total		125000 _____	

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit’s base budget? Yes
 _____ No x

VII. Will the project be supplemented by other funds? _____ Yes x _____ No
 If yes, please describe:

Contact Person If Questions: Dennis DeVolder _____ 1452
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: Department of Accounting and Finance Priority Number 18

II. Provide a short title of the initiative proposed for incremental funding.

Upgrade Classrooms

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University’s goals, mission statement, or strategic plan.

- Upgrade Stipes 320 to be “ADA” compliant and equipped to transmit and receive live digital instruction.
- Upgrade Stipes 225 to be “ADA” compliant and equipped to transmit and receive live digital instruction.
- Upgrade Stipes 224 to transmit and receive live digital instruction.
- Upgrade Stipes 222 to transmit and receive live digital instruction.
- Upgrade Stipes 209 to transmit and receive live digital instruction.

Maintain/Teaching and Learning Culture
 Maintain rigor and high academic standards
 Expand distance learning
 Identify further efficiencies to meet the fiscal challenges of FY19 and FY20

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

Three accounting (retire/resign) and one finance faculty retire at the end of FY19 the Department of Accounting and Finance. One of these retirements was previously known is the source of funding for one of the two faculty searches in Accounting. Broadcasting to and receiving broadcasts from the Quad Cities on the scale needed with our reduced faculty necessitates classroom upgrades. As noted earlier each of the following courses will be broadcast to or from the Quad Cities.

- Acct 202
- Acct 341
- Acct 342
- Acct 351
- Acct 371
- Acct 441
- Acct 442
- Acct 451
- Acct/Fin 453
- Acct 471
- Acct 480
- Fin 301
- Fin 311
- Fin 321
- Fin 331
- Fin 341
- Fin 351
- Fin 371
- Fin 441

Without hiring additional faculty the broadcast of Accounting courses to the Quad Cities is essential to continue offering the Accounting major in the Quad Cities.

To build increase access to Finance courses in the Quad Cities and leverage faculty resources to gain greater efficiencies, broadcasting courses to and from the Quad Cities will help grow enrollments and avoid low enrolled courses.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
C/S		
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		\$380,000
Total		\$380,000

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This positions replace the faculty member who left the University

Who:

This position has already been approved

When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes
 No

VII. Will the project be supplemented by other funds? Yes **No**
 If yes, please describe:

Contact Person If Questions: Gregg S Woodruff _____ Phone 8-1152

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: COEHS Priority Number _____ 1

II. Provide a short title of the initiative proposed for incremental funding.
Assistant Professor (LEJA Generalist), Law Enforcement and Justice Administration

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The position is necessary for the School of Law Enforcement and Justice Administration to meet its instructional needs. This hire will service both the undergraduate and graduate programs in the school. The hiring of this position will help facilitate an enhanced culture for teaching and learning, supporting Goal 1 (enrich academic excellence) and Goal 2 (advance educational opportunity).

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The hiring of this position will facilitate the delivery of high quality programs with the integrity necessary for programs at both the undergraduate and graduate levels. To measure the outcomes of this funding request, the School Director will be asked to document how the addition of a new faculty member has improved the School's productivity.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	\$56,700_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		\$56,700_____

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: Ken Clontz

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes X
 _____ No

VII. Will the project be supplemented by other funds? _____ Yes ___X No
 If yes, please describe:

Contact Person If Questions: Katrina Daytner _____ 298-1690 _____
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: COEHS Priority Number _____ 2

II. Provide a short title of the initiative proposed for incremental funding.
Assistant Professor (LEJA Generalist), Law Enforcement and Justice Administration

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The position is necessary for the School of Law Enforcement and Justice Administration to meet its instructional needs. This hire will service both the undergraduate and graduate programs in the school. The hiring of this position will help facilitate an enhanced culture for teaching and learning, supporting Goal 1 (enrich academic excellence) and Goal 2 (advance educational opportunity).

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The hiring of this position will facilitate the delivery of high quality programs with the integrity necessary for programs at both the undergraduate and graduate levels. To measure the outcomes of this funding request, the School Director will be asked to document how the addition of a new faculty member has improved the School's productivity.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	\$56,700_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		\$56,700_____

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: Gayle Mericle

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes X
 _____ No

VII. Will the project be supplemented by other funds? _____ Yes ___X No
 If yes, please describe:

Contact Person If Questions: Katrina Daytner _____ 298-1690 _____
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: COEHS Priority Number _____ 3

II. Provide a short title of the initiative proposed for incremental funding.
Assistant Professor (Literacy), Curriculum and Instruction

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The position is necessary for the Department of Curriculum and Instruction to meet its instructional needs. There is an insufficient faculty infrastructure on the Macomb campus and in the online program components to sustain the program requirements. This hire will service four programs in the department all of which have licensure and accreditation requirements. The hiring of this position will help facilitate an enhanced culture for teaching and learning, supporting Goal 1 (enrich academic excellence) and Goal 2 (advance educational opportunity).

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The hiring of this position will facilitate the delivery of high quality programs with the integrity necessary for licensure and accreditation standards at both the undergraduate and graduate level. To measure the outcomes of this funding request, the Department chair will be asked to document how the addition of a new faculty member has improved the Department's productivity.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	\$56,700_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		\$56,700_____

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: Don Powers

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes X
 _____ No

VII. Will the project be supplemented by other funds? _____ Yes ___X No
 If yes, please describe:

Contact Person If Questions: Katrina Daytner _____ 298-1690 _____
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: COEHS Priority Number _____ 4

II. Provide a short title of the initiative proposed for incremental funding.
Assistant Professor (Exercise Science/Wellness), Kinesiology

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The position is necessary for the Department of Kinesiology to meet its instructional needs. This hire would provide stability to faculty course assignments and rotations as well as provide additional expertise for the program. The hiring of this position will help facilitate an enhanced culture for teaching and learning, supporting Goal 1 (enrich academic excellence) and Goal 2 (advance educational opportunity).

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The hiring of this position will facilitate the delivery of high quality programs with the integrity necessary for licensure and accreditation standards at the undergraduate level. To measure the outcomes of this funding request, the Department chair will be asked to document how the addition of a new faculty member has improved the Department's productivity.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	\$56,700_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		\$56,700_____

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: Ralph Graham

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes X
 _____ No

VII. Will the project be supplemented by other funds? _____ Yes ___X No
 If yes, please describe:

Contact Person If Questions: Katrina Daytner _____ 298-1690 _____
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: COEHS Priority Number _____ 5

II. Provide a short title of the initiative proposed for incremental funding.
Assistant Professor (Educational Leadership), Educational Studies

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The position is necessary for the Department of Educational Studies to meet its instructional needs. This hire will service three programs in the department all of which have licensure and accreditation requirements. The hiring of this position will help facilitate an enhanced culture for teaching and learning, supporting Goal 1 (enrich academic excellence) and Goal 2 (advance educational opportunity).

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The hiring of this position will facilitate the delivery of high quality programs with the integrity necessary for licensure and accreditation standards at the graduate level. To measure the outcomes of this funding request, the Department chair will be asked to document how the addition of a new faculty member has improved the Department's productivity.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	\$56,700_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		\$56,700_____

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes X
 _____ No

VII. Will the project be supplemented by other funds? _____ Yes ___X No
 If yes, please describe:

Contact Person If Questions: Katrina Daytner _____ 298-1690 _____
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: COEHS Priority Number _____ 6

II. Provide a short title of the initiative proposed for incremental funding.
Assistant Professor (Outdoor Education), Recreation, Park, and Tourism Administration

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The position is necessary for the Department of Recreation, Park, and Tourism Administration to meet its instructional needs. This hire will service both the undergraduate and graduate programs and would provide additional expertise for the program. The hiring of this position will help facilitate an enhanced culture for teaching and learning, supporting Goal 1 (enrich academic excellence) and Goal 2 (advance educational opportunity).

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The hiring of this position will facilitate the delivery of high quality programs with the integrity necessary for programs at both the undergraduate and graduate levels. To measure the outcomes of this funding request, the Department Chair will be asked to document how the addition of a new faculty member has improved the Department's productivity.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	\$56,700_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		\$56,700_____

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: Katharine Pawelko

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes X
 _____ No

VII. Will the project be supplemented by other funds? _____ Yes ___X No
 If yes, please describe:

Contact Person If Questions: Katrina Daytner _____ 298-1690 _____
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: COEHS Priority Number _____ 7

II. Provide a short title of the initiative proposed for incremental funding.
Assistant Professor (Fire Science), Law Enforcement and Justice Administration

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The position is necessary for the School of Law Enforcement and Justice Administration to meet its instructional needs. This hire will service both the undergraduate and graduate programs in the school. The hiring of this position will help facilitate an enhanced culture for teaching and learning, supporting Goal 1 (enrich academic excellence) and Goal 2 (advance educational opportunity).

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The hiring of this position will facilitate the delivery of high quality programs with the integrity necessary for programs at both the undergraduate and graduate levels. To measure the outcomes of this funding request, the School Director will be asked to document how the addition of a new faculty member has improved the School's productivity.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	\$56,700_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		\$56,700_____

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: Ron Morgan

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes X
 _____ No

VII. Will the project be supplemented by other funds? _____ Yes ___X No
 If yes, please describe:

Contact Person If Questions: Katrina Daytner _____ 298-1690 _____
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: COEHS Priority Number _____ 8

II. Provide a short title of the initiative proposed for incremental funding.
Assistant Professor (Early Childhood), Curriculum and Instruction

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The position is necessary for the Department of Curriculum and Instruction to meet its instructional needs. There is an insufficient faculty infrastructure on the Macomb campus and in the online program components to sustain the program requirements. This hire will service four programs in the department all of which have licensure and accreditation requirements. The hiring of this position will help facilitate an enhanced culture for teaching and learning, supporting Goal 1 (enrich academic excellence) and Goal 2 (advance educational opportunity).

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The hiring of this position will facilitate the delivery of high quality programs with the integrity necessary for licensure and accreditation standards at both the undergraduate and graduate level. To measure the outcomes of this funding request, the Department chair will be asked to document how the addition of a new faculty member has improved the Department's productivity.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	\$56,700_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		\$56,700_____

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: Ty Jiles

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes X
 _____ No

VII. Will the project be supplemented by other funds? _____ Yes ___X No
 If yes, please describe:

Contact Person If Questions: Katrina Daytner 298-1690
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: COEHS Priority Number _____ 9

II. Provide a short title of the initiative proposed for incremental funding.
Assistant Professor (Physical Education), Kinesiology

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The position is necessary for the Department of Kinesiology to meet its instructional needs. This hire would provide stability to faculty course assignments and rotations as well as provide additional expertise for the program. The hiring of this position will help facilitate an enhanced culture for teaching and learning, supporting Goal 1 (enrich academic excellence) and Goal 2 (advance educational opportunity).

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The hiring of this position will facilitate the delivery of high quality programs with the integrity necessary for licensure and accreditation standards at the undergraduate level. To measure the outcomes of this funding request, the Department chair will be asked to document how the addition of a new faculty member has improved the Department's productivity.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	\$56,700_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		\$56,700_____

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes X
 _____ No

VII. Will the project be supplemented by other funds? _____ Yes ___X No
 If yes, please describe:

Contact Person If Questions: Katrina Daytner _____ 298-1690 _____
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: COEHS Priority Number _____ 10

II. Provide a short title of the initiative proposed for incremental funding.
Assistant Professor (College Student Personnel), Educational Studies

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The position is necessary for the Department of Educational Studies to meet its instructional needs. The hiring of this position will help facilitate an enhanced culture for teaching and learning, supporting Goal 1 (enrich academic excellence) and Goal 2 (advance educational opportunity).

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The hiring of this position will facilitate the delivery of high quality program with the integrity necessary for graduate level instruction. To measure the outcomes of this funding request, the Department chair will be asked to document how the addition of a new faculty member has improved the Department's productivity.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P _____	C/S _____	NTT _____	
	T/T	\$56,700	_____	
Equipment and Instructional Materials	_____			
Library Materials	_____			
Contractual Services	_____			
Other Operating Funds	_____			
Total		\$56,700	_____	

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: Laila McCloud

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes X
 _____ No

VII. Will the project be supplemented by other funds? _____ Yes ___X No
 If yes, please describe:

Contact Person If Questions: Katrina Daytner _____ 298-1690 _____
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: COEHS Priority Number _____ 11

II. Provide a short title of the initiative proposed for incremental funding.
Instructor (LEJA Generalist), Law Enforcement and Justice Administration

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The position is necessary for the School of Law Enforcement and Justice Administration to meet its instructional needs. This hire will service the undergraduate program in the school. The hiring of this position will help facilitate an enhanced culture for teaching and learning, supporting Goal 1 (enrich academic excellence) and Goal 2 (advance educational opportunity).

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The hiring of this position will facilitate the delivery of high quality programs with the integrity necessary for programs at the undergraduate level. To measure the outcomes of this funding request, the School Director will be asked to document how the addition of a new faculty member has improved the School's productivity.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	\$35,775_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		\$35,775_____

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: Randy Sluss

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes X
 _____ No

VII. Will the project be supplemented by other funds? _____ Yes ___X No
 If yes, please describe:

Contact Person If Questions: Katrina Daytner _____ 298-1690 _____
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: COEHS Priority Number _____ 12

II. Provide a short title of the initiative proposed for incremental funding.
Assistant Professor (Special Education), Curriculum and Instruction

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The position is necessary for the Department of Curriculum and Instruction to meet its instructional needs. There is an insufficient faculty infrastructure on the Macomb campus and in the online program components to sustain the program requirements. This hire will service four programs in the department all of which have licensure and accreditation requirements. The hiring of this position will help facilitate an enhanced culture for teaching and learning, supporting Goal 1 (enrich academic excellence) and Goal 2 (advance educational opportunity).

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The hiring of this position will facilitate the delivery of high quality programs with the integrity necessary for licensure and accreditation standards at both the undergraduate and graduate level. To measure the outcomes of this funding request, the Department chair will be asked to document how the addition of a new faculty member has improved the Department's productivity.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	\$56,700_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		\$56,700_____

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: Emily Sartini

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes X
 _____ No

VII. Will the project be supplemented by other funds? _____ Yes ___X No
 If yes, please describe:

Contact Person If Questions: Katrina Daytner _____ 298-1690 _____
Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: COEHS Priority Number _____ 13

II. Provide a short title of the initiative proposed for incremental funding.
Assistant Professor (Clinical Mental Health), Counselor Education

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The position is necessary for the Department of Counselor Education to grow its enrollment. Currently, given accreditation standards, the department cannot enroll more students than it graduates to ensure appropriate ratios. This position would allow the program to grow meeting the needs of the region. The hiring of this position will help facilitate an enhanced culture for teaching and learning, supporting Goal 1 (enrich academic excellence) and Goal 2 (advance educational opportunity).

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The hiring of this position will facilitate the delivery of high quality programs with the integrity necessary for licensure and accreditation standards at the graduate level. To measure the outcomes of this funding request, the Department chair will be asked to document how the addition of a new faculty member has improved the Department's productivity.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	\$56,700 _____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		\$56,700 _____

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes X
 _____ No

VII. Will the project be supplemented by other funds? _____ Yes _____X No
 If yes, please describe:

Contact Person If Questions: Katrina Daytner _____ 298-1690 _____
Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: COEHS Priority Number _____ 14

II. Provide a short title of the initiative proposed for incremental funding.
Assistant Professor (LEJA Generalist), Law Enforcement and Justice Administration

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The position is necessary for the School of Law Enforcement and Justice Administration to meet its instructional needs. This hire will service both the undergraduate and graduate programs in the school. The hiring of this position will help facilitate an enhanced culture for teaching and learning, supporting Goal 1 (enrich academic excellence) and Goal 2 (advance educational opportunity).

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The hiring of this position will facilitate the delivery of high quality programs with the integrity necessary for programs at both the undergraduate and graduate levels. To measure the outcomes of this funding request, the School Director will be asked to document how the addition of a new faculty member has improved the School's productivity.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	\$56,700_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		\$56,700_____

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes X
 _____ No

VII. Will the project be supplemented by other funds? _____ Yes ___X No
 If yes, please describe:

Contact Person If Questions: Katrina Daytner _____ 298-1690 _____
Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: COEHS Priority Number 15

II. Provide a short title of the initiative proposed for incremental funding.
Operating Expenses, Educational Studies

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The ES department has a number of necessary expenses to run their programs that are not currently being met by the department's operating budget. These include: internship supervision travel, CSP days expenses and travel, and student affairs 101 travel.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The funds related to internship are needed to ensure a quality program with a strong reputation. The funds associated with the CSP program are important for sustaining a robust recruitment pool for the program. To measure the outcomes of this funding request, the Department chair will be asked to provide documentation on how the funds were spent and the impact on student learning.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P _____	C/S _____	NTT _____	T/T _____
Equipment and Instructional Materials	_____			
Library Materials	_____			
Contractual Services	_____			
Other Operating Funds	\$20,000	_____		
Total	\$20,000	_____		

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes X
 _____ No

VII. Will the project be supplemented by other funds? _____ Yes ___X No
 If yes, please describe:

Contact Person If Questions: Katrina Daytner _____ 298-1690 _____
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: COEHS Priority Number 16

II. Provide a short title of the initiative proposed for incremental funding.
Operating Expenses, Law Enforcement and Justice Administration

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The student population in LEJA is the largest of any academic unit in the University. It offers both undergraduate and graduate programs on both campuses. Additional funding is necessary to help offset the expenses associated with recruiting, such as visits to community colleges to establish 2+2 partnerships, supplies, and travel.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

Additional operating funds would provide the School a greater opportunity to make visits to high schools, community colleges, and career fairs, as well as to accept a greater number of invitations to serve as guest speakers and special resource individuals regarding career opportunities in the School's disciplines. To measure the outcomes of this funding request, the School director will be asked to provide documentation on how the funds were spent and the impact on student learning.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds	\$7,500	_____
Total	\$7,500	=====

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes X
 _____ No

VII. Will the project be supplemented by other funds? _____ Yes ___X No
 If yes, please describe:

Contact Person If Questions: Katrina Daytner _____ 298-1690 _____
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: COEHS Priority Number 17

II. Provide a short title of the initiative proposed for incremental funding.
Equipment, Kinesiology

- III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.
- Metabolic measurement system – used by a core course (KIN 391) in three of the 5 undergraduate degrees and is essential as part of the graduate track in Exercise Physiology in the Kinesiology MS.
 - Biopac system accessories – the Biopac System accessories will provide the KIN faculty and students with the ability to do electromyography and measure joint angles.
 - Portable VO2 system – can assess Max & Submax VO2 testing, AT, AeT, Peak VO2, Target Heart Rate, Calories burned.
 - Bikes, rowers, sci fit – aerobic equipment used for fitness as well as research
- All of this equipment is important for lab applications as well as student and faculty research.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

This equipment provides much needed experiences for students and allows for continued research initiatives for graduate students and faculty. It will be measured in course offerings and master's thesis completions as well as research publications.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials	\$60,000	_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total	\$60,00	_____

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes
 _____ No Yes

VII. Will the project be supplemented by other funds? Yes _____ No
 If yes, please describe: Our development officer will also be seeking financial donations for these items as well as others.

Contact Person If Questions: Katrina Daytner _____ 298-1690 _____
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: COEHS Priority Number 18

II. Provide a short title of the initiative proposed for incremental funding.
Equipment, Law Enforcement and Justice Administration

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The equipment that the School would like to purchase includes cell phone dumping equipment, C PAC equipment for Fire Science, a Use of Force simulator, and audio and video playback equipment. All of this equipment will enhance students' critical thinking skills in real world situations and make them more knowledgeable about the equipment they will be using in their future careers.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

This equipment provides much needed experiences for students and allows for continued research initiatives for graduate students and faculty. To measure the outcomes of this funding request, the School director will be asked to provide documentation on how the funds were spent and the impact on student learning.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P _____	
	C/S _____	
	NTT _____	
	T/T _____	
Equipment and Instructional Materials	\$55,000 _____	
Library Materials	_____	
Contractual Services	_____	
Other Operating Funds	_____	
Total	\$55,00 _____	

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes
 _____ No **X**

VII. Will the project be supplemented by other funds? X Yes No

If yes, please describe: Our development officer will also be seeking financial donations for these items as well as others.

Contact Person If Questions: Katrina Daytner _____ 298-1690 _____
Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: COEHS Priority Number 19

II. Provide a short title of the initiative proposed for incremental funding.
Operating Expenses, Kinesiology

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The Kinesiology department has a number of pieces of equipment that are necessary for the skills that students needs to learn as well as supplies that are needed to run the equipment. In order to ensure that the equipment runs effectively and supplies are replaced, additional funds are needed. Working equipment contributes to offering high quality educational programs.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

By having working equipment and supplies readily available, faculty and students can be more productive. To measure the outcomes of this funding request, the Department chair will be asked to provide documentation on how the funds were spent and the impact on student learning.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P _____	C/S _____	NTT _____	T/T _____
Equipment and Instructional Materials	_____			
Library Materials	_____			
Contractual Services	_____			
Other Operating Funds	\$10,000 _____			
Total	\$10,000 _____			

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes X
 No

VII. Will the project be supplemented by other funds? _____ Yes ___X No
 If yes, please describe:

Contact Person If Questions: Katrina Daytner _____ 298-1690 _____
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: COEHS Priority Number 20

II. Provide a short title of the initiative proposed for incremental funding.
Technology Upgrade 25 faculty/staff computers

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The replacement of aging and failing computers will contribute to the faculty's efforts within the College to meet their articulated goals. COEHS wants to replace 25 faculty and staff computers. We have not replaced computers for several years.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The replacement of 25 computers will allow the College to be closer to a reasonable rotation cycle. By replacing computers, faculty are better able to implement technology into their teaching. To measure the outcomes of this funding request, the IDS staff will report on the number of machines purchased.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials	\$30,000	_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total	\$30,000	=====

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes X
 No

VII. Will the project be supplemented by other funds? Yes No
 If yes, please describe:

Contact Person If Questions: Katrina Daytner _____ 298-1690 _____
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: COEHS

Priority Number 21

II. Provide a short title of the initiative proposed for incremental funding.
Technology Upgrades for Classrooms

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

- Stipes Hall 301 has equipment (instructor station and projector) that are beginning to fail. The quality of the projected image is getting worse each year. This classroom is used on a consistent basis by the LEJA and HS&SW Departments for teaching statistics courses. The improvement of this electronic classroom will improve the educational opportunity of the students who attend class in this room.
- Brophy Hall 125 is currently a "make-shift" electronic classroom that is utilized on a consistent basis by the Kinesiology Department. The improvement of this electronic classroom will improve the educational opportunity of the students who attend class in this room.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

Improving the quality of this electronic classroom will make the teaching-learning experience more effective and enjoyable. To measure the outcomes of this funding request, the Department chairs will be asked to provide a yearly report outlining the use of the classroom as well as the impact on student learning.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P _____	C/S _____	NTT _____	T/T _____
Equipment and Instructional Materials	\$17,000 _____			
Library Materials	_____			
Contractual Services	_____			
Other Operating Funds	_____			
Total	\$17,000 _____			

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes X
 No

VII. Will the project be supplemented by other funds? Yes No
 If yes, please describe:

Contact Person If Questions: Katrina Daytner _____ 298-1690 _____
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: COEHS Priority Number 22

II. Provide a short title of the initiative proposed for incremental funding.
Brophy Hall Gym Floor, Kinesiology

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The gym floors in the large Brophy gym area are in need of replacement. Each floor costs approximately \$100,000 to replace. The Athletics Department replaced one section of the gym floor but the other areas are in need of repair. In their current state, the floors pose potential hazards for the students who use them.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

Replacing at least one of the gym floors with a new one that is safe will help Kinesiology faculty in teaching their courses. To measure the outcomes of this funding request, the Department chair will be asked to provide a yearly report outlining the use of the gym as well as the impact on student learning.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____	
	C/S	_____	
	NTT	_____	
	T/T	_____	
Equipment and Instructional Materials		_____	
Library Materials		_____	
Contractual Services		_____	
Other Operating Funds		_____	
Total		\$100,000	_____

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes X
 No

VII. Will the project be supplemented by other funds? Yes No
 If yes, please describe: Our development officer will also be seeking financial donations for these items as well as others.

Contact Person If Questions: Katrina Daytner _____ 298-1690 _____
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: COEHS Priority Number 23

II. Provide a short title of the initiative proposed for incremental funding.
Brophy Hall Weight Room Renovation

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The weight room in Brophy Hall is in need of a renovation and upgrade. This facility is used by KIN students as well as WIU athletes. In its current state, the room is not open enough for students/athletes to be able to do their lifting effectively.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

Renovating this area will help Kinesiology faculty in teaching their courses as well as the athletes in preparing themselves for their sports. To measure the outcomes of this funding request, the Department chair will be asked to provide a yearly report outlining the use of the weight room as well as the impact on student learning.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	<input type="text"/>	
	C/S	<input type="text"/>	
	NTT	<input type="text"/>	
	T/T	<input type="text"/>	
Equipment and Instructional Materials		<input type="text"/>	
Library Materials		<input type="text"/>	
Contractual Services		<input type="text"/>	
Other Operating Funds		<input type="text"/>	
Total		\$170,000	<input type="text"/>

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes X
 No

VII. Will the project be supplemented by other funds? Yes No
 If yes, please describe: Our development officer will also be seeking financial donations for these items as well as others.

Contact Person If Questions: Katrina Daytner 298-1690
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: COEHS Priority Number 24

II. Provide a short title of the initiative proposed for incremental funding.
HIPAA Compliant Recording Technology for Clinic

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The Counselor Education clinic at the Quad Cities campus is in need of more sophisticated recording technology in order to provide a better quality experience for the students. They need to be able to record themselves so that they can identify strengths and weaknesses.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

Updating this equipment will assist Counselor Education faculty in teaching their courses. To measure the outcomes of this funding request, the Department chair will be asked to provide a yearly report outlining the use of the clinic as well as the impact on student learning.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P _____	C/S _____	NTT _____	T/T _____
Equipment and Instructional Materials	_____			
Library Materials	_____			
Contractual Services	_____			
Other Operating Funds	_____			
Total	\$100,00 _____			

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes X
 _____ No

VII. Will the project be supplemented by other funds? _____ Yes _____X No
 If yes, please describe: Our development officer will also be seeking financial donations for these items as well as others.

Contact Person If Questions: Katrina Daytner _____ 298-1690 _____
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: COEHS Priority Number 25

II. Provide a short title of the initiative proposed for incremental funding.
Outdoor Education Building, Horn Field Campus

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

Currently, Horn Field Campus has several small cabins on this premises but it lacks a large education facility that can also be used to store the large amount of equipment used by the ECOEE trip. The addition of this building would provide the campus and community an excellent resource for furthering our knowledge and experiences related to outdoor education.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The addition of this building should result in more use by both faculty and community members of Horn Field Campus. It will also be a great recruitment tool. To measure the outcomes of this funding request, the Department chair will be asked to provide a yearly report outlining the use of the facility as well as the impact on student learning.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____	
	C/S	_____	
	NTT	_____	
	T/T	_____	
Equipment and Instructional Materials		_____	
Library Materials		_____	
Contractual Services		_____	
Other Operating Funds		_____	
Total		\$720,000	_____

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes X
 _____ No

VII. Will the project be supplemented by other funds? _____ Yes _____X No
 If yes, please describe: Our development officer will also be seeking financial donations for these items as well as others.

Contact Person If Questions: Katrina Daytner _____ 298-1690 _____
 Name Phone

Western Illinois University
Budget Request Format
For Program Support FY20

- I. Unit submitting request: Priority Number: **1**
Department of Art
- II. Provide a short title of the initiative proposed for incremental funding.
Ventilation Upgrades in the Garwood Hall Printmaking Studios
- III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The Garwood Hall Printmaking: Lithography and Intaglio studios (rooms 12 & 13) urgently require an upgrade in ventilation to ensure students and faculty a safe working environment and to preserve WIU's accreditation with the National Association of Schools of Art and Design (NASAD).

In order to retain the Department of Art's Associate Member accreditation status, the health and safety concerns of the Garwood Printmaking studios must be addressed and corrected as the NASAD commission was assured, by the University, would happen.

The printmaking studio's ventilation concerns were first identified as a critical need by NASAD in the 2008 WIU Accreditation Report, along with the renovations to the HPA studios which have been successfully completed.

However, as one of the main health and safety concerns that were part of our push for accreditation, the printmaking studio ventilation issues remain a focus of the commission since there has been little indication of progress toward a resolution. Maintaining specialized accreditations is a strategic priority of the University. Goal 2: Advance Educational Opportunity - Action 1: c).

Accreditation is not the only concern this issue presents the Department. Providing a learning environment that is both safe and conducive to student success is not only our obligation it is necessary to uphold the University's Core Values. Goal 4: Promote Social Responsibility - Action 1.

- IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

Providing the Garwood Hall printmaking studios with the necessary ventilation will allow the University's facilities to meet the standards required by NASAD for continued accreditation. One of the Department's main goals is to meet all National Association of Schools of Art and Design standards and increase our accreditation standing from Associate Member to Full Member status.

The Department also continually stresses to the students the importance of health and safety in all of the art and design studios. It is difficult to monitor and enforce health and safety practices when the studios do not meet the required standards. In order to continue to provide academic excellence we need studio classrooms that are well-maintained and are safe for our students.

Improving these facilities to provide a safe studio environment for students and faculty will allow the University to retain its NASAD accreditation and even become an accredited Full Member. Both the facility improvements and the accreditation will be helpful in the promotion of the program and the future recruitment of students.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		<u>\$60,000</u>
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		<u>\$60,000</u>

For requests for new faculty,
check all that apply:

This is a request for a new position

OR

This position is to replace
a faculty member who left
the University
Who: _____

This position has already
been approved
When: _____

- VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes No
- VII. Will the project be supplemented by other funds? Yes No
If yes, please describe:

Contact Person If Questions: Kat Myers, Department Chairperson 298-1549
Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: MUSIC Priority Number 2

II. Provide a short title of the initiative proposed for incremental funding.

Browne basement practice room renovation to meet NASM requirements

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University’s goals, mission statement, or strategic plan.

The practice rooms in the basement of Browne Hall are a disgrace to the University’s mission. These spaces are in constant use and continue to serve as a significant recruitment barrier for the School of Music. One room was renovated in FY18 and the results are wonderful – there are often students waiting in line for use of this single room. Our All-Steinway piano replacement campaign is already being hindered by the state of the practice rooms, with a recent donor asking that the piano she purchased not be placed in the Browne Hall practice rooms. This is contrary to the mission of Steinway’s student-centered philosophy.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The renovated Browne basement practice rooms will allow us to meet our NASM accreditation requirements and provide our students with the facilities resources to do their work. We anticipate increased retention and recruitment with the addition of updated practice facilities for our students.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		<u>120,000</u>
Total		<u>120,000</u>

VI. Are the requested funds to be included as permanent increase in the unit’s base budget? Yes
 _____ No

VII. Will the project be supplemented by other funds? _____ Yes No
 If yes, please describe:

Contact Person If Questions: Tammie Walker 298-1544
Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: MUSIC Priority Number 4

II. Provide a short title of the initiative proposed for incremental funding.

Additional Wenger practice modules are needed to meet NASM requirements.

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

We were deferred for our NASM reaccreditation a decade ago on the basis of an inadequate number of practice rooms. A plan was then developed to add 19 Wenger unit practice rooms yet at this point only 7 of the 19 have been procured and put in place. The School of Music would like reliable funding to purchase at least two practice modules per year to meet our NASM-documented goal of 19 modules by our next accreditation visit. The most recent installation of two modules in Spring 2015 cost \$56,115.

Our recent NASM (National Association of Schools of Music) accreditation site visitors documented (October, 2015): *In response to the last accreditation visit a decade ago, a plan was developed to add 19 Wenger unit practice rooms yet at this point only 9 [ERROR: we have purchased only 7] of the 19 have been procured and put in place.*

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The additional Wenger practice modules will allow us to meet our NASM accreditation requirements and provide our students with the facilities resources to do their work. We anticipate increased retention and recruitment with the addition of ample and updated practice facilities for our students.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		<u>32,000 – 384,000</u>
Total		<u>32,000 – 384,000</u>

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes
 No

VII. Will the project be supplemented by other funds? _____ Yes No
 If yes, please describe:

Contact Person If Questions: Tammie Walker 298-1544
Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: Priority Number: **6**
Theatre and Dance

II. Provide a short title of the initiative proposed for incremental funding.
Hainline Theatre ~ Main Drape

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

Justification:

- Hainline Theatre will be a space we retain after the PAC is opened.
- Currently we produce at least 5 Shows in Simpkins Theatre each year.
- Other on campus groups use the space as well as groups from the community.
- The Hainline Theatre Main Drape is faded and torn and parts of it are held together with safety pins.
- This relates directly to the Strategic Plan Goal 2 Academic Excellence, Action 1 and Goal 1 University Growth and Recruitment, Action 3.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

- One of the goals of the department of Theatre and Dance is to work to achieve excellent production values in our Mainstage Productions as well as in the Studio Productions. As stated above many shows are produced in Hainline. It is a well-used venue.
- We will continue to measure the success by evaluating the product/productions each semester in the form of Postmortems.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		<u>\$8000</u>
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		<u>\$8000</u>

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes
No X

VII. Will the project be supplemented by other funds? Yes X No
 If yes, please describe:

Contact Person If Questions: Tammy Killian 298.1543
Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: Priority Number **7**
Theatre and Dance

II. Provide a short title of the initiative proposed for incremental funding.
Simpkins Theatre ~ Stage Drapes

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University’s goals, mission statement, or strategic plan.

Justification:

- Simpkins Theatre will be a space we retain after the PAC is opened.
- Currently we produce at least 10 Shows in Simpkins Theatre each year.
- MFA Directors/Designers use Simpkins Theatre as a lab space to explore the art of theatre in realized practice in a safe space prior to being assigned Main Stage production roles.
- Faculty Directors direct in Simpkins because as stated previously with more BFA Musical Theatre students in our program we need more opportunities for them to perform. Faculty Directors are directing musicals (2 a year) as a part of the Studio Season to offer these opportunities.
- Simpkins Theatre is in desperate need of attention. The stage drapes are held together with safety pins.
- Simpkins Theatre is a beloved space. It’s gritty and has heart. We don’t want to change that. It’s a valuable space. We want to give it a little facelift in order to validate the work and the artist who work in the space.
- This relates directly to the Strategic Plan Goal 2 Academic Excellence, Action 1 and Goal 1 University Growth and Recruitment, Action 3.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

- One of the goals of the department of Theatre and Dance is to work to achieve excellent production values in our Mainstage Productions as well as in the Studio Productions. Currently all Studio Season Shows perform in Simpkins Theatre. It is a well-used venue. We seek to clean it up and upgrade some of the antiquated systems which would help us to achieve our goal.
- We will continue to measure the success by evaluating the product/productions each semester in the form of Postmortems.
-

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		<u>\$15,000</u> _____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		<u>\$15,000</u>

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes _____
_____ No X

VII. Will the project be supplemented by other funds? Yes X No
If yes, please describe:

Contact Person If Questions: **Tammy Killian** **298.1543**
Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

- I. Unit submitting request: Broadcasting and Journalism Priority Number 8
- II. Provide a short title of the initiative proposed for incremental funding.
 Camera Replacement
- III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The department is requesting funds for the replacement of our video cameras used by our students. The cameras would shoot video in high definition on SD memory cards. We are also requesting additional camera tripods. This request is consistent with the university's goal of providing a high quality education for its students and directly relates to the state's proposed performance based funding evaluations regarding an institution's enrollment, retention, and graduation rates.

- IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

All of our majors are required to take basic video production and learn to use our cameras. Our cameras are in high demand as students use them for training and production (news and sports). Having access to additional cameras will allow our students to continue producing award-winning video projects.

- V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P				
	C/S				
	NTT				
	T/T				
Equipment and Instructional Materials				\$32,975	
Library Materials					
Contractual Services					
Other Operating Funds					
Total				<u>\$32,975</u>	

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

- VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes
 No

- VII. Will the project be supplemented by other funds? _____ Yes No
 If yes, please describe:

Contact Person If Questions: Sharon A. Evans sa-evans@wiu.edu
 Name Email

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: **Theatre and Dance** Priority Number: **9**

II. Provide a short title of the initiative proposed for incremental funding.
Brophy Dance Studio Lighting/Curtains (masking for mirrors)

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

Justification:

- The current lighting system in Brophy Dance Studio is the Hub Electric 360 Altman Lekos, Hub Electric Patch Panel (the old telephone switchboard style), and a control console circa 1967. These companies do not exist anymore.
- We want to purchase a small lighting package to update the space in order to accommodate classes, clinics, and small performances.
- One wall of the space is covered with floor to ceiling mirrors which are great for classes however when performing in the space they are very distracting. We are asking for money to create curtains to cover the mirrors.
- This relates directly to the Strategic Plan Goal 2 Academic Excellence, Action 1 and 2; and Goal 1 University Growth and Recruitment, Action 3.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

- One of the goals of the department of Theatre and Dance is to work to achieve excellent production values in our Mainstage Productions as well as in the Studio Productions. We would also like to achieve excellent production values in the dance area and in the Brophy space.
- We will measure the success by evaluating the product/productions each semester in the form of Post Mortems and Graduate Evaluations.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		<u>\$13,000</u>
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		<u>\$13,000</u>

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes
 _____ No X

VII. Will the project be supplemented by other funds? _____ Yes X No
 If yes, please describe:

Contact Person If Questions: Tammy Killian 298.1543
Name Phone

Western Illinois University
Budget Request Format
For Program Support FY20

I. Unit submitting request: **Department of Art** Priority Number: **10**

II. Provide a short title of the initiative proposed for incremental funding.
Hard Wire Digital Studio Garwood 37

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University’s goals, mission statement, or strategic plan.
The Garwood Hall 37 Digital Computer Studio currently houses 15 student computers which are connected to the internet partially hardwired (6) and partially wireless (9 + faculty laptop). This causes multiple issues with both the consistency of instruction, uploading digital files, and updating software. The wireless connection tends to be problematic because of overload and a lack of dependability.

Goal 1: Enrich Academic Excellence - Action 3 and 6.

We will provide user-centered information technology to support instruction, research and scholarly/creative activities, educational outreach, public service. University Technology provides a secure, reliable, and high-speed technological infrastructure; an efficient and effective operations environment; integrated information management solutions; and other high-quality, timely services to support to the University community.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.
It has proven difficult to provide consistent and adequate instruction in digital media in a computer lab that does not have adequate and reliable access to the internet. The Department of Art received a substantial donation specifically for new equipment. Nine new iMac computers are now being used in a lab with inconsistent internet access. This connection also caused issues with setting up the new computers because a strong reliable connection is required to download and setup the proper software licenses. An increase in student and faculty productivity will be expected and can be measured by the lack of complaints and calls to UTech.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		<u>\$7,524</u>

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
Who: _____

This position has already been approved
When: _____

VI. Are the requested funds to be included as permanent increase in the unit’s base budget? Yes **No**

VII. Will the project be supplemented by other funds? Yes **No**
If yes, please describe:

Contact Person If Questions: **Kat Myers, Department Chairperson** **298-1549**
Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: **Communication** Priority Number: **11**

II. Provide a short title of the initiative proposed for incremental funding.

Videoconference Classroom

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

- The Department of Communication is currently the only department in the college that offers the full undergraduate major at both the Macomb and Quad Cities campuses. The need to coordinate efforts between the Macomb-based and QC-based faculty on a daily basis with regard to department meetings, initiatives, and expectations has been an on-going challenge. It is necessary that QC-based Communication faculty be actively engaged and included in departmental processes, not only in terms of fostering both identification with and commitment to the department as a whole but also with regard to providing opportunities for QC tenure-track faculty to participate in department service as required by the Department Criteria. These needs are presently being met by scheduling Macomb videoconference-capable rooms for such meetings, but videoconference classrooms on the Macomb campus are limited in number and are not always available at requested times.
- Additionally, the Department of Communication is expanding its graduate program to include students in the QC beginning Fall 2019. The department cannot depend upon the availability of the limited number of VC classrooms on the Macomb campus to meet the scheduling needs of our graduate seminars which are conducted once a week in the evenings. Furthermore, as the department continues to struggle with reduced student enrollment at both campuses having a VC-capable room in the department that can be used to offer a linked videoconference class when enrollment thresholds are not met for parallel courses at the Macomb and QC campuses would be beneficial to both students and faculty.
- The projected costs of the room (as per Ian Szechowycz, UTech) would include:

2 Cameras @ \$900	= \$1,800
3 Ceiling-mounted microphones @\$700	= \$2,100
New PC (current classroom computer is too outdated) \$860	= \$ 860
Estimated labor for installation:	= \$1,000
Total estimated cost: \$ 5,760	

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

- A videoconference-capable classroom would increase efficiency and productivity by allowing the department to offer courses via videoconference when enrollment thresholds are not met for parallel courses at the Macomb and QC campuses. This would be beneficial to both students and faculty. It would also provide the opportunity to enhance many of our online courses to include Zoom components. It would also allow greater opportunity and flexibility for the Macomb and QC faculty to work together on departmental committees and tasks.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		\$5,760
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		\$5,760

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes
No

VII. Will the project be supplemented by other funds? Yes No
If yes, please describe:

Contact Person If Questions: Dr. Peter Jorgensen, Department Chairperson 298-1858

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request **Theatre and Dance** Priority Number: **12**

II. Provide a short title of the initiative proposed for incremental funding.
Simpkins 002: Video (Record/Playback)

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University’s goals, mission statement, or strategic plan.

Justification:

- Simpkins 002 is the classroom where our Movement/Musical Theatre Dance courses are taught.
- Currently we have no method of recording/playing back in this space. Students gain a vast amount of information about their personal performances from viewing themselves on video. We’d like to update the space by adding a Video Recording/Playback system in the room.
- This relates directly to the Strategic Plan Goal 2 Academic Excellence, Action 1 and 2; and Goal 1 University Growth and Recruitment, Action 3.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

- From The Department of Theatre and Dance mission statement “The goals of the department stem from our departmental mission and the primary values of Western Illinois University: academic excellence, educational opportunity, personal growth and social responsibility. The primary goal of the department is to develop skilled and creative student artists for future study and for avocational and professional careers in theatre, dance and related arts. These student artists may be actors, actor-singers, dancers, directors, technicians, or designers at the undergraduate or graduate level.” In order to continue to provide academic excellence we need classroom spaces that are well-maintained with up-to-date technology and are safe for our students to learn in.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P _____
	C/S _____
	NTT _____
	T/T _____
 Equipment and Instructional Materials	 <u>\$2000</u>
Library Materials	_____
Contractual Services	_____
Other Operating Funds	_____
 Total	 <u>\$2000</u>

VI. Are the requested funds to be included as permanent increase in the unit’s base budget? Yes No X

VII. Will the project be supplemented by other funds? _____ Yes X No
 If yes, please describe:

Contact Person If Questions: Tammy Killian 298-1543
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: MUSIC Priority Number 13

II. Provide a short title of the initiative proposed for incremental funding.

Acoustical separation in Browne Hall

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University’s goals, mission statement, or strategic plan.

This is a continued request for major renovations of Browne Hall spaces used by the School of Music with particular attention to acoustical separation of instructional and studio spaces. The level (expense) of renovation varies from the installation of acoustical panels on walls, insulation of ceilings, and replacement of doors. There are severe sound bleed problems from almost every direction in virtually every office, studio, rehearsal room, classroom, stairwell, restroom and storage room. This does not meet NASM standards and has been pointed out in every NASM Self-Study since 1961 when the music unit first became a member of NASM.

Our recent NASM (National Association of Schools of Music) accreditation visitors documented:
...the bleeding through of sound appears to be the norm. In the faculty meeting with the visitors for instance, it was difficult to hear the faculty responding because the room, situated next to the piano studio, was overcome with the strains of piano practice. The visitors noted that it appeared that none of the classroom doors, or more pointedly, rehearsal room doors were acoustically appropriate. These are not the thick, soundproofed doors that are meant to keep sound contained and therefore when an ensemble is rehearsing, there can be no easily heard conversations in the hallways or classrooms in the vicinity. Acoustical treatments are sorely needed...

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

After years of warnings from NASM, we will finally be in compliance with NASM Standards on Safety and Health. The fact that faculty and students will not be distracted by sounds bleeding through walls, ceilings, and floors and can focus on teaching and learning without interruption will be a tremendous improvement.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		<u>50,000 – 500,000</u>
Total		<u>50,000 – 500,000</u>

VI. Are the requested funds to be included as permanent increase in the unit’s base budget? Yes
X No

VII. Will the project be supplemented by other funds?
If yes, please describe:

Yes No

Contact Person If Questions: Tammie Walker
Name

298-1544
Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

- I. Unit submitting request: Broadcasting & Journalism Priority Number 14
- II. Provide a short title of the initiative proposed for incremental funding.
 Audio Lab Renovation
- III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The audio production labs on the third floor of Sallee Hall were outfitted with new equipment in 2002. Since then, we have been able to do very little in terms of upgrading those audio facilities. In order to provide the same high quality facilities that we have in television production and sports broadcasting, Broadcasting would like to convert the labs into Pro Tools editing rooms and update the rooms with new computers and audio equipment, making them into digital audio workstations. This request is consistent with the university's goals of providing a high quality education for its students and public service to the region.

- IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

This project would allow students in audio production to work on their projects with the latest digital audio production tools. Therefore, students would be able to produce audio projects and eventually submit them for competition in state and national competitions.

- V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		\$25,000
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		<u>\$25,000</u>

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

- VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes
 No

- VII. Will the project be supplemented by other funds? _____ Yes No
 If yes, please describe:

Contact Person If Questions: Sharon A. Evans
 Name

sa-evans@wiu.edu
 Email

Western Illinois University
 Budget Request Format
 For Program Support FY20

- I. Unit submitting request: Broadcasting & Journalism Priority Number 15
- II. Provide a short title of the initiative proposed for incremental funding.
Color Printer
- III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

Since merging Broadcasting and Journalism together in 2015, many of our journalism faculty members frequently use SA 332, an iMac lab. Our advertising and public relations faculty have requested a color printer in that lab because they require students to submit color prints of some assignments. We are hoping to provide a networked color printer for those classes in SA 332. This request is consistent with the university's goal of providing a high quality education for its students and directly relates to the state's proposed performance based funding evaluations regarding an institution's enrollment, retention, and graduation rates.

- IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

With access to a color printer for specific classes, students will be able to submit quality projects that are very similar to what they would turn in as a professional. Results will be measured in our yearly assessment.

- V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____	
	C/S	_____	
	NTT	_____	
	T/T	_____	
Equipment and Instructional Materials		\$1,000	
Library Materials		_____	
Contractual Services		_____	
Other Operating Funds		_____	
Total		\$1,000	

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
Who: _____

This position has already been approved
When: _____

- VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes
 No

- VII. Will the project be supplemented by other funds? _____ Yes No
 If yes, please describe:

Contact Person If Questions: Sharon A. Evans sa-evans@wiu.edu
Name Email

Western Illinois University
Budget Request Format
For Program Support FY20

- I. Unit submitting request: Broadcasting & Journalism Priority Number 1
- II. Provide a short title of the initiative proposed for incremental funding.
Capital Budget for Broadcasting Equipment
- III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University’s goals, mission statement, or strategic plan.

Broadcasting and Journalism is requesting a \$50,000.00 annual capital budget for equipment. This money will allow the department to establish a replacement schedule for broadcasting equipment and assist in updating current equipment. Equipment needs can be prioritized and a schedule of replacements/updates can be planned. With these new funds some of our immediate and short-term equipment needs can be met. This request is consistent with the university’s goals of providing a high quality education for its students and public service to the region.

- IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

A reliable equipment budget will allow the department to prioritize equipment needs. A schedule for equipment replacement and upgrades can be planned. For example, current equipment in the audio production labs is over 15 years old. Broadcast standards have changed in the last 10 years. Parts are harder to find as equipment ages and equipment standards are phased out. Students and faculty will be more productive when equipment works and reflects current standards in the broadcast industry. Also, our students will be better prepared to practice their craft when they graduate.

- V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		\$50,000
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		\$50,000

- VI. Are the requested funds to be included as permanent increase in the unit’s base budget? Yes No
- VII. Will the project be supplemented by other funds? _____ Yes No
If yes, please describe:

Contact Person If Questions: Sharon A. Evans sa-evans@wiu.edu
Name Email

Western Illinois University
Budget Request Format
For Program Support FY20

I. Unit submitting request: Theatre and Dance Priority Number: 2

II. Provide a short title of the initiative proposed for incremental funding.
3 Graduate Assistantships in Design

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

Justification:

- In order to continue the rigorous production schedule of the Department of Theatre and Dance we need additional MFA Designers. Currently we produce 5 or 6 Main Stage Shows, 10 Studio Shows, 2 Dance Concerts, BYOP (Bring Your Own Play), and Bard in the Barn. As many as 20 productions each year.
• Our Design Team consist of 3 Faculty Designers. We currently have 2 MFA Costume Designers, and 2 MFA Scenic Designers and ZERO MFA Lighting Designers enrolled in our program.
• We depend heavily on our MFA Designers to support our Studio Season. This year 3 of the Studio Shows were directed by faculty members and others were/will be directed by Directing Students. It is vital that Student Directors collaborate with designers prior to being assigned Main Stage Thesis Projects and that our faculty shows have good production values as we use these productions as recruiting/retention tools.
• Good MFA Designers do not pay for graduate school. In order to recruit/retain students we must offer Assistantships.
• Design opportunities in the Studio are great practical experiences for young designers. Plus, with more space offered by the CPA we will need more graduate students to help maintain spaces as well as design.
• This relates directly to the Strategic Plan Goal 2 Academic Excellence, Action 1 and Goal 1 University Growth and Recruitment, Action 3.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

- One of the goals of the department of Theatre and Dance is to work to achieve excellent production values in our Mainstage Productions as well as in the Studio Productions. Currently we cannot support the Studio Season because of the lack of designers in our program. We feel with three additional designers this goal could be met easily.
• We will measure the success by evaluating the product/productions each semester in the form of Post Mortems and Graduate Evaluations.

V. Provide a listing of all incremental funds requested by the following categories:

Table with 2 columns: Category and Amount. Rows include Personnel Services (\$22,680), Equipment and Instructional Materials, Library Materials, Contractual Services, Other Operating Funds, and Total (\$22,680).

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes
X No

VII. Will the project be supplemented by other funds? _____ Yes X No
If yes, please describe:

Contact Person If Questions: Tammy Killian 298.1543
Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: MUSIC Priority Number 3

II. Provide a short title of the initiative proposed for incremental funding.

Recruitment Budget

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

We have no fund to assist with our marketing materials, advertisements, outreach initiatives, alumni recruitment events and frequent faculty recruitment travel. We cannot use Fine Arts Fee dollars for recruitment, nor can we rely on our appropriated account for this purpose since that account is not adequate to keep up with departmental demands much less recruitment needs. School of Music faculty predominantly fund their own recruitment activities at this juncture.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

With recruitment budget resources, the School of Music will be able to more effectively recruit students to Western Illinois University.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		<u>20,000</u>
Total		<u>20,000</u>

VI. Are the requested funds to be included as permanent increase in the unit's base budget? X Yes
No

VII. Will the project be supplemented by other funds? X Yes No
 If yes, please describe: We will continue to fund as much recruitment as possible from our continually declining appropriated account.

Contact Person If Questions: Tammie Walker 298-1544
Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: MUSIC Priority Number 4

II. Provide a short title of the initiative proposed for incremental funding.

Equipment Budget

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The reduction the past few years of state-appropriated funds used for operating expenses and equipment maintenance and purchase has decreased the music unit's ability to provide the best education possible for students. Instrumental equipment, including pianos, could be funded by the Fine Arts Fee, but these resources have been reduced and reallocated to cover other critical needs of the department. The School of Music needs reliable resources to keep classrooms, computers, and instruments up to date and fully functional.

Our recent NASM accreditation site visitors documented: *It therefore is not clear whether the budget allocations for space, equipment, and materials are appropriate and sufficient to sustain the programs offered...or that the financial support is sufficient to ensure continued operation of the music unit and its programs in accordance with applicable NASM standards. Practice room pianos are in abysmal condition.*

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The School of Music will be able to stay up to date with equipment, materials and instruments to aid in the retention and recruitment of students.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		<u>60,000</u>
Total		<u>60,000</u>

VI. Are the requested funds to be included as permanent increase in the unit's base budget? X Yes
 No

VII. Will the project be supplemented by other funds? X Yes No
 If yes, please describe: We will continue to fund as many equipment purchases and upgrades as possible from our continually declining appropriated account.

Contact Person If Questions: Tammie Walker 298-1544
Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: **Communication** Priority Number: **5**

II. Provide a short title of the initiative proposed for incremental funding.

Graduate Teaching Assistantships (x2)

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University’s goals, mission statement, or strategic plan.

- As a short primer, the department has been charged with providing COMM 241: Introduction to Public Speaking to every WIU student (as well as providing other General Education courses such as COMM 130: Introduction to Human Communication) in order for students to meet the university’s oral competency requirement. COMM 241 is one of only three university-required general education courses. English 180 and 280 (the other two required general education courses) both offer 40 or more sections per semester with 24 enrolled students per section, while historically Communication is only able to offer less than 18 sections a semester due to staffing.
- With the current number of sections to be offered the department is unable to service even half of those students who need to take COMM 241 on an annual basis, thereby forcing students to take the equivalent course at other universities/community colleges. Advisers in some colleges at WIU regularly advise their students to take the course elsewhere to fulfill time-sensitive prerequisites despite past survey evidence indicating a strong preference by students to take the course at WIU.
- The department was recently forced to eliminate three of its four first-year graduate recruitment assistantships due to budget cuts. These TA positions, although more costly than the eliminated GA positions, nevertheless represent a revenue enhancement to the university by reclaiming tuition dollars that are regularly being lost to other institutions due to our inability to provide sufficient courses to cover the need for the public speaking classes.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

- These two additional graduate teaching assistantships would increase the number of sections of COMM 241 by 8 sections per year, allowing the department to more adequately service students’ needs at the university and provide an influx of revenue. These additional 8 sections per year of COMM 241 could serve 176 more students, yielding an increase of \$154,968 in tuition dollars per year to the university based on current tuition rates. Additionally, these students would generate an additional \$47,583 in student fees per year to the university.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	_____

Graduate Teaching Assistantships (2 x \$8,688) : \$17,376

Equipment and Instructional Materials _____

Library Materials _____

Contractual Services _____

Other Operating Funds _____

Total **\$17,376**

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes XX
 ___ No

VII. Will the project be supplemented by other funds? _____ Yes No
 If yes, please describe:

Contact Person If Questions: Dr. Peter Jorgensen, Department Chairperson 298-1858

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: MUSIC Priority Number 6

II. Provide a short title of the initiative proposed for incremental funding.

Orchestra Assistantship

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The band and choral areas each have two full assistantships to assist with their programs. A designated orchestra assistantship would allow that area to stop funding a GA from their Fine Arts Fee budget.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

An orchestra assistantship would ensure the professionalism and outreach priorities of the ensemble, ultimately aiding in the recruitment of students to the ensemble

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	<u>7,544</u>
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		<u>7,544</u>

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes No

VII. Will the project be supplemented by other funds? Yes No
 If yes, please describe:

Contact Person If Questions: Tammie Walker 298-1544
Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: MUSIC Priority Number 6

II. Provide a short title of the initiative proposed for incremental funding.

Jazz Assistantship

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The band and choral areas each have two full assistantships to assist with their programs. A designated jazz assistantship would allow that area to stop funding a GA from their Fine Arts Fee budget.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

A jazz assistantship would ensure the professionalism and outreach priorities of the ensemble, ultimately aiding in the recruitment of students to the ensemble

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	<u>7,544</u>
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		<u>7,544</u>

VI. Are the requested funds to be included as permanent increase in the unit's base budget? X Yes
 No

VII. Will the project be supplemented by other funds? _____ Yes X No
 If yes, please describe:

Contact Person If Questions: Tammie Walker 298-1544
Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: MUSIC Priority Number 6

II. Provide a short title of the initiative proposed for incremental funding.

Graduate Woodwind Quintet

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

Many Schools of Music have graduate ensembles to not only recruit for their programs but to raise the level of performance. A graduate woodwind quintet would allow us to recruit five top-tier musicians (flute, clarinet, oboe, bassoon, horn) that would elevate the performance level of our ensembles, serve as models for current students, and assist with recruiting by being an ensemble we showcase both in tours and via digital marketing.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The School of Music would benefit from five exceptional music students, raising the level of our ensembles, and the University would benefit from five additional, exceptional students and the outreach opportunities this ensemble would bring to the campus community.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	<u>37,720</u>
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		<u>37,720</u>

VI. Are the requested funds to be included as permanent increase in the unit's base budget? X Yes
 No

VII. Will the project be supplemented by other funds? _____ Yes X No
 If yes, please describe:

Contact Person If Questions: Tammie Walker 298-1544
Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: MUSIC Priority Number 6

II. Provide a short title of the initiative proposed for incremental funding.

Graduate Brass Quintet

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

Many Schools of Music have graduate ensembles to not only recruit for their programs but to raise the level of performance. A graduate brass quintet would allow us to recruit five top-tier musicians (two trumpets, horn, trombone, tuba) that would elevate the performance level of our ensembles, serve as models for current students, and assist with recruiting by being an ensemble we showcase both in tours and via digital marketing.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The School of Music would benefit from five exceptional music students, raising the level of our ensembles, and the University would benefit from five additional, exceptional students and the outreach opportunities this ensemble would bring to the campus community.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	37,720
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		37,720

VI. Are the requested funds to be included as permanent increase in the unit's base budget? X Yes
 No

VII. Will the project be supplemented by other funds? _____ Yes X No
 If yes, please describe:

Contact Person If Questions: Tammie Walker 298-1544
Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: MUSIC Priority Number 6

II. Provide a short title of the initiative proposed for incremental funding.

Graduate Voice Quartet

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

Many Schools of Music have graduate ensembles to not only recruit for their programs but to raise the level of performance. A graduate voice quartet would allow us to recruit four top-tier musicians (soprano, alto, tenor, bass) that would elevate the performance level of our ensembles, serve as models for current students, and assist with recruiting by being an ensemble we showcase both in tours and via digital marketing.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The School of Music would benefit from four exceptional music students, raising the level of our ensembles, and the University would benefit from four additional, exceptional students and the outreach opportunities this ensemble would bring to the campus community.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	30,176
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		30,176

VI. Are the requested funds to be included as permanent increase in the unit's base budget? X Yes
 No

VII. Will the project be supplemented by other funds? _____ Yes X No
 If yes, please describe:

Contact Person If Questions: Tammie Walker 298-1544
Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: MUSIC Priority Number 6

II. Provide a short title of the initiative proposed for incremental funding.

Graduate String Quartet

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

Many Schools of Music have graduate ensembles to not only recruit for their programs but to raise the level of performance. A graduate string quartet would allow us to recruit four top-tier musicians (two violins, viola, cello) that would elevate the performance level of our ensembles, serve as models for current students, and assist with recruiting by being an ensemble we showcase both in tours and via digital marketing.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The School of Music would benefit from four exceptional music students, raising the level of our ensembles, and the University would benefit from four additional, exceptional students and the outreach opportunities this ensemble would bring to the campus community.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	30,176 _____
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		30,176 _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? X Yes
 No

VII. Will the project be supplemented by other funds? _____ Yes X No
 If yes, please describe:

Contact Person If Questions: Tammie Walker 298-1544
Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: **Communication** Priority Number: **7**

II. Provide a short title of the initiative proposed for incremental funding.

Department license for Qualtrics software

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University’s goals, mission statement, or strategic plan.

- The Department of Communication is unique in the College of Fine Arts and Communication in that it is the only research-oriented department in the college. The research mission of the department is an integral part of our Department Criteria and our development as a social science discipline. Faculty are expected to conduct and publish scholarly research, and students are expected to be able to understand the importance of how to conduct responsible survey research and collect and analyze data in a variety of contexts. However, without the ability to develop, circulate and access online survey instruments the ability of the department to meet its research mission has been placed in jeopardy. Due to a lack of funding the department has been operating illegally over the course of the past few years in our effort to accomplish this research mission by covertly running faculty research and student research projects through a single individual license holder, which is a direct violation of the terms of agreement for using the software. We are asking that the college and university recognize the importance of our research mission and provide us with the proper tools to ethically meet this obligation for our faculty and students. The requested license agreement is a department license which allows all faculty and students access to the Qualtrics software.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

- Research quality and opportunities will be enhanced for both faculty and students.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		\$4,500
Other Operating Funds		_____
Total		\$4,500

VI. Are the requested funds to be included as permanent increase in the unit’s base budget? Yes No

VII. Will the project be supplemented by other funds? _____ Yes XX No
 If yes, please describe:

Contact Person If Questions: Dr. Peter Jorgensen, Department Chairperson 298-1858

Western Illinois University
 Budget Request Format
 For Program Support FY20

- I. Unit submitting request: Broadcasting & Journalism Priority Number 8
- II. Provide a short title of the initiative proposed for incremental funding.
 Graduate Assistant
- III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The Department's Chief Broadcast Engineer spends an estimated 500 hours a year on live programming that takes him out of his office in Sallee Hall. This is approximately 13 weeks per academic year (fall and spring semesters). He also spends time working on equipment that is in fixed locations—editing rooms, audio labs, control room, WIUS-FM, Memorial Hall, live truck, etc. This is considerable time per week out of the office. The situation will become even more challenging with the introduction of our sports broadcasting emphasis. In Fall 2011, the department began offering a full slate of sports broadcasting courses. The sports broadcasting emphasis will significantly increase the amount of programming done by our students in remote settings. Intercollegiate sports will be divided into two tiers. Tier one will include football, men's and women's basketball, and softball. Tier two will include volleyball, men's and women's soccer, and baseball. Students have the opportunity to learn to cover a wider range of sports. The video scoreboard at Hanson Field offers our students very specialized training in sports production skills in a live setting. All of these additional learning opportunities for our students will necessitate our engineer being on site. The department needs someone for equipment checkout and inventory. Our department has a large inventory of equipment and needs consistency with the equipment checkout.

- IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

A graduate assistant will allow broadcasting's chief broadcast engineer the time to devote to equipment maintenance and repair. It will also allow students to check out equipment in a timely manner. The equipment attendant will provide predictable hours for equipment checkout

- V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	_____
	Other	\$7,544
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		<u>\$7,544</u>

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

- VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes No
- VII. Will the project be supplemented by other funds? _____ Yes No
 If yes, please describe:

Contact Person If Questions: Sharon A. Evans sa-evans@wiu.edu
 Name Email

Western Illinois University
 Budget Request Format
 For Program Support FY20

- I. Unit submitting request: Broadcasting & Journalism Priority Number 9
- II. Provide a short title of the initiative proposed for incremental funding.
Student Worker
- III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

In order to work on their projects, our students need access to audio/video equipment and lab space during the day and night. Having a student worker on the third floor of Sallee Hall would allow our students to return equipment and work in labs past 4:30 p.m. throughout the week. We would like to have a worker available on the floor 16 hours a week (four nights).

- IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

Having a student worker available to check in equipment and monitor our lab space should increase student productivity in production courses and assist in retention.
- V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	_____
	Other	\$3,924
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		<u>\$3,924</u>

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
Who: _____

This position has already been approved
When: _____

- VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes
 No
- VII. Will the project be supplemented by other funds? _____ Yes No
If yes, please describe:

Contact Person If Questions: Sharon A. Evans sa-evans@wiu.edu
Name Email

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: MST Program Priority Number 10

II. Provide a short title of the initiative proposed for incremental funding.

\$900 for vehicle rental for class trips to visit regional museums.

II. Provide a short description of the initiative proposed for incremental funding and how it relates to the University’s goals, mission statement, or strategic plan.

An essential part of the Museum Studies Curriculum is visiting area and regional museums for class field trips. In the past these have included in Saint Louis: the Saint Louis Art Museum, the Botanical Garden and the Missouri State Historical Museum; in Kansas City: the Nelson-Atkins Museum of Art, the World War I Museum, the National Baseball League Museum and the Jazz Museum; in Chicago: the Field Museum, the Art Institute and many others. These visits involve special in-depth tours with relevant museum staff and give students a unique opportunity to see behind-the-scenes at these major museums. Closer to home, the students have visited the Hoover Presidential Museum and Library in West Branch, Iowa, the African American Museum and Czech and Slovak National Museum in Cedar Rapids and the various museums on the campuses of the University of Iowa as well as many others.

Course instructors need to include museum visits as a central part of their class offerings. It is one thing students’ site when noting the reasons why they chose to come to WIU for the MST Program.

•In the past, students drove their own cars to these destinations—as do students who go on trips. However, if these trips are associate with a class, students may not drive their own cars per WIU regulations.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

Class visits to various museums for in-depth behind the scenes tours is an essential part of the WIU MST experience and one that students site as a reason for coming to WIU’s MST Program.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____	
	C/S	_____	
	NTT	_____	
	T/T	_____	
Equipment and Instructional Materials		_____	
Library Materials		_____	
Contractual Services		_____	
Other Operating Funds		\$900.00 _____	
Total		<u>\$900.00</u>	

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
Who: _____

This position has already been approved
When: _____

VI. Are the requested funds to be included as permanent increase in the unit’s base budget? Yes
 x _____ No

VII. Will the project be supplemented by other funds? _____ Yes x _____ No
 If yes, please describe:

Contact Person If Questions: Dr. Pamela J. White, Director, MST Program (309)762-9481 ex 62340

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: MST Program Priority Number 11

II. Provide a short title of the initiative proposed for incremental funding.

\$1800 funding for 2 In-depth Workshops on Collection Management and Exhibition Creation

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University’s goals, mission statement, or strategic plan.

The hiring of a full-time Schedule B Faculty member in fall 2018 enabled the MST Program to now have full-time faculty offer all required courses for the MA. However, as stated earlier, a significant feature of our program that draws students is the fact that our courses are taught by practicing museum professionals—it is a hands-on program with real-life experiences. Due to budget cuts, I was no longer able to hire 2 museum professionals as adjuncts to teach 2 of our courses this academic year. I am proposing a way to ensure we meet this student need by offering 2 in-depth 2 day workshops taught by practicing museum professionals in the areas of collections and exhibitions—the two areas most in demand from students. We require the students to fulfill a 20 hour Workshop component—0 credit hours—but this is confusing for the students. By adding 2 two day workshops, the students would be able to meet this requirement.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

Students choose to attend the WIU MST Program in large measure due to our courses being taught by practicing museum professionals rather than academics. For enrollment in the Program to continue to grow, it is essential to continue this practice. By offering these specialized workshops, this demand will be met. Due to the small \$1500 annual budget currently provided the MST Program, two 2-day in-depth workshops are not possible to be offered.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____	
	C/S	_____	
	NTT	_____	
	T/T	_____	
Equipment and Instructional Materials		_____	
Library Materials		_____	
Contractual Services		_____	
Other Operating Funds		_____	\$1,800.00
Total		_____	<u>\$1,800.00</u>

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit’s base budget? Yes
 x _____ No

VII. Will the project be supplemented by other funds? _____ Yes x _____ No
 If yes, please describe:

Contact Person If Questions: Dr. Pamela J. White, Director, MST Program (309)762-9481 ext 62340

Western Illinois University
Budget Request Format
For Program Support FY20

I. Unit submitting request:

Priority Number: 1

Department of Speech Pathology and Audiology

II. Provide a short title of the initiative proposed for incremental funding.

Unit A Faculty

The Unit A position is to replace a retiring faculty member and to maintain our accreditation.

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

Maintain accreditation.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

Maintain the school contracts we currently have and increase those as well. These contracts allow for us to supplement our limited appropriated budget. We would not be able to maintain the high level services if we did not have this income. Without additional supervisors we are unable to continue with this amount of overload and still provide a productive learning environment for students.

V. Provide a listing of all incremental funds requested by the following categories:

Table with 2 columns: Category, Amount. Rows include Personnel Services (A/P, C/S, NTT, T/T), Equipment and Instructional Materials, Library Materials, Contractual Services, Other Operating Funds, and a Total row with amount 70,000.

For requests for new faculty, check all that apply:
This is a request for a new position
OR
T/T Position is necessary to replace retired Unit A faculty
Who: Kathryn Pohlper
2NTT These positions have already been Approved. When: JANUARY 2019

VI. Are the requested funds to be included as permanent increase in the unit's base budget?
Yes X Faculty Positions No

VII. Will the project be supplemented by other funds?
If yes, please describe: Yes X No

Contact Person If Questions: Amanda B. Silberer, 8-1955

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: Priority Number: **2**
Department of Art

II. Provide a short title of the initiative proposed for incremental funding.
Unit B Faculty in Graphic Design

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University’s goals, mission statement, or strategic plan.
The Department of Art needs a faculty qualified and able to instruct students in the practical application of the Adobe Creative Suite programs and production aspects of the Graphic Design field. The Department of Art currently has one full time faculty teaching in the Graphic Design area whose focus is strictly teaching aesthetics and layout, primary in one software application. In order to provide students with the technical information needed to succeed in this profession, students need to receive more instruction in the practical use of and the variety of software options available in this discipline. Goal 1: Enrich Academic Excellence - Action 3.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.
The Department of Art currently has one full-time, tenured faculty teaching in the Graphic Design area whose focus is strictly teaching aesthetics and layout, primary in one software application. In order to provide students with the technical information needed to succeed in this profession, students need to receive more instruction in the practical use of and the variety of software options available in this discipline. Student enthusiasm, skills, internships and employment opportunities will all serve as areas for evaluation.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____	
	C/S	_____	
	NTT	<u>\$34,281</u>	
	T/T	_____	
Equipment and Instructional Materials		_____	
Library Materials		_____	
Contractual Services		_____	
Other Operating Funds		_____	
Total		<u><u>\$34,281</u></u>	

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit’s base budget? X Yes No

VII. Will the project be supplemented by other funds? Yes No
 If yes, please describe:

Contact Person If Questions: **Kat Myers, Department Chairperson** **298-1549** Phone
Name

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: **Communication** Priority Number: **3**

II. Provide a short title of the initiative proposed for incremental funding.

Full-time Unit B faculty member for Quad Cities campus

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

- The Department of Communication has been offering the Communication minor in the Quad Cities since 2007 and the major since Fall 2012. Currently, the department employs two full-time Unit A faculty in the QC to teach all of the courses associated with the major and the minor. The current course rotation demanded to offer the current major/minor requires a specific rotation of classes taught by the two existing QC faculty members that does not allow for any variation in the coursework to be offered in the Quad Cities nor for any additional sections of general education or elective courses to be offered.
- The current QC faculty are unable to participate in the graduate program due to the required course rotations in the QC despite their outstanding qualifications. This is both a disservice to them as well as to our students.
- A new full-time Unit B Communication instructor in the QC would allow for the department to begin offering the COMM 241 course in the QC on a regular basis, as well as offering potential Gen Ed courses (COMM 130, COMM 235 and/or COMM 254) for these undergraduate students as well as additional courses for the major/minors. It would also provide our majors and minors some flexibility in the coursework being offered, allow the Unit A faculty members to participate in the department's graduate and new online B.A. program, and potentially allow the department to engage in teaching dual-credit speech courses at local high schools which would represent a critical recruitment opportunity.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

- A new Unit B hire for the QC would provide the department with options to recruit prospective high school students through dual-credit offerings that we otherwise cannot pursue due to a lack of availability of QC faculty. This opportunity could be measured based on increased interest/enrollment in Communication and in WIU from prospective freshmen.
- Departmental curriculum offerings would be more diverse, providing our current and future students with more choices for a more enriching and personalized educational experience.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	\$34,281
	T/T	_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		\$34,281

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes
No

VII. Will the project be supplemented by other funds? Yes No
If yes, please describe:

Contact Person If Questions: Dr. Peter Jorgensen, Department Chairperson 298-1858

Western Illinois University
 Budget Request Format
 For Program Support FY20

- I. Unit submitting request: Broadcasting & Journalism Priority Number 4
- II. Provide a short title of the initiative proposed for incremental funding.
Full-time Department Chair
- III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

Broadcasting and Journalism is requesting permission to search for a full-time department chair in the fall of 2019. The position will start on July 1, 2020. In FY 19 and FY 20 the department has a part-time, temporary chair.

- IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The department needs full-time leadership to carry the program, its faculty and staff, and students forward.

- V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	114,785
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		<u>114,785</u>

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: Dr. William Hoon became Associate Dean of COFAC

This position has already been approved
 When: _____

- VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes
No

- VII. Will the project be supplemented by other funds? _____ Yes No
 If yes, please describe:

Contact Person If Questions: Sharon A. Evans sa-evans@wiu.edu
Name Email

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: University Libraries Priority Number 1

II. Provide a short title of the initiative proposed for incremental funding.

Unit A Faculty - Government Information Librarian

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

Replacement for retiring faculty member to lead the libraries' participation in the Federal Depository Library Program, the Illinois Depository Library Program, the Illinois Legal Aid Online Self-Help Center Program, and the Patent and Trademark Resource Center Program

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	<u>\$75,600</u>
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		<u>\$75,600</u>

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: Chuck Malone

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes
 No

VII. Will the project be supplemented by other funds? _____ Yes __X__ No
 If yes, please describe:

Contact Person If Questions: Jeanne Stierman 8-2762
Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: University Libraries Priority Number _____ 2

II. Provide a short title of the initiative proposed for incremental funding.

Unit A Faculty - Music Librarian

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

Faculty member to properly manage the Music Library and to provide high-level reference and instructional support to the School of Music. The highly-specialized content of a music library requires the care of a music librarian with experience and degrees in both music and library and information science.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	<u>\$63,000</u>
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		<u>\$63,000</u>

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: Mallory Sajewski

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes
 No

VII. Will the project be supplemented by other funds? _____ Yes __X__ No
 If yes, please describe:

Contact Person If Questions: Jeanne Stierman 8-2762
Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: University Libraries Priority Number _____ 3

II. Provide a short title of the initiative proposed for incremental funding.

Web Specialist

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The library website is one of the most visited on campus bringing in hundreds of thousands of hits a year. It also hosts over a million dollars' worth of content we buy annually.

While many Systems/Digitization units are growing in size to meet the demands and technological expectations of incoming students, we are regressing, and falling behind. A single systems librarian can't run and maintain the ILMS, local database services, the most visited department website on campus, e-content storage/preservation, provide student/faculty/staff user troubleshooting and support, liaison with uTech/CARLI, and key infrastructure oversight.

This is in addition to providing services to librarian faculty, marketing services, library news and information, programming/event information and promotion, and active RSS feeds.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

New web pages will continue to be created. The Musical Recital Database will be kept current. Problems with databases will be resolved in a timely manner.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	\$33,180
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		\$33,180

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes
 No

VII. Will the project be supplemented by other funds? Yes No
 If yes, please describe:

Contact Person If Questions: Jeanne Stierman 8-2762
Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

- I. Unit submitting request: **Centennial Honors College** Priority Number **1**
- II. Provide a short title of the initiative proposed for incremental funding.

Relocate the Centennial Honors College to Simpkins Hall

- III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The current location in Malpass Library is woefully inadequate. The Honors College has nearly doubled in seven years, now hovering at 1,000 students. The space is too small, offices lacks privacy, and we are too dependent on the Library. The Honors College runs the risk of violating FERPA and ADA laws. *Projected Action Frame: Both Short-Term and Long Term. [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.] Action Taken:* After careful planning and many meetings, President Thomas and Board of Trustees agreed that Simpkins Hall (top floor and 1/2 would be the future home of the Honors College. Simpkins needs a complete makeover to comply with ADA and provide private offices and classroom space. President Jack Thomas charged Director Rick Hardy and WIU Architect William Brewer to co-chair a task force to develop a plan of action to renovate Simpkins Hall and make the space functional for the Honors College. We now have preliminary plans presented by the architects Holabird & Root. See, the WIU news release. http://www.wiu.edu/news/newsrelease.php?release_id=15285

Estimated Cost: \$817,500

- IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.
- V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____	
	C/S	_____	
	NTT	_____	
	T/T	_____	
Equipment and Instructional Materials		_____	
Library Materials		_____	
Contractual Services		\$817,500	
Other Operating Funds		_____	
Total		\$817,500	

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

- VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes
 _____ **No X**
- VII. Will the project be supplemented by other funds? **X Yes** __No
 If yes, please describe:

The Centennial Honors College has approximately \$650,000 from the sale of the old QC building to use for deferred maintenance. The money is controlled by the Office of the President. We plan to use this money, plus raise additional funds through the President's Executive Institute and the Foundation Office.

Contact Person If Questions:

Dr. Rick Hardy, Dean
Name

298-2228
Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

- I. Unit submitting request: **Centennial Honors College** Priority Number **2**
- II. Provide a short title of the initiative proposed for incremental funding.

Establish an Honors Academy

- III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The Honors College does not always get the best faculty to teach honors courses. Currently, the Honors College takes whomever Department Chairs/Directors release. Some honors instructors do not have terminal degrees or publication records. Additionally, the Honors College cannot evaluate those teaching honors courses. We therefore seek funding to "buyout" faculty to teach honors courses on a regular basis. We need to create an Honors Academy through joint appointments, must submit CVs and teaching evaluations. *Estimated Costs:* \$80,000/year (\$20,000 for 4 core faculty offering 2 3SH classes per year). *Projected Action Frame:* Both Short-Term and Long Term [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.]. *Action Taken:* None, albeit President Thomas has indicated repeatedly that he supports the creation of an honors academy.

- IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

This is nothing more than "pass through money"---funds for faculty that will be transferred through the Honors College so we can "buyout" the very best faculty to teach honors courses. Only the very best faculty should be teaching honors courses. As it stands, we get whatever the department chairs allow, and they often provide us with faculty who cannot otherwise fill classes, due oft-times to poor teaching and bad reputations.

- V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	\$80,000	
	C/S	_____	
	NTT	_____	
	T/T	_____	
Equipment and Instructional Materials		_____	
Library Materials		_____	
Contractual Services		_____	
Other Operating Funds		_____	
Total		\$80,000	

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

- VI. Are the requested funds to be included as permanent increase in the unit's base salary? Yes No **Yes X**

- VII. Will the project be supplemented by other funds? Yes No
 If yes, please describe: _____

Contact Person If Questions: **Dr. Rick Hardy, Dean** **298-2228** _____
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

- I. Unit submitting request: **Centennial Honors College** Priority Number **3**
- II. Provide a short title of the initiative proposed for incremental funding.

Upgrade Computers for the Honors Staff

- III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

We need computers. We therefore request: 2 Dell OptiPlex 5050MT Desktop Computers @ \$729; 2 Dell 23 Monitors #P23714 @ \$171.00; 2 Dell Business Docks-WD15 with 180W adopters @ \$187.49; 1 Dell Latitude 5490 @ \$1,216.00; and 1 Dell Adapter-Mini Display Port @ \$17.00. Total \$2,208.98.

- IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The Honors Staff are using outdated computers that breakdown frequently.

- V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P _____		
	C/S _____		
	NTT _____		
	T/T _____		
Equipment and Instructional Materials		\$2,208.98	
Library Materials	_____		
Contractual Services	_____		
Other Operating Funds	_____		
Total		<u>\$2,208.98</u>	

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

- VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes
 _____ **No X**

- VII. Will the project be supplemented by other funds? _____ Yes **X** No
 If yes, please describe:

Contact Person If Questions: **Dr. Rick Hardy, Dean**
 Name

298-2228 _____
 Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

- I. Unit submitting request: **Centennial Honors College** Priority Number **4**
- II. Provide a short title of the initiative proposed for incremental funding.

New Honors Brochures

- III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

Our current recruitment tri-fold brochure is painfully out of date. We have had to sticker over incorrect and outdated information, making the Honors College look unprofessional and unappealing to discerning prospective honors recruits. We also are nearly out of our newest honors tri-fold, entitled "Myth versus Reality: Common Misconceptions about the Centennial Honors College." Both brochures are absolutely essential to help recruit both incoming and on-campus honors students. The cost of 3,000 new brochure, with production design and printing is estimated at \$2,300 *Projected Action Frame: Short-Term (next 12 months and beyond) [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c..]*

- IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The Honors College cannot recruit students without brochures. We must remain competitive with rival institutions.

- V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P _____	C/S _____	NTT _____	T/T _____
Equipment and Instructional Materials		\$2,300		
Library Materials		_____		
Contractual Services		_____		
Other Operating Funds		_____		
Total			\$2,300	

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

- VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes
 _____ **No x**

- VII. Will the project be supplemented by other funds? _____ Yes **X_No**
 If yes, please describe:

Contact Person If Questions: **Dr. Rick Hardy, Dean** **298-2228** _____
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: **Centennial Honors College** Priority Number **5**

II. Provide a short title of the initiative proposed for incremental funding.

Hire an Associate Dean for the Honors College

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

In August 2018, Dr. Erik Brooks, the Honors College's full-time Associate Director, resigned his position. The position is still on the books, but the position has not been filled due to retrenchment. We therefore believe it is not unreasonable, and absolutely imperative, that the Centennial Honors College add a full-time Associate Dean. Projected Action Frame: Both Short-Term and Long Term. [HICHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.]

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

In the absence of Dean Hardy, there is no person authorized to sign documents or represent the Centennial Honors College on the Deans Council, University Honors College or other functions.

In 2019, Provost Neuman approved for this position to be advertised, but the position was pulled due to budget retrenchment. The Honors College agreed to leave the position vacant at this time. The Honors College is the fastest growing academic unit at WIU.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	\$117,432
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		<u>\$117,432</u>

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: Dr. Erik Brooks _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes X
 ___ No

VII. Will the project be supplemented by other funds? _____ Yes X ___ No
 If yes, please describe:

Contact Person If Questions: **Dr. Rick Hardy, Dean** **298-2228** _____
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

- I. Unit submitting request: **Centennial Honors College** Priority Number **6**
- II. Provide a short title of the initiative proposed for incremental funding.

Add a Third Academic Advisor to the Honors College.

- III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

As our honors enrollment has increased, so has the need for academic advising. Currently, Dr. Molly Homer advises all Macomb honors students whose last names beginning A through L (roughly 500), Ms. Krista Skein advises all Macomb honors students whose last name begin with M through Z (about 500), and Dr. Jim Rabchuk advises all Quad Cities honors students (approximately 50). Both Dr. Homer and Ms. Skein have other assigned honors responsibilities that far exceed any other academic advisors on campus. By comparison, a national survey by NACADA (The National Academic Advising Association) reveals that the average workload is 296 students per advisor. Illinois State University, for example, has five honors advisors for 1,200 students. We therefore believe it is not unreasonable, and absolutely imperative, that the Centennial Honors College add a third, full-time academic advisor. *Projected Action Frame: Both Short-Term and Long Term. [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.]*

- IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

Academic advising is critical to the Centennial Honors College. It will be measured by the number of students each advisor services.

- V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	\$49,000	
	C/S	_____	
	NTT	_____	
	T/T	_____	
Equipment and Instructional Materials		_____	
Library Materials		_____	
Contractual Services		_____	
Other Operating Funds		_____	
Total		<u>\$49,000</u>	

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved

- VI. Are the requested funds to be included as permanent increase in the unit's base budget? **Yes X**
 ___ No
- VII. Will the project be supplemented by other funds? _____ Yes **X No**
 If yes, please describe:

Contact Person If Questions: **Dr. Rick Hardy, Dean** **298-2228** _____
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

- I. Unit submitting request: **Centennial Honors College** Priority Number **7**
- II. Provide a short title of the initiative proposed for incremental funding.

Reinstitute and Expand the “Honors Student for a Day” Program

- III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University’s goals, mission statement, or strategic plan.

As noted supra, in Fall 2017, the Centennial Honors College initiated a pilot program called “Honors Student for a Day.” We would like to reinstitute and expand the program in 2020 to include 25 to 30 high school students. This will cost an estimated \$500 for cost of food, certificates and honors t-shirts. If only one of those students subsequently attends Western, then this would more than pay for the costs. Projected Action Frame: Short-Term (next 12 months and beyond) [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c..]

- IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

Success will be determined by the number of honors students we recruit as a result of this program.

- V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____	
	C/S	_____	
	NTT	_____	
	T/T	_____	
Equipment and Instructional Materials		_____	
Library Materials		_____	
Contractual Services		\$500	
Other Operating Funds		_____	
Total		<u>\$500</u>	

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

- VI. Are the requested funds to be included as permanent increase in the unit’s base budget? Yes X
 No
- VII. Will the project be supplemented by other funds? X Yes ___No
 If yes, please describe:
 We are hoping that Admissions and Department Chairs will assist us in recruiting students.

Contact Person If Questions: **Dr. Rick Hardy, Dean** **298-2228** _____
 Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: **Centennial Honors College** Priority Number **8**

II. Provide a short title of the initiative proposed for incremental funding.

New Honors Floor Banners

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The Centennial Honors College needs two new vertical floor banners (one for the Macomb campus and one for the QC campus) to be used at all Honors events (Discover Western, On-Campus Recruitment, Pre-Law and Pre-Med Symposium, Undergraduate Research Day, etc.). These gold-and-white-on-purple retractable floor banners, measuring 24" X 80" and costing \$160 each (\$320 total), contain our Honors logo with the following message: *"The Honors Advantage—Membership Based Solely on Merit."*

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The Honors College needs more visibility at recruiting events. If it brings in one student, it will have paid for itself.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P _____		
	C/S _____		
	NTT _____		
	T/T _____		
Equipment and Instructional Materials		\$320	
Library Materials	_____		
Contractual Services	_____		
Other Operating Funds	_____		
Total		<u>\$320</u>	

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes
 _____ No X

VII. Will the project be supplemented by other funds? _____ Yes X ___ No
 If yes, please describe:

Contact Person If Questions: **Dr. Rick Hardy, Dean** **298-2228**
 _____ Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: **Centennial Honors College** Priority Number **9**

II. Provide a short title of the initiative proposed for incremental funding.

Gonfalon for Honors Convocations and Graduation Ceremonies.

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The Centennial Honors College is the **ONLY** college without a gonfalon---even at its own ceremony---The Honors Convocation! The Honors College should be elevated to the same level as these other academic units. If the School of Graduate Studies has a gonfalon, then the Centennial Honors COLLEGE deserves one. *Projected Action Frame: Short-Term (12 months and beyond) [G1.A1(c)/G2.A1(a,b,c)], [HCHC 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c].* Estimated cost: \$1,000. Special note: The gonfalons were first purchased in 2009 at a cost of \$1,000 each, including the banner, cross-bars, display pole, and base. We assume the price has gone up somewhat in the past decade.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

The Honors College needs to have more visibility at Honors Convocations and Graduation Ceremonies.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P _____		
	C/S _____		
	NTT _____		
	T/T _____		
Equipment and Instructional Materials		\$1,000	
Library Materials		_____	
Contractual Services		_____	
Other Operating Funds		_____	
Total		<u>\$1,000</u>	

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes
 _____ No X

VII. Will the project be supplemented by other funds? _____ Yes X ___ No
 If yes, please describe:

Contact Person If Questions: **Dr. Rick Hardy, Dean** **298-2228** _____
 _____ Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

- I. Unit submitting request: **Centennial Honors College** Priority Number **10**
- II. Provide a short title of the initiative proposed for incremental funding.

Travel Funds for Undergraduate Research Presentations at Professional Conferences

- III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University’s goals, mission statement, or strategic plan.

It is imperative for the Centennial Honors College to gain greater state, regional and national visibility through conference participation by our honors students. We must increase student research presentations at HCIR, UMWHC and NCHC. This requires funding for registration fees, travel and lodging. *Estimated Cost: \$5,000. Measure: The total number of students who present at honors conferences. Projected Action Frame: Short-Term (12 months and beyond) [G2.A1(g)/G2.A2(a)/G3.A2(a), [HCHE 2017-2027 Plan, Goal 1, Priority 1, Action 12, a,b,c.]*

- IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

WIU Honors students must present research at professional conferences if they hope to compete for national awards and graduate fellowships. Measure—the number of students presenting.

- V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P _____	C/S _____	NTT _____	T/T _____
Equipment and Instructional Materials	_____			
Library Materials	_____			
Contractual Services			\$5,000	
Other Operating Funds	_____			
Total			<u>\$5,000</u>	

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

- VI. Are the requested funds to be included as permanent increase in the unit’s base budget? Yes X
 No

- VII. Will the project be supplemented by other funds? X Yes ___No
 If yes, please describe:

We will seek funding from Foundation Accounts to augment student research.

Contact Person If Questions: **Dr. Rick Hardy, Dean** **298-2228**
 Name Phone

Western Illinois University

Budget Request Format
For Program Support FY20

I. Unit submitting request: Priority Number1 _____
School of Global Education and Outreach

II. Provide a short title of the initiative proposed for incremental funding.
Increasing International Recruiting Efforts

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

Increase in funds to be used for international recruiting of students. This initiative is in response to the university's goals of further diversifying Western's campuses and in meeting the goal of having 1,000 international students.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

Increased revenues from enrollment of students increases overall funding for the university and increased numbers improve the perception of the university and its overall reputation.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		\$100,000 _____

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
Who: _____

This position has already been approved
When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes X
_____ No

VII. Will the project be supplemented by other funds? X Yes No
If yes, please describe: Application fees and other student fees

Contact Person If Questions: Jeff Hancks _____ 298-1929 _____
Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY20

- I. Unit submitting request: Illinois Institute for Rural Affairs Priority Number 1
- II. Provide a short title of the initiative proposed for incremental funding. New Faculty Member - 9 mo position

The IIRA currently delivers an MA in Community and Economic Development (MA in CED) with two faculty members. We have 20 students and could grow to 25 by August 2019. The 2018-2019 Graduate Catalog (page 48) stipulates that thesis committees must be comprised of at least three faculty members from the department. Additionally, a Governor’ Executive Order identifies the IIRA as, “the State’s academic clearinghouse for rural development data and initiatives.” With our faculty reduced from five to two, our research productivity has dropped, making it more difficult for us to meet our goals as a research center. A third faculty member would help us deliver on this research mission.

- III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University’s goals, mission statement, or strategic plan.

A new IIRA faculty member will allow us to help WIU meet the following university goals:

- Goal 1: University Growth and Recruitment.
- Goal 2: Enrich Academic Excellence.
- Goal 3: Provide Educational Opportunity, and
- Goal 5: Promote Social Responsibility.

- IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

An additional faculty member will help us to teach more students, advise more theses, secure more external grants, and increase research productivity

- V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	<u> 0 </u>			
	C/S	<u> 0 </u>			
	NTT	<u> 0 </u>			
	T/T	<u> \$57,661 </u>			
Equipment and Instructional Materials		<u> 0 </u>			
Library Materials		<u> 0 </u>			
Contractual Services		<u> 0 </u>			
Other Operating Funds		<u> 0 </u>			
Total		<u> \$57,661 </u>			

For new faculty requests, check all that apply:

This is a request for a new position.

OR

This position is to replace a faculty member who left the University.
Who: Prof. Cindy Struthers

This position has already been approved.
When: We completed the search in Fall 2018, but ultimately had to give back the salary line due to budget cuts.

- VI. Are the requested funds to be included as permanent increase in the unit’s base budget?
 Yes No:

- VII. Will the project be supplemented by other funds? Yes No

Contact Person If Questions: Christopher Merrett 298-2281
Name Phone

Western Illinois University

Budget Request Format
For Program Support FY20

I. Unit submitting request: Sponsored Projects Priority Number 1

II. Provide a short title of the initiative proposed for incremental funding.
Grant Coordinator/Writer

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

The President has recommended the University hire a Grant Coordinator/Writer to work hand-in-hand with Sponsored Projects and faculty to explore new grant and contract possibilities for WIU.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	\$50,000 _____
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		\$5,000 _____
Total		\$55,000 _____

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University

Who: _____

This position has already been approved

When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget? Yes
 No Yes

VII. Will the project be supplemented by other funds? Yes No
 If yes, please describe:

Contact Person If Questions: Shannon Sutton _____ 298-1191 _____
 Name Phone

Yes

No - X

VII. Will the project be supplemented by other funds?
If yes, please describe:

Yes

No - X

Contact Person If Questions:

Name: Stacie Hunt

Phone:298-1944 x258

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. uTech User Support Services (requested annually)

Unit submitting request: Priority # 2

II. Provide a short title of the initiative proposed for incremental funding.
 Upgrade classroom technologies. This request is scalable. Any amount from \$15K to \$225K (in increments of \$15K) could be used.

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

Upgrade classroom technology by installing equipment in rooms that have no instructional technology or by replacing outdated equipment. Upgrading classroom technology will enrich academic excellence by providing modern instructional technology to faculty and improving the learning experience for students. Such upgrades will be coordinated with colleges but could include:

- Replacing chalkboards with whiteboards
- Providing a modern projection system and instructor computer in rooms that have no technology
- Upgrading components in rooms to improve the student and instructor experience
- Creating new "Zoom" rooms that can utilize vendor agnostic video conferencing technology, including Zoom

Costs are estimates based on priorities uTech created without consulting with colleges. This could upgrade approximately 15 rooms at \$15,000 per room. Individual room expenses could vary based on needs.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

- Provide projection systems and computers that support modern display resolutions that improve the image actually displayed to students and allow faculty more flexibility with what they choose to display
- Provide technology that allows for interactivity and mobile device incorporation into instruction
- Provide the ability to allow remote participation in classes, if and when necessary. This can also be a disaster recovery initiative. For example, if a tornado were to hit campus and destroy one academic building, classes could be held remotely until planning could be made to re-allocate classes to different rooms on campus. This would ensure we could continue with our mission of educating students, even if a disaster were to strike.
- The two measurement that can be used to evaluation this initiative would be the number of classrooms upgraded and the number of remote session participants.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	
A/P	
C/S	
NTT	
T/T	
Equipment and Instructional Materials	\$225,000
Library Materials	
Contractual Services	
Other Operating Funds	
Total	<u>\$225,000</u>

For requests for new faculty, check all that apply:

This is a request for a new position
OR
 This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

Western Illinois University
 Budget Request Format
 For Program Support FY20

I. Unit submitting request: University Technology - Infrastructure Priority Number 3

II. Provide a short title of the initiative proposed for incremental funding. Infrastructure Upgrades

As with other areas on campus, technology has been drastically underfunded for many years. This is now reaching a critical state in which much of the campus infrastructure is now dated and either already out of support or will be out of support within the next two years. Lack of support means that these technology components are no longer supported by the vendor and do not get necessary security patching to protect our network against potential threats. Wireless access points, network components, firewalls, outdated cabling, and a drastically outdated phone systems are among the critical infrastructure systems that are now becoming a critically outdated. Many of these components are now at a critical risk of failure and need to be replaced.

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

University Technology does not have staffing capable of replacing all of the outdated components within a single fiscal year. Because of this, we are proposing an increase of \$500K a year annually in funding to upgrade the infrastructure over the next five years. This should be a permanent increase to University Technology funding IF the university hopes to keep technology fully functioning on campus with a limited risk. The technology on campus supports all aspects of the business. Without technology, the business would not be able to operate effectively.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

Faculty, staff and students often complain of lack of wireless coverage and slow internet due to dated cabling. Upgrading this dated infrastructure will address those issues. This budget request will not necessarily increase productivity, but it will prevent a potential catastrophic loss of technological resources on campus if one or more of our critical infrastructure components fail.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services
 A/P
 C/S
 NTT
 T/T

Equipment and Instructional Materials
 \$500,000 a year

Contractual Services

Other Operating Funds

Total : \$500,000 _____

For requests for new faculty, check all that apply:

This is a request for a new position

OR

This position is to replace a faculty member who left the University
 Who: _____

This position has already been approved
 When: _____

VI. Are the requested funds to be included as permanent increase in the unit's base budget?
 Yes X No

VII. Will the project be supplemented by other funds?
If yes, please describe:

Yes

No - X

Contact Person If Questions:

Name: Rebecca Slater

Phone:298-2554

Appendix C

College of Arts and Sciences Additional Information

CAS CARP Additional Information 2018-2019

1. Qualitative and quantitative achievements

- Faculty and Student recognition – Local, national, and international Agencies/Programs
 - BIOL: Local recognition – Three faculty members (Dr. Jim Lamer, Prof. Jason Hunt, and Dr. Andrea Porras-Alfaro) were featured in local/regional news stories for their research endeavors, including a ribbon-cutting ceremony for the university’s newly acquired scanning electron microscope. National recognition: Dr. Andrea Porras-Alfaro accepted an appointment as a Program Director for the Population & Community Ecology Cluster in the Division of Environmental Biology at the National Science Foundation. Dr. Brian Peer gained national recognition for his contributions to a study on a northern cardinal exhibiting bilateral gynandromorphy. International recognition - Dr. Shawn Meagher was selected as a Fulbright Scholar, and he has been teaching conservation biology at Adam Mickiewicz University in Poznan, Poland. Dr. Andrea Porras-Alfaro received the Constantine J. Alexopolous Prize from the Mycological Society of America at the International Mycological Congress in San Juan, Puerto Rico. The C.J. Alexopolous Prize is awarded annually to an outstanding mycologist early in his/her career.
 - CHEM: American Chemical Society Division Awards for Students in 2018: Adriana Molina won an ACS Award in the Division of Analytical Chemistry; Franklin Lin won an ACS Award in the Division of Organic Chemistry; Madeleine Wilsey won an ACS Award in the Division of Physical Chemistry. Two Chemistry faculty members and three chemistry undergraduate students attended the Louis Stokes Minority Center of Excellence (LSMCE) meeting in Chicago in October 2018 and participated in workshops on Best Practices in Increasing Minority Participation in mentored STEM research. A NSF- MRI proposal was funded (\$300K) to purchase a Mass Spectrometer (MS) system with chromatography features. The MS system will enhance student research in Chemistry, Geology, Biological Sciences, and Physics. Dr. Soendergaard submitted a NSF-Small Business Technology Transfer Program Phase I (STTR) application for \$225,000. Dr. Soendergaard submitted a NIH-STIR grant application - Phase I through her private company. She received and “intent to fund” letter from NIH in February 2019. Dr. Soendergaard will receive \$5,980 in summer salary out of the \$150K grant. Dr. Soendergaard received a small grant (\$32,000) from the IL Department of Agriculture, Illinois Specialty Crop grant program. Dr. Song received a small grant (\$5,000) from the Forensic Science Foundation in December 2018. Five Chemistry faculty members received small grants from the IL Soybean Association in Fall 2018. Dr. Soendergaard received funding (\$10,000) from the IL Soybean Association. Dr. J. Scott McConnell received funding (\$5,000) from the IL Soybean Association. Three Chemistry faculty members (Bellott, Huang, Jin) each received grants of \$1,500 from the IL Soybean Association. Three Chemistry faculty members serve on national grant review panels for the National Science Foundation and/or the National Institutes of Health.
 - ENGL: Barbara Lawhorn, 2018 Summer Stipend recipient. Barbara Lawhorn was a Parent-Writer Finalist Fellowship recipient. Martha’s Vineyard Institute of Creative Writing. Oak Bluff, MA. June 17-23, 2018. Dr. Roberta Di Carmine won the College of Arts and Sciences Award for Internationalizing the Campus, 2018
 - HIST: Brice - Fellow, American Numismatic Society, elected 2018. Gale Distinguished Lecturer, Macquarie University, Sydney Australia 2018. Senior Fellowship in Numismatics, Australian Center for Ancient Numismatics – Macquarie University, Sydney Australia 2018. Gertrude Smith Professor at the American School of Classical Studies at Athens for 2018, 2018 Elizabeth A. Whitehead Distinguished Professor at the American School of Classical Studies in Athens. Chamberlin - WIU Provost’s Award winner for Excellence in Teaching, WIU College of Arts & Sciences Outstanding Faculty Award – Teaching. Cole - Howard D. and Marjorie I. Brooks Fund for Progressive Thought, University of Illinois Press, 2018; Germany Residency in American History, Organization of American Historians and University of Tübingen, 2018 McNabb – AP European History Chief Reader (one of 32 academics in the country to hold Chief Reader position), Great Courses professor. Pamonag - Curriculum Enhancement for the Title VI Program, Communities as Agents of Change: Language and Area Studies for a Sustainable Future Puerto Rico in World History. Rachel Eaton (BA, Teacher Ed), History CAS Student Speaker Series participant Frank Kalisik (MA) presented a paper at the California State University History Graduate Conference, Fresno, CA.
 - LAS: Dr. Alphonso Simpson was named the National Vice-President of the National Council for Black Studies. He was also appointed as the 2019 43rd Annual Conference Chair as NCBS commemorates the

upcoming 50th Anniversary of Black Studies as a discipline. Two students (1 LAS – Michael Cross/1 AAS – Jazzy Thomas) were accepted to present at the NCBS conference in Atlanta, GA in March of 2018.

- PHYS: Dr. Kapale received CITR’s Best in Track award for his presentation on “Quantum Sensors” in the CITR’s Annual Faculty Research & Creative Activities Awards Symposium. Dr. Kapale received the WIU Distinguished Faculty Lecturer award for the year 2019. Dr. Araya received NSF Collaborative Research grant for understanding outflows during High-Mass Star formation for the duration of 2018-2021 in the amount of \$148,000.00 The Physics and Engineering Club, formally known as the Society of Physics Students (SPS), Western Illinois University chapter, earned the designation of a Society of Physics Students Distinguished Chapter for the year 2018.
- POLS: Jamie Flores, a Fall 2018 graduate, was chosen for the Illinois Legislative Staff Internship program a paid, prestigious internship program with the Illinois General Assembly. Margarita Sotelo was chosen for Congressional Hispanic Caucus Internship in Washington, D.C.
- PSY: Dr. Tracy Cruise was honored at the annual conference of the Illinois School Psychology Association (ISPA) in February 2019 with the ISPA Distinguished Service Award for her role in establishing a statewide supervisor credential training
- SOC/ANTH: Patrick McGinty, Sociology faculty, is President-Elect of the Society for the Study Symbolic Interaction (the term is 2018 to the present). He also received the College of Arts and Sciences Outstanding Award for Service (Spring 2018) and was nominated for the Provost Award for Outstanding Service. Alondra Cenicerros, undergraduate Sociology major, was selected to provide a talk for the Student Speaker Series of the College of Art and Sciences. This talk “Women of Color in the Workplace” was presented on February 27, 2019.
- IES/ES PhD: Michele Rehbein, Ph.D. Candidate, received a second year of funding to support her research at the Nature Conservancy’s Nachusa Grasslands Preserve. Victoria Livingston, Ph.D. Candidate, recipient of Quad Cities Conservation Alliance Scholarship, February 2019. Prof. Roger Viadero, Editorial Board Member, Journal of Aquacultural Engineering, Elsevier Science, Ltd.
- Program recognition – Local, national, and international Agencies/Programs/Accrediting Agencies
 - BIOL: The B.S. Biology program is recognized as one of the signature academic programs at WIU.
 - ENGL: Dr. Jacque Wilson won a \$3,000 grant from the Buchanan Center for the Arts, the Illinois Arts Council Agency, and the National Endowment for the Arts to support the production and Publication of *SITREP: Veteran Perspectives on Combat and Peace*. Dr. Jacque Wilson’s 2002 article, “Teaching Joyce Carol Oates’s ‘Where Are You Going, Where Have You Been?’ as an Initiation Story,” in *Eureka Studies in Teaching Short Fiction* has received so much traffic on Academia.edu in the last several months that during one week in August 2018 she was among the “top four percent” of researchers at academia.edu. She believes the revived interest may have been related to the #metoo movement.
 - MATH/PHIL: Our secondary mathematics teacher education program (Option B of the Mathematics Major) was nationally recognized by the National Council of Teachers of Mathematics, February 2018.
 - SON: Accredited by CCNE; is ongoing. The NCLEX pass rate for 2018 is 93% which is above the state and national averages of 88%.
 - PHYS: MS Program Recognition: For the fourth year in a row, the Department of Physics at Western Illinois University has been ranked second in the nation by the American Institute of Physics (AIP) among institutions offering a master's degree in physics as its highest degree in terms of the number of MS degrees awarded. According to the data for 2015-2017 time frame as reported by American Physical Society (APS), the Physics MS program awarded the largest number of degrees in the nation and awarded the largest number of MS in Physics degrees to women among MS only institutions in the nation. WIU’s Society of Physics Students Chapter Recognition: The Physics and Engineering Club, formally known as the Society of Physics Students (SPS), Western Illinois University chapter, recently earned the designation of a Society of Physics Students Distinguished Chapter.
 - POLS: The department is participating in a program with the Bahamian government to act as a preferred provider for the graduate option in public administration for Bahamian students. The department has coordinated with the School of Distance Learning, International Studies, and Outreach on this program.
 - PSY: The WIU Psychology Clinic celebrated a 50 year anniversary of providing mental health services to the region.
 - SOC/ANTH: The Undergraduate Anthropology Online Program was featured in a “U.S. News and World Report Best Online Program Ranking” (January 17, 2019). This report stated: “The undergraduate

anthropology program went online in Fall 2017, and is the first of its kind in the state, and one of only a few in the nation to offer the major online. Students enrolled in the online major will have the ability to take traditional face-to-face classes, online classes or a combination of the two.”

- Alumni Success – Local, national, and international recognition
 - BIOL: Former M.S. Biology student now an Assistant Professor at Southern Illinois University – Edwardsville. Former B.S. Biology honors student attending American University of Antigua Medical School. Former B.S. Biology student at Rush Medical College. Former B.S. Biology and M.S. Biology student at Loyola University. Former M.S. Biology student now a microbiologist at Steris Applied Sterilization Technologies. Former M.S. Biology student now a clinical laboratory scientist at Coffey Health System. Former M.S. Biology student to start Ph.D. program at George Mason University.
 - CHEM: Six M.S. Chemistry alumni joined Ph.D. programs in 2018. Michael Curtis (MS Chemistry 2000) received the 2018 Technical Achievements Award in Organic Chemistry award from the Division of Organic Chemistry (DOC). As part of the award the student is expected to present a 30-minute talk at the TAOC Award Symposium at the 256th National Meeting of the ACS in Boston, MA on Wednesday, August 22, 2018.
 - HIST: Lindsay Hiltunen (MA, archivist at Michigan Technological University) won the prestigious 2018 Charles Follo Award from the Historical Society of Michigan. Eric Willey (MA) appointed Head of the Cataloging, Acquisitions, and Processing Department of Milner Library at Illinois State University. Lt. Col. John Nawoichyk (MA), retirement from the US Army after 25 years of service.
 - MATH/PHIL: Tami Kelley is 2018 ICTM Illinois Promising New Teacher of Mathematics Award winner.
 - PHYS: (i) Our recent BS graduate, Owen Huff, who was chosen as the college Scholar is currently doing an internship at Lawrence Berkeley Laboratory in Berkeley, CA and has also been accepted into the seismology graduate program at the Colorado School of Mines. (ii) One of our past MS graduates, Godfrey Walwema is close to finishing up his PhD work in the area of Science Education from the University of Wyoming, Laramie, WY. (iii) Another one of our MS graduates from a few years ago, Mahendra D.C., has completed PhD from University of Minnesota and has landed a prestigious postdoctoral position at Stanford University.
 - POLS: Madeline Heinzer, a Spring 2018 Pols graduate, was chosen for the U.S. State Department’s Critical Language Scholarship program. This program has an acceptance rate of under 10%. She studied for two months in South Korea during the summer of 2018, after which she entered the Peace Corps program in Paraguay. Michael Steelman (’75) received an Alumni Achievement Award at the Fall ’18 graduation ceremony.
 - SOC/ANTH: **Eric Jodts, M.A. in Sociology**, started a new position as Associate Director at Westat: Improving Lives through Research, Rockville, MD. **Lindsay Gleason, B.A. in Sociology**, started a new position as Area Coordinator at Illinois State University, Bloomington, IL. Ruthie Leggett Delaney, M.A. in Sociology, is a Community Manager at Landmark Properties, Lima, OH. Amy Crosby, M.A. in Sociology, is the Director of Development, College of Arts and Sciences, WIU. Frederick L. Hunter, Jr., M.A. in Sociology, is an Assistant Professor of Sociology and Social Work Program Coordinator at Tougaloo College, Jackson, MS. Antoinett Lane, M.A. in Sociology, is a Sociology Instructor at the Community College of Denver, CO. Yuting Wang, M.A. in Sociology, is an Associate Professor of Sociology at the American University of Sharjah, United Arab Emirates. Rob Shelby, M.A. in Sociology, is an Assistant Professor of Sociology at the University of Evansville, IN.
 - Brittany Schisler, M M.A. in Sociology, is a Children’s Counselor at WIRC Victim Services, Macomb, IL.
- High graduation rates and post-graduation success such as acceptance into graduate programs and career placements
 - BIOL: There were three CLS majors that conferred their degrees. The CLS graduates had employment upon graduation, and thus, demonstrate a 100% success rate for this program. One of the Biology majors is now enrolled at the University of Columbia Medical School. Of our ten students who completed B.S. degrees in Biology, Chemistry, or Physics in the teaching program during the 2017-2018 academic year, all but two secured a teaching position. One opted to pursue other career opportunities, while another chose to pursue the Peace Corps. (Eight of the ten graduated in Fall 2017, and the remaining two graduated in Spring 2018.)
 - CHEM: Of forty-three new freshmen Forensic Chemistry majors entering in Fall of 2014, nineteen students graduated in 2018. Of twenty-seven new freshmen Chemistry majors entering in Fall of 2014, twenty students graduated with B.S. Chemistry degrees in 2018. Twenty-one B.S. Chemistry and B.S. Forensic

Chemistry 2018 graduating seniors were accepted into Ph.D. programs in 2018.

- ENG: 100% placement rate for graduates of our English Education program. Our graduates are teaching in High Schools across both urban and rural Illinois, serving the entire state's K-12 educational mission. 11 English B.A. graduates accepted positions at companies including: Jll Real Estate in Chicago, American Health Management Association, Lutheran Services, North Lawndale Employment, Triumph Group in Texas, Shaw Media, Elevate Creative Group, Progressive Global Energy, Girl Scouts of North America, Sterling Schools Foundation, and TMX Finance. 7 English M.A. graduates accepted teaching positions at The University of Colorado at Colorado Springs, Upper Iowa University, California State University-Bakersfield, Otero Junior College, Carl Sandburg College and Illinois College. 3 Graduating English M.A. students accepted fully-funded placements in well-regarded Ph.D. programs including the University of Illinois, The University of Wisconsin at Milwaukee, and The University of Kansas. 2 Graduating English B.A. students accepted fully-funded placements in M.A. programs including New and South Dakota State University. 1 B.A. student accepted a prestigious internship with *Booklist* in Chicago.
- HIST: In the last year, History has successfully sent students to graduate programs (David Heusel to Boston's Simmons College for combined MA in History/MLIS in Archival Management). History has seen its Teacher Ed students achieving career placements even before the completion of student teaching and more students receiving career opportunities through connections of WIU History alumni with the department for advance notice of job openings (Adam Kerns, Rachel Eaton, Christian Kennedy, Michael Prokos). History has seen alumni achieving job placements in their field (Kirsten Belisle as Collections Manager at the Dubois Museum in Wyoming). History has seen alumni successfully completing graduate/professional school (Kevin Barnai, J.D. from Drake University Law School).
- PHYS: Our graduation rate is 100% measured from the junior level onwards for the undergraduate program and the graduate program. All of our graduates find gainful employment in private industry, or government labs or go on to join prestigious PhD programs nationwide or even internationally.
- SON: 100% job placement rate for those seeking employment. Graduation rate varies but averages 75%
- Specialized K-12 educational outreach activities
 - BIOL: Hosted its 37th Annual Biology Day in November, which brought in >200 students from about 10 regional high schools. Students competed in a variety of events, with the most popular one being the Biology Bowl. In collaboration with the Departments of Chemistry and Physics, the Department participated in the Science Demo Show in Currens Hall in late November. Some of our graduate students organized a pre-show with microscope activities for children in our community as they waited for the main attraction. One of our graduate students made a short film on CRISPR technology for the Science Demo Show. Students from EDUC 239 and EDUC 339 were required to engage in 10 hours of service to the teaching profession which sometimes entails their assisting in the 6 – 12 classroom, as well as other options both on- and off-campus. Drs. Andrea Porras-Alfaro and Sue Hum-Musser mentored local high school students with research projects, and each student earned awards for their projects. Dr. Catherine Miller-Hunt's lab gave a presentation about tarantulas to the 1st- and 2nd-graders at St. Paul Elementary School in Macomb, as well as on frog anatomy to the 2nd-graders. Her lab visited the children at MacArthur Early Childhood Center in Macomb to teach them about mosquitoes.
 - CHEM: Chemistry faculty led First Lego League Jr. (6-10 years old) in December 2018 in Moline, IL competition. The group has been chosen to attend the 2019 MISSION MOON World Festival Expo in Detroit, MI April 24-27, 2019. On April 21, 2018 Chemistry and Biology faculty members led a STEM program for regional Girl Scouts. The Girl Scout STEM program will become a regular event with the next session planned for April 13, 2019. High school age Girl Scouts will be given a tour of the WIU campus prior to engaging in the STEM event to earn science Girl Scout badges. WIU Science Summer camp high school Science classes hosted at WIU. In Fall 2018 Chemistry hosted 4 high school chemistry classes of 12 to 24 students each to do a faculty led hands-on lab experience. Women in Science Students visits to high school science classes. The Women in Science students made 5 visits to Illinois High Schools in Fall 2018 to show science demonstrations and to encourage students to enter STEM fields. WIU Chemistry faculty will participate in Bushnell-Prairie City Elementary School's third annual STEAM Night (Science Technology Engineering Art Math) on Thursday, April 11, 2019 from 5:30-7pm at Bushnell-Prairie City Elementary School.

- ENG: Our Annual Writing Festival brought 55 high school students to campus last March and another 45 high school students this March. They participated in hands-on writing workshops with English Department and CAS faculty, submitted information for admissions mailing lists, and took campus tours. Barbara Lawhorn's ENG 100, "Introduction to Writing" students adopted Mr. Hanold's second grade class at Lincoln Elementary School. They conducted a semester-long writing partnership, and invited the class to Simpkins Hall, where they had a "Reading & Writing Rocks" party. Her students gifted each child with a literacy kit and a brand new book, which they read aloud to their partners. They enjoyed cake and punch, and donated 10 additional books to Mr. Hanold's classroom library.
- HIST; Chamberlin, Participated in "Be a History Detective!" Workshop at the 2018 WIU Writing Festival, Feb. 2, 2018. Faculty participation in the DuPage County Social Studies Conference (McNabb).
- MATH/PHIL: *ICTM High-School Mathematics Contest, February 2018. Girls Plus Math Summer Camp, summer 2018. Fedor Andreev taught a mathematics session of Science Camp, summer 2018.*
- SON: Health teaching activities in Macomb area schools and YMCA Child Care facility
- PHYS: Robotics Clubs for 4th through 9th grade students: Since Fall of 2016, Dr. Kapale, has been coaching a team for the middle school children to help them participate in the FIRST competitions in the Fall and 4-H Robotics competition in the Spring. Robotics Clubs for K through 3rd grade students: Since Fall of 2018 we started a new team for the elementary school children to help them participate in the FIRST Jr. Expo that took place in the Quad Cities in Dec 2018. We invite area high-school physics/science classes to perform laboratory exercises in the department's instructional labs. Physics department faculty manage several science-themed competitions every year for area high-school students such as the Academic Challenge and Girl Scout science programs.
- POLS: Erin Taylor, Kim Rice, and Keith Boeckelman offered workshops at the 2018 Writing festival for visiting area high school students. Keith Boeckelman will be teaching Pols 122 in a dual enrollment program at Macomb High School during the Fall semester of 2019. Julia Albarracin attended an event at Cardinal Ritter Preparatory High School in St. Louis, MO.
- SOC/ANTH: Lora Ebert Wallace, Sociology faculty, facilitated teaching of the game, "The Last Straw! A Game about the Social Determinants of Health" by graduate Sociology intern, Casandra Perchalski in two area high school sociology courses, Spring 2018. Tammy Werner, Sociology faculty, provided a mock class at WIU-QC for area high school students, Spring 2018 and Fall 2018. In 2018 and 2019, several sociology and anthropology faculty members ran workshops for the annual Writing Festival for area high schools students organized by the Department of English.
- IES/ES PhD: July 2018, "Math on the Mississippi" middle school summer science camp. Environmental Science Ph.D. students, faculty, and staff lead programs of environmental inquiry at "Math on the Mississippi" summer camp for 4-6th graders and 6-8th graders. *Spring* 2018, IES adopted a 3rd grade class at Lincoln Elementary School.

2. Top best and/or new practices employed to increase recruitment.

a. In specific program(s)

- BIOL: 37th Annual Biology Day (with assistance from students in EDUC 439). Departmental Facebook page. Pre-Health Club socials and informational tables YMCA Outdoor Show. Dr. Jeff Engel provided a cadaver demonstration for the Anatomy & Physiology class from Macomb High School. Dr. Sue Hum-Musser mentored a high school research student, and this student won 1st place at the Culver Stockton Science Fair and at the Heartland Tech Academy Invitational Agriscience Fair. The high school student advance to the IJAS State Fair and received the Gold Award.
- CHEM: The Chemistry Travelling Seminar program was utilized in FY19, and with it the department pays for day trips to regional community colleges and four year institutions to provide a research seminar in exchange for recruiting meetings with prospective transfer students and graduate students. Five Chemistry faculty members have been invited to speak at nine different community colleges and two undergraduate (four year) institutions in the Fall 2018 and Spring 2019. Four chemistry faculty members led programs during the regional Science Olympiad competition and recruiting tables for Chemistry programs, as well as RISE and Women in Science programs were staffed. Chemistry Ambassador program supports recruitment by having top junior and senior Chemistry and Forensic Chemistry majors email (and insta-gram) frequently to Accepted Freshmen and Accepted Transfer students about the program and encouraging them to enroll. A Chemistry faculty Ambassador committee works with the student Chemistry Ambassadors to develop positive talking points about the major and the University for use by the student Ambassadors. On April 21, 2018 Chemistry

and Biology faculty members led a STEM program for regional Girl Scouts. The Girl Scout STEM program will become a regular event with the next session planned for April 13, 2019. High school age Girl Scouts will be given a tour of the WIU campus prior to engaging in the STEM event to earn science Girl Scout badges. WIU Science Summer Camp High School Science classes hosted at WIU. In Fall 2018 Chemistry hosted 4 high school chemistry classes of 12 to 24 students each to do a faculty led hands-on lab experience. The Women in Science students made 5 visits to Illinois High Schools in Fall 2018 to show science demonstrations and to encourage students to enter STEM fields.

- EAGIS: Invited middle and school students to the Geology Museum. Continue to work on recruiting students from overseas particularly China. Target is Heilongjiang Institute of Technology (HIT). Visiting and giving programmatic demonstrations at area schools. Working with regional school superintendents in order to offer professional development workshop for teachers.
- ENGL: Developing an online version of ENG 100, “Introduction to Writing” to better serve the needs of students looking to attend WIU from a distance. Redesigning ENG 280 to function as a second course in a first-year writing sequence, which involves removing the pre-requisite that students have accumulated 24 credit hours before registering for this course. This will bring our writing sequence into alignment with other Illinois colleges and universities, thus making us more competitive for both first-time and transfer students and allowing us to grow our dual enrollment offerings. Using print editions of *Mirror & the Lamp* to show prospective students and parents the depth of our department culture, our programs, our faculty’s commitment to one-on-one mentoring, and our alumni successes. *M&L* helps the department tell our story at events like Homecoming and Discover Western. Developing a new robust presence at Homecoming, promoting connections with our alumni, and encouraging our Education alumni who are teaching to talk with their high school students about Western. Using direct-email and cold-calling in our network of over 50 English department chairs throughout the Mississippi Valley to recruit for our graduate program. This strategy has been yielding 6-10 new graduate students to Western in each of the past 4 years. New feeder-schools include Kentucky State University, Jackson State University, and Illinois Wesleyan College.
- FLL: Department has been, in conjunction with the admissions office, accompanying closely each student admitted in the FLL department. Department plans to explore the possibility of dual credit with regional high schools.
- HIST: Chair McNabb follows a communication protocol for all accepted students, from a congratulatory email to a “Make History” postcard to department stickers during campus visits. Adjusted curriculum for the History Teacher Education Option to create a 4-year program (currently in curriculum approval process)
- LAS: The Liberal Arts and Sciences department through the Quad Cities Campus along with the Department Chair fostered multiple conversations with Scott and Black Hawk Community Colleges in regard to how the LAS program might work together with the TRIO programs at Scott and BHC to enable QC area students graduate with a 4-year degree that suits their interests and today's economy. The faculty in African American Studies within the Liberal Arts and Sciences Department and the majors within the department have proposed the beginnings of Departmental Student Organization (L.A.S.S.A. – Liberal Arts and Sciences Student Association) to help build a community of learners within LAS. This organization also serves to create a space of accountability in academic attainment amongst its members as they endeavor to recruit more majors into the discipline. Moreover, the students along with assistance from faculty have proposed a number of meaningful brown bag talks and film screenings to help bring awareness to the larger campus community about Liberal Arts and Sciences as a major.
- MATH/PHIL: We revised a scholarship awarding process for incoming freshmen that qualify for Alumni and Textbook Scholarship. Rather than waiting for students to apply we check their qualifications and let them know what they will be awarded should they choose our program. We developed a system of nominations by our alumni high school teachers – they let us know if they have strong students interested in mathematics. The teachers were sent our newly developed MATH CAREERS posters and WIU banners. Upon receiving nominations we reached out to the students with information about our programs, scholarships offering, etc. Drs. Olsen and Mann hosted a recruitment event at an ICTM meeting in Tinley Park, IL. They have introduced our programs to the teachers attending the conference
- SON: Using the Nursing Central Admission service so that students are recruited nation-wide. Attendance at Discover Western. Want to start a Spring cohort to increase nursing students. Added a career fair for health care agencies to come and recruit our students. First time this Spring and has good attendance.
- PHYS: We invite area high-school physics/science classes to perform laboratory exercises in the department’s instructional labs. We have about a dozen high-school classes visit us every year. We have been able to recruit

several students into not just the Physics programs but also into some of the other science programs at the WIU campus. Competitive programs for high-school students: Physics department faculty manage several science-themed competitions every year for area high-school students such as the Academic Challenge (about 10-15 high schools visits) and Girl Scout science programs. Physics department is a regular participant at the graduate expo that takes place alongside the career fair every semester. We have received several applications in the recent years due to the visibility these efforts offer to our MS programs on the campus. Our current interim chair and graduate coordinator for the last 10 years, Dr. Kapale, has been instrumental in offering leadership and background knowledge to setup a significant recruitment initiative on the WIU campus that now allows acceptance of three-year bachelor's degrees from select institutions in India as equivalent to four-year US bachelors starting from Fall 2019 onwards. Once fully established this program will open up significant pipelines into not just the Physics MS programs but also several other MS programs in the Science, Arts, and Business disciplines. To increase the proportion of native American students in the MS program we have initiated a new recruitment initiative where a colorful flyer highlighting the MS program features is electronically distributed with close to about 80 BS programs nationwide.

- POLS: Held "Ask a Political Scientist" event at the University Union in conjunction with the Illinois primary in March. Live-streamed Political Science 493 for admitted students, who were invited to watch on Facebook, Spring '18. Sends follow-up letter to admitted prospective women students from Erin Taylor, in addition to chair's correspondence.
 - PSY: Dr. Curtis Dunkel taught a dual enrollment Psy100 course at Cambridge High School in Fall 2018. Individual faculty in the Department of Psychology have been collaborating with the psychology teacher at Macomb High School to promote the discipline, in general, and the university specifically. We periodically have department representatives visit with the class at the high school, and we have hosted their groups at Waggoner Hall on several occasions. The Department of Psychology has begun the practice of sending hand-written note cards to high-performing high school students who have been admitted to WIU.
 - SOC/ANTH: Letters are being written to 4-year colleges in Illinois and neighboring states that do not offer Anthropology courses and inform them about the Anthropology online program.
- b. With other programs or units (such as student affairs or admissions) at WIU or WIU in general
- BIOL: Discover Western. CAS College Day. Science Demo Show (with assistance from students in EDUC 439). Graduate Student Expo. Third Annual Jill M. Brody, MD/McDonough Eye Associates Pre-Med Symposium House presented by the Centennial Honors College. Western Illinois Regional Science Olympiad organized by the Science Education Center (with assistance from students in BIOL 481). Full redesign of the WIU Science Learning Center website for our Teacher Licensure programs in Biology, Chemistry, and Physics. Revision of the brochure for the WIU Teacher Licensure programs in Biology, Chemistry, and Physics. Dr. Laura Barden-Gabbei is a member of the CAS Recruitment Committee and assisted with annual open house.
 - ENGL: Delivering sections of ENG 180 College Writing I and College Writing II as part of the Dual-Enrollment Program at Cambridge High School. Participating in the CAS Living and Learning Communities Working with the Veterans Resource Center to produce and publish *SITREP: Veteran's Voices: Stories of Combat and Peace*, a WIU Literary Magazine for Veteran students, faculty, staff and alumni.
 - FLL: Promotes interdisciplinary cooperation (cross-listed courses and participation in multidepartment programs).
 - HIST: Chair McNabb wrote a personally email to all 128 students on the prospect list sent by the Office of Admissions in the Fall semester History participation in CAS College Day, Fall 2018
 - LAS: In the Fall of 2018, the Honors Council approved creating an Honors section of Religion 111 (Western Religions), which is being offered for the first time in Spring 2019. Conversation with the Honors College continues about additional Honors courses we might offer through Religious Studies.
 - MATH/PHIL: The department participated in CAS College Day activities; we had several students visiting informational sessions and/or classrooms. In fact, Dr. LaFountain was a member of the college's organizing committee and greatly contributed to the success of the event.
 - PHYS: Science Olympiad and Girl Scout STEM Programs: The physics department faculty, in collaboration with other science and mathematics departments, actively participate in several events that invite high-school students to the campus such as the science Olympiad, the Girl Scout STEM programs. Summer Science Camp: The department of physics faculty have been actively involved in the summer science camp for the high-school students. Our faculty have not only helped develop and teach physics part of activities for three

morning sessions but they have also offered night-time sky-viewing sessions for one of the nights and have participated in the movie night and the following discussion session and the career forum towards the conclusion of the program. Our interim chair has also India Initiative for Graduate Recruitment into other BS programs: Currently the interim chair of the department is developing electronic recruitment materials in collaboration with the School of Global Education and Outreach to attract three-year bachelor's holders from select institutions from India.

3. Top best and/or new practices employed to increase retention (persistence).

a. In program(s)

- BIOL: Faculty and staff mentoring students/advises who are struggling academically. Shared meals, including seminar/pizza parties. CLS social. Pre-Med and LLC student field trips to SIU Medical School and All Pets Veterinary Clinic. In the Spring semesters, BIOL 281 students are required to assist for 16 hours in a freshman-level labs to assist the TA in meeting the needs of students.
- CHEM: A new student organization (Biochemistry club) has been approved and is sponsored by Dr. Mette Soendergaard. The RISE@Chemistry program provides mentorship and group activities, as well as support scholarships to students involved in research. The Department funded a van to carry students to the NSF Regional conference in Lincoln Nebraska for Undergraduate Women in the Physical Sciences. We also provided a van to take to students to the state ACS-ECI conference in Champaign in October. The Department of Chemistry will provide funds for a 15-passenger van to take students to the ISAS meeting in April 2019. The department also paid \$1,500 in student registrations for the Illinois State Academy of Science (ISAS) conference.
- EAGIS: Geology majors are mentored by Geology faculty to be certain the students are on track and made aware of undergraduate research opportunities, coursework progress, Geology career options, and graduate school requirements. Meteorology majors are mentored by Meteorology faculty. Geography & GIS majors are mentored by Geography faculty. Faculty offer one-on-one tutoring of majors having difficulties grasping material in required courses.
- ENGL: Developing an accelerated course combining ENG 100 and ENG 180, which will allow us to better support the transition to college writing for certain populations such as veterans and students whose test scores are close to placing them directly into ENG 180. This will allow those student to earn ENG 180 their first semester, without missing out on the foundational skills developed in ENG 100, while also ensuring they get the support they need. The University Writing Center began offering students the opportunity to schedule their own appointments online, which brings UWC practice more in line with national trends and makes the services more accessible to students across campuses. Changing the structure of ENG 299, Critical Methods of Reading and Writing, to better foster student success by increasing one-on-one mentorship and increasing opportunities for revision. Supporting more students to join Sigma Tau Delta, our Honors Society, with small micro-scholarships for registration fees.
- FLL: Department is drafting plans to individualize mentoring in order to enhance retention and graduation rates.
- HIST: Regular communication with dedicated History/POLS advisor to contact all majors not registered at the start of a new academic semester to offer assistance; all but 1 continuing student did register for Fall 2018 as a result. Regular communication with dedicated History/POLS advisor to alert students to upcoming campus and off-campus professional development events and programs. Raised History Student Teacher Scholarship award amount to \$300 per student to defray cost of EdTPA. Creation of a History major senior exit survey to increase assessment of program for student success
- SON: Faculty work with individual students to help increase student passing on skills tests. TSAs to work individually with students in our learning lab. Placing pre-nursing conditional students into just pre-nursing. Test taking strategies for students presented by ATI (day long workshop for students)
- PHYS: QC Learning Assistance Program: In-class help from student peers at least a year ahead in the programs to solve problems in the foundational physics and mathematics classes. This practice helps alleviate conceptual and problem-solving difficulties that students encounter in learning new material in physics and mathematics classes. Physics Tutoring Center at the Macomb Campus: One-on-one homework help from seniors in the program or MS level graduate teaching support assistants offered four days in a row for five hours each. Coffee Hour with the Chair: We have just instituted an informal gathering of all our students in the BS and MS program with the chair and other faculty on a weekly basis to discuss issues and challenges in the life of physics students and career physicists. These meetings open up exciting and lively discussions of

interest to physics majors and help them stay engaged and interested in the departmental activities. Curricular Modernization: We seek feedback from our alumni on a continual basis in order to keep our curricular offerings updated, modern, and relevant to the larger physics community. These efforts have allowed our alumni to be successful and to rise above the crowd or rise in the ranks in their workplace or in graduate school as they get excellent foundational training through our programs. From Fall onwards we are introducing a variant of the Learning Assistant program on the physics programs at the Macomb campus through the help of graduate assistants present in the class to help students with their problem-solving sessions.

- POLS: Chair sends letter to top students in all Pols general education classes congratulating them on their performance, and encouraging them to continue in/consider majoring in political science. Chair holds focus groups with senior seminar students each semester to discuss, among other things, how to recruit and retain student in program. Have reassigned faculty to teach pre-law courses in wake of Kim Rice layoff in order to sustain Pols pre-law program.
 - PSY: The Department of Psychology maintains a Psychology Resource Center, a centrally located room on the first floor of Waggoner Hall, where undergraduate students can go for access to classroom textbooks, taking make-up exams, tutoring for statistics courses, graduate school information, and assistance with their general education course requirement for research experience. The Center is staffed by graduate students and opens every weekday. The student organization, Psi Chi/Psychology Club, offers psychology students an opportunity to socialize with fellow students, attend educational events, provide community service, and seek leadership opportunities as organizational officers. The Psychology Department hosts an annual awards event each April where students are recognized for scholastic performance. Several scholarship recipients are honored, such as Departmental Scholar, Jim Joyce Award winners, and Outstanding Junior Award. The Psychology Department hosts a student research forum every semester where novice researchers in our Research Methods courses present their class projects via poster format. Members of the Psychology Department have, for 20 years, been hosting a new graduate student orientation during the first week of Fall semester classes.
 - SOC/ANTH: During each semester, when Assessment data were collected and compiled for Assessment Reports (on delivery of courses on General Education, the Anthropology major, the Undergraduate Sociology major and the Graduate Sociology major), our Assessment committee as well as Sociology and Anthropology faculty reviewed the various Assessment results and suggested improvements in the delivery of courses in our department—all done to increase the Retention of undergraduate and graduate students. The student club for Sociology and Anthropology (WASC) holds weekly brownbag sessions highlighting topics in Anthropology and Sociology each Friday and live streams meetings and discussions via Facebook for those unable to attend in person.
- b. With other programs or units (such as student affairs or admissions) at WIU or WIU in general
- BIOL: Dr. Rich Musser mentored biology students in the Bio-Life Living-Learning Community (LLC).
 - CHEM: The Women in Science Living Learning Community for freshmen students was developed and implemented in Fall 2017 and filled to capacity for Fall 2018. Activities involve mentoring by upper class science majors, social activities with faculty, and tutoring in the residence hall. Active student organizations enhance retention of students by building a supportive environment.
 - ENGL: Pairing our 200-level FYE courses with University 100 and ENG 180 courses, creating stronger bonds between the professor and the classes as part of FYE, and delivering a more coherent and intense FYE experience. Contributing 5-7 sections of Honors courses every semester, supporting the goal of growing and sustaining the Honors program. Working with FYE leadership to produce a new textbook to be used in the redesigned UNIV 100. This work also involves service learning for our students as two Professional Writing minors are serving as student editors for the textbook.
 - FLL: Department participates in a range of multicultural programming, working with Casa Latina, Study Abroad, Phi Beta Delta, and other organizations. It is also working closely with the Center for International Studies. Department started discussions on new interdisciplinary cooperation, targeting above all retention of the growing Hispanic population in our institution.
 - HIS: Work with Academic Success Coaches to assist student persistence. Continued relationship of History with the Career Development Center to assist students in understanding the marketability of History degree.
 - MATH/PHIL: We offer free tutoring to students in all of our lower division courses. Dr. Olsen with Teacher Education Test Success Committee developed an educational initiative aimed at increasing retention rates for

students in education programs.

- SON: Working with University Advising to have study skills sessions for nursing students.

4. Usual information (aggregated items appear in the body of the report)

a. Faculty Achievements

BOOKS	CHAPTERS / MONOGRAPHS / REFEREED ARTICLES	DOMESTIC/ INTERNATIONAL CREATIVE ACTIVITIES		DOMESTIC/ INTERNATIONAL CONFERENCE PRESENTATIONS	
		Dom.	Int'l	Dom.	Int'l
10	76	59	10	233	41

b. Undergraduate & Graduate Research Activities

c. Requests for University and College Support (Budget Request form)

5. Other considerations:

a. Additional value-added elements of programs

- The College worked with WIU's standing STUDENT SUCCESS COMMITTEE to develop a Webpage for Home School parents & students, highlighting opportunities at WIU.
- BIOL: Dr. Andrea Porras-Alfaro secured NSF funding through Research Assistantships for High School Students (RAHSS) for \$13,000 for *Plant-fungal interactions research: Engaging female high school students from a rural community*. The three high school students supported from this grant participated in the Intel International Science and Engineering Fair and the National Junior Academy of Science Fair in Maryland. Each student earned honors at the Heartland Tech Academy Agriscience Fair. Award nominations and related accolades have been received by these aspiring scientists since they began doing research in Dr. Porras-Alfaro's laboratory. One award winner will be a WIU student in Fall 2019, making the RAHSS grant a novel recruitment opportunity for high school students participating in active research programs. Dr. Laura Barden-Gabbei works with our TAs through the Biology Graduate Student Association to help them address teaching/learning problems in the laboratories.
- CHEM: The Department of Chemistry is certified by the American Chemical Society in the area of chemistry and biochemistry. Students in both the B.S. Chemistry and B.S. Forensic Chemistry degree programs can receive ACS certified B.S. degrees. Many of our students go on to Ph.D. programs in Chemistry or Chemical Engineering, while others gain employment in quality assurance, environmental labs, health departments, pharmaceutical labs, forensic labs, plastics industries, or other technology companies, such as Texas Instruments, Apple, Monsanto, Dow, etc. We have ten different scholarships available in the department for students who plan a career in chemistry or chemistry education. We have both an Integrated B.S. Chemistry-M.S. Chemistry program and an Integrated B.S. Forensic Chemistry-M.S. Chemistry program that allows a good student to get both the B.S. and the M.S. degrees in a single 5-year period. Students double count some senior courses for graduate credit and their undergraduate research project is incorporated into a master's thesis. We have been fortunate enough to provide assistantship support for all students in the Chemistry Department IBMP programs during their 5th year.
- ENGL: Developing a comprehensive strategy of service-learning, focusing on professional writing opportunities with our department publication *The Mirror & the Lamp*.
- FLL: Has successfully implemented new classes taught by FLTAs in Arabic and Russian, in partnership with the Fulbright Foundation, accomplishing the institutional objective of internationalization and multiculturalism.
- HIST: History teaches essential thinking, reading, and writing skills, plus problem-solving and collaboration; emphasis on skills, though, is joined by attention to making student job market ready, with internship opportunities and training in public history.
- LAS: The existence of the LAS Department and its three minors uniquely confirms the university's goal of Social Responsibility: "Western Illinois University is committed to equity, social justice, and diversity and will maintain the highest standards of integrity in our work with others." At a university, there is no better way to express commitment to this goal than have it realized through its curriculum. Faculty offering minors

in African American Studies, Religious Studies, and Women's Studies are fully committed to providing students with information and perspectives that promote social responsibility regarding issues related to race, religious identity, sex, and gender

- PHYS: Physics 150, Energy and Environment, physics department's lone global perspective course is continuing to thrive. It is a required class for construction management curriculum; nevertheless, it is attracting students from other programs such as Engineering, Theater, LEJA, and Engineering Technology.

b. Community and regional engagement

- BIOL: 37th Annual Biology Day. RAHSS research opportunity for rural high school students. Science Demo Night (hosted with the Departments of Chemistry and Physics). Pre-Med Open House (organized by the Centennial Honors College). Western Illinois Regional Science Olympiad (organized by the Science Education Center). Host for the Mississippi Valley Regional Blood Drive in September. Drs. Sean Jenkins and Jim Lamer, along with their research students and some Warsaw community members, hosted the annual ecology experience for some of our veterans who are part of the Wounded Warrior Project.
- CHEM: A service learning component was implemented for CHEM 263: Elementary Pharmacology. The students spend two weeks working at McDonough District Hospital Pharmacy, shadowing pharmacists and assisting in the pharmacy. The Chemistry Travelling Seminar program was utilized in FY19, and with it the department pays for day trips to regional community colleges and four year institutions to provide a research seminar in exchange for recruiting meetings with prospective transfer students and graduate students. The Chemistry Unit of the IL Dept of Transportation, Central Bureau of Materials, Springfield, IL, is donating an x-ray fluorescence (XRF) spectrometer to WIU Chemistry. This instrument, though a used 2006 model, will be an asset to our ACS accreditation report as a functioning instrument for research and teaching. The instrument will be available to faculty in Physics and Geology as well as Chemistry. On April 21, 2018 Chemistry and Biology faculty members led a STEM program for regional Girl Scouts. The Girl Scout STEM program will become a regular event with the next session planned for April 13, 2019. High school age Girl Scouts will be given a tour of the WIU campus prior to engaging in the STEM event to earn science Girl Scout badges. WIU Science Summer camp High School Science classes hosted at WIU. In Fall 2018, Chemistry hosted 4 high school chemistry classes of 12 to 24 students each to do a faculty led hands-on lab experience in Currens Hall labs. Also, three WIU Chemistry faculty members led hands-on lab activities on-site at regional high schools in Fall 2018. The Women in Science students made 5 visits to Illinois High Schools in Fall 2018 to show science demonstrations and to encourage students to enter STEM fields.
- EAGIS: The Geology Museum offers tours for students currently enrolled on campus, for K-12 school age students, and for other groups or individuals. Faculty gave several presentations to local and regional groups. Local and regional outreach activities for the advancement and promotion of the Earth Sciences. Keep in touch with WIU Geology alumni by responding to donors with personalized thank you notes, alumni newsletter and inviting alumni to campus. The WIU GIS Center offers tours to future Geography & GIS students.
- ENGL: We deliver online sections of selected 200 and 300 level general-education courses every semester, including the summer. Supporting the English program on the QC campus with Macomb faculty driving and CODEC courses to increase accessibility in the region.
- HIST: New Public History seminar connects students to historical societies in the 16-county West Central Illinois region for public history projects as the capstone project. History of Illinois seminar regularly works with University Archives for capstone projects.
- LAS: The department has built a strong relationship with the director of the Gwendolyn Brooks Cultural Center. The department has promoted and even co-sponsored some of their campus-wide events and offered certain classes in the Multicultural Center Complex.
- SON: The School of Nursing was invited to bring a group of students to Lurie's Children's Hospital where leadership clinicals will take place. We would like this to be an annual event but that depends on donor funding. We will be using Memorial Medical Center in Springfield, Illinois for simulation and clinical experiences.
- POLS: Department faculty appeared on local and regional media TV and Radio programs nine times during calendar year 2018, in addition to numerous interviews in print outlets. Faculty also contribute original content to such outlets. For example, Vin Auger wrote an editorial entitled "Why Does the International Community Leave Rohingya to its Fate" in the GlobePost (September 8, 2018). In addition, political science students Amber Shupe and Nashuba Hudson appeared on Channel 3's election night coverage on November

6. Faculty participated in numerous additional talks and panels, including the election night party, and the post-election panel, “Wave or Normal Correction: the 2018 Midterm Elections Revisited.” Julia Albarracin also presented a LIFE class on immigration law and DACA during February 2018.

Quad Cities:

1. Qualitative and Quantitative Achievements

- Contributions to University Mission
 - Social Entrepreneurship Salons
 - 4 Salons will have been held at the WIU QC campus in the 2018-2019 AY. The theme of the Salons has been Repurposed Buildings and Community Development
 - Speakers were from the Esperanza Center in Moline, the Abbey in Bettendorf, Reader Area Development Inc. in Rock Island, Renew Moline, The Spotlight Theater in Moline, The River Music Experience in Davenport, Zeke’s Island Café in Davenport, and Black Hawk State Bank
 - Each event was sponsored by Liberal Arts and Sciences Student Organization, and was attended by students, faculty, staff, and community members.
 - CAS faculty supported the Honors College through GH 101 and GH 299 offerings.
- QC Contributions to Departmental Mission
 - QC CAS Majors – Spring 2019

▪ Liberal Arts and Sciences	46 majors
▪ English	17 majors; 9 masters
▪ Anthropology	6 majors
▪ Environmental Science	6 Ph.D. students
▪ Nursing	3 majors; 1 Pre Nursing major
▪ PBC-GIS	2 majors
▪ Biology	1 masters
 - QC CAS Minors – Spring 2019

▪ Psychology	57
▪ Sociology	31
▪ Math	26
▪ History	13
▪ Women Studies	6
▪ English	5
▪ Environmental Studies	5
▪ Physics	3
▪ Legal Studies	3
▪ Spanish	2
▪ Anthropology	2
▪ Professional Writing	1
- Faculty Recognition:
 - Susan Brooks, Mathematics, was recognized by the QC Engineering and Science Council as the Young Scientist of the Year at their 2019 QCESC Banquet.
- Specialized K-12 educational outreach activities
 - Summer Camps 2018
 - 4 separate summer camps were held this past year, in collaboration with Helena Lira, QC initiatives director.
 - 2 separate Math on the Mississippi Camps were held, for 4-6th graders and for 6-8th graders. The attendance was 24 and 21, respectively. CAS faculty were Susie Brooks, Kathy Felt, Roger Viadero, and James Rabchuk
 - Wizarding in a Muggle World, Book 2 was held for 5-8th graders. 20 attendants. CAS faculty participating were James Rabchuk and Brian Peer
 - STEAM camp, was held for 8-11th graders. 9 attendants. CAS faculty were James Rabchuk.
 - CAS students (math minors) served as judges for the Rivermont Collegiate Tech Fair in Jan 2019.

- Tammy Werner, Sociology faculty, provided a mock class at WIU-QC for area high school students, Spring 2018 and Fall 2018.

2. Best Practices for recruitment

- Negotiated 2+2 English BA agreement with Eastern Iowa Community College. Department will offer one evening course and advertise that course for EICC students as well as WIU students
- English department sponsoring “Get Lit” competition for HS, CC, and WIU students
- Psychology major has been established at QC starting Fall 2019
- Math minor has been officially recognized at QC starting Fall 2019
- Physics minor is being developed at QC

3. Best practices for retention

- Learning Assistant program employs 4 Learning Assistants (LAs) to support Active Learning environments in Math 133/134 and Phys 211/213 with a goal of helping increase retention in the Engineering program, in cooperation with Engineering faculty.
 - Provide a 1 s.h. course in the Science of Learning (PHYS 476) to help prepare the LAs for their duties
 - Hold a weekly workgroup discussion between Math and Physics Instructors and LAs to review and plan.
- Negotiated with the QC Conservation Association to establish 2 annual scholarships of \$1000 each for students interested in environmental conservation and studies. The QCCA also offered to purchase equipment for the Institute for Environmental Sciences.

Appendix D

School of Graduate Studies International Graduate Admissions Plan

February 18, 2019

Transition Plan:

International Admissions to Move to the School of Graduate Studies

Submitted by: Dr. Jeffrey Hancks, Director of the School of Global Education and Outreach
Dr. Mark Mossman, Interim Associate Provost of Graduate and Undergraduate Studies

Rationale

Due to staffing shortages, International Admissions is currently having difficulty handling its large workflow of applications, recruitment activities, immigration issues, etc. At the same time, at WIU it is now of the utmost importance to take advantage of every opportunity to increase efficiency and reduce costs.

With these two things in mind, we propose here to integrate the international admissions unit in the School of Global Education and Outreach with the School of Graduate Studies (SoGS). This integration will give more coherence to graduate admissions in general; and it will provide much needed support for international admissions as we will be to make slight adjustments to the workloads of current SoGS staff members in order to help better manage the work of the international admissions offices.

The following constitutes a plan for this restructuring.

General Timeline

Move to be implemented and completed, June 1-June 30, with everything happening officially for the start of the FY20 fiscal year on July 1. Due to a current backlog of applications in International Admissions, Graduate Admissions may begin assisting with the processing of graduate applications prior to the official transfer on July 1.

Necessary Personnel Changes

Three international admissions lines will move into the School of Graduate Studies. Two will focus exclusively on processing international applications, including loading applications, communicating with applicants on missing documents for the application, preparing graduate files to send to Graduate Chairs for admissions decisions, and notifying applicants of admissions decisions. These two employees will also handle all international undergraduate applications, as procedures for handling undergraduate applications differs from graduate applications. The university's immigration specialist will also move. This position issues immigration documents, keeps students in proper immigration status, monitors student immigration policy, and provides assistance to WIU graduates currently working on Optional Practical Training (OPT) visas.

Reporting lines for these specialists will change to the following: the immigration specialist (Angie Veith) will report to the Director of the School of Graduate Studies (Mark Mossman); the two admissions specialists will report to the Assistant Director of the School of Graduate Studies (Gretchen Sullivan).

Office Space and Software

There will be adequate office space allocated in the current SoGS suite. We will work on aligning software, changing websites, etc so everything is ready on July 1.

The immigration specialist will need a private office as she advises international students on academic issues, but is regularly faced with students' personal issues that may impact their immigration status.

There will need to be adequate space for file cabinets containing historic student files in the new space. The US Department of Immigration and Customs Enforcement requires that we maintain files for students, current and former, for several years.

Budget Lines

The International Application Fee account is tied to the International Admissions Office. This will follow the office to the new home in Graduate Studies. It is vital, however, that the School of Global Education and Outreach still have full access to the funds in this account. The application fee is the primary source of revenue Global Education and Outreach uses to recruit international students.

Additionally, other current or future funds generated by international admissions (for example, an OPT fee and/or an I-20 deposit fee) will need to list Global Education and Outreach as a fiscal agent, if these fees are designed to aid international recruitment activities.