

# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

September 21, 2012, 9:00 a.m.

Capitol Rooms, University Union  
Western Illinois University  
Macomb, Illinois  
Phone: 309/298-2421

<b>Agenda Topic</b>	<b>Page</b>	<b>Action</b>
<b>Motion to Convene to Open Session – 8:00 a.m.</b>		
<b>Roll Call</b>		<b>Action</b>
<b>Motion to Convene to Executive Session – 8:00 a.m.</b>		
<b>Roll Call</b>		<b>Action</b>
<b>Executive Session – 8:00-8:45 a.m.</b>		
<b>Break</b>		
<b>Motion to Reconvene in Open Session – 9:00 a.m.</b>		
<b>Roll Call</b>		<b>Action</b>
<b>Review and Approval of June 8, 2012 Board Meeting Minutes.....</b>	<b>5</b>	<b>Action</b>
<b>Review and Approval of July 19-20, 2012 Board Retreat Minutes .....</b>	<b>81</b>	<b>Action</b>
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<b>President’s Remarks</b> Jack Thomas		
<b>Assistant to the President for Governmental Relations Report</b> Jeanette Malafa		

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<b>General Comments by Vice Presidents</b>		
Dr. Kenneth Hawkinson, Provost and Academic Vice President		
Mr. Brad Bainter, Vice President for Advancement and Public Services		
Dr. Gary Biller, Vice President for Student Services		
Ms. Julie DeWees, Vice President for Administrative Services		
Dr. Joseph Rives, Vice President for Quad Cities and Planning		
<b>Advisory Group Reports and Comments</b>		
Jennifer Grimm – President, Council of Administrative Personnel – Macomb		
Caleb Markey – President, Student Government Association – Macomb		
Steven Rock – Chair, Faculty Senate – Macomb		
William Rupert – President, Civil Service Employees Council – Macomb		
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Purchases of \$500,000 or more (Vice President Julie DeWees and Assistant Vice President for Administrative Services Dana Biernbaum)		
Resolution No. 12.9/1 .....	101	<b>Action</b>
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Removal of Wetzel Hall from the Auxiliary Facilities System (Vice President Gary Biller, Associate Vice President John Biernbaum, Budget Director Matt Bierman)		

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**Old Business**

**New Business**

**Next Meeting** – December 14, 2012 – WIU-Macomb

**Adjourn**

**Action**

**1:15 p.m. - Three-Dimensional Art Facility Ribbon Cutting - Lower Level, Heating Plant Annex**

**2:00 p.m. - Corbin/Olson Reopening Ceremony**

# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

September 21, 2012

Report No. 12.9/2

Purchases of \$100,000 - \$499,999.99 Receiving Presidential Approval

Vendor	Type of Purchase	Amount	Number of Bids
AT&T Datacomm, Inc.; Springfield, IL	Cisco equipment for Corbin/Olson ResNet project	\$339,561.17	CMS statewide contract
McDonough District Hospital; Macomb, IL	Continuous order for physician services for Beu Health Center	\$450,000.00 (\$75,000/yr for possible 6-yr contract)	2
Jackson & Coker; Alpharetta, GA	Continuous order for physician services for Beu Health Center	\$450,000.00 (\$75,000/yr for possible 6-yr contract)	2
Trinity Consultants; West Burlington, IA	Continuous order for environmental consulting services	\$300,000 (\$50,000/yr for possible 6-yr contract)	QBS (5 submittals)
Farnsworth Group, Inc; Peoria, IL	Continuous order for architectural/engineering services for various small scale renovation & remodeling projects	\$480,000 (estimated \$120,000/yr for possible 4-yr contract)	QBS (20 submittals)
Digital Copy Systems; Peoria, IL	University copier rental program for FY13	\$125,000 (3 <sup>rd</sup> of 5 possible renewals)	2

Dissenger Reed, LLC; Overland Park, KS	Excess coverage for student insurance	\$230,400	1
Northern Insurance; Joliet, IL	Student athletic insurance	\$323,500	6
Evans-Mason, Inc; Springfield, IL	Continuous order for masonry repairs	\$150,000 (estimated)	5
Roy Keith Electric Company; Farmington, IL	Continuous order for electricians	\$400,000 (estimated \$100,000/yr for possible 4-yr contract)	2
H & S Mechanical, Inc; Mapleton, IL	Continuous order for plumbers and pipefitters	\$400,000 (estimated \$100,000/yr for possible 4-yr contract)	1
McGraw-Hill Companies; Blacklick, OH	Continuous order for textbooks for resale at the University Union Bookstore	\$350,000 (estimated)	Sole Source
MBS Service Co, Inc; Columbia, MO	Continuous order for textbooks for resale at the University Union Bookstore	\$305,000 (estimated)	3
Trotter General Contracting; Macomb, IL	Continuous order for roof repairs	\$100,000 (estimated)	1
Leander Construction Co; Canton, IL	Continuous order for carpenters	\$100,000 (estimated)	4

The Habegger Corporation; Peoria, IL	Air-cooled chiller to replace rental chiller at Brophy Hall	\$264,075	5
IBM Corporation; Chicago, IL	Mainframe software maintenance for AIMS	\$497,425	1
Occupational Training & Supply; Willowbrook, IL	Continuous order for asbestos abatement supplies	\$104,407.70	5
West Central FS; Macomb, IL	Continuous order for vehicle fuel	\$226,000	1
Adidas America, Inc; Reynoldsburg, OH	Continuous order for athletic apparel and gear	\$191,000 (2 <sup>nd</sup> year of 3-yr contract)	1
CTI Administrators, Inc; Des Moines, IA	Third party administrator for student health insurance	\$174,900	3
Galesburg Print and Publishing; Galesburg, IL	Printing of the Western Courier and Western Illinois Magazine	\$145,000 (estimated)	2
Public Broadcasting Service; Arlington, VA	PBS dues and programming fees	\$157,963	Sole Source
Independent Systems Integrators Pty Ltd; North Sydney, Australia	Support and maintenance of 2BDB2/Datacom Transparency software for the mainframe	\$100,820	1

**Pursuant to Board Regulations Section V. B. 1. d., despite the contract amount being \$500,000 or greater, the following purchases do not require Board approval.**

Apple Computer, Inc; Austin, TX	Continuous order for Apple items for resale at the uTech Computer Store	\$500,000 (estimated)	IPHEC N-2 contract pricing
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Cengage Learning; Florence, KY	Continuous order for textbooks for resale at the University Bookstore	\$500,000 (estimated)	Sole Source
Follett Higher Education Group; River Grove, IL	Continuous order for textbooks for resale at the University Bookstore	\$805,000 (estimated)	3
Pearson Education, Inc; Old Tappan, NJ	Continuous order for textbooks for resale at the University Bookstore	\$700,000 (estimated)	Sole Source



# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

September 21, 2012

## Resolution No. 12.9/1 FY2013 All-Funds Budget

**Resolution:**

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

**WHEREAS** the Fiscal Year 2013 all-funds budget requires Western Illinois University Board of Trustees approval prior to submission; and,

**WHEREAS** the *Fiscal Year 2013 All-Funds Budget* presented today advances the goals of the University's Strategic Plan, *Higher Values in Higher Education*, on both Western Illinois University campuses, and statewide strategic planning goals for higher education, as identified in IBHE's *Illinois Public Agenda for College and Career Success*; and,

**WHEREAS** the *Fiscal Year 2013 All-Funds Budget* presented today maintains Western Illinois University's public commitments to conservative fiscal management and public accountability to students, their families, and state taxpayers:

**THEREFORE** be it resolved that the Board of Trustees approves the Fiscal Year 2013 All-Funds Budget as presented in the *Fiscal Year 2013 All-Funds Budget* document which will be provided at the Board of Trustees meeting, and be it further resolved that the President be authorized to make technical adjustments in these budgets if necessary.

## Fiscal Year 2013 All-Funds Budget

To ensure full budgetary disclosure within Illinois public universities, the Illinois Board of Higher Education requires each public university Board of Trustees to approve a proposed budget for the upcoming fiscal year. The plan must include all sources of university funds categorized by State Appropriated Funds, University Income Funds, Auxiliary Services Funds, and All Other Non-Appropriated Funds. The budget approved by the Western Illinois University Board of Trustees is submitted to the Illinois Board of Higher Education, Illinois State Legislature, and the Governor.

The following table presents Western Illinois University's *Fiscal Year 2013 All-Funds Budget* to be approved by the Western Illinois University Board of Trustees.

Western Illinois University Fiscal Year 2013 All-Funds Budget					
	State Appropriated	University Income	Auxiliary Facilities System	Other Non- Appropriated	Total
Personal Services	\$ 46,109,600	\$ 56,690,400	\$ 14,500,000	\$ 14,470,000	\$ 131,770,000
Medicare	800,000	700,000	200,000	150,000	1,850,000
Contractual Services	2,500,000	8,500,000	21,580,000	14,000,000	46,580,000
Travel	-	1,000,000	100,000	750,000	1,850,000
Commodities	263,400	1,700,000	700,000	2,000,000	4,663,400
Equipment	400,000	2,200,000	900,000	2,000,000	5,500,000
Awards & Grants and Matching Funds	-	2,300,000	500,000	26,000,000	28,800,000
Telecommunication Services	150,000	500,000	200,000	380,000	1,230,000
Operation of Automotive Equipment	180,000	161,800	100,000	600,000	1,041,800
Permanent Improvements	-	600,000	400,000	300,000	1,300,000
CMS Health Insurance	1,744,800	-	200,000	900,000	2,844,800
Other	-	-	14,620,000	450,000	15,070,000
<b>Total FY2013 Operating Budget</b>	<b>\$ 52,147,800</b>	<b>\$ 74,352,200</b>	<b>\$ 54,000,000</b>	<b>\$ 62,000,000</b>	<b>\$ 242,500,000</b>

Statewide budgeting for higher education follows a two-step process. Prior to the start of the fiscal year, the Western Illinois University Board of Trustees must approve a preliminary spending plan for the next fiscal year beginning July 1. Table 1 presents the *Western Illinois University Preliminary Spending Plan* for fiscal years 2011, 2012 and 2013. This plan was approved by Western Illinois University Board of Trustees in June (*Resolution No. 12.6/4*).

Table 2 presents the All-Funds Budget approved by the Western Illinois University Board of Trustees for Fiscal Years 2011, 2012, and 2013. Differences in values budgeted for the *Fiscal Year 2013 Preliminary Spending Plan* (Table 1) and the *Fiscal Year 2013 All-Funds Budget* (Table 2) are due to the following factors.

- The *Fiscal Year 2013 Preliminary Spending Plan*, approved by the Western Illinois University Board of Trustees in June 2012, was based on projected student enrollment. The *Fiscal Year 2013 All-Funds Budget*, presented today, is based on actual Fall 2012 enrollment.
- Western Illinois University bases institutional budgets on previous fiscal year expenditures. The *Fiscal Year 2013 Preliminary Spending Plan*, approved by the Western Illinois University Board of Trustees in June 2012, was based on estimated Fiscal Year 2012 expenditures. The *Fiscal Year 2013 All-Funds Budget*, presented today, is based on actual Fiscal Year 2012 expenditures.
- At the time of presenting the *Fiscal Year 2013 Preliminary Spending Plan* to the Western Illinois University Board of Trustees, the State's *Fiscal Year 2013 Appropriated Funds Budget* had not been enacted. The University's *Fiscal Year 2013 All-Funds Budget* includes the *Fiscal Year 2013 Appropriated Funds Budget* signed into law by the Governor.

### Fiscal Year 2013 Spending Priorities

Following a fiscally conservative model, Western Illinois University's annual budget preparation process uses the previous year's budget and Strategic Plan priority and resource allocation decisions as base. This practice successfully supports advancement of the *University Mission Statement* and attainment of institutional goals and priorities stated in *Higher Values in Higher Education*.

As guided by *Higher Values in Higher Education*, funds will be applied to the University's highest priorities, including increasing faculty and staff salaries to meet and exceed the average of peer institutions, support for academic programs, deferred maintenance and support for student scholarships and retention efforts.

Pending Board approval, the University will continue to aggressively pursue Strategic Plan priorities. Personal services, Medicare, and CMS health insurance expenditures totaling \$136.5 million represent 56.3 percent of the University's Fiscal Year 2013 planned all-funds budget expenditures, followed by items supporting the academic mission of the University: contractual services (primarily utilities and food service), awards and grants (student financial aid), and equipment.

### Integrated Planning, Budgeting, and Accountability Reporting Processes

Because Western Illinois University engages in integrated planning, budgeting, and accountability reporting processes, the *Fiscal Year 2013 All-Funds Budget* report should be read in conjunction with *The Fiscal Year 2014 Appropriated Operating and Capital Budget Recommendations* to the Illinois Board of Higher Education identifying how funding will create sustainability for instructional, research, and service activities that directly contribute to Illinois' knowledge-based economy through successful implementation of *Higher Values in Higher Education*.

Table 1					
Western Illinois University					
Fiscal Year 2011 Through FY2013 Preliminary Spending Plan					
	State	University	Auxiliary	Other Non-	
	Appropriated	Income	Facilities System	Appropriated	Total
Fiscal Year 2011					
Personal Services	\$ 50,335,900	\$ 48,164,100	\$ 15,450,000	\$ 12,000,000	\$ 125,950,000
Medicare	600,000	750,000	180,000	160,000	1,690,000
Contractual Services	3,000,000	8,387,900	20,200,000	10,300,000	41,887,900
Travel	-	900,000	75,000	650,000	1,625,000
Commodities	322,000	1,478,000	600,000	1,700,000	4,100,000
Equipment	-	2,500,000	700,000	1,000,000	4,200,000
Awards & Grants and Matching Funds	-	1,000,000	575,000	19,500,000	21,075,000
Telecommunication Services	180,000	370,000	225,000	250,000	1,025,000
Operation of Automotive Equipment	-	150,000	120,000	300,000	570,000
Permanent Improvements	-	300,000	75,000	300,000	675,000
CMS Health Insurance	1,744,800	-	200,000	625,000	2,569,800
Other	-	-	12,300,000	400,000	12,700,000
<b>Total FY2011 Operating Budget</b>	<b>\$ 56,182,700</b>	<b>\$ 64,000,000</b>	<b>\$ 50,700,000</b>	<b>\$ 47,185,000</b>	<b>\$ 218,067,700</b>
Fiscal Year 2012					
Personal Services	\$ 50,000,000	\$ 50,500,000	\$ 15,450,000	\$ 12,000,000	\$ 127,950,000
Medicare	800,000	525,000	180,000	160,000	1,665,000
Contractual Services	2,500,000	9,500,000	20,700,000	10,300,000	43,000,000
Travel	-	1,000,000	75,000	650,000	1,725,000
Commodities	387,900	1,500,000	600,000	1,700,000	4,187,900
Equipment	500,000	2,500,000	700,000	1,000,000	4,700,000
Awards & Grants and Matching Funds	-	1,000,000	575,000	19,500,000	21,075,000
Telecommunication Services	100,000	400,000	225,000	250,000	975,000
Operation of Automotive Equipment	150,000	11,900	120,000	300,000	581,900
Permanent Improvements	-	800,000	575,000	300,000	1,675,000
CMS Health Insurance	1,744,800	-	200,000	625,000	2,569,800
Other	-	-	12,600,000	400,000	13,000,000
<b>Total FY2012 Operating Budget</b>	<b>\$ 56,182,700</b>	<b>\$ 67,736,900</b>	<b>\$ 52,000,000</b>	<b>\$ 47,185,000</b>	<b>\$ 223,104,600</b>
Fiscal Year 2013					
Personal Services	\$ 46,109,600	\$ 56,000,000	\$ 15,000,000	\$ 13,000,000	\$ 130,109,600
Medicare	800,000	825,000	200,000	160,000	1,985,000
Contractual Services	2,500,000	9,500,000	22,000,000	11,300,000	45,300,000
Travel	-	1,000,000	100,000	700,000	1,800,000
Commodities	263,400	1,500,000	800,000	1,800,000	4,363,400
Equipment	400,000	2,250,000	900,000	1,600,000	5,150,000
Awards & Grants and Matching Funds	-	2,000,000	600,000	27,000,000	29,600,000
Telecommunication Services	150,000	400,000	300,000	280,000	1,130,000
Operation of Automotive Equipment	180,000	136,700	100,000	500,000	916,700
Permanent Improvements	-	700,000	800,000	300,000	1,800,000
CMS Health Insurance	1,744,800	-	200,000	625,000	2,569,800
Other	-	-	14,425,000	400,000	14,825,000
<b>Total FY2013 Operating Budget</b>	<b>\$ 52,147,800</b>	<b>\$ 74,311,700</b>	<b>\$ 55,425,000</b>	<b>\$ 57,665,000</b>	<b>\$ 239,549,500</b>

Table 2					
Western Illinois University					
Fiscal Year 2011 Through Fiscal Year 2013 All-Funds Budget					
	State	University	Auxiliary	Other Non-	
	Appropriated	Income	Facilities System	Appropriated	Total
Fiscal Year 2011					
Personal Services	\$ 50,000,000	\$ 50,500,000	\$ 15,450,000	\$ 12,000,000	\$ 127,950,000
Medicare	800,000	525,000	180,000	160,000	1,665,000
Contractual Services	2,500,000	9,500,000	20,700,000	10,300,000	43,000,000
Travel	-	1,000,000	75,000	650,000	1,725,000
Commodities	387,900	1,500,000	600,000	1,700,000	4,187,900
Equipment	500,000	2,500,000	700,000	1,000,000	4,700,000
Awards & Grants and Matching Funds	-	1,000,000	575,000	19,500,000	21,075,000
Telecommunication Services	100,000	400,000	225,000	250,000	975,000
Operation of Automotive Equipment	150,000	11,900	120,000	300,000	581,900
Permanent Improvements	-	800,000	575,000	300,000	1,675,000
CMS Health Insurance	1,744,800	-	200,000	625,000	2,569,800
Other	-	-	12,600,000	400,000	13,000,000
<b>Total FY2011 Operating Budget</b>	<b>\$ 56,182,700</b>	<b>\$ 67,736,900</b>	<b>\$ 52,000,000</b>	<b>\$ 47,185,000</b>	<b>\$ 223,104,600</b>
Fiscal Year 2012					
Personal Services	\$ 49,500,000	\$ 52,500,000	\$ 15,000,000	\$ 13,000,000	\$ 130,000,000
Medicare	800,000	825,000	200,000	160,000	1,985,000
Contractual Services	2,500,000	9,600,000	21,800,000	11,300,000	45,200,000
Travel	-	1,000,000	100,000	700,000	1,800,000
Commodities	263,500	1,700,000	800,000	1,800,000	4,563,500
Equipment	400,000	2,500,000	900,000	1,600,000	5,400,000
Awards & Grants and Matching Funds	-	2,000,000	600,000	27,000,000	29,600,000
Telecommunication Services	150,000	400,000	300,000	280,000	1,130,000
Operation of Automotive Equipment	180,000	136,700	100,000	500,000	916,700
Permanent Improvements	-	800,000	800,000	300,000	1,900,000
CMS Health Insurance	1,744,800	-	200,000	625,000	2,569,800
Other	-	-	14,425,000	400,000	14,825,000
<b>Total FY2012 Operating Budget</b>	<b>\$ 55,538,300</b>	<b>\$ 71,461,700</b>	<b>\$ 55,225,000</b>	<b>\$ 57,665,000</b>	<b>\$ 239,890,000</b>
Fiscal Year 2013					
Personal Services	\$ 46,109,600	\$ 56,690,400	\$ 14,500,000	\$ 14,470,000	\$ 131,770,000
Medicare	800,000	700,000	200,000	150,000	1,850,000
Contractual Services	2,500,000	8,500,000	21,580,000	14,000,000	46,580,000
Travel	-	1,000,000	100,000	750,000	1,850,000
Commodities	263,400	1,700,000	700,000	2,000,000	4,663,400
Equipment	400,000	2,200,000	900,000	2,000,000	5,500,000
Awards & Grants and Matching Funds	-	2,300,000	500,000	26,000,000	28,800,000
Telecommunication Services	150,000	500,000	200,000	380,000	1,230,000
Operation of Automotive Equipment	180,000	161,800	100,000	600,000	1,041,800
Permanent Improvements	-	600,000	400,000	300,000	1,300,000
CMS Health Insurance	1,744,800	-	200,000	900,000	2,844,800
Other	-	-	14,620,000	450,000	15,070,000
<b>Total FY2013 Operating Budget</b>	<b>\$ 52,147,800</b>	<b>\$ 74,352,200</b>	<b>\$ 54,000,000</b>	<b>\$ 62,000,000</b>	<b>\$ 242,500,000</b>

# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

September 21, 2012

## Resolution No. 12.9/2 FY2014 Appropriated Operating Budget Recommendations

**Resolution:**

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

**WHEREAS** Fiscal Year 2014 appropriated operating budget recommendations require Western Illinois University Board of Trustees approval prior to submission; and,

**WHEREAS** the *Fiscal Year 2014 Appropriated Operating Budget Recommendations* presented today advance the goals of the University's Strategic Plan, *Higher Values in Higher Education*, on both Western Illinois University campuses, and the Illinois Board of Higher Education's statewide strategic plan for higher education, *IBHE 2012, A Strategic Plan for the Illinois Board of Higher Education*:

**THEREFORE** be it resolved that the Board of Trustees approves the Fiscal Year 2014 appropriated operating budget recommendations as presented in the *Fiscal Year 2014 Appropriated Operating Budget Recommendations* and be it further resolved that the President be authorized to make technical adjustments in the operating budget recommendations if necessary.

Fiscal Year 2014 Appropriated Operating Budget Recommendations  
Western Illinois University

Western Illinois University begins Fiscal Year 2013 with a \$126.5 million base appropriation (41.2 percent from general revenue and 58.8 percent from income fund). The University recommends a \$15.5 million general revenue increase in funding for Fiscal Year 2014 operations.

Through meaningful state support, internal reallocations, and successful implementation of the University's Strategic Plan, *Higher Values in Higher Education*, Western Illinois University continues to advance the four goals of The Illinois Board of Higher Education's *IBHE 2012, A Strategic Plan for the Illinois Board of Higher Education*;

Goal One: Increase educational attainment to match best-performing states.

Goal Two: Ensure college affordability for students, families, and taxpayers.

Goal Three: Increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society.

Goal Four: Better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions.

Illinois Board of Higher Education guidelines divide operating recommendations into two categories: salary and cost increases and support for program priorities. Over 38 percent of the University's recommendation is for salary and cost increases. This includes funding for salary increases, related Social Security contributions, and other inflationary increases associated with University operations (utilities, library materials, and all other institutional operations). The remaining 62 percent of the University's recommendation supports programs identified in *Higher Values in Higher Education*.

Western Illinois University Fiscal Year 2014 Appropriated Funds Operating Budget Request			
	Dollar Increase	Percent Increase	Priority
<b>Salary and Cost Increases</b>			
Salaries (on 95% of Base)	\$ 5,150,000	5.0%	
Social Security/Medicare	75,000	5.0%	
Library Materials	152,000	10.0%	
Utilities	155,000	3.0%	
Other General Costs	<u>468,000</u>	3.0%	
Total Salary and Cost Increases	\$ 6,000,000	4.7%	
<b>Program Priorities</b>			
Deferred Maintenance	\$ 2,000,000		1a
Quad Cities Campus Operations	4,500,000		1b
Student Financial Aid	1,500,000		2
Health Care Professional Education	750,000		3
Engineering Program	<u>750,000</u>		4
Total Program Priorities	\$ 9,500,000		
<b>Total All Increases</b>	<b>\$ 15,500,000</b>		

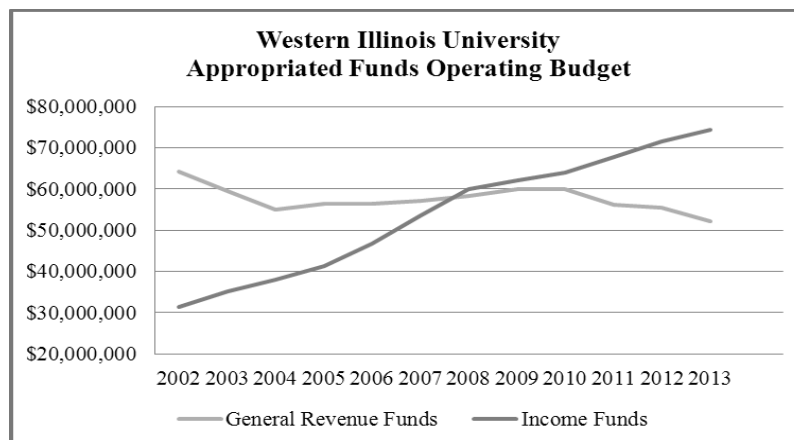
**Salary Increases for Faculty and Staff.** As stated in *Higher Values in Higher Education*, Western Illinois University’s highest priority is to increase faculty and staff salaries to meet and exceed the mean of peer institutions. The \$5.2 million request for salary increases is 85.8 percent of the University’s salary and cost increase recommendation. Salary erosion is a critical issue facing Western Illinois University. The ability to recruit and retain high achieving and diverse faculty and staff is directly related to ensuring educational quality. While internal reallocations provide some level of salary increase for faculty and staff, enhancing competitiveness remains the highest institutional priority, particularly in light of reduced salary competitiveness.

**Support for Program Priorities.** Western Illinois University is seeking \$9.5 million in funding for program priorities identified in *Higher Values in Higher Education*. These include:

- **Permanent improvements and campus infrastructure enhancements (\$2,000,000)** to reduce the deferred maintenance backlog of over \$500 million.
- **Operation and maintenance of the Quad Cities campus (\$4,500,000)** faculty and staff positions are needed to support expanded academic programs.
- **Student Financial Aid (\$1,500,000)** to support access and affordability to higher education.
- **Health Care Professional Education (\$750,000)** will provide two degree-related programs. The RN-BSN Completion program is designed for nurses who have obtained their registered nurse licensure and seek to acquire a bachelor’s degree. The program will provide a bridge for associate degree and diploma nurses who wish to develop the skills preparing them for a higher level of nursing practice and advancement in their nursing careers.
- **Engineering Program (\$750,000)** to provide a bachelor of science in Engineering at the Quad Cities campus to help address the shortage of engineers and provide graduates with strong multidisciplinary fundamentals.

The requested \$15.5 million will help restore Western Illinois University’s status as a state-supported institution of higher education. Between Fiscal Years 2002 and 2012, state general revenue support for the University decreased by \$12.2 million or 12.6 percent. During this same time period, unfunded cost increases have been incurred for utilities (\$2,750,000), Illinois Veterans Grants (\$1,200,000), and CMS health insurance (\$1,944,800). Decreased funding, increased costs, and required University expenditures total \$14.0 million.

The effect, shown below, is that tuition costs (University Income Fund) associated with vital functions of higher education are being shifted from a shared statewide priority to the responsibility of students and their families.





Changes from Fiscal Year 2013 Operating Recommendation Request

Consistent with the University's Strategic Plan, salary increases are the University's highest priority. Cost increases for utilities, library material and other operating expenses are also important. Western Illinois University has not received funding for increased costs in 15 years.

Western Illinois University is also requesting \$9.5 million in state funding to support its Strategic Plan, Higher Values in Higher Education. Funds to support deferred maintenance, operations in the Quad Cities, student financial aid, health care professional education, and the engineering program will improve economic development, educational partnerships, access, diversity, affordability, productivity, and accountability in Illinois public higher education.

Changes from Fiscal Year 2013 Operating Increase Recommendation (Dollars in Thousands)
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	Fiscal Year		Difference	
	<u>2013</u>	<u>2014</u>	<u>Amount</u>	<u>Percent</u>
Total Recommended Increase	<u>\$14,226.5</u>	<u>\$15,500.0</u>	<u>\$1,273.5</u>	9.0%
Salary and Cost Increases	<u>\$5,726.5</u>	<u>\$6,000.0</u>	<u>\$273.51</u>	4.8%
Salary Increases	4,845.0	5,150.0	305.0	
Social Security	66.3	75.0	8.7	
Cost Increases				
Library Materials	152.0	152.0	-	
Utilities	158.5	155.0	(3.5)	
Other General Materials	504.7	468.0	(36.7)	
Program Priorities	<u>\$8,500.0</u>	<u>\$9,500.0</u>	<u>1,000.0</u>	11.8%
Deferred Maintenance	1,500.0	2,000.0	500.0	
O & M of the Quad Cities Riverfront Campus	4,500.0	4,500.0	-	
Student Financial Aid	1,000.0	1,500.0	500.0	
Health Care Professional Education	750.0	750.0	-	
Engineering Program	750.0	750.0	-	

**Western Illinois University's Fiscal Year 2014 Operating Recommendations  
To the Illinois Board of Higher Education**

Western Illinois University's Fiscal Year 2014 operating budget request will be submitted to the Illinois Board of Higher Education October 15, 2012, pending board approval.

**FY2014 OPERATIONS AND GRANTS  
DETAIL OF RESOURCES REQUESTED FOR NEW PROGRAMS  
AND PROGRAM PRIORITIES**

NAME OF INSTITUTION: Western Illinois University

TITLE OF REQUEST: Faculty and Staff Salaries

AMOUNT REQUESTED: \$5,150,000

SOURCE OF FUNDS REQUESTED: Appropriated Funds

**BRIEF DESCRIPTION OF REQUEST:**

*Higher Values in Higher Education*, Western Illinois University's Strategic Plan, displays the University's goals, priorities, and contributions to the statewide strategic plan for higher education, *The Illinois Public Agenda for College and Career Success*. Consistent with these plans, Western Illinois University seeks funding for our highest institutional priority: meeting and exceeding average faculty and staff salaries at peer institutions.

At the core of any great university and system of higher education is a dedicated, diverse, and high-achieving employee base. Implementation and the ultimate success of the goals and priorities of *Higher Values in Higher Education* and the *Illinois Public Agenda for College and Career Success* are the direct responsibility of Western Illinois University's faculty and staff. Compensation is a critical element to the recruitment and retention of a university community dedicated to economic development, educational partnerships, access and diversity, quality, productivity, and accountability.

Recruiting and retaining high-achieving and diverse faculty and staff are directly related to improving the quality of academic and co-curricular programs and services. Such actions in the competitive job market necessitate faculty and staff salaries that meet and exceed the mean of peer institutions.

**JUSTIFICATION FOR BUDGET REQUEST:**

Illinois' strengths include its diverse economy, rich natural resources, strategic location, and well-trained workforce. Illinois owes much of its economic success and stability to the strong system of higher education. Continued prosperity is contingent upon statewide partnerships committed to investment in fair, equitable, market value faculty and staff salaries. The resources requested in this partnership proposal will be combined with other University funds to advance the highest priority actions in *Higher Values in Higher Education* which will help provide faculty and staff salaries that meet and exceed the mean of peer institutions.

**FY2014 OPERATIONS AND GRANTS  
DETAIL OF RESOURCES REQUESTED FOR NEW PROGRAMS  
AND PROGRAM PRIORITIES**

NAME OF INSTITUTION: Western Illinois University

TITLE OF REQUEST: Deferred Maintenance

AMOUNT REQUESTED: \$2,000,000

SOURCE OF FUNDS REQUESTED: Appropriated Funds

**BRIEF DESCRIPTION OF REQUEST:**

*Higher Values in Higher Education*, Western Illinois University's Strategic Plan, states:

“Provide safe, accessible, responsible campus environments that meet the needs of University constituencies and reflect the core values of the University.”

Providing a safe, accessible, and responsive campus environment conducive to learning is crucial in a community of learners. The University estimates a total deferred maintenance backlog at \$528 million. As is the case on all campuses in Illinois, many projects have been critically needed for a substantial period of time and are impacting the learning environment.

In addition to these funds requested for deferred maintenance needs, Capital Renewal funds are used to address deferred maintenance priorities on campuses. Between FY2004 and FY2014 Western Illinois University has requested \$13.2 million in Capital renewal funds and has received \$3.6 million. This has resulted in over \$9.6 million in lost funds that would have been used to address elevator maintenance, utility infrastructure repairs, and other critical needs on campus.

**JUSTIFICATION FOR BUDGET REQUEST:**

The University is making a strong commitment toward improving the campus physical environment. A reduction in the deferred maintenance liability is viewed as integral to achieving that objective. An increase in the Permanent Improvement budget will allow the University to address the increasing backlog of deferred maintenance projects. Funds will be utilized for classroom modernization; improving HVAC and building energy management controls; enhancing electrical and plumbing distribution systems; and renovating campus sidewalks, drives, and exterior stairs.

NAME OF INSTITUTION: Western Illinois University

TITLE OF REQUEST: Operations and Maintenance of the Quad Cities Riverfront Campus

AMOUNT REQUESTED: \$4,500,000

SOURCE OF FUNDS REQUESTED: Appropriated Funds

BRIEF DESCRIPTION OF REQUEST:

In July 2009, the State of Illinois invested \$59.3 million for the first two phases of construction on the newly developing Western Illinois University-Quad Cities Riverfront Campus. The new location supports doubling enrollment from current levels to 3,000 students. Phase I opened in January 2012, but the University did not receive funding for the operations and maintenance of the Quad Cities Riverfront Campus.

The current budget of Western Illinois University-Quad Cities is \$10.1 million and requires a minimum of an additional \$10.1 million to support doubling of enrollment and expansion of programs and services on the new Quad Cities Riverfront Campus. Following the current distribution of 45 percent general revenue funds and 55 percent University income funds (tuition), the additional \$10.1 million requires \$4.5 million from the state and \$5.6 million from the University.

JUSTIFICATION FOR BUDGET REQUEST:

New faculty and staff positions are needed to support expanded academic programs. Such actions are necessary to increase educational attainment to match best-performing states (*Illinois Public Agenda, Goal 1*).

- The Lumina Foundation's *Educational Needs Index* shows that Rock Island County exceeds the statewide average in the percent of 25 to 64 year olds with an associate's degree (8.2 percent vs. 7.0 percent), but it is significantly below the statewide average in the percent of 25 to 64 year olds with a bachelor's degree (19.0 percent vs. 29.0 percent).
- The *Census 2000 Supplementary Survey Profile* shows that the percent of residents with a bachelor's degree or higher is significantly lower in the Quad Cities than other proximal metropolitan statistical areas (20.8 percent in the Quad Cities compared to 27.7 percent in Cedar Rapids, 36.2 percent in Bloomington/Normal, and 47.6 percent in Iowa City).
- Given lower levels of educational attainment and higher levels of unemployment, the median family income in the Quad Cities (\$37,371) is only 81.8 percent of the State of Illinois median family income (\$45,708), according to the *Census 2000 Supplementary Survey Profile*.

The state's investment in Western Illinois University-Quad Cities addresses regional strengths and challenges. Western is nationally known for its high quality academic programs (Western is nationally recognized as a top university by U.S. News and World Report, the Princeton Review, Forbes Magazine, the Educational Trust, Southern Educational Review Board, and GI Jobs Magazine). The state's investment in the new campus negates the previous distinction of being the largest metropolitan community in the United States without access to a public university.

State funds are not requested to support the development of food service, bookstores or other auxiliary services. The City of Moline has announced an \$80 million development next to the Western campus where private development will support these needs. Through partnerships Western reduced the State's and students costs, and is focusing its resources of educational access and its academic mission. (*Illinois Public Agenda, Goal 2*).

Western's expenditures will remain focused on the core function of instruction. A total of 90.5 percent of faculty time is allocated to instruction, which is the second highest percentage in the state among the 12 public universities. The remaining 9.5 percent of faculty time at Western is allocated to research and public service.

The University will continue to engage in conservative fiscal management. It retains administrative and instructional costs below the statewide average. The \$275.31 instructional cost per credit hour at Western is 6.3 percent below the statewide average of the Illinois public universities. Moreover, the \$68.70 administrative and support cost per credit hour is 13.7 percent below the statewide average.

The current budget of the Quad Cities campus is significantly below national peers that also primarily serve juniors, seniors, and graduate students. There is:

- A \$10.3 million budget for 1,000 students at the University of North Texas in Dallas,
- A \$11.5 million budget for 1,500 students at Ohio University in Zanesville and
- A \$26.4 million budget for 1,500 students at Texas A&M in Texarkana

The University will continue to operate efficiently and cost effectively. The current levels of staffing on the Quad Cities campus are significantly below our peers, where the number of employees, excluding graduate assistants, ranges from a low of 100 to a high of 203 at Ohio University–Zanesville.

Funds invested will be applied to high demand and need areas. Projected increases in areas of study that the Quad Cities Campus will expand include: accountants (up 5.1 percent), computer occupations (up 8.1 percent), teachers (up 15.6 percent), registered nurses (up 15.8 percent), engineers (up 16.0 percent) and professional counselors (up 20.2 percent). An educated community is especially important to a host county that earns 81.8 percent of the state's median family income. With responsive academic programming, Western will increase the number of high-quality post-secondary credentials to meet the demands of the economy in an increasingly global society (*Illinois Public Agenda, Goal 3*).

State funding for the Quad Cities Campus will integrate Illinois' research and innovation assets (*Illinois Public Agenda, Goal 4*). Successful redevelopment of property adjacent to the campus known as the Mississippi River Urban Technology Corridor (MRUTC) will create a \$100 million taxable base and attract 2,000 new and existing jobs with a one-time construction impact in excess of \$150 million. These estimates are based on a fully funded Riverfront Campus.

The MRUTC includes a \$5 million new facility for research and development by the public and private sectors and a new \$3.0 million Healthcare Center for those underserved in the Hispanic community. It also includes the technology and patent sharing of the Midwestern Intellectual Property Institute that is a collaborative venture between the private sector (including John Deere and Company, KONE International, the Rock Island Arsenal, Renew Moline) and Western Illinois University. The MRUTC and the Midwestern Intellectual Property Institute expand grant capacity, public/private partnerships, and financial inducements.

The annual economic impact of Western Illinois University-Quad Cities is currently over \$10 million annually. A 3,000-student, three-building Western Illinois University-Quad Cities Riverfront Campus will raise the economic impact to over \$50 million annually and double the number of college graduates to 500 annually. More than 100 new Western jobs will be created when the Riverfront Campus is fully funded.

**FY2014 OPERATIONS AND GRANTS  
DETAIL OF RESOURCES REQUESTED FOR NEW PROGRAMS  
AND PROGRAM PRIORITIES**

NAME OF INSTITUTION: Western Illinois University

TITLE OF REQUEST: Student Financial Aid

AMOUNT REQUESTED: \$1,500,000

SOURCE OF FUNDS REQUESTED: Appropriated Funds

**BRIEF DESCRIPTION OF REQUEST:**

*Higher Values in Higher Education*, Western Illinois University's Strategic Plan, states:

“Western Illinois University also emphasizes affordability because a college education is essential in today’s global and highly technological community. We firmly believe that higher education, and the benefits that it accords, is an investment, and that no student should be denied a college education because of financial need. We provide access and affordability to a high-quality educational experience that is responsive to student needs and circumstances.”

Funds are being requested to provide students with financial aid opportunities to support access and affordability to higher education. Providing new and enhanced strategies for reducing the amount of student indebtedness upon graduation is consistent with University’s Strategic Plan, *Higher Values in Higher Education*, and statewide strategic planning goals for higher education, identified in The Illinois Board of Higher Education’s *Illinois Public Agenda for College and Career Success*.

**JUSTIFICATION FOR BUDGET REQUEST:**

The University is making a strong commitment to ensure that no Illinois citizen is denied access to higher education because of financial need. Funding will be used to provide scholarship funds to high-need, academically talented students to help reduce student indebtedness upon graduation.

**FY2014 OPERATIONS AND GRANTS  
DETAIL OF RESOURCES REQUESTED FOR NEW PROGRAMS  
AND PROGRAM PRIORITIES**

NAME OF INSTITUTION: Western Illinois University

TITLE OF REQUEST: Health Care Professional Education

AMOUNT REQUESTED: \$750,000

SOURCE OF FUNDS REQUESTED: Appropriated Funds

**BRIEF DESCRIPTION OF REQUEST:**

Addressing the critical regional shortage of nurses in West Central Illinois (i.e., Galesburg through Quincy), Western Illinois University-Macomb is coordinating with local community colleges and area health care providers to provide a baccalaureate of science in nursing and an RN-BSN Completion program for community college transfer students, practicing nurses and a pre-licensure program to prepare graduates to take the national council licensing exam (NCLEX) to be an RN. The participating agencies in this collaborative relationship are McDonough District Hospital, Blessing Hospital, St. Mary's Hospital, Cottage Hospital, St. Francis Medical Center, Methodist Hospital, Wesley Village, Everly House, Macomb Public Schools, St. Paul Catholic School, Western Illinois Mental Health Centers, and Beu Health Center. There are three community colleges in the area whose graduates articulate into the RN-BSN completion program: Black Hawk College, Spoon River College, and Carl Sandburg College.

The demand of the health care delivery system is such that baccalaureate-prepared nurses are urgently needed in hospitals for staff and leadership positions, for positions in specialty units, and for a variety of positions in long-term care facilities and clinics. Some health care agencies in the area hire only BSN prepared nurses. Also, many administrators in public health and community health agencies prefer baccalaureate-prepared nurses. Currently, only 50 percent of nurses hold degrees at the baccalaureate level or above. In October 2011, the Institute of Medicine indicated that the need for baccalaureate nurses is 80%. The proposed program will help address this shortage.

The Health Care Professional Education program will provide two degree-related programs. The RN-BSN Completion program is designed for nurses who have obtained their registered nurse licensure and seek to acquire a bachelor's degree. The program will provide a bridge for associate degree and diploma nurses who wish to develop the skills preparing them for a higher level of nursing practice and advancement in their nursing careers.

The Pre-licensure Nursing program will provide a four-year baccalaureate degree leading to the BSN and the requisite education for graduates to be able to take the National Council Licensing Exam (NCLEX) to become a registered nurse. The program also provides opportunities to students who have no prior nursing education.

**JUSTIFICATION FOR BUDGET REQUEST:**

The fourth year of the RN to BSN completion program has 16 students enrolled on two campuses: Macomb and Quad Cities. This number is expected to double by fiscal year 2013. The four-year program has 57 pre-licensure students enrolled for fiscal year 2012 with continued growth anticipated in fiscal year 2013. This is based on current pre-nursing enrollment and anticipated transfer students. There are 210 pre-nursing students in the current fiscal year, and, based on state-wide program trends, enrollment is expected to increase to 300 students in fiscal year 2013.

Funding requested for the Health Care Professional Education program will provide support for nine full-time faculty, one director, and three full-time support staff members and provide funds to purchase instructional laboratory equipment and library materials.

**FY 2014 OPERATIONS AND GRANTS  
DETAIL OF RESOURCES REQUESTED FOR NEW PROGRAMS  
AND PROGRAM PRIORITIES**

NAME OF INSTITUTION: Western Illinois University

TITLE OF REQUEST: Bachelor of Science in Engineering

AMOUNT REQUESTED: \$750,000

SOURCE OF FUNDS REQUESTED: Appropriated Funds

**BRIEF DESCRIPTION OF REQUEST:**

Western Illinois University received authorization on October 7, 2008 from the Illinois Board of Higher Education to offer a Bachelor of Science in Engineering degree program at the WIU Quad Cities campus. This is a multidisciplinary engineering degree designed to prepare graduates for technology leadership in the 21<sup>st</sup> Century. The degree requires a minimum of 121 semester hours. Students complete 43 s.h. of WIU's general education core, 30 s.h. of math and science (10 s.h. are dual counted for general education credits) and a 49 s.h. core in engineering design, materials, electronics, robotics, thermo-fluid dynamics, structural design, quality and technology management. Electives (9 s.h.) are offered in the senior year to give students additional depth in selected engineering areas (e.g., mechanical, civil, materials, manufacturing, engineering management).

The program is designed to meet the Accreditation Board for Engineering and Technology (ABET) standards and is currently being offered at the Caxton Block Building in Moline, Illinois, and will be delivered at the new WIU Quad Cities Riverfront campus in Moline, Illinois starting in January of 2012. The Engineering program is a 2+2 degree completion program (the junior and senior years) and has been articulated with pre-engineering transfer programs at the WIU Macomb campus and community colleges in Illinois, Iowa, and Missouri. This program is vital to the region and is the only 4-year engineering degree available in the Quad Cities Area.

According to U.S., Illinois, Iowa, and Missouri labor agencies, there is a strong labor market demand for engineering graduates in western Illinois and eastern Iowa, with an 11-percent increase in employment demand through 2014. In the next five years, an estimated 25 percent of the current 10,000<sup>+</sup> engineers in the region will retire.

**JUSTIFICATION FOR BUDGET REQUEST:**

Instruction was first offered starting in August of 2009 to three students of which two graduated in May 2011. As of August 2011, there are 18 seniors, 6 juniors, and a growing number of sophomore and freshman students that have taken or will be taking classes for this program. Almost 100 students at Black Hawk College, Eastern Iowa Community College and other regional community colleges are preparing to enter the program. By the fifth year of operation, the program will grow to 120 majors with 40 degrees awarded annually.

The funds will be used to provide salaries for the Engineering program director, three full-time professors, a technician and a secretary. Funds will also be used to support operations and purchases of essential software and engineering laboratory equipment to support instruction and to comply with ABET requirements (ABET's Criterion Modern tools, equipment, computing resources, and laboratories appropriate to the program must be available, accessible, and systematically maintained and upgraded to enable students to attain the student outcomes and to support program need).



# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

September 21, 2012

## Resolution No. 12.9/3 FY2014 Appropriated Capital Budget Recommendations

**Resolution:**

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

**WHEREAS** Western Illinois University's Fiscal Year 2014 budget recommendations advance institutional progress and sustainability for the University's Strategic Plan, *Higher Values in Higher Education*, Campus Master Plans on the Macomb and Quad Cities campuses, and the Illinois Board of Higher Education's statewide strategic plan for higher education, *IBHE 2012, A Strategic Plan for the Illinois Board of Higher Education*; and,

**WHEREAS** the Fiscal Year 2014 Appropriated Capital Budget Recommendations require Western Illinois University Board of Trustees approval prior to submission:

**THEREFORE** be it resolved that the Board of Trustees approves the Fiscal Year 2014 Appropriated Capital Budget Recommendations as presented in the *Fiscal Year 2014 Appropriated Capital Budget Recommendations* document, and be it further resolved that the President be authorized to make technical adjustments in the capital budget recommendations if necessary.

Fiscal Year 2014 Capital Budget Recommendations  
Western Illinois University

Western Illinois University recommends \$134.3 million for capital projects to support high-quality academic programs, co-curricular services, and regional economic development for fiscal year 2014. A total of \$54.4 million will support new construction on the Macomb and Moline campuses to address highly needed space for premier academic programs, and \$78.8 million will support an aging physical infrastructure. A total of \$8.99 million in capital renewal funds is also requested to support critical deferred maintenance needs.

**Background**

Composition of the Recommendation

Western Illinois University operates two distinct campuses, and each has unique capital priorities and needs. The highest facilities priorities are Campus Utility Infrastructure funding for the Macomb campus and planning for the Macomb science facility.

Western Illinois University Fiscal Year 2014 Capital Recommendations	
<u>(Dollars in Thousands)</u>	Amount
Priority/Total Recommended Increase	<u>\$134,300.0</u>
1. Western Illinois University-Macomb, Campus Utility Infrastructure	57,800.0
2A. Western Illinois University-Macomb, Science Complex (Planning)	11,500.0
2B. Western Illinois University-Quad Cities, Riverfront Campus Building Complex Three	34,700.0
3. Western Illinois University-Macomb, Life Safety and Accessibility Improvements	22,000.0
4. Western Illinois University-Macomb, Visual Arts Center (Planning)	8,300.0

A summary statement documenting need for these projects is displayed below. Additional, detailed information on the scope, design, and costs of each project begins on page three of this report.

Priority 1: Western Illinois University-Macomb Campus Utility Infrastructure Western Illinois University continues to need updates to its aging campus utility infrastructure. Critical items for the Macomb campus include replacing cooling capacity for the buildings, Heating Plant upgrades, and campus electrical upgrades. The existing equipment is beyond its service life, which results in operating failures and reduced operating efficiencies. These items must be addressed for the University to advance its academic mission, meet strategic objectives of environmental sustainability, and optimize state taxpayers' investments in higher education.

Priority 2A: Western Illinois University-Macomb Science Building (Planning) The current College of Arts and Sciences' three science facilities, Currens Hall, Waggoner Hall, and Tillman Hall, are obsolete in providing high-quality comprehensive instructional laboratories. All three facilities were constructed years before modern laboratory standards were developed for acceptable indoor air quality and energy efficiency. The antiquated laboratory fume-hood systems and poor quality heating, ventilation, and air conditioning systems yield inadequate comfort and humidity control. These lead to detrimental impacts on teaching; research; and student, faculty, and staff recruitment and retention. The new science building will consolidate existing and support new academic programs, as Western Illinois University becomes the leading comprehensive university in the United States.

Priority 2B: Western Illinois University-Quad Cities Riverfront Campus Building Complex Three In 2010, the state committed to building the first two phases on the newly developing Western Illinois University-Quad Cities Riverfront Campus. Building Complex Three will complete the construction of the new campus that serves a regional population of 400,000 residents and leverages \$175 million in private investment and foundation support for education, entrepreneurship, technology, new jobs, and economic opportunity.

Priority 3: Western Illinois University-Macomb Life-Safety and Accessibility Improvements Western Illinois University places strong emphasis on campus safety and accessibility. The University is seeking state funding to comply with current electrical and mechanical provisions of the *Life Safety Code*, *Americans with Disabilities Act Accessibility Guidelines (ADAAG)*, and *Illinois Accessibility Code*.

Priority 4: Western Illinois University-Visual Arts Center (Planning) The current facilities used by the Department of Art include Garwood Hall, Sallee Hall and the Heating Plant Annex and are inadequate instructional and design spaces. This noncontiguous arrangement is not efficient and hinders the development of a cohesive departmental identity. In addition, many of the spaces at present do not meet industry and environmental protection guidelines and are not appropriate for current teaching and learning practices. The overall goal of the project for the Department of Art is to address the shortage of existing space and adequate ventilation for arts programs, and to accommodate the rapid growth and expansion in the number of students, faculty and academic programs. The goal is not limited to providing “space,” but rather aims to create a milieu that is conducive to excellent instruction and enhances academic performance in a single building.

Capital Renewal The University is requesting \$8.6 million in capital renewal funds to be utilized for classroom modernization; improving HVAC and building energy management controls; enhancing electrical and plumbing distribution systems; and renovating campus sidewalks, drives, and exterior stairs at the Macomb Campus; and \$360,000 for the 60<sup>th</sup> street building in the Quad Cities.

Priority Changes from Fiscal Year 2013

The priorities for FY2014 are shown below.

Priority Changes		
	<u>FY2013</u>	<u>FY2014</u>
Western Illinois University-Macomb, Campus Utility Infrastructure	1a	1
Western Illinois University-Macomb, Science Complex (Planning and Construction)	3	2a
Western Illinois University-Quad Cities, Riverfront Campus Building Complex Three	1b	2b
Western Illinois University-Macomb, Life Safety Improvements	2	3
Western Illinois University-Macomb, Visual Arts Center (Planning)	4	4

Adhering to Illinois Board of Higher Education guidelines and format, the following recommendations for Western Illinois University’s Fiscal Year 2014 capital projects will be made (pending Western Illinois University Board of Trustees approval).

PROJECT: WESTERN ILLINOIS UNIVERSITY – MACOMB  
CAMPUS UTILITY INFRASTRUCTURE

PRIORITY: 1

RAMP BUDGETARY CATEGORY: Campus Utility Infrastructure Planning and Construction

REQUESTED FUNDING: \$57,844,100

BACKGROUND DATA

The Western Illinois University campus requires significant replacement and modernization of its utility system infrastructure. In Fiscal Year 2009, the University contracted with Affiliated Engineers Inc. to quantify and establish the priorities of the University's utility infrastructure needs. Many of the priorities identified are currently or will soon be approaching critical status. Some assets are likely to fail within the next five years. The obsolescence of the infrastructure assets is such that significant resources are sacrificed through lost efficiencies and deployment of reactive maintenance tactics and also includes the possibility of severe utility service outages.

Items identified as critical to the continued viable operation of the University include building chiller replacements (central plant or individual chillers), continued Heating Plant upgrades or replacement, and campus electrical distribution upgrades.

QUANTIFICATION

During Fiscal Years 2010 and 2011, the University borrowed \$15.0 million to address critical heating plant upgrades and steam line replacements. These projects were necessary to ensure operational reliability of the sole heating source for the entire campus (BOT Resolution No. 09.12/6 and 10.12/2). The funds are addressing some of the critical infrastructure priorities of the heating plant systems, the steam lines, building cooling, HVAC systems and other critical campus needs. It is critical that this upgrade/replacement work continue to ensure the continued operation of the buildings on the Macomb campus.

Heating Plant Systems Upgrades or replacement

Project priorities in the Heating Plant are needed to ensure reliable delivery of steam to nearly every campus building. Without steam, most campus buildings cannot be heated in winter, cooled in summer, and will not meet health codes for domestic hot water supplies. A prolonged Heating Plant outage during even moderate winter conditions would be catastrophic. Faculty and staff would be displaced and students living on campus would need to be relocated or sent home until services could be restored. A failure of two gas boilers could each result in a prolonged outage and potentially closure of the University.

Steam Line Replacement

The existing direct buried steam lines on campus are not only a source of significant waste of energy and fresh water, a prolonged failure during even moderate winter conditions would result in a service outage that could displace faculty and staff as well as force relocation of students. In a worst case scenario, an extended outage in winter could last between one and two weeks. The University estimates that upon total failure of the existing steam condensate lines, approximately \$380,000 in water and energy would be wasted annually.

Chilled Water for Campus Buildings

The University commissioned an engineering and economic evaluation to compare a central-chilled water plant or satellite plants with independent replacement of single building chillers. The construction of centralized or satellite plants would significantly reduce total capacity requirements and operational costs while increasing energy efficiency. Catastrophic losses of absorption chillers in buildings would render those buildings unusable in summer. Until expensive rental chillers can be installed, substantial diversion of University funds and redirected labor resources would occur.

#### DEPENDENT RELATIONSHIPS

There are no other projects that this proposal is dependent upon in order to provide operational enhancements and financial benefits noted above. However, modernization of existing building heating, ventilation, and air conditioning systems is also needed to fully accomplish up-to-date comfort control in campus facilities.

#### DESIRED COMPLETION DATE

Design and construction for critical project components is already underway utilizing previously identified University funding. Additional design can commence upon release of funds.

Western Illinois University-Macomb Campus Utility Infrastructure (Priority 1)

Campus Utility Upgrades	\$54,915.5
Total <sup>1</sup>	54,915.5
Escalation <sup>2</sup>	2,965
Number of Months to Bid Date: 24	
Escalated Building Budget	57,880.9
Escalated Building Budget with Contingency (10%)	63,669.0
Adds:	
Architectural/Engineering (A/E) Fees (8.0%) <sup>3</sup>	5,093.5
On Site Observation (Phase II)	469.6
Number of Months: 24	
Days Per Week: 4	
Reimbursable (5% of A/E fees)	255.0
Capital Development Board Administration Fee (3%)	1,910.1
Other Adds <sup>4</sup>	1,447.2
Art in Architecture (0.5%)	----
Subtotal, Adds	9,175.1
Total Budget	\$ 72,844.1
Less COPs Issuance	(15,000.0)
Total FY13 Capital Request	\$ 57,844.1

Number of additional staff: 5.0 FTE

Salaries and Related	355.9
Utilities	38.5
Repairs/Maintenance	<u>561.1</u>
Total	\$ <u>955.5</u>

1. Source of cost estimate: *Western Illinois University Utility Infrastructure Master Plan, completed by Affiliated Engineers, Inc.*
2. Uses 0.27% per month from base to bid date.
3. Source for estimated A/E fees is Illinois Capital Development Board's *Professional Services and Fees Handbook for Centralized Negotiation* (March 2009).
4. Other adds include: system commissioning, controls & technology infrastructure.

PROJECT: WESTERN ILLINOIS UNIVERSITY - MACOMB  
SCIENCES COMPLEX

PRIORITY: 2A

RAMP BUDGET CATEGORY: Buildings, Additions, and/or Structures

REQUESTED FUNDING: \$ 11,538,100 (Planning and Design)

BACKGROUND DATA

The current College of Arts and Sciences' facilities, Currens Hall (physical sciences, 1970), Waggoner Hall (life sciences, 1968), and Tillman Hall (earth sciences, 1953) are obsolete in providing high-quality instructional laboratories. These facilities were constructed years before modern laboratory standards were developed by the American Society of Heating, Refrigerating and Air-Conditioning Engineers. Western Illinois University science facilities fall below acceptable indoor air quality and energy-efficiency standards. The antiquated laboratory fume-hood systems and poor quality heating, ventilation, and air conditioning systems yield inadequate comfort and humidity control. This problem produces extremely detrimental impacts on teaching, research, and student/faculty/staff recruitment and retention.

The basic teaching and laboratory layouts of Western Illinois University's current science facilities are pedagogically obsolete and do not easily allow for the integration of new science technologies. A new facility to house science-based programs will provide the ability to integrate new laboratory technologies with the latest in science pedagogy and will foster multidisciplinary interaction through the consolidation of departments from previously diverse locations. In addition, planning studies were completed to evaluate and program future projects to renovate Currens and Waggoner Halls to allow the College of Arts and Sciences to consolidate academic programs to a single campus locale and provide for additional facility improvements/enhancements for the humanities and social sciences which are critical to the mission of the College of Arts and Sciences.

The new science building and renovation of Currens Hall in Phase I will also support new academic programs. This includes the new forensic chemistry program and a new nursing program as approved by the Western Illinois University Board of Trustees and Illinois Board of Higher Education.

QUANTIFICATION

Western Illinois University completed a space planning and utilization study for a new state-of-the-art science facility during Fiscal Year 2007. The building will include both wet and dry instructional laboratories, office space, and classrooms. The facility will utilize green and sustainable technologies appropriately designed to meet academic needs and satisfy the University's goal to construct LEED Silver certified facilities. In addition, the project will include the provision for service drives, limited parking, exterior site development, and connections to Currens Hall and all required campus utility infrastructure.

DEPENDENT RELATIONSHIPS

Upon completion of this project, Western Illinois University will seek funds for the demolition of Waggoner Hall and renovation of Morgan Hall (Phase II) to consolidate the remainder of the College of Arts and Sciences. These actions are consistent with the newly developed Western Illinois University-Macomb campus master plan.

DESIRED COMPLETION DATE

Design will commence as soon as funds are received with total project completion estimated at 54 months.

Western Illinois University- Macomb Sciences Complex (Priority 2A)

Space Type	Net Assignable <u>Square Feet</u>	Multiplier <u>Factor</u>	Gross Square <u>Feet (GSF)</u>	<u>\$/GSF</u>	<u>Cost</u>
Office	10,736	1.70	18,251	\$261.66	\$4,775.6
Classrooms	2,420	1.50	3,630	252.76	917.5
Instructional Dry Laboratories	3,200	1.64	5,248	283.15	1,486.0
Instructional Wet Laboratories	23,260	1.64	38,146	299.42	11,421.7
Special Use	32,600	1.80	58,680	252.88	14,839.0
Supporting Facilities	26,230	1.20	31,476	236.6	7,447.2
Base Total	98,446	--	155,431	--	\$40,886.9
Added Costs <sup>1</sup>					16,559.2
Base Cost					\$57,446.2
Escalation <sup>2</sup>					3,877.6
Expected Bid Date: 5/13					
Number of Months to Bid Date: 30					
Escalated Building Budget					\$61,323.8
Escalated Building Budget with Contingency (10%)					\$67,456.1
Adds:					
Architectural/Engineering (A/E) Fees (9.6%) <sup>3</sup>					6,475.8
On Site Observation					469.6
Number of Months: 24					
Days Per Week: 5					
Reimbursable (5% of A/E fees)					347.3
Capital Development Board Administration Fee (3%)					2,023.7
Other Adds <sup>4</sup>					1,884.5
Art in Architecture (0.5%)					337.3
Subtotal, Adds					11,538.1
Remodel Currens Hall					\$25,000
Total Building Budget					\$103,994.3
Less Escalated Building Budget					(67,456.1)
Total FY13 Capital Request for Planning					\$11,538.1
Other: Provide an estimate of annual state supported operations and maintenance					
Number of additional staff: 8.0 FTE					
	Total		\$	<u>1,137.4</u>	
	Salaries and Related			379.7	
	Utilities			355.2	
	Repairs/Maintenance			402.5	
	All Other				



Source of cost estimate: *Western Illinois University College of Arts and Sciences New Science Building Programming Study-Hastings & Chivetta Architects, Inc.*

1. Added costs include: LEED Certification (6%); furniture, fixtures, and equipment (18%); utilities and parking (15.5%); high, sophisticated piping (1%)
2. Uses 0.225% per month from base to bid date
3. Source for estimated A/E fees is Illinois Capital Development Board's *Professional Services and Fees Handbook for Centralized Negotiation* (March 2009).
4. Other adds include building commissioning, testing and balancing, technology infrastructure

PROJECT: WESTERN ILLINOIS UNIVERSITY - QUAD CITIES  
RIVERFRONT CAMPUS BUILDING COMPLEX THREE

PRIORITY: 2B

RAMP BUDGET CATEGORY: Buildings, Additions, and/or Structures

REQUESTED FUNDING: \$34,658,700

#### BACKGROUND DATA

Western Illinois University-Quad Cities Riverfront Campus Phase III

Western Illinois University-Quad Cities (WIU-QC) is the only public university in a metropolitan area of over 375,000 residents. In recognizing the growth and capacity limits of WIU-QC at its current location, the State supported the first two (of three) phases for construction of the Western Illinois University-Quad Cities Riverfront Campus to achieve *Illinois Public Agenda* Goal 4 of better integrating Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions.

- Phase I will generate between \$20.0 and \$24.0 million in new economic output. The region will benefit through employment gains with between 135 and 166 new positions created. New labor income, employment compensation and income for sole proprietors, will increase between \$7.4 and \$9.1 million. Following the Phase I campus expansion, related employment and labor income will increase to more than 220 jobs and \$9.0 million in labor income.
- The expenditures related to Phase II will generate between \$47.0 and \$58.5 million, between 300 and 374 new jobs, and \$17.7 to \$22.5 million in labor income. The region will also realize gains in public revenues related to the project, ranging between \$2.0 and \$2.5 million during Phase I and \$5.0 million and \$6.3 million during Phase II.

Post-Phase II operations will generate economic impacts for the region of 330 jobs and \$13.0 million in labor income. Phase III will complete the construction of the new campus that serves as an educational and economic stimulus. In total, the Western Illinois University-Quad Cities Riverfront Campus will leverage a total of \$175.0 million in private investment and foundation support for education, entrepreneurship, technology, new jobs, and economic opportunity.

Successful redevelopment of adjacent property to the campus known as "RiverTech" will create a \$100.0 million taxable base; attract 2,000 new and existing jobs with a one-time construction impact in excess of \$150.0million. Current projects that the State of Illinois helped cultivate by developing the Western Illinois University-Quad Cities Riverfront Campus by virtue of the new campus location include:

- A \$50.0 million project by the KONE Corporation to house their North American Operation Center on the Mississippi Riverfront. This new construction completes a three-phase \$71.0 million mixed-use development known as Bass Street Landing.
- A \$45.0 million Transit Oriented Development/Amtrak Station that will include an intermodal pedestrian transport center and a new high rise office structure with retail and food service amenities.
- A \$5.0 million new facility for research and development by public and private sectors.
- A \$12.0 million, 90-unit work-live urban lofts, with retail and businesses located on the lower floors.

- A \$3.0 million new Healthcare Center for those underserved in the Hispanic community.

A fully completed Riverfront Campus is the “cornerstone” to these developments, and Western will continue to be a conservative steward of state resources. Phase III exclusively focuses on the academic mission of the University. All ancillary services such as bookstores, retail, and food service will be privately developed to support the local economy and new job creation.

#### QUANTIFICATION

Phase III will complete the new Western Illinois University-Quad Cities Riverfront Campus, and provide the infrastructure to support 5,000 students. Phase III is essential for academic programs and support services; lab and research space; and facilities to support technology, patent transfer, and community events.

#### DEPENDENT RELATIONSHIPS

There are no dependent relationships between this project and any other state-funded capital project. However, there are significant educational and economic development gains to be noted. The completed Western Illinois University-Quad Cities Riverfront Campus will have an economic impact of over \$50 million annually and will double the number of college graduates to 500 annually.

Phase III provides the necessary facilities to increase enrollment and meet *Illinois Public Agenda Goal 1* of increasing educational attainment to match best-performing states. Without essential space, the University will not be able to increase enrollment and degree attainment. An educated community is especially important to a host county that earns 81.8 percent of the state’s median family income. Moreover, spatial access is necessary to achieve *Illinois Public Agenda Goal 4* of increasing the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society.

#### DESIRED COMPLETION DATE

This project will be completed as soon as possible after funds have been released. A traditional planning then construction approach will take up to 45 months to complete.

Western Illinois University-Quad Cities Riverfront Campus Building Complex Three (Priority 2B)

Space Type	Net Assignable <u>Square Feet</u>	Multiplier <u>Factor</u>	Gross Square <u>Feet (GSF)</u>	<u>\$/GSF</u>	<u>Cost</u>
Office	4,600	1.70	7,820	\$261.66	\$2,046.2
Classrooms	16,000	1.50	24,000	252.76	6,066.2
Instructional Wet Laboratories	2,800	1.64	4,592	299.42	1,374.9
Supporting Facilities	5,000	1.20	6,000	236.06	1,416.4
Research Lab (Wet)	2,800	1.67	4,676	396.6	1,854.5
Special Use	2,575	1.80	4,635	252.88	1,172.1
General Use	12,000	1.90	22,800	302.12	6,888.3
Base Total	45,775	--	74,523	--	\$20,818.7
Added Costs <sup>1</sup>					4,476.0
Base Cost					\$25,294.7
Escalation <sup>2</sup>					1,707.4
Expected Bid Date: 5/13					
Number of Months to Bid Date: 30					
Escalated Building Budget					\$27,002.1
Escalated Building Budget with Contingency (10%)					\$29,702.3
Adds:					
Architectural/Engineering (A/E) Fees (7.5%) <sup>3</sup>					2,227.7
On Site Observation					293.5
Number of Months: 15					
Days Per Week: 5					
Reimbursable (5% of A/E fees)					126.1
Capital Development Board Administration Fee (3%)					891.1
Other Adds <sup>4</sup>					1,269.6
Art in Architecture (0.5%)					148.5
Subtotal, Adds					\$4,956.4
Total Building Budget					\$34,658.7
Other: Provide an estimate of annual state- supported operations and maintenance					
Number of additional staff: 3.0 FTE	Total		\$	<u>374.4</u>	
	Salaries and Related			131.1	
	Utilities			155.5	
	Repairs/Maintenance			87.8	

Source of cost estimate: *Western Illinois University Quad Cities Riverfront Campus*

1. Added costs include: LEED Certification (6%); FFE (7%), and site work (3.5%)
2. Uses 0.225% per month from base to bid date
3. Source for estimated A/E fees is Illinois Capital Development Board's *Professional Services and Fees Handbook for Centralized Negotiation* (March 2009).
4. Other adds include building commissioning, testing and balancing, technology infrastructure

PROJECT: WESTERN ILLINOIS UNIVERSITY - MACOMB  
LIFE-SAFETY AND ACCESSIBILITY IMPROVEMENTS

PRIORITY: 3

RAMP BUDGET CATEGORY: Remodeling and Rehabilitation

REQUESTED FUNDING: \$22,029,800

BACKGROUND DATA

Western Illinois University is committed to optimizing state taxpayers' investment in higher education facilities and infrastructure. The University's Strategic Plan places strong emphasis on campus safety and accessibility. This request identifies critical building enhancements to facilities constructed between 1900 and 1978 (the date of the last state-supported facility to be constructed at Western Illinois University-Macomb), in particular to comply with current electrical or mechanical provisions of the *Life Safety Code*, *Americans with Disabilities Act Accessibility Guidelines (ADAAG)*, and *Illinois Accessibility Code*. These existing non-code compliance items pose significant liability to the state and Western Illinois University.

QUANTIFICATION

The mechanical, electrical, and fire alarm building systems identified in this request are 30 years old or more and do not meet current provisions of the *Life Safety Code*. In addition, site and building access deficiencies remain after the discontinuation of state-funded accessibility funding in 2002. The University's *Life Safety Study* and *Accessibility Study* for all campus facilities will be used to assign priorities for updating buildings to meet code provisions, thereby allowing safe and accessible occupancy in accordance with the University's Strategic Plan and the statewide strategic plan for higher education, *IBHE 2011, A Strategic Plan for the Illinois Board of Higher Education*.

DEPENDENT RELATIONSHIPS

While there are no dependent relationships between this project and any other capital project, it is important to note that the University seeks state partnership funding for this project. Through internal reallocation the Western Illinois University Board of Trustees authorized sprinkling of the residence halls and code compliance for the east side of Hanson Field. Western Illinois University, therefore, seeks state partnership funding to eliminate non-code compliance liability to the state and the University.

DESIRED COMPLETION DATE

This project will be completed as soon as possible after funds have been released. It is a vital part of Western Illinois University's Strategic Plan, and the state's investment in campus safety, security, and accessibility.

Western Illinois University-Macomb Life Safety & Accessibility Enhancements (Priority 3)

Life Safety & Accessibility Improvements	\$15,655.6
Escalation <sup>1</sup>	1,056.8
Expected Bid Date: 5/13	
Number of Months to Bid Date: 30	
Escalated Building Budget	\$16,712.4
Escalated Building Budget with Contingency (10%)	\$18,383.6
Adds:	
Architectural/Engineering (A/E) Fees (11.5%) <sup>2</sup>	2,114.1
On Site Observation	469.6
Number of Months: 24	
Days Per Week: 5	
Reimbursable (5% of A/E fees)	129.2
Capital Development Board Administration Fee (3%)	551.5
Other Adds <sup>3</sup>	381.8
Art in Architecture (0.5%)	----
	\$3,646.2
Subtotal, Adds	
Total Building Budget	\$ 22,029.8

Source of cost estimate: *Life Safety Study Plan for Code Compliance Phase I*, completed by Rolf, Jenson, and Associates.

1. Uses 0.225% per month from base to bid date

2. Source for estimated A/E fees is Illinois Capital Development Board's *Professional Services and Fees Handbook for Centralized Negotiation* (March 2009).

3. Other adds include: hazardous material abatement, air monitoring services, commissioning

PROJECT: WESTERN ILLINOIS UNIVERSITY - MACOMB  
VISUAL ARTS CENTER

PRIORITY: 4

RAMP BUDGET CATEGORY: Buildings, Additions, and/or Structures

REQUESTED FUNDING: \$ 8,346,700 (Planning and Design)

BACKGROUND DATA

The Department of Art is an important and active player in the local and regional artistic scene through its outreach activities, visiting artist programs, and frequent exhibitions. Its faculty and students exhibit their work and creative research throughout the United States. The department's graduates provide the majority of local and regional art instruction in community colleges, private schools, and art centers. The vital role that the department plays in this community has brought strong support for its programs and a commitment to the creation of a new facility.

The current facilities used by the Department of Art include Garwood Hall, Sallee Hall and Heating Plant Annex. This noncontiguous arrangement is not efficient and hinders the development of a cohesive departmental identity. In addition, many of the spaces at present do not meet industry and environmental protection guidelines and are not appropriate for current teaching and learning practices.

QUANTIFICATION

Western Illinois University recently completed a space planning and utilization study for a new state-of-the-art visual arts center. The building will provide instructional classrooms and studios, research studios, and faculty and departmental offices, as well as a Student Gallery and the University Art Gallery. In addition to traditional studios, digital media studios and an environmental studio will be provided as these are growing areas of the Visual Arts program. The new Department of Art classrooms and studios will be designed for the unique environmental, technical and safety needs of the studio arts programs. The facility will utilize green and sustainable technologies appropriately designed to meet academic needs and satisfy the University's goal to construct LEED Silver certified facilities. In addition, the project will include the provision for service drives, limited parking, exterior site development, and connections to all required campus utility infrastructure.

The overall goal of the program for the Department of Art is to address the shortage of existing space and adequate ventilation for arts programs, and to accommodate the rapid growth and expansion in the number of students, faculty and academic programs. The goal is not limited to providing "space," but rather aims to create a milieu that is conducive to excellent instruction and enhances academic performance in a single building. Currently, the undergraduate program has more than 130 students. Enrollment has dropped from 180 majors since 2004. This is attributed, in part, to the state of the current facility. The Visual Arts Center is planned to accommodate 200 students in its undergraduate program.

DEPENDENT RELATIONSHIPS

These actions are consistent with the newly developed Western Illinois University-Macomb campus master plan.

DESIRED COMPLETION DATE

Design will commence as soon as funds are received with total project completion estimated at 54 months.

Western Illinois University- Visual Arts Center

Space Type	Net Assignable <u>Square Feet</u>	Multiplier <u>Factor</u>	Gross Square <u>Feet (GSF)</u>	<u>\$/GSF</u>	<u>Cost</u>
General Use	6,470	1.90	12,293	\$302.12	\$3,714.0
Supporting Facilities	1,430	1.20	1,716	236.06	405.1
Classrooms	4,800	1.50	7,200	258.76	1,819.9
Special Use	59,331	1.80	106,796	252.88	27,006.6
Offices	5,940	1.70	10,098	261.66	2,642.2
Base Total	77,971	--	138,103	--	\$35,587.7
Added Costs <sup>1</sup>					11,744.0
Base Cost					\$47,331.7
Escalation <sup>2</sup>					3,194.9
Expected Bid Date: 4/12					
Number of Months to Bid Date: 30					
Escalated Building Budget					\$50,526.6
Escalated Building Budget with Contingency (10%)					\$55,579.2
Adds:					
Architectural/Engineering (A/E) Fees (7.5%) <sup>3</sup>					4,168.4
On Site Observation					469.6
Number of Months: 30					
Days Per Week: 4					
Reimbursable (5% of A/E fees)					231.9
Capital Development Board Administration Fee (3%)					1,667.4
Other Adds <sup>4</sup>					1,531.5
Art in Architecture (0.5%)					277.9
Subtotal, Adds					\$8,346.7
Total Building Budget					\$63,925.9
Less Escalated Building Budget					(55,579.2)
Total FY13 Capital Request for Planning					\$ 8,346.7

Number of additional staff: 8.0 FTE	Total	\$ <u>1,137.4</u>
	Salaries and Related	379.7
	Utilities	355.2
	Repairs/Maintenance	402.5
	All Other	

Source of cost estimate: *Western Illinois University College of Fine Arts and Communications  
Visual Arts Facility Predesign Document- Hammel Green & Abrahamson, Inc.*

1. Added costs include: LEED Certification (6%); Sitework (15%); furniture, fixtures, and equipment (12%);
2. Uses 0.225% per month from base to bid date
3. Source for estimated A/E fees is Illinois Capital Development Board's *Professional Services and Fees Handbook for Centralized Negotiation* (March 2009).
4. Other adds include building commissioning, testing and balancing, technology infrastructure

PROJECT: WESTERN ILLINOIS UNIVERSITY – MACOMB  
CAPITAL RENEWAL

RAMP BUDGET CATEGORY: Remodeling and Rehabilitation

REQUESTED FUNDING: \$8,630,000

BACKGROUND DATA

*Higher Values in Higher Education*, Western Illinois University's Strategic Plan, states:

“Provide safe, accessible, responsible campus environments that meet the needs of University constituencies and reflect the core values of the University.”

Providing a safe, accessible, and responsive campus environment conducive to learning is directly linked to responsive upkeep and repair of facilities. In addition to operating funds, Capital Renewal funds are used to address deferred maintenance needs on campuses. Since Fiscal Year 2004 Western Illinois University has only recently received \$4.1 million to address critical campus-wide elevator maintenance, utility infrastructure repairs, and numerous other needs on campus. The University currently estimates a total deferred maintenance and capital renewal backlog of \$528 million. As is the case on all campuses in Illinois, there are many projects that have been critically needed for a substantial period of time and are negatively impacting the learning environment.

QUANTIFICATION

The University is making a strong commitment toward improving the campus physical environment. A reduction in the deferred maintenance liability is viewed as integral to achieving that objective. An increase in the Permanent Improvement budget will allow the University to address the increasing backlog of deferred maintenance projects.

Funds will be utilized for classroom modernization; improving HVAC and building energy management controls; enhancing electrical and plumbing distribution systems; and renovating campus sidewalks, drives, and exterior stairs.

DEPENDENT RELATIONSHIPS

There are no other projects that this proposal is dependent.

DESIRED COMPLETION DATE

Design would commence as soon as funds are received.



Western Illinois University-Macomb Capital Renewal Request

Base Cost <sup>1</sup>	\$6500.0
Escalation <sup>2</sup>	351.0
Expected Bid Date: 10/13	
Number of Months to Bid Date: 24	
Escalated Building Budget	6,851.0
Escalated Building Budget with Contingency (10%)	7,536.1
Adds:	
Architectural/Engineering (A/E) Fees (8.0%) <sup>3</sup>	602.9
On Site Observation	234.8
Number of Months: 12	
Days Per Week: 5	
Reimbursable (5% of A/E fees)	30.0
Capital Development Board Administration Fee (3%)	226.1
Other Adds	----
Art in Architecture (0.5%)	----
Subtotal, Adds	1,093.9
Total Building Budget	\$8,630.0

Source of cost estimate: *WIU Facilities Condition Assessment by Woolpert, Inc 2009*

1. Scope to address current campus CRITICAL deferred maintenance needs upon release of funds, coupled with scope definition from 2009 Woolpert study.
2. Uses 0.167% per month from base to bid date
3. Source for estimated A/E fees is Illinois Capital Development Board's *Professional Services and Fees Handbook for Centralized Negotiation* (March 2009).

PROJECT: WESTERN ILLINOIS UNIVERSITY- QUAD CITIES  
CAPITAL RENEWAL

RAMP BUDGET CATEGORY: Remodeling and Rehabilitation

REQUESTED FUNDING: \$360,000

BACKGROUND DATA

*Higher Values in Higher Education*, Western Illinois University's Strategic Plan, states:

“Provide safe, accessible, responsible campus environments that meet the needs of University constituencies and reflect the core values of the University.”

Providing a safe, accessible, and responsive campus environment conducive to learning is directly linked to responsive upkeep and repair of facilities. In addition to operating funds, Capital Renewal funds are used to address deferred maintenance needs on campuses. The 60<sup>th</sup> Street facility was built in 1971 as a home for IBM and subsequently remodeled in 1996 to house Western Illinois University. A recent facility condition assessment by Woolpert Inc. has identified critical deferred maintenance of \$1.2 million.

QUANTIFICATION

Funds will be utilized for valve and piping replacement; replacement of critical site lighting and renovation of sidewalks, drives, and exterior stairs.

DEPENDENT RELATIONSHIPS

There are no other projects that this proposal is dependent.

DESIRED COMPLETION DATE

Design would commence as soon as funds are received.

Western Illinois University-Quad Cities Capital Renewal Request

Base Cost <sup>1</sup>	278.7
Escalation <sup>2</sup>	15.0
Expected Bid Date: 10/12	
Number of Months to Bid Date: 24	
Escalated Building Budget	293.7
Escalated Building Budget with Contingency (10%)	323.1
Adds:	
Architectural/Engineering (A/E) Fees (8.0%) <sup>3</sup>	25.8
Reimbursable (5% of A/E fees)	1.0
Capital Development Board	
Administration Fee (3%)	9.7
Subtotal, Adds	36.8
Total Building Budget	\$ 360.0

Source of cost estimate: *WIU Facilities Condition Assessment by Woolpert , Inc 2009*

1. Scope to address current campus CRITICAL deferred maintenance needs upon release of funds, coupled with scope definition from 2009 Woolpert study.
2. Uses 0.167% per month from base to bid date
3. Source for estimated A/E fees is Illinois Capital Development Board's *Professional Services and Fees Handbook for Centralized Negotiation* (March 2009).

# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

September 21, 2012

## Resolution No. 12.9/4 Removal of Wetzel Hall from the Auxiliary Facilities Systems

**Resolution:**

**WHEREAS** the building located at 710 West University Drive was constructed in 1970 and unoccupied since 2009; and,

**WHEREAS** in accordance with the Western Illinois University Master Facilities Plan, the Board of Trustees has approved the demolition of this facility, having found that it is no longer suitable for the use for which it was initially acquired; and,

**WHEREAS** the Auxiliary Facilities System will finance the cost of demolition of this facility with operating funds:

**THEREFORE** be it resolved that the Board of Trustees of Western Illinois University in regular meeting assembled, that:

- (1) In accordance with Section 14(b) of the Auxiliary Facilities System Revenue Bond Resolution adopted by the predecessor of the Board on December 5, 1985, as supplemented and amended, the Board has previously determined that the facility at 710 West University Drive (formerly Wetzel Hall) was no longer suitable for the use for which it was initially acquired and acknowledges that the facility has now been demolished and therefore hereby orders that it be removed from the Auxiliary Facilities System.
- (2) The President of Western Illinois University is hereby authorized to take whatever action may be required in execution of this resolution in accordance with established policies and procedures.
- (3) The Secretary of the Board is directed to file a copy of this resolution with the Treasurer of the Board in accordance with Section 14(b) of the Auxiliary Facilities System Revenue Bond Resolution.

# WESTERN ILLINOIS UNIVERSITY

## BOARD OF TRUSTEES

September 21, 2012

### Report No. 12.9/3 Report on First Year Experience

The First Year Experience was initiated in September 2003 as a partnership between the Division of Academic Affairs and the Division of Student Services. A cohort of 120 Illinois Centennial Honors College students was identified and utilized as a pilot group for FYE in August 2004. Western's mandatory First Year Experience program for all new incoming freshmen began fall 2005. During 2006-2007, Western Illinois University was selected to participate in a year-long self-study project—Foundations of Excellence® in the First College Year. A Strategic Plan for The First Year Experience at Western Illinois University resulted from this work. It includes a list of action items that the committees determined would help to improve the current FYE program. Participation in FYE became a graduation requirement in fall 2008.

The purpose of the current review was to examine the FYE components overseen by the Division of Academic Affairs and the Division of Student Services to determine their cost-effectiveness and efficiency in meeting the goals of FYE. Additional areas of review included examination of satisfaction with the FYE program among students, FYE faculty, and the university community.

In the fall of 2011, the President and the Vice Presidents for Academic Affairs and Student Services requested that a comprehensive review of the FYE program be conducted. A committee representing a diverse set of constituent groups was created and a timeline was set. The FYE Review Committee consists of 2 FYE faculty associates, 4 members of the Committee on FYE Classes (1 from each college), the FYE graduate assistant, a representative from the College of Arts and Sciences Office of the Dean, 1 chair/director, 3 Division of Student Services representatives, 1 representative from Malpass Library, 1 representative from Faculty Senate Executive Committee, 1 University Advising and Academic Services representative, 1 uTech Web Services, 1 representative from College Student Personnel, 1 resident hall director, and 1 SGA representative.

Generally speaking, the Committee was charged with (1) reviewing the data that has been collected about Western's FYE program, and (2) analyzing the current and possible components of a FYE program. To most efficiently and effectively complete these tasks, committee members were divided into seven teams. Each of these teams met several times to complete their work and create a report to be shared with the entire committee.

The committee reviewed the following data sources:

- *Comparing Academic Outcomes Before and After the Institution of FYE at WIU* (Dr. David Lane & Dr. Russell Morgan);
- surveys administered to FYE faculty, FYE peer mentors, fall 2011 FYE students, and fall 2010/spring 2011 students (Committee on FYE Classes);
- FYE class syllabi review (Committee on FYE Classes);
- the comparison chart of FYE programs among WIU's Benchmark Institutions and the University of South Carolina (Brenley Devlin, 2011-2012 FYE GA); and

Additional data were gathered as needed:

- Faculty focus groups
- Advisors' survey
- Website focus groups
- Residential Life student feedback

#### REVIEW COMMITTEE CHARGE

1. Clarify and revise as necessary the goals of FYE.
2. Examine and select FYE components to meet the goals of FYE.
3. Make recommendations regarding the appropriate content for FYE course(s).
4. Make recommendations regarding use of advisors/tutors for FYE students.
5. Make recommendations regarding University Theme events.
6. Create a logo and slogan for branding WIU's FYE program. (e.g., Western First)
7. Make recommendations regarding the FYE website content.
8. Make recommendations regarding the FYE kickoff event.
9. Prepare all appropriate documents to implement any changes through the faculty governance system.

#### REVIEW TIMELINE

October 18, 2011	Establishment of FYE Review Committee
November 18, 2011	Completion of Committee on FYE Classes faculty, peer mentor, and student survey collection
December 7, 2011	FYE Review Committee Meeting #1 Topics—Charge, expectations, timeline
January 15, 2012	Submission of Committee on FYE Classes report of FYE faculty, peer mentor, and student survey results to Interim Associate Provost for Undergraduate and Graduate Studies
January 27, 2012	FYE Review Committee Meeting #2 Topic—FYE Goals
February 10, 2012	FYE Review Committee Meeting #3 Topics—Common Experience, Co-Curriculars/Theme/Kick-off, Mentors
February 24, 2012	FYE Review Committee Meeting #4 Topic—FYE structure (class, residence hall programming, etc.)
March 9, 2012	FYE Review Committee Meeting #5 Topics—Advising, Promotion, Budget
March 23, 2012	FYE Review Committee Meeting #6 Topic—Recruiting/Retention/CSI, course structure, recommendations
March 30, 2012	Preliminary report to the Provost Ken Hawkinson
April 10 & 11, 2012	Town Hall meetings
April 24, 2012	Faculty Senate

#### RECOMMENDATIONS

Following are the recommendations for the revision of the WIU FYE Program.

1. Clarify and revise as necessary the goals of FYE
  - New goals have been written. They are:

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**AS A RESULT OF PARTICIPATING IN WIU'S FYE PROGRAM, STUDENTS WILL...**

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**GOAL 1:** Demonstrate the acquisition of skills for academic achievement.

**GOAL 2:** Be aware of resources and policies, including how to access them and what they are, in order to succeed and use them when appropriate for success.

**GOAL 3:** Continue building supportive academic, emotional, and social networks.

**GOAL 4:** Engage in and demonstrate respectful and appropriate interactions within their communities.

**GOAL 5:** Explore their values, experiences, and beliefs to begin developing a sense of self.

**GOAL 6:** Demonstrate a desire and interest in continuing their education

2. Examine and select FYE components to meet the goals of FYE
  - Discontinue the common reading
  - Require 2 courses to fulfill FYE requirements: one 16-week transition course [UNIV 100] (1 s.h.) with enrollment of 22 and one traditional general education/pre-professional course (2-4 s.h.) with enrollment of 22
  - Continue co-curricular activities in the 1 s.h. transition course; encourage use in the traditional courses
  - Utilize faculty, staff, and TA with required FYE training to teach the transition course [UNIV 100]; use faculty with required FYE training to teach the traditional courses
  - Retain use of peer mentors for use in transition course; optional use in the traditional courses; committee-identify peer mentors via application; training
  - Use faculty mentors with College Student Inventory (CSI) mentoring
3. Make recommendations regarding the appropriate content for FYE course(s)
  - Transition Course: Time Management; Listening and Taking Notes; Reading for Success; How to Study, Taking Tests; Selecting a Major; Critical Thinking and Active Learning; Academic Integrity; Writing and Speaking Clearly; Developing Library, Research, and Information Literacy; Money Issues; Support Services; Campus Diversity
  - Traditional Course: content as originally approved by CCPI
4. Make recommendations regarding use of advisors/tutors for FYE students
  - RAs will be provided with training to answer questions and direct FYE students to campus resources
5. Make recommendations regarding University Theme events
  - Retain University Theme Committee
  - University theme events should serve the entire university community and not just be tied to FYE
  - Budget should be retained in FYE budget
6. Create a logo and slogan for branding WIU's FYE program.
  - Revise the FYE website and promote education and use of FYE website
  - Investigate the use of Facebook with FYE students
7. Make recommendations regarding the FYE website content
  - Major navigational topics should include: About FYE, Academics, Contact Us, Advising Info, FYE Faculty, Peer Mentors, Resources
8. Make recommendations regarding the FYE kickoff event
  - Provide short overview of the FYE Program and expectations
  - Show FYE video by Broadcasting students
  - Student Services organizes a get-to-know the campus activity

## IMPLEMENTATION TIMELINE

September/October 2012

- Determine UNIV 100 course content and activities
- Select UNIV 100 course textbook
- Create UNIV 100 syllabus
- Update UNIV 100 course description and submit to CCPI
- Determine number of UNIV 100 and FYE general education sections needed for fall 2013
- Identify potential UNIV 100 faculty for fall 2013 sections

November 2012

- Create Peer Mentor Application

February 2013

- Select Peer Mentors
- Finalize the creation of Peer Mentor training
- Finalize the creation of UNIV 100 faculty training
- Finalize the creation of general education faculty training

March 2013

- Implement training for faculty
- Order UNIV 100 textbooks

April 2013

- Implement training for Peer Mentors
- Create logo and slogan for FYE branding
- Revise FYE website

May 2013

- Create FYE assessment plan

NOTE: The changes recommended in this document can all be implemented within the current FYE budget.



# WESTERN ILLINOIS UNIVERSITY

## BOARD OF TRUSTEES

September 21, 2012

Report No. 12.9/4  
University Center of Lake County

### **History**

The Department of Educational Leadership conducted an Assessment of Need for an Ed.S. degree with superintendent certification and an Ed.D. degree that builds upon the Ed.S. in the Lake County region. The assessment included data from the 2009 and 2010 Lake County Teacher Surveys, the number of candidates for principal certification prepared at the University Center of Lake County (UCLC) by Dominican University and Northeastern University, and the 2010 Active Educator Report in the Teacher Certification Information System prepared by the Lake County Regional Office of Education. The data show that there are a vast number of principals in the Lake County region who are not currently certified as superintendents who could be interested in such certification and continuing on for a doctoral degree. In addition, the results from the teacher surveys show a student demand for a doctoral program and superintendent certification.

Membership in UCLC has provided adequate facilities to serve prospective Educational Leadership students in the Lake County Region as well as other Western programs such as LEJA. The membership gave Western access to UCLC classrooms, video conferencing equipment, six UCLC open houses each year, and representation on the Committee of Member Institutions. The annual UCLC membership fee is \$1,800. In addition to the membership fee, Western would be responsible for payment of a high tech (video) classroom fee, which is currently \$11 per hour.

### **Goals**

Education Specialist in Educational Leadership

*Provide students with the opportunity to add to their knowledge base about leadership and building organizational vision.*

Doctorate in Educational Leadership

*Provide students with the opportunity to add to their knowledge base about leadership, building organizational vision, and developing capacity for conducting academic and program improvement research processes.*

## **Update**

The Ed.D. in Education Leadership currently enrolls approximately 46 students, while the Ed.S. has 42. The University estimates that 10 to 15 students from the Lake County region will eventually enroll in the Ed.D. cohort and that 10 to 15 students will enroll in the Ed.S. cohort, at UCLC. The cost last year for rental of classrooms and supplies was \$1,410. Eight students took courses through the center in 2011-12. This summer there were six students actively pursuing degrees from Western Illinois University, who were taking their coursework at UCLC. The classroom rental cost for summer 2012 is \$188.81 through June 30.

# WESTERN ILLINOIS UNIVERSITY

## BOARD OF TRUSTEES

September 21, 2012

### Report No. 12.9/5 Office of Sponsored Projects

Sponsored Projects proposal and award numbers have remained fairly flat over the past two years. There were 168 proposals submitted and 130 awards received in Fiscal Year 12 as compared to 172 proposals and 136 awards for Fiscal Year 11. The dollar value of proposals and awards dropped in Fiscal Year 12 as compared to Fiscal Year 11. Proposals went from \$44.9M in Fiscal Year 11 to \$26.1M in Fiscal Year 12. Awards went from \$14.7M in Fiscal Year 11 to \$9M in Fiscal Year 12. These decreases seem significant but are almost entirely the result of one project – a Department of Defense project that was originally proposed for 5 years (\$4M per year) but which failed to receive any funding beyond the first year.

In Fiscal Year 10 the University saw an increase in dollars due to four America Recovery and Reinvestment Act (ARRA) one-time awards. For the past several years the amount of State funding has decreased and this is a trend we see continuing. State funds fell \$0.7M or 14% from Fiscal Year 2010 to Fiscal Year 2011, and \$1.2M or 27% from Fiscal Year 2011 to Fiscal Year 2012.

It is the goal of the Office of Sponsored Projects to facilitate faculty research by assisting with proposal preparation and external grant award management. We hope to increase the number of faculty members involved in the pursuit of external funding to support their scholarly pursuits. We will continue to offer workshops and training through the office and through CITR. We are also planning to promote and facilitate collaborations across departmental lines. As the State funding that the University has relied on in the past continues to shrink, the Office of Sponsored Projects will encourage faculty and staff to pursue other sources of funding, especially Federal sources, to continue to grow externally funded research and public service activities at Western Illinois University.

# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

September 21, 2012

## Resolution 12.9/5 Ph.D. in Environmental Science

### **Resolution:**

**WHEREAS** Goal 4 of *The Illinois Commitment* states that “Illinois will increase the number and diversity of residents completing training and education programs”; and,

**WHEREAS** the University Strategic Plan, “Higher Values in Higher Education 2008 – 2018: A Plan for Western,” calls for: excellence in graduate education by developing and offering new and expanded academic programs in areas of demand and need that are consistent with the academic mission of the University; and, strong commitments to increase opportunities to support research, scholarly/creative activities, and public service and outreach; and,

**WHEREAS** there is a demonstrated need for Ph.D.-level educational opportunities in the area of Environmental Science, with an emphasis on large river ecosystem science; and,

**WHEREAS** Western Illinois University is uniquely positioned to utilize the Mississippi River and its environs as a “living laboratory” to advance the state of environmental science:

**THEREFORE** be it resolved that the Board of Trustees of Western Illinois University approves the Ph.D. in Environmental Science degree program as presented.

Western Illinois University is uniquely positioned to establish itself as a leader in multidisciplinary doctoral-level research and education related to the environment of large river ecosystems, with the upper Mississippi River floodplain serving as a living laboratory. The proposed Ph.D. in Environmental Science program with a focus on large river ecosystem science is a unique, multi-disciplinary degree that will allow WIU to:

- provide greater coherence to the field of large river ecosystem science,
- broaden the advanced training available to its students,
- enhance opportunities for faculty engagement in scholarship,
- directly support regional economic and community development, and
- advance its position as a leader in environmental research on the upper Mississippi River.

The objectives of the Ph.D. in Environmental Science program are to:

- train scholars who create new knowledge based on fundamental research.
- produce graduates who are critical thinkers with the skills necessary to develop and manage complex solutions to open ended challenges.
- mentor students to become recognized for their distinctive academic training and sought after for positions of responsible charge in academic, government, or private sector employment.

Major student learning outcomes of the Ph.D. program in Environmental Science include the preparation of students who:

- possess an expert-level understanding of the fundamental physical, chemical, and biological processes and the unique factors that distinguish environmental processes in large river ecosystems from others.
- can identify gaps in the current knowledge of environmental issues in large river ecosystems and develop approaches to fill those gaps based on the contemporary scientific methodologies.
- are able to communicate effectively in writing and orally the results of research findings to the public and other professionals.

The Illinois Board of Higher Education (IBHE) recognizes six doctoral programs in environmental disciplines (environmental science, studies, policy, and/or engineering). However, none of these existing programs offer doctoral degrees in environmental science with an emphasis on large river ecosystems. Further, there are no institutions in IBHE's Western Region that offer an environmental doctoral program of any kind.

Ph.D. students in Environmental Science must hold an earned thesis-based Master's degree in a physical, life, or mathematical science from an accredited institution prior to being admitted to the program. Additionally, applicants are required to provide at least three letters of reference from individuals who can provide meaningful comments on the student's professional and/or academic background; a statement of research interest; and a curriculum vita.

Ph.D. students in Environmental Science must complete at least 60 semester hours (s.h.) beyond the Master's degree, in the following areas:

- Core courses, 11 s.h.
- Electives, at least 9 s.h.
- Dissertation/Research, 40 s.h.

In the core sequence of courses (11 s.h.) a theoretical framework is established for the study of the interrelatedness and interaction within and between environmental compartments; advanced methods are developed and applied to the quantitative analysis of environmental science data (including statistics, mathematical modeling, and geospatial analysis and simulation); and principles are integrated in ways that permit informed environmental decision making.

Within three regular academic semesters (fall/spring) of completing the core courses, Ph.D. students in Environmental Science must take and pass a Qualifying Examination (QUAL), which is drawn from the content of the core courses. (Students will be allowed two attempts to pass the QUAL. Those who are unable to obtain a passing score may apply to an appropriate master's degree program. This remains an exit option throughout the remainder of the Ph.D. in Environmental Science program.)

After successfully completing the QUAL, Ph.D. Candidates in Environmental Science must establish a Doctoral Examining Committee (DEC) consisting of five members. To account for the broad range of student technical preparation, personal interests, and possible dissertation research topics, inherent flexibility is provided through electives (at least 9 s.h.) which are selected by the student and his/her doctoral examining committee.

Ph.D. Candidates in Environmental Science will successfully complete a Preliminary Examination consisting of a written and oral defense of his/her dissertation research plan. As a research-based terminal degree program, the curriculum for the Ph.D. in Environmental Science is weighted to emphasize the conduct of independent, novel scientific investigation, under the close supervision of a faculty advisor and committee (40 s.h. Dissertation/Research).

Each Ph.D. Candidate in Environmental Science will present his/her research to the DEC as a written dissertation. An oral presentation of the dissertation will also be made by the candidate following the submission of the written dissertation. The oral component of the candidate's Final Examination will be open to the University community.

To support its multidisciplinary character, the program will be administratively housed in the College of Arts & Sciences' Institute for Environmental Studies. The program will be offered through WIU's Quad Cities riverfront campus, though student research may take place at both WIU campuses and/or off-site facilities.

It is anticipated that between six and eight students will enroll in the new degree program during its first year of operation. By the fifth year, the annual addition of ten to twelve new students is anticipated. Due to differences in research progress, it is difficult to predict the exact time between matriculation and graduation; however, a four to six year timeframe is reasonable. Consequently, it is estimated that six to eight degrees will be awarded by the fifth year of operation.

### **Environmental Science Ph.D. Program Costs**

#### **Personnel. Revised October 2011**

<b>Item</b>	<b>Unit cost</b>	<b># units</b>	<b>Extended cost</b>
New faculty (assistant professor; 9 mo.)	\$55,000	1	\$55,000
New faculty (associate professor; 9 mo.)	\$75,000	1	\$75,000
Faculty reassignments to Ph.D. program (20% time based on 9 mo. salary of \$55k)	\$11,000	2	\$22,000
Graduate research assistantships	\$11,200	2	\$22,400
			<b>\$174,400</b>

*Note: To meet the need for clerical support, the internal reallocation of a fractional percent of the CAS Research & Outreach Chief Clerk is proposed.*

<b>Analytic Equipment and Supply</b>	<b>\$138,600</b>
<b>Computing Resource</b>	<b>\$ 34,100</b>
<b>Total</b>	<b>\$347,100</b>

# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

September 21, 2012

## Resolution No. 12.9/6 Application Fee for Admission

**Resolution:**

**WHEREAS** Western Illinois University has reviewed its current undergraduate admissions application fee compared with other State Universities in Illinois; and,

**WHEREAS** Western Illinois University has learned that other regional universities in the State of Illinois charge an undergraduate admissions fee ranging from \$30-\$40; and,

**WHEREAS** Western Illinois University proposes that its Undergraduate Admissions Application Fee remain at \$30 for a paper application and increase from \$25 to \$30 for an electronic application; and,

**WHEREAS** this would affect approximately 2,000 applications; and,

**WHEREAS** the funds raised through this one-time fee will be used to cover the rising costs of recruitment and retention of undergraduate students to Western Illinois University; and,

**WHEREAS** Western Illinois University will implement the Undergraduate Admissions Application Fee beginning September 21, 2012:

**THEREFORE** be it resolved that the Board of Trustees approves the Western Illinois University Undergraduate Admissions Application Fee of \$30 for all applications for undergraduate admission to Western Illinois University beginning September 21, 2012, as proposed.

# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

September 21, 2012

## Report 12.9/7 FY2013 Institutional Strategic Plan for Technology Update

In June 2007, the Western Illinois University Board of Trustees unanimously approved the five-year *Institutional Strategic Plan for Technology at Western Illinois University* with the understanding that the Board would receive progress reports on the status of the *Plan*. This report is the fifth and final in its series.

The last report showed that of the 153 measurable actions and sub actions, 125 (82 percent) have been completed or are ongoing initiatives, 24 (16 percent) are in progress, and only three (two percent) have not been started since implementation of this *Plan*. This report shows that of the measurable actions and sub actions, 131 (85.6 percent) have been completed or are ongoing initiatives, 18 (11.7 percent) are in progress, and only four (2.6 percent) have not been started or were cancelled due to cost or changing priorities.

As this *Strategic Plan for Technology* draws to a close, the following is a small sampling of the technological accomplishments since last year's report:

- Participated in the implementation of the new distance learning system *Desire2Learn*.
- The availability of the *Enterprise Systems* mainframe was 99.99% (8120.9 hours out of a possible 8121.25 hours). This exceeded the goal of 99.7%.
- Implemented *Wireless Security* which allows users to access University resources through secure connections.
- Deployed a *Print Management System* pilot program. This program is intended to reduce waste and lower the expense of consumables. Wireless printing has also been enabled.
- Increased the Macomb campus network to 125 Mbps and with a burst rate up to 250 Mbps.
- Increased the Macomb campus ResNet (residential hall network) to 265 Mbps. This is an increase of 100 Mbps.
- Established a dedicated 100 Mbps link between the Macomb and QC campuses.
- Improved all security aspects on the mainframe environment.
- Completely redesigned the computer lab/collaborative-study area in the Library *Media and Digital Commons*.
- Created a process for business continuity for the *Support Center* (Helpdesk) in the event that Stipes Hall would need to be evacuated for an extended period.
- Installed VoIP at the QC campus Riverfront Building 1.



- Assisted the building of 10 *electronic classrooms*, and finished the installation of 5 *electronic classrooms* in Memorial Hall.
- Worked closely with the Admissions, Foundation and Development, Housing and Dining, and Administrative Information Systems to develop solutions to support the analysis of: prospective student recruitment processes, Foundation/Alumni phonathons, and student housing assignments.
- Made available *Mobile website templates* to be used in the content management system. The Alumni Association and the Office of the Registrar have used the templates, and they are currently available to the College of Education and Human Services, Student Services, and the office of Advancement and Public Services.
- Continued to integrate *Web Accessibility Standards* in all WIU web deployments.
- Successfully tested Disaster Recovery (DR) on the mainframe. The plan was tested at Sungard Corporation in Chicago.

The students, faculty, and staff of Western Illinois University will continue to experience service and technological enhancements. Some of the planned actions for academic year 2012-2013 include:

- Complete the transition to Academic Affairs with the hiring of a Chief Information Officer.
- Initiate discussion for the next Strategic Plan for Technology.
- Increase use of mobile technologies.
- Continue to expand the mobile web visioning for the University.
- Continuing with University Technology computing lab enhancements and printing reductions.
- Continue needed upgrades to identified network segments, wiring closets, and wireless access as funding permits.
- Remodel selected lab locations based on requested types of usage (laptop/collaborative friendly, wireless/mobile device/color printing, etc.).
- Continue to enhance security efforts on servers and expand disaster recovery testing beyond the mainframe.
- Deploy wireless in the Lincoln and Washington residence halls.
- Expand Zimbra (email, etc.) servers and storage, and test virtualization.
- Continue efforts to support, maintain and enhance Desire2Learn.

The pages that follow display the status of goals, actions, and priorities for the *Institutional Strategic Plan for Technology* that have changed since the last report.

**The Status of Goals, Actions, and Priorities for the *Institutional Strategic Plan for Technology***

**I. Increase Communication**

Advancing the technological goals and priorities of Western Illinois University will require enhanced communication. This includes increased user feedback; a standardized e-mail, calendaring, and groupware solution; an enhanced University Web presence and developed campus portal; expanded data systems; and articulation of technology policies, procedures, accomplishments, and challenges. The success of this *Strategic Plan* is predicated on two-way communication and collaboration between University students, faculty, and staff.

**A. User Feedback**

<u>Action</u>	<u>Priority</u>	<u>Completion</u>	<u>Status</u>
3. A list of technology and web contacts for each division, college, and department should be formed and used as the base to communicate and coordinate technology actions at the departmental and unit level. <i>(President's Technology Advisory Users Group)</i> . <b>A listing of technology and web contacts for all academic departments and administrative units is available at <a href="http://www.wiu.edu/university_technology/techcontacts.php">www.wiu.edu/university_technology/techcontacts.php</a>.</b>	Phase I	Short-Term	<b>Complete</b>
9. Upon successful contract negotiation with the selected vendor for an e-mail, calendaring, and groupware client, form an institutional task force to develop an implementation and training plan for the new client. <i>(President, President's Cabinet)</i> . <b>Zimbra has been fully implemented. Training on Zimbra is available on request from University Technology and from Western's Knowledgebase.</b>	Phase II	Short-Term	<b>Complete</b>
10. With the selection of a new e-mail, calendaring and groupware vendor:			
b. Increase e-mail inbox storage; and <i>(University Computer Support Services, Electronic Student Services)</i> <b>University Technology doubled Storage Area Network server space and now provides redundant back up. Additional space will be added as needed.</b>	Phase II	Short-Term	<b>Complete</b>
c. Establish lifetime e-mail addresses for University alumni. <i>(Alumni Services, University Computer Support Services)</i> . <b>University Technology purchased a perpetual license from Zimbra that offers the potential of establishing lifetime e-mail addresses for alumni.</b>	Phase III	Mid-Term	<b>Complete</b>

**D. Expanded Data and Systems**

<u>Action</u>	<u>Priority</u>	<u>Completion</u>	<u>Status</u>
14. Centralize document imaging across both Western Illinois University campuses. <i>(Electronic Student Services, University Computer Support Services, Dean of University Libraries, Business Services)</i> . <b>Document imaging is used to support business applications, Student Services, and University Libraries.</b>	Phase I	Mid-Term	<b>Complete</b>

## II. Increase Support

Institutional technology is only as strong as the user support for students, faculty, staff, alumni, and guests of the University. Western Illinois University will continue to enhance user support. Increased support takes the form of providing enhanced communication with end users, which is the cornerstone of the all the recommendations in this *Strategic Plan*. For example, this *Plan* culminates in developing/implementing a support plan that exceeds the levels of support, communication, and responsiveness at peer institutions. Western Illinois University will become a national best practice model for others to follow.

As part of this emulation process, Western Illinois University will enhance student, faculty, and staff technological training. We will also assume leadership in providing information in alternative formats, allowing students to register online, and providing a staffed center for hardware and software support. These actions are in tandem with all other action items contained within this *Strategic Plan*.

<u>Action</u>	<u>Priority</u>	<u>Completion</u>	<u>Status</u>
19. Enhance technology support by establishing or increasing:			
a. Faculty training and support for classroom instruction. ( <i>Center for Innovation in Teaching and Research, Distance Learning Support Staff</i> ). <b>Technology training is provided by the Center for Innovation in Teaching and Research (CITR). A calendar of workshops is available at <a href="http://www.wiu.edu/CITR/workshops/index.sphp">www.wiu.edu/CITR/workshops/index.sphp</a>, and includes handling sensitive data; using smart boards; integrating software in preventing plagiarism, creating mobile and accessible websites, maintaining electronic grade books; and integrating best practices in distance learning.</b>	Phase I	Ongoing	<b>Complete</b>
b. Faculty training in synchronous distance education. (CODEC), pedagogy ( <i>Center for Innovation in Teaching and Research, Distance Learning Support Staff</i> ). <b>The School of Distance Learning, International Studies and Outreach; CITR; and the Center for the Application of Information Technologies provide training for all new courses to be delivered via distance education. CITR also provides ongoing professional development activities. Use of equipment is also reviewed in many colleges and departments. The College of Education and Human Services and WIU-Quad Cities, for example, provide training on the use of two-way, audio-video equipment.</b>	Phase I	Ongoing	<b>Complete</b>
c. Training and support for faculty in the use of course management software for hybrid courses. ( <i>Center for Innovation in Teaching and Research, Distance Learning Support Staff</i> ). <b>See Action #19b.</b>	Phase I	Ongoing	<b>Complete</b>
d. Regular training sessions for students, faculty, and staff on University-supported software. ( <i>Center for Innovation in Teaching and Research, University Information Management Systems, University Computer Support Services</i> ). <b>In addition to information presented in Actions #19a and #19b, Human Resources provides technology training on University-supported software. Sessions include different levels of training on Microsoft Word, Excel, Access, Power Point, and Publisher. Additional training information is available from</b>	Phase I	Ongoing	<b>Complete</b>

<b>Western's Knowledgebase.</b>			
e. Provide ResNet training sessions for students. ( <i>University Computer Support Services</i> ). <b>ResNet provides training sessions to students. This includes individual training sessions (e.g., virus, spyware, and network setup) and group sessions at floor meetings. A technology brochure discussing resources and services is distributed during the Summer Orientation and Registration and New Student Registration programs. It is also available from heavily trafficked student referral areas, including Student Assistance and Parent Service Center, Veteran's Resources Center, and the School of Graduate Studies.</b>	Phase I	Ongoing	<b>Complete</b>
f. E-mentoring for faculty and teaching assistants. ( <i>Center for Innovation in Teaching and Research</i> ). <b>CITR offers on-line tutorials. Current topics include using Western Online, best practices in podcasting, and faculty time reporting.</b>	Phase II	Mid-Term	<b>Complete</b>

### **III. Improve Technologies**

#### **B. In Classrooms and Laboratories**

All Western Illinois University students and faculty must have equal access to classrooms, laboratories, and the corresponding hardware and software that provide the necessary technologies to support educational objectives. Therefore, the first step is to inventory the types of technology available in the classrooms and then develop/publish a scheduling system that allows convenient faculty access to classrooms that will simultaneously meet pedagogical and technological needs.

The academic excellence and educational opportunities provided by Western Illinois University faculty require increased and current technology. Western Illinois University will institutionally move to an all-electronic classroom solution. An interim approach to this migration to improved classrooms and laboratories will be to develop college standards for classrooms (recognizing that updating will require a multiyear approach applied consistently across the academic colleges and University Libraries) and convenient technology checkout programs for faculty and staff. Convenience also extends to enhanced technology and classroom support with increased sensitivity to the academic calendar.

The University also commits to continually evaluating and purchasing, where appropriate, new and emergent technologies that will advance the successful fulfillment of the University's academic mission and service operations.

<u>Action</u>	<u>Priority</u>	<u>Completion</u>	<u>Status</u>
29. In consultation with Deans, Department Chairs, and program faculty, develop and begin implementation of University plans for configuration of three general levels of electronic classrooms to meet basic, intermediate, and high-end needs. <b>The President's Technology Advisory Users Group developed standards for electronic classrooms. Similar standards are also in place for Quad Cities locations.</b> <ul style="list-style-type: none"> <li>• These plans should include instructions for Physical Plant installation of teaching stations and cabling, projection screens where needed, and electrical and network connections. <b>Physical Plant and University Technology have a service level agreement for installation of electronic classrooms in Macomb, and similar efforts are coordinated with Quad</b></li> </ul>	Phase I	Short-Term	<b>Complete</b>

<p><b>Cities Technology for renovations in Moline.</b></p> <ul style="list-style-type: none"> <li>• These plans should also include consideration for increased physical security of installed equipment. (<i>Deans, Departments, President's Technology Advisory Users Group, College Representatives, Physical Plant</i>). <b>University Technology and the Technology Security Committee are updating the video surveillance policy for review by the President's Cabinet.</b></li> </ul>			
<p>30. Establish a laptop and other hardware checkout program (wireless laptop cart, data projectors, portable ELMOs, digital video cameras, and digital still cameras) for faculty and staff. (<i>Dean of University Libraries, Director of Special Projects, President's Technology Advisory Users Group, President's Technology Infrastructure Group</i>). <b>University Libraries, the College of Education and Human Services, Museum Studies, and Quad Cities Technology have checkout programs.</b></p>	Phase I	Mid-Term	<b>Complete</b>
<p>37. Investigate the feasibility of requiring laptops for all Western Illinois University students. (<i>President's Technology Advisory Users Group, University Computer Support Services, Financial Aid, Center for Innovation in Teaching and Research</i>). Nursing and Broadcasting faculty have implemented mobile computing initiatives and one is under development in Art.</p>	Phase II	Mid-Term	<b>Complete</b>

**C. At University Libraries**

The University Libraries are committed to identifying, collecting, organizing, preserving, and providing access to information supporting the instructional programs of the University. The Libraries make available essential resources in each curricular field and participate in the education of their users. The Libraries also support the research and informational needs of students, faculty, staff, and people of the region. Technology and its enhancement, as demonstrated in the action items below, are critical to the mission and success of the Libraries.

<u>Action</u>	<u>Priority</u>	<u>Completion</u>	<u>Status</u>
<p>46. Transform the current Library Audiovisual space into a technologically advanced collaborative learning environment by:</p> <ol style="list-style-type: none"> <li>Providing evolving technology for student learning including high-tech computer workstations and peripherals. <b>In academic year 2007-2008, University Libraries opened the Digital Commons that included a new state-of-the-art computer laboratory. In 2008-2009, a Digital Studio was added. In 2011, University Libraries worked with University Technology to develop plans for an updated Digital Commons.</b></li> </ol>	Phase I	Ongoing	<b>Complete</b>

**IV. Strengthen Distance Education**

Electronically offered programs support and extend the roles of educational institutions. Increasingly they are integral to higher education, with growing implications for institutional infrastructure. A strong distance learning program, with appropriate technological infrastructure and staff support, will allow Western Illinois University faculty to achieve *Higher Values in Higher Education* goals of outreach and excellence in undergraduate and graduate education.

The planned action items displayed below are in sequential order. They begin with completion of current initiatives to provide the Board of Trustees Bachelor of Arts degree fully online and to provide the infrastructure to support hybrid instruction in Macomb and the Quad Cities. They continue with advancement of the Higher Learning

Commission-North Central Association of Colleges and Schools' *Best Practices for Electronically Offered Degree and Certificate Programs* for new (and existing) distance education degree programs. Extension of distance learning best practices reinforces the University's commitments to educational opportunity and excellence in undergraduate and graduate education.

<u>Action</u>	<u>Priority</u>	<u>Completion</u>	<u>Status</u>
51. Upgrade course management software (WebCT Vista). ( <i>University Computer Support Services</i> ). Western Illinois University completed migration to WebCT Vista in summer 2007. WebCT Vista was acquired by Blackboard and is at end of life. The University, under the leadership of Dr. Richard Carter, spent academic year 2011-2012 migrating to Desire2Learn as the new distance learning platform.	Phase I	Ongoing	<b>Complete</b>
52. Provide a consistent and coherent technical framework for distance education students and faculty. ( <i>Center for Innovation in Teaching and Research, Distance Learning Committee, Distance Learning Support Staff</i> ).	Phase II	Short-Term	<b>Complete</b>
54. Provide an ongoing program of appropriate technical, design, and production support for faculty members. ( <i>Center for Innovation in Teaching and Research, Distance Learning Support Staff</i> ).	Phase II	Ongoing	<b>Complete</b>
56. Establish and implement distance education programs identified in academic master plans and supported in the University's curricular approval processes. ( <i>Colleges, Departments, Faculty, Center for Innovation in Teaching and Research</i> ).	Phase III	Ongoing	<b>Complete</b>

## **V. Enhance Infrastructure and Security**

At the center of Western Illinois University's technology is the core network that connects all University buildings and campuses. If Western Illinois University is to successfully promote academic excellence and educational opportunities, it must provide a high-speed core network with load balancing and redundancy. A strong infrastructure supports state-of-the-art classrooms and instruction, a wireless network throughout the Macomb and Quad Cities campuses, and commitments to ResNet—a student fee-funded program that supports a high-speed network which connects residents' computers with University computer resources. Equally import to the University's core network is state-of-the-art telecommunications and network management emphasizing risk management and security planning.

### **A. High-Speed Core Network**

<u>Action</u>	<u>Priority</u>	<u>Completion</u>	<u>Status</u>
59. Complete infrastructure work associated with load balancing and redundancy.			
e. Obtain generator power for Morgan 103. ( <i>Assistant to the President for Planning, Budget, and Institutional Research; University Computer Support Services; Physical Plant</i> ).	Phase I	Short-Term	<b>Complete</b>
f. Acquire additional Internet bandwidth. ( <i>Assistant to the President for Planning and Budget, Director of Special Projects, University Computer Support Services, Physical Plant; Telecommunications</i> ).	Phase I	Short-Term	<b>Complete</b>
62. Add additional capacity for ResNet. ( <i>University Computer Support Services</i> ).	Phase III	Short-Term	<b>Complete</b>

**D. Risk Management and Security**

<u>Action</u>	<u>Priority</u>	<u>Completion</u>	<u>Status</u>
85. Develop a comprehensive data security plan for Western Illinois University, including successful implementation of the following: a. Effective training across all levels of the University and with certification of training and policy compliance. <b>Sensitive Data Training is provided by the Business Office, Center for Innovation in Teaching and Research, and the Chief Technology Security Officer.</b>  g. Auditing practices to obtain more feedback and to address deficiencies ( <i>President's Technology Infrastructure Group</i> ). <b>WIU's technology departments are audited annually by external auditors. The University is responsible for addressing findings and recommendations.</b>	Phase I	Mid-Term	<b>Complete</b>          <b>Complete</b>

**VI. Demonstrate Accountability**

To successfully achieve institutional technology goals requires fiscal planning for technology at the University level, instead of relying on end-of-the-year monies. As Western Illinois University clearly identifies funding responsibilities for technology at the institutional, divisional, college, and departmental level, there are opportunities for increased funding across all levels of the University.

<u>Action</u>	<u>Priority</u>	<u>Completion</u>	<u>Status</u>
94. Incorporate technological and infrastructure planning into the newly developing Western Illinois University campus master plans by identifying technology and infrastructure plans for the:	Phase I	Short-Term	
b. Western Illinois University-Quad Cities Riverfront Campus, including: i. Establishing classroom standards for technology. ( <i>Quad Cities faculty, Quad Cities Users Group Technology Subcommittee, Director of Special Projects, University Computer Support Services</i> ).			<b>Complete</b>

# WESTERN ILLINOIS UNIVERSITY

## BOARD OF TRUSTEES

September 21, 2012

### Report 12.9/8 Fiscal Year 2013 Strategic Plan Update

Academic year 2011-2012 was the fourth year of implementation for *Higher Values in Higher Education 2008-2018*. The plan contains six goals, 14 actions, and 131 priorities that were endorsed by all campus governance groups on both campuses and approved for implementation by the Western Illinois University Board of Trustees in June 2008.

Through *Annual Strategic Plan Updates*, the Western Illinois University Board of Trustees receives yearly summaries of strategic plan accomplishments and plans. The source of data for these summaries is annual spring reports prepared and presented to the campus community by areas that report to the president and each vice presidential area. These reports are based on initiatives occurring at departmental, college, and university levels.

Because the review/update to create *Higher Values in Higher Education 2012-2022* was occurring at the time that individual areas were preparing for spring 2012 presentations, reporting on Higher Values in Higher Education occurs in two sections: Section I details University accomplishments from *Higher Values in Higher Education 2008-2018*. Section II details initial implementation plans for the new *Higher Values in Higher Education 2012-2022*.

Following the University's established accountability reporting processes, this *Report* provides a qualitative analysis showing how the University continues successful advancement of priorities and goals from the University's *Strategic Plan*. This is a two-phase approach. In addition to this *Report*, the December Board of Trustees meeting materials will contain the Fiscal Year 2013 Performance Report to document how successful implementation of the *Strategic Plan* is advancing 50 Board-approved performance indicators, and how the University's performance compares to Western Illinois University peer groups.

The Board and campus community will also continue to receive monthly Strategic Plan Updates. These Updates summarize current *Higher Values in Higher Education* implementation and planning issues.



# Section I

## Higher Values in Higher Education 2008-2018 Accomplishments

The students, faculty, and staff of Western Illinois University have a strong tradition of advancing the priorities and goals of Higher Values in Higher Education. For academic year 2011-2012, 98.5 percent of the strategic plan's priorities had accomplishments. This, as shown below, is due to the significant collaboration, resource allocation, and commitments to shared governance. Together, we are advancing the goals and priorities of the University.

### Goal 1: Focused Recruitment and Retention

Action 1. Achieve optimum controlled enrollment growth goals of 12,500 on the Macomb campus and 3,000 on the Quad Cities campus, both with high-achieving, motivated and diverse learners.

a) Allocating new and reallocated resources to support:

- (1) Academic programs and support services that attract students from the state, region, nation, and around the world to Western Illinois University

Western Illinois University provides 66 undergraduate degree programs and 37 graduate degree programs. These academic programs are supported by the services collections and holdings of University Libraries, which include more than one million cataloged volumes, 1,000 current periodicals, 24 foreign and domestic newspapers, and access to more than 56,000 online periodicals and computer resources worldwide. In addition, the IShare Online computerized catalog and circulation system provides immediate access to the collections of Western Illinois University and 64 other academic libraries throughout Illinois.

The University's academic programs and support services continue to receive national recognitions for quality, opportunity, and affordability. In the last year, Western received national recognitions as a top institution by U.S. News and World Report, Princeton Review, G.I. Jobs Magazine, Center for Student Opportunity, Southern Regional Educational Board, and the Education Trust.

In fall 2011, Western Illinois University-Macomb enrolled 11,182 students (89 percent of its enrollment goal) from 92 Illinois counties, 38 states, and 57 foreign countries. Western Illinois University-Quad Cities enrolled another 1,372 students (46 percent of its enrollment goal) from 48 Illinois counties, 16 states, and 11 foreign countries.

- (2) Attention to the individual learner by maintaining student-to-faculty ratios at or below 17:1 and average class sizes of less than 25.

Fall 2011 student-to-faculty ratios were 16:1 on the Macomb Campus and 12:1 on the Quad Cities Campus. The average class size was 22 students in Macomb and there are no classes larger than 50 in the Quad Cities.

- (3) Opportunities and resources, as documented in annual *Underrepresented Groups Reports*, for the enhanced participation and achievement of students from

traditionally underrepresented groups in higher education and in academic disciplines

Minority student enrollment is 23 percent of the fall 2011 on-campus enrollment in Macomb and 12 percent in the Quad Cities. Females account for 47 percent and 56 percent of these enrollments, respectively. Moreover, 468 students received Disability Resource Center services.

University offices supporting the participation and achievement of students from traditionally underrepresented groups include the Admissions Office, Casa Latina Cultural Center, Center for International Studies, Disability Resource Center, Gwendolyn Brooks Cultural Center, Multicultural Programs, Quad Cities Office of Academic and Student Services, and the Women's Center.

Supporting these units and the work of faculty and staff are the University Diversity Council, Web Accessibility Committee, Americans with Disabilities Advisory Committee, University Committee on Sexual Orientation, and the Western Organization for Women.

Examples of diversity initiatives occurring at the departmental level include Non-Credit Programs and Mathematics sponsoring Girls Plus Math to address the underrepresentation of females in mathematics and science. The Centennial Honors College establishing a Task Force on Minority Recruitment and Retention. Administrative Information Management Systems creating a testing scheduling and notification system for students and faculty coordinating with the Disability Resource Center.

In the Quad Cities, members of the Administrative Team serve on five community-based organizations that emphasize diversity and student achievement: Big Brothers/Big Sisters, Greater Quad Cities Hispanic Chamber of Commerce, Quad Citians Affirming Diversity, Quad Cities Minority Partnership, and United Way of the Quad Cities Area. Additionally, members of the Office of Academic and Student Services actively engage with the Minority Partnership program, League of United Latin American Citizens, Minority Teachers Incentive Program, Quad Cities Scholars, and United Neighbors.

With a supportive campus environment, the University experienced increases in the six-year graduation rates of African American students (from 41.2 percent to 44.0 percent) and Hispanic students (from 46.7 percent to 48.7 percent).

- (4) Appropriate funding for broad-based programs (e.g., academics, student organizations, and intercollegiate athletics) at levels that allow students to be successful.

Western Illinois University students have access to a broad range of professional, social, and cultural organizations that enhance the college experience inside and outside of the classroom. More than 250 student organizations on the Macomb campus and another 22 in the Quad Cities represent a wide range of interests and professional honorary associations.

Campus Recreation offers a wide variety of intermural and club sports. In fall 2011, 3,124 students participated in 31 intramural sports and 32 sports clubs had 700 members.

Intercollegiate athletics supports 10 varsity sports each for men and women at the NCAA Division I level (FCS in football). Both men's and women's athletic teams compete in the Summit League. Football competes in the Missouri Football Valley Conference.

The 2012 Collegiate Basketball Invitational appearance by Western Illinois University men's basketball team marked the Leathernecks' first-ever postseason appearance in their over 30-year NCAA Division I history. The team also had its first appearance on ESPN2 during the Summit League Championship Game.

- (5) Promoting the University's statewide, regional, and national leadership in affordability and cost predictability for undergraduate and graduate education.

Western Illinois University continues its traditions of innovation in cost affordability. The new Western Commitment Scholarship rewards high-achieving students by offering four-year, annually renewable scholarships towards the cost of attendance. Student Services also expanded the textbook rental program. The program provides over 4,000 titles and saves 55 percent per book.

Western Illinois University was one of only four Illinois public universities selected to provide dual enrollment opportunities for community college students by the Illinois Student Assistance Commission. On the Macomb Campus program participation can reduce the total cost of attendance by one-third and debt by one-half. Program participation eliminates student unmet need on the Quad Cities Campus.

In spring 2012, the Vice President for Quad Cities and Planning presented the dual enrollment (Linkages) model used at Western Illinois University-Quad Cities to the Higher Learning Commission-North Central Association of Colleges and Schools and the National Association of Branch Campus Administrators. Initial results of the program showed that the average ACT score of participants was 22.0, 27 percent of the participants were minority students, and the first semester retention rate was 69 percent—well above the national community college first year retention rate of 55 percent.

Western Illinois University also continues its traditions of innovation in cost predictability. While *Illinois Truth in Tuition* legislation requires all Illinois public universities to guarantee undergraduate tuition for four years, Western remains the only Illinois public university to guarantee tuition, fees, room and board to undergraduate and graduate students, provided that the student maintains continuous enrollment. Western continues to be the earliest Illinois public institution to send award notifications to new students in an attempt to

allow these students to make timely and informed educational choices. A new Net Price Calculator for incoming freshmen enable students and their families to determine the cost of Western attendance, which further enhances financial planning.

- b) Allocating additional resources to support new and enhanced student recruitment efforts.

In Macomb, the Admissions Office is responsible for undergraduate student recruitment and the Graduate School works with academic departments to facilitate graduate student recruitment. On the Quad Cities Campus, the Office of Academic and Student Services coordinates undergraduate recruitment and provides assistance to the Graduate School and program faculty in graduate student recruitment. Together, these offices partnered with academic departments and administrative units to enhance student recruitment practices. In addition:

- University Housing and Dining Services (UHDS) hired 12 student leaders to serve as Housing Student Ambassadors that assisted with campus residential hall tours. UHDS hosted Camp Leatherneck. Participants were taken to Camp Abe Lincoln in Blue Grass, Iowa, and placed in small groups that were led by a team of 20 upper-division students called Leatherneck Leaders. There were over 150 new freshmen applications for 100 spots in the 2011 Camp Leatherneck.
- University Relations developed the *What's Happening at Western* e-newsletter, promoted Centennial Honor's and Western Commitment Scholarships, and continued design projects for the Think Purple campaign.
- Administrative Information Management Systems created e-mails, postcards, and letters to be sent to prospective students in addition to distributing new reports for counselors in continuing support of recruitment efforts.
- The Vice President of Quad Cities and Planning reallocated \$10,000 from the Quad Cities administrative budget to the Quad Cities admissions budget to support travel to expanded recruitment territories and recruitment efforts associated with the new Linkages and Quad Cities Honors Cohort programs.

- c) Enhancing the integrated marketing campaign to increase external awareness of Western Illinois University; the achievements of students, faculty, staff, and alumni; and program-specific marketing

Western Illinois University's academic programs and support services continue to receive national recognitions as documented in Goal 1, Action 1A1 of this *Report*. In addition, University Marketing increased WIU's local and statewide presence by promoting the Think Purple Campaign locally and regionally. Advertising initiatives were implemented throughout the state, including WIU videos in movie theatres and television stations, billboard campaigns, street banners and flags, Think Purple stamps, purple shirts for businesses, and special advertising in Macomb businesses and at the Quad Cities airport.

Western Illinois University-Quad Cities formed a Marketing Advisory Board to assist in the creation and enhancement of new and existing promotional materials. The Committee includes representation from the Management and Marketing department (Dr. Ann Walsh) in addition to community media and public relations professionals.

With feedback and direction from this Committee, new methods of promoting Western Illinois University-Quad Cities include launching a teaser and grand opening billboard campaign for Riverfront Campus; unveiling a new campus logo; producing a promotional video for the upcoming 100-year anniversary celebration of Western first hosting classes in the Quad Cities; engaging in shared marketing with Black Hawk College and Eastern Iowa Community Colleges; expanding marketing to include WYEC, 93.9 FM and the QC Times online; adding QR codes to advertisements and promotional materials; displaying WIU-themed banners at Quad Cities Campus locations and on River Drive (a main thoroughfare); and displaying WIU-QC welcomes when VIP's pass through the Quad Cities airport.

Visual Production Center offered new products and services branding the University. There were new WIU wall/window clings, stickers, buttons, stand-up admissions banners, University Union kiosk display, and banners for Macomb-area businesses.

Social media initiatives via Facebook, twitter, Flicker, and YouTube continued. As of March 1, 2012, the University had 15,564 likes, an increase of 70 percent from the previous year. Western Illinois University-Quad Cities also saw the number of Facebook fans increase from 400 to 700.

As a public broadcasting service of Western Illinois University, WQPT serves a viewing audience of 600,000 residents of Western Illinois and Eastern Iowa. The station increased its local presence and visibility of the University by airing: WIU Presents: A one-hour program, produced by University Television, that is broadcast monthly and features performing artists appearing at the Macomb Campus; The Cities: A local public affairs program anchored by WQAD's Jim Mertens. President Emeritus Goldfarb, President Jack Thomas, Vice President Rives, Trustee Nelson, Dr. Tammy Werner, Dr. Kristi Mindrup, and Bill Brewer were all guests on the show during the last year; and Re-broadcasts home men's and women's Leatherneck basketball games.

The achievements of Western Illinois University students, faculty and staff were also showcased in many different events and venues. For example, the Centennial Honors College researched and compiled a list of prestigious national scholarships available to qualified honor students. As a result:

- Jenna Verity was the University's first-ever Rhodes Scholarship finalist. Rhodes Scholarships are the oldest and most celebrated international fellowship awards in the world. Each year 32 young Americans are selected as Rhodes Scholars. Rhodes Scholars are chosen for their outstanding scholarly achievements, their character, commitment to others and to the common good, and for their potential for leadership in their chosen careers.

- Lindsey Posmanick was nominated for a Truman Scholarship and she was awarded a \$1,000 Web Scholarship for her achievements and commitment to the study of the law. Truman Scholarships recognize college juniors with exceptional leadership potential who are committed to careers in government, the nonprofit or advocacy sectors, education or elsewhere in the public service.
- Serena Stevens was the University's first-ever Jack Kent Cooke Scholarship nominee. The Jack Kent Cooke Foundation's scholarship programs are designed to encourage and support outstanding students who work hard, demonstrate a strong will to succeed, and have financial need.
- Staci Buster was the University's first-ever Udall Scholarship nominee. The Udall awards 80 scholarships of up to \$5000 to sophomore and junior level college students committed to careers related to the environment, tribal public policy, or Native American health care.

The scholarly activity of Western Illinois University faculty and staff is summarized in Goal 2, Action 2a of this *Report* and this important work has implications locally, regionally and globally. The achievements of Western Illinois University-Quad Cities students, faculty, staff, and alumni were showcased in local media (print and web) over 500 times in the last year. A College of Fine Arts and Communication faculty member's article *How Many Facebook Friends Do You Have? "Study Links Narcissism and Facebook Activity"* was featured on abcnews.com and generated more than 50 million hits.

- d) Increasing partnerships (e.g., alumni, Macomb and Quad Cities community members, high school and community college counselors, and with historically black colleges and universities and Hispanic-serving institutions) to assist in student recruitment.

The Macomb and Quad Cities Campuses hosted articulation conferences to give updates and discuss partnerships with high school and community college representatives. Admissions staff attended similar conferences at other Illinois public universities.

Western Illinois University-Quad Cities staff meet with local high school officials to discuss the new General Education/Honors Cohorts. Staff also met with representatives from Black Hawk College to identify the strengths of the Linkages Program and opportunities for service enhancements.

Western Illinois University-Quad Cities formed a new Admissions Advisory Board, comprised of local high school and community college representatives to give advice and feedback on recruitment efforts and partnership opportunities targeting new freshmen and transfer students.

Educational Leadership began offering courses at the University Center of Lake County in Fiscal Year 2012. The Center represents a consortium of 19 institutions and the University's participation provides new educational opportunities to students at the Center.

Western Illinois University-Quad Cities and Saint Ambrose University completed the first year of co-hosting the Quad-Cities Graduate Study Center, an educational consortium of 10 local and regional institutions of higher education.

- e) Enhancing community college partnerships (e.g., increased interactions with admissions counselors, implementation of the Course Articulation System, faculty participation on all Illinois Articulation Initiative panels) to support Western's "transfer friendliness" and increased transfer student enrollment.

Western Illinois University participates fully in the Illinois Articulation Initiative, a statewide agreement that allows transfer of the completed Illinois General Education Core Curriculum between participating institutions. Completion of the transferable General Education Core Curriculum at any participating college or university in Illinois assures transferring students that lower-division general education requirements for a bachelor's degree have been satisfied.

Western has dual admission articulation (Compact) agreements with 32 community colleges in Illinois and Iowa. These agreements allow for students who completed an Associate of Arts or Associate of Science degree at their local community college to meet all University general education requirements upon enrolling. In the past year, the Admissions Office formed new Compact agreements with four Iowa community colleges: Kirkwood, Northeastern Iowa, Iowa Valley, and Indian Hills.

In academic year 2011-2012, Sauk Valley Community College contacted Western Illinois University-Quad Cities with regards to participating in Western's Linkages program. An initial exploration has begun.

In fall 2011, there were 1,301 new transfer students enrolled at the Macomb Campus. This represents 34 percent of total new student (freshmen, transfer, and graduate student) enrollment. In the Quad Cities, there were 187 new transfers, representing 52 percent of total new students. For both campuses combined, the top five majors of fall 2011 new transfer students were Law Enforcement and Justice Administration, Agriculture, Psychology, General Studies, and Elementary Education. The top five transfer colleges were Black Hawk College, Spoon River College, John Wood Community College, Scott Community College, and Carl Sandburg College.

Action 2. Provide the resource base and support to recruit and retain an excellent faculty and staff representative of the diverse and global society and committed to supporting the University's vision, mission, values, and goals.

- a) Provide faculty and staff salaries that meet and exceed the mean of peer institutions. Successful strategies include:
  - (1) Completing and supporting faculty equity reviews.

The University awarded a 1.0 percent salary increase for Fiscal Year 2012 and a 2.5 percent salary increase for Fiscal Year 2013.

Through contractual agreements with the University Professionals of Illinois (UPI), the University has minima salaries and a process for conducting salary equity reviews. As part of the *Agreement 2010-2015* with the University Professionals of Illinois, minima salaries are published in the Additional Compensation Article 29 (for Unit A) and in Article 43 (for Unit B).

Overall cost increases related to the Fiscal Year 2012 salary increases for Unit A faculty were: 1.0 percent raise (\$376,383) minima adjustments (\$466,879), promotions (\$110,144), and Professional Achievement Awards (\$263,074). Overall cost increases for Unit B faculty were: 1.0 percent raise (\$50,824) minima adjustments (\$44,079), and promotions (\$3,690), and Professional Achievement Awards (\$1,800).

Overall cost increases related to the Fiscal Year 2013 salary increases for Unit A faculty were: 2.5 percent raise (\$874,476), minima adjustments (\$496,703), promotions (\$120,440), and Professional Achievement Awards (\$278,753). Overall cost increases related to Unit B faculty were: 2.5 percent raise (\$129,471), minima adjustments (\$31,115), promotions (\$3,402), and Professional Achievement Awards (\$975).

- (2) Examining and implementing, if approved, Pay for Exceptional Performance for non-negotiated staff.

The Pay for Exceptional Performance (PFEP) program for staff was implemented in July 2009, and suspended in March 2010 due to state cash flow issues. It has not been reinstated.

- (3) Allocating resources to support Market Equity Reviews for non-negotiated staff.

Human Resources annually reviews salary equity based on classification structures and peer data. Salary increases were processed for prevailing wage groups, per notification from the Illinois Department of Labor.

Human Resources processed 20 Starting Salary Adjustments (SSAs). Eleven of the employees were eligible for SSAs. Six employees received the maximum increase of 10 percent and five employees received increases ranging from three to eight percent.

Human Resources conducted 32 Fiscal Year 2012 classification audits. Of the audits conducted, 20 were reclassified or reallocated and four were retained. This reflects an 87.5% reclassification rate for this period. Six audits are currently pending.

- (4) Negotiating contracts that support salary increases and market equity for negotiated staff.



Western Illinois University has staff collective bargaining agreements with the American Federation of State, County and Municipal Employees; Illinois Fraternal Order of Police Labor Council; International Union of Operating Engineers; Pipe Trade District Council; and University Professionals of Illinois. Negotiating contracts that support salary increases and market equity for negotiated staff is an ongoing priority for the University.

- b) Provide institutional resources to support *Higher Values in Higher Education 2008-2018* and the academic mission and service operations of Western Illinois University.

This report and future annual reports will continue to document the allocation of University resources (financial and staffing) to support the University's highest priorities and goals. This documentation is complemented by annual preliminary spending plans and all-funds budgets presented to the Board of Trustees annually at their summer and fall meetings, respectively.

- c) Through the Comprehensive Campaign, obtain funds to augment faculty support through endowed professorships and chairs.

Faculty support, student scholarships, capital improvements, information and technologies and unrestricted gifts are funding priorities for the Higher Values in Higher Education fundraising campaign. As of June 2012, the University has raised 80 percent of its \$60 million fundraising goal.

- d) Conduct needs analyses to inform professional development opportunities and programming for faculty and staff.

The Center for Innovation in Teaching and Research, Human Resources, and the Quad Cities Professional Development Network (a local consortium of seven higher education institutions) all conduct annual needs assessments to help determine programming options for participants.

Training also occurs at the departmental level. For example, Physical Plant trained trade personnel in areas of lead awareness, asbestos awareness, forklift safety, JLG high-lift practical training, personal protective equipment training, confined space respirator fit test and training, hot work program, accident prevention, and practical fire extinguisher training. Training for Morgan Hall's Halon system has been arranged.

The Council of Administrative Personnel offered its first professional development opportunity on the subject of employee morale, for all administrative personnel.

- e) Provide opportunities, as demonstrated in annual *Underrepresented Groups Reports*, to increase the participation and achievement of faculty and staff from traditionally underrepresented groups in higher education.

All vice presidential areas continued to pursue diversity in hiring practices. For example, Academic Affairs established the Minority Fellow Dissertation Award, Underrepresented Post Doctorate Award, and the Underrepresented Visiting Professor Award to promote diversity.

Human Resources facilitates the WIU Learner Trainee program for staff recruitment, training, and evaluation. There are 441 Trainee applicants on the register, with 51 percent female and eight percent minority. During Fiscal Year 2012, there were 25 Trainee employees hired at the University. Of these new hires, 28 percent are African American and 52 percent are female.

There are several subcommittees within the University Diversity Council to address diversity matters for faculty and staff. This includes the Campus Climate, Celebrating Diversity, Public Relations, and Workforce Diversity Initiatives subcommittees.

Minorities and females represent 21 percent and 44 percent of the University's faculty, respectively.

- f) Develop and expand fiscally responsible, family-friendly policies and procedures across all employee classifications that assist in faculty and staff recruitment and retention and enable employees to continue advancement of professional goals and the values of the University, even in times of significant personal/family stress.

Human Resources assists University employees with domestic partner benefit administration, benefits workshops, 403(b) compliance, and the University's long-term disability policy.

The University provides lactation stations for nursing mothers. New gender-neutral restrooms are also planned for the Performing Arts Center and Phase II of the Riverfront Campus.

Human Resources handled multiple benefit choice periods to clarify benefits updates at the state level. HR also provided updates and made campus-wide presentations on retirement and benefits options.

Western Illinois University-Quad Cities established Building Respect for Diverse Genders and Sexualities as an organization committed to advancing its ideals through campus and community partnerships, programming, and resources for students, faculty, and staff. BRDGS welcomes opportunities for interdisciplinary collaboration and student involvement in a safe and supportive environment.

- g) Consistent with a family-friendly environment:
  - (1) Conduct a needs and feasibility analysis for establishing permanent, academically-based summer infant and childcare on the Macomb campus to complement services provided to the Western Illinois University community in the spring and fall semesters.

There was not sufficient student demand for academically based childcare in summer 2012.

- (2) Conduct a needs and feasibility analysis for establishing permanent, academically based summer, fall, and spring infant and childcare on the Quad Cities campus.

The feasibility and needs study for a childcare center is complete and the University received a \$50,000 donation to establish the center. Further progress is suspended pending completion of other university priorities.

- (3) Develop a University-wide committee, including representation from all governance groups on both campuses, to study how the University might best support its employees when they are dealing with issues of elder care and/or catastrophic care.

## **Goal 2: Enrich Academic Excellence**

Action 1. Support strong commitments to teaching and instruction.

- a) Using the academic program review process to ensure the provision of high-quality, viable academic programs and services.

Program reviews were completed in Bilingual Education, Educational Leadership, Interdisciplinary Studies, Special Education, Elementary Education, Health Sciences, Physical Education, Reading, English, Mathematics, Applied Mathematics, Sport Management, Health Services Management, Athletic Training, Environmental Studies, and Health Services Administration.

Reviews were also completed for the Institute for Environmental Studies, Center for the Application of Information Technologies, and those programs and temporary centers implemented in fall 2008: the Post-Baccalaureate Certificate in Instructional Design and Technology: Educational Technology Specialist, M.A. in Museum Studies, B.A. in Religious Studies, and the Western Survey Research Center.

The program review process continues to use self-study and external reviewer processes to ensure provision of high quality, viable academic programs and services.

- b) Developing and offering new and expanded academic programs in areas of demand and need that are consistent with the academic mission of the University.

An annual listing of academic program changes from June 2010 to June 2011 shows that Western Illinois University established:

- Five new options from an organized set of courses. This includes the Graphic Design option in the B.A. in Art and the B.F.A in Art, the Pharmacy option in the B.S. in Chemistry, and Pre-Law options in the B.A. in History and the B.A. in Political Science.
- Two new minors in Graphic Design and Legal Studies.
- A new Post-Baccalaureate Certificate in Teaching English to Speakers of Other Languages. This new certificate program was in a field in which there is a previously approved degree program.
- An Integrated Five-Year Baccalaureate/Master Degree Program in Liberal Arts and Sciences. This new degree was created from previously approved Bachelor of Liberal Arts and Sciences and Master of Liberal Arts and Sciences degree programs.

Based on feasibility and needs analyses, Academic Affairs extended the Supply Chain Management, Human Resource Management, English, and Communication majors to the Quad Cities Campus, and a new minor in entrepreneurial studies was established.

c) Supporting interdisciplinary course, program, institute, and center development.

Interdisciplinary collaboration is a core element to the academic excellence and educational opportunities of Western Illinois University. For example:

- The Coneflower Project promotes sustainability across the curriculum. It was developed by an English faculty member and is co-sponsored by the Institute for Environmental Studies.
- Bachelors and Masters degrees in Liberal Arts and Sciences are designed to be interdisciplinary and collaborative. For example, the Bachelor of Liberal Arts and Sciences is a multidisciplinary degree emphasizing comparative critical thinking, communication, and a broad range of methodologies and applied skills.
- Drs. Pratt, Patterson, and Druckenmiller from three different disciplines in the College of Business and Technology are collaborating with Deere and Company in the areas of Engineering, Supply Chain Management, and distance collaborative design to identify emerging trends in 21<sup>st</sup> century manufacturing.
- Instructional Design and Technology collaborated with ten K-12 school districts in addressing cyber-bullying.
- Broadcasting initiated discussions with Sports Management about developing an integrated baccalaureate and master's degree program.

d) Following the University's *Assessment Plan* to use assessment of student learning in general education, the undergraduate major, and in graduate programs to inform curricular revision and development.

All academic departments and schools complete assessment plans and reports annually. They are available for review from the Office of the Provost and Academic Vice President.

e) Achieving and maintaining discipline-based accreditation and/or certification, where appropriate, to demonstrate commitment to high quality and the academic and service mission of Western Illinois University.

The Higher Learning Commission-North Central Association of Colleges and Schools accredits Western Illinois University. In addition to institutional accreditation, the University's academic programs maintain discipline-specific accreditation from 14 external agencies. There are accrediting agencies for programs and services in Student Services, and certification process for intercollegiate athletics. During academic year 2011-2012:

- All of the University's Teacher Licensure programs received re-accreditation from National Council for the Accreditation of Teacher Education.
- The B.S. in Engineering Technology and the B.S. in Construction Management received accreditation from the Association for Technology, Management, and Applied Engineering.
- Graphic Communication received accreditation from the Accreditation Council for Collegiate Graphic Communication.
- The School of Engineering and the College of Business and Technology completed an on-site visit from ABET, Inc. A status announcement is currently pending.
- Beu Health Center was re-accredited by the Accreditation Association for Ambulatory Health Care.
- The Parent and Child Together (PACT) for West Central Illinois/PACT Child Care Center received accreditation from the National Accreditation Commission for Early Care and Education Programs

In addition to work supporting institutional and discipline-specific accreditations for Western Illinois University, many faculty and staff support these processes for their accrediting agencies. For example, Mr. Charles Wright, Chair of Art, was named to the College Art Association's Board of Directors. Representatives from other member institutions including Harvard and the Art Institute of Chicago joined him on the ballot.

- f) Clarifying the goals and priorities of distance learning through a strategic planning process that includes an identification of stable resources, an assessment plan for student learning outcomes, and the adoption of national best practices for the provision of distance learning at Western Illinois University.

As part of the planning process, the University transitioned to its new distance learning platform, Desire2Learn, in summer 2012. To support successful transitions, University Technology developed software tools to enable secure synchronization between WIU enterprise systems and externally hosted services. The Center for the Application of Information Technologies staff assisted 150 faculty members in converting or creating over 200 courses in the new learning management system.

The College of Business and Technology is in the process of re-instating the on-line Masters in Business Administration program. Administration of the program will be housed at Western Illinois University-Quad Cities.

Administrative Information Management Systems and Academic Affairs added IQ course sections for Quad Cities on-line classes. Previously, all on-line classes were counted as Macomb classes. Providing IQ sections (two sections of the same course) more accurately depicts campus-based reporting and enhances local student recruitment and retention efforts.

- g) Providing increased structured educational opportunities and resources to increase student-faculty interactions and active and collaborative learning through international studies, internships, service learning, and undergraduate and graduate student research.

Western Illinois University received high accommodation from its fall 2011 review of campus internationalization efforts. Dr. Maurice Harari, a representative from the American Association of State Colleges and Universities, concluded that “The leadership is committed, the faculty and staff are competent and the international structure and organization is effective.”

Through the University’s Study Abroad Program, students can participate in a wide variety of educational programs located in Argentina, Australia, Canada, Costa Rica, England, France, Germany, Japan, Mexico, Spain, and many other locations worldwide. Students can choose to participate in study abroad programs for one semester or a full year. There are also many programs that are shorter in length and take place during semester breaks or in the summer.

President Thomas and Dr. Richard Carter, executive director of the School of Distance Learning, International Studies, and Outreach, completed a 10-day recruitment trip to China to further promote Western abroad. During the trip, they visited students and educators from E'nan High School in Wunan, Xianning City and Shanghai International Studies University. They also met with officials from the China Ministry of Education in Beijing and with the state representative from Illinois in Shanghai. Study Abroad received a \$91,500 grant from the Caterpillar Foundation to send six students to China for semester programs.

Additional information on international education is presented in Goal 5, Action 1b of this *Report*.

Career Services assists students with mock interviews, resume preparation, creating applications and cover letters, and employer research. Career Services offers online registration services, career fairs, and a Website with over 200 links to internship and job postings. Pre-employment preparation classes are taught each semester and provide students with a comprehensive process of learning to market themselves to prospective employers.

Western Illinois University-Quad Cities participates in the Quad Cities Chamber of Commerce’s Young Professional Network and the Quad Cities Community Engagement Project with Augustana College, Black Hawk College, Eastern Iowa Community Colleges, and Saint Ambrose University. Both associations give access to additional internship and service learning opportunities with local and regional employers.

In supporting service learning, the Center for Innovation in Teaching and Research and the Illinois Institute for Rural Affairs created a service-learning database. Faculty are able to upload and share their service learning projects and assessment techniques, and students can search a database of courses with service-learning components.

Western’s All Volunteer Effort (WAVE) provides students opportunities for community service and volunteerism. WAVE meets weekly to review, discuss, and plan volunteer opportunities. Similar opportunities are provided to students in the Quad Cities through the activities of 22 registered student and academic honorary organizations.

The annual Thomas E. Helm Undergraduate Research Day featured 42 poster presentations (up from 34 in 2011) and 190 poster presentations involving 400 undergraduates (up from 188 posters presentations involving 336 undergraduates in 2011). The colleges also support student research achievements in the Quad Cities. The College of Arts and Sciences, for example, hosts an annual research display and awards ceremony at the Ben Butterworth Center annually.

h) Expanding academic and co-curricular opportunities for Honors Students.

Examples of expanding opportunities for Honors Students during academic year 2011-2012 include:

- The University established 25 new Centennial Honors Scholarships; each worth \$61,000 and covering four years of tuition, fees, and a residence hall room.
- Phi Alpha Theta (national History Honors Society) published Volume 3 of the *Western Illinois Historical Review*, an online journal of students historical research.
- Engineering Technology initiated 13 students into Epsilon Pi Tau, the Honorary for Professions in Technology.
- Beta Gamma Sigma, the honorary for Business majors, achieved Premier Chapter status.
- Alpha Sigma Lambda National Honor Society for adult students admitted 39 members in fall 2011, for a total of 527 members.
- The Centennial Honors College and Center for International Studies awarded several Study Abroad scholarships and offered a General Honors 299 course in Study Abroad options.
- The Centennial Honors College publishing weekly and monthly publications to highlight various events, opportunities, deadlines, and meetings of the honors associations on campus.

Action 2. Provide strong commitments and increase opportunities to support research, scholarly/creative activities, and public service and outreach.

a) Promoting entrepreneurial approaches to research and scholarly/creative activities that are consistent with departmental, college, and University priorities.

External awards received for Fiscal Year 2012 total over \$8.9 million. The table below summarizes these awards by college/administrative unit.

Total University	<u>\$8,949,971</u>
Arts and Sciences	\$397,705
Business and Technology	239,081
Education and Human Services	3,583,953
Fine Arts and Communication	260,260
University Libraries	4,972
Distance Learning	1,000
Administrative Services	1,006,162
Provost's Office	1,066,122
QC, Planning and Technology	2,379,216
Student Services	11,500

The Office of Sponsored Projects supports the scholarly activity of Western Illinois University faculty and staff by: Serving as a liaison with governmental agencies; providing information regarding funding opportunities and awards administration; coordinating the preparation, clearance, review, and submission of proposals; engaging in post-award administration; presenting grant-related workshops and outreach to faculty; and administering University Research Council Faculty Grants.

Examples of services University Libraries provides to support scholarly activity include:

- WestCat indexes University collections.
  - IShare provides access to materials located in 64 other Illinois academic libraries.
  - The Periodicals Holdings List displays print/microform periodicals and full-text e-titles available at University Libraries.
  - The library subscribes to more than 125 electronic databases covering general, multidisciplinary, and discipline specific areas. In addition to indexing and abstracting resources, the databases also supply full-text articles from over 13,000 journals, magazines and newspapers. Virtually all of the databases are available online to off-campus faculty and remote learners via the WIU Library Identification Number.
  - Many WIU full-text library databases provide Persistent Link capabilities at the article and/or citation level, allowing faculty to include direct links to articles in syllabi, bibliographies and other resources.
  - The Library Liaison Program helps maintain open channels of communication between librarians and the 43 academic departments. As liaisons, librarians help fulfill the Libraries' mission of identifying, collecting and providing access to information in support of teaching and research.
- b) Maintaining the ability to respond to emerging needs in the state and region, including the Governor's initiatives, "P-20" (preschool through graduate school) initiatives, and area economic development plans.

Western Illinois University is committed to meeting the needs of its host communities and regions. As described in Goal 5, Action 1c of this *Report*, the University received the highest distinction by the President's Higher Education Community Service Honor Roll for "excellent alignment among mission, culture, leadership, resources and practices that support dynamic and noteworthy community engagement."

Included in WIU's recognitions for regional responsiveness were Tri States Public Radio, WQPT-Quad Cities Public Television, the GoWest Transit System, the WIU GIS Center, College of Fine Arts and Communication's free concerts and performances, the Illinois Institute for Rural Affairs' economic and community development services to businesses and communities throughout Illinois, Western's All Volunteer Effort, and WIU faculty members who offer service learning components as part of the coursework.



Workforce training and economic development is a second example of the University responding to regional and statewide need. The Illinois Law Enforcement Training and Standards Board Executive Institute hosted summits, developed online opportunities for more than 2,000 criminal justice practitioners, provided training, and partnered with the Homeland Security Executive Summit, Illinois Sheriffs Association, and the WIU community.

Human Resources facilitated the diversity workshops at Pella, Inc., will be participating in a community job fair at Spoon River College, and anticipates working with Equal Opportunity and Access and the McDonough County NAACP chapter to offer the annual business etiquette workshop at Macomb City Hall.

The Office for Partnerships, Professional Development, and Technology offered its Summer Experience to Illinois educators and provided workshops throughout the state via STAR-Online/Onsite, directly impacting educators in more than 30 Illinois districts. The unit also coordinated the Teacher Education Program's Technology Competency Assessment and its English Language Learner (ELL) modules. Nearly 600 students registered during the review period. The Office has also partnered with Regional Offices of Education throughout the state and with the recently funded Illinois Virtual School.

The Illinois Institute for Rural Affairs' Small Business Development Center serves 206 clients and its Procurement Technical Assistance Center serves 253 clients, with \$28 million in contracts.

Western's growth and expansion are part of the City of Moline's economic re-development plans designed to develop \$100 million taxable base and attract 2,000 existing jobs to the Quad Cities region. Vice President Rives was named Chair of the Project Management team that approves and oversees downtown Moline construction.

Western's growth and expansion will also have a direct effect on the Quad Cities economy. The current economic impact of the WIU-Quad Cities is over \$10 million annually. The recently completed Phase I of the Riverfront Campus is anticipated to generate between \$20 and \$24 million in new economic output. The region will benefit through employment gains with between 135 and 166 new positions created. New labor income, employment compensation and income for sole proprietors will increase between \$7.4 and \$9.1 million. The expenditures related to Phase II will generate between \$47 million and \$58.5 million, between 300 and 374 new jobs, and \$17.7 to \$22.5 million in labor income. WIU-QC also estimates the number of University graduates will increase from over 200 to 500 annually.

- c) Expanding the summer stipend, University Research Council programs, and establishing additional means to support research and scholarly/creative activities.

Each fall and spring semester, the Office of Sponsored Projects (OSP) sponsors the University Research Council grant competition. Seed grants of up to \$5,000 are awarded to tenure-track faculty on a competitive basis. Recent awards supported faculty scholarship in Agriculture, Art, Chemistry, Curriculum and Instruction, Foreign Languages and Literature, Music, Physics, and Psychology.

The Foundation and Development Office and OSP support the Summer Stipend program that provides up to 12 faculty members with summer support of up to \$3,500 each for research and scholarship in the summer. Faculty members have used funds to work on new research projects, make significant curriculum changes, create a work of art, and/or design new instructional technique(s). In Fiscal Year 2012, the number of recipients was increased from 10 to 12 as a result of additional Foundation funding.

- d) Augmenting institutional resources to encourage and promote research, creative, and scholarly activities with special emphasis on new and junior faculty members.

Western Illinois University faculty achieved 20 book publications, 374 chapter/monograph/refereed articles, 777 creative activities, and 585 conference presentations during Fiscal Year 2012.

In addition to the mentoring and support given at the college and departmental levels, Western provides a number of support structures to support scholarship and creative activities.

- The Office of Sponsored Projects provides training on grant writing, funding searches, and grants management. They also sponsor an annual grant-writing full-day workshop for new faculty to increase familiarity with grant processes and resources.
- The Center for Innovation in Teaching and Research supports faculty in research planning, collaboration, and innovation through workshops, guest lectures, collaborative projects with WIU research support offices, and an annual Faculty Research Symposium.
- The School of Graduate Studies awards \$12,000 professional development fund awards and approximately 500 graduate assistantships each semester.
- The University supports a number of experiential sites to enhance research and creative activities. This includes University Farms, the Alice Kibbe Life Sciences Station, Horn Field Campus, the Rodney and Bertha Fink Environmental Studies Field Laboratory and Conservancy, and the Ira and Reatha T. Post Wildlife Sanctuary (Vishnu Springs). Western also has access to the facilities at the Shedd Aquarium in Chicago, as well as the Figge Art Museum, Nahant Marsh, and Niabi Zoo in the Quad Cities.
- The Quad Cities Faculty Council's Research and Scholarship Symposium gives faculty a collaborative venue to discuss scholarship and creative activities, seek feedback, and enhance professional development opportunities.

- All Quad Cities employees have access to the programs and services of the Quad Cities Professional Development Network, which is a consortium of seven local institutions of higher education sharing in professional development activities for faculty and staff in the Quad Cities region.
- The Provost's Travel Awards (as discussed in item f below) support faculty travel to attend scholarly conferences to present their research/creative activities.
- Malpass Library maintains WIU author bibliographies and sponsors an annual Author Recognition Reception to celebrate those who have published materials during the year.

e) Enhancing visiting scholars and artists in residence programs.

The College of Business and Technology continued its Executive in Residence Series for the sixth consecutive year, with Carol E. Koepke, from McDonald's USA, LLC and Archers Daniels Midland leader and Western Illinois University alumnus Kim Ekena.

f) Completing a review of professional development support (e.g., travel support) across Academic Affairs, recommending levels of support for faculty research, service, and professional development.

Dr. Jack Thomas established the Provost's Travel Award four years ago to support faculty scholarship. Academic Affairs provided 87 Provost's Travel Awards valued at \$61,654 for faculty to present scholarship and/or creative activities at professional associations during Fiscal Year 2012.

g) Creating opportunities for increasing public involvement in cultural, intellectual, and educational activities.

Many organizations and units support diversity and educational opportunities for the campus and external communities. This includes the Black Student Association, Casa Latina Cultural Center, Gwendolyn Brooks Cultural Center, International Friendship Club, Unity, Western Organization for Women, and the Women's Center to name just a few.

The University provides the Macomb campus and surrounding community with diverse and high-quality cultural entertainment and educational opportunities through the College of Fine Arts and Communication, Bureau of Cultural Affairs, and the Performing Arts Society

As a public broadcasting service of Western Illinois University, WQPT serves 600,000 residents of Western Illinois and Eastern Iowa and provides access to cultural and educational programming. WQPT also offers an array of entertaining and educational programs for children, families, educators and child care providers. Staff also provide literacy and child development workshops, visit preschools and elementary classrooms throughout the Quad Cities, and distribute free books and learning materials to students from lower socio-economic backgrounds.

Action 3. Deliver a strong, user-centered information technology infrastructure.

- a) Continuing implementation of the multiyear faculty and staff computer upgrade program that will ultimately establish and maintain a four-year computer rotation program of new computers for instructional units within Academic Affairs.

Currently, 56.5 percent of the 2,174 faculty computers are on a four-year rotation, up from 52.4 percent in Fiscal Year 2010. Gains are made by budgetary choices made within academic administration and through new state funding. The latter includes University's successful negotiation to purchase all new faculty and staff computers for those based in Phase I of the Riverfront Campus as part of the furniture, fixtures, and equipment budget in the capital funding. Quad Cities Technology (QCT) supports over 1,500 end-users, 49 instructional and meeting spaces, and 120 office spaces. The latter two figures doubled when Riverfront Campus Phase I opened.

- b) Maintaining the multiyear electronic classroom upgrade program for general instructional and two-way audio-video classrooms on both campuses.

QCT partnered with University Technology to design and install Riverfront infrastructure, which includes VoIP telephones, enhanced internet connectivity, instructional classroom technology, video conferencing, and new computers in offices and labs. The opening of Riverfront campus introduced 18 new classrooms with state-of-the-art technology in all instructional spaces.

University Technology continued to upgrade the University's electronic classrooms. Opening Memorial Hall and Phase I of the Riverfront Campus raised the total to 67 of 154 (43.5 percent) of the University's electronic classrooms that have been updated within the last three years, and most recently including Memorial Hall rooms 204, 208, 006, 012, and 022.

With funds donated by State Farm Insurance, the College of Business and Technology updated classroom technology in Stipes and Knoblauch Halls with 18 computers, 13 projectors, and 25 ELMOs.

Library Atrium Society funds were used to replace 31 computers in the 2nd floor classroom that were no longer covered under the manufacturer's warranty.

University Libraries, University Technology, and Physical Plant renovated space and re-opened the Digital Commons. The updated facility features flexible furniture and technology and space changes being tested as a concept for future student computing laboratories. This includes a print release station, book-scanning station, phone-charging kiosk, video-editing room and presentation-practice room.

The Vice President of Quad Cities and Planning reallocated \$85,500 in administrative and foundation funds to keep all WIU-QC staff computers on a four-year rotation, replace 11-year-old classroom technology in B-16 and B-17, replace all ELMOs at 60th Street that were purchased between 1997 and 2002, and to replace 12 network printers that were purchased between 1999-2006.

- c) Developing and articulating support agreements and responsibilities between University Technology and college/departamental technology staff to enhance responsiveness and end-user support.

The Executive Director of University Technology maintains service level agreements with each of the colleges and University Libraries. In providing end-user support, University Technology relies heavily on communication and planning structures that involve end users who are asked to serve as information conduits to and from their constituencies. There are five working teams with 162 committee appointments, shown at [www.wiu.edu/university\\_technology/committees.php](http://www.wiu.edu/university_technology/committees.php).

- d) Implementing all other academic and administrative goals and priorities from the *Institutional Strategic Plan for Technology at Western Illinois University*.

The *Institutional Strategic Plan for Technology* includes 153 measurable actions and sub actions. Of these actions, the *Fiscal Year 2012 Update* showed that 125 (82 percent) have been completed or are ongoing initiatives, 24 (16 percent) are in progress, and only four (two percent) have not been started or were cancelled due to cost and/or changing priorities.

Examples of accomplishments from the *Plan* include increasing bandwidth on campus networks by 47 percent to a total 290 Mbps; migrating to a new distance learning client; requiring campus network authentication; deploying mobile technologies; investigating digital signage; moving the Western Education & Professional Program Assessment System into production; and installing new fax servers.

The *Institutional Strategic Plan for Technology* supports technological efficiencies in daily operations of academic departments and administrative units. In this regard:

- The Office of the Registrar, Administrative Information Management Systems, Billing and Receivables, and Financial Aid modified the STARS Parent and Guest Access System to increase user-friendliness. The new automated process reduced use of the Student Information Release Authorization paper forms, and clarified the role of the student in determining the level of access by the parent and/or guest.
- Administrative Information Management Systems increased efficiencies in the web-based unclaimed property system, student tracking files, and other resources that benefitted payroll, accounting, admissions, and Pentaho (business intelligence solutions).
- Business Services increased efficiencies by implementing PayPal, utilizing electronic reporting, engaging in paperless billing, and transitioning employees to online timecards.
- Human Resources is progressing with document imaging. Inactive applicant files are 75 percent complete, and past employee files are 50 percent complete. HR is also implementing electronic I-9s.
- The Financial Aid Office completed a two-year implementation of a document management system.

- e) Enhancing the colleges' and libraries' outreach and communication through the use of interactive and collaborative technologies in support of our Macomb and Quad Cities campuses, distance education, and the University's emerging nursing program.

The Center for Innovation in Teaching and Research, University Technology, and Electronic Student Services created an Attendance Tracker available to all WIU faculty. Faculty can now quickly and easily add, update, and share class attendance information.

In addition to the new and expanded distance learning initiatives described in Goal 2, Action 1b of this *Report*, the School of Nursing continued to convert face-to-face RN-BSN completion program courses to a fully on-line format.

- f) Increasing the virtual and physical information experience, including anytime, anyplace delivery of information to the University and surrounding community.

An important component to information access is responsive customer support. University Technology Support Center responsiveness again exceeds industry standards. In the last year, the Support Center received over 28,000 calls, with an average time in the queue of only 19 seconds and a first-contact closure rate (within four minutes) of 72.2 percent. University Technology also continues to support its on-line, 24x7, self-help Knowledgebase.

- g) Augmenting user-centered library services and resources to lead the development of information literacy at Western Illinois University, gauge and improve student learning, enhance scholarly productivity, and meet institutional transformation demands.

University Libraries added cataloging records for all new materials, including the addition of 810 new books, 7,414 new federal GovWeb titles, and 1,015 new Illinois titles. University Libraries created 213 library guides that were accessed over 54,000 times during the year. University Libraries also worked with University Technology to transition to the secure wireless network and purchase three additional access points to handle the overloaded areas in the Library.

- h) Delivering additional community outreach initiatives through the Western Illinois University digital library, historical archive projects, and the promotion of rural librarianship.

Outreach initiatives of University Libraries include annual book and media sales, as well as panels, presentations, exhibits, and lectures open to the campus and external communities throughout the academic year. New outreach initiatives include becoming a U. S. Patent and Trademark Resource Center and an official Illinois Legal Aid Online Self Help Center through partnership with the 9th Judicial Circuit Court, Illinois Coalition of Equal Justice, and Illinois Legal Aid.

New outreach programs include Tammy Sayles and Tim Roberts receiving a "Let's Talk about It: Making Sense of the Civil War" grant from the American Library Association to provide a series of book discussions to the community, and the Libraries receiving a major endowed gift from Elizabeth A. Kaspar. This endowed gift established a Women's lecture series that highlights accomplished women in the fields of science and

mathematics during Women's History Month. The first speaker was Dr. Linda Godwin, a former NASA astronaut.

The digital library is a key component of preserving regional historical materials. University Libraries completed imaging and tagging of the Sequel, Epilogue, WIU Football programs, WIU Bulletin, Haberman Letters, Grantham Letters, and Civil War documentation. Staff also digitized 13 miscellaneous projects including maps, wind ordinances for rural affairs, and text for instructional service videos.

### **Goal 3: Provide Educational Opportunities**

Action 1. Further augment flexibility and responsiveness to student needs and timely degree completion in academic programs.

- a) Supporting and promoting Western Illinois University's granting of academic credit for students successfully completing external examinations through the College Level Examination Program, College Entrance Examination Board, Proficiency Examination Program, and the Defense Activity for Nontraditional Education Support.

Western Illinois University accepts advanced placement credit according to policies and procedures defined in the *Undergraduate Catalog*. The University, through the Bachelor of Arts in General Studies program, is a member of the Defense Acquisition University and accepts military credit in accordance with University and School of Distance Learning, International Studies and Outreach policies and procedures. As a military friendly institution, Western Illinois University-Quad Cities provides a college placement-testing center on the Rock Island Arsenal.

- b) Exploring the awarding of credit for prior learning and life experiences where appropriate to the discipline.

The General Studies bachelor's degree provides opportunities to earn prior learning credit according to policies and procedures defined in the *Undergraduate Catalog*.

- c) Participating in all facets of the Illinois Articulation Initiative (IAI) to promote successful student transfer.

See Goal 1, Action 1e of this *Report*.

- d) Developing new and expanded academic programs that allow students to earn multiple degrees from Western Illinois University and be prepared for multiple career opportunities.

New and expanded degree programs are described in Goal 2, Action 1b of this *Report*. To increase student awareness of graduate and advance study opportunities, the graduate study awareness fair featuring Western Illinois University-Quad Cities faculty is now part of fall and spring Quad Cities Grad Prep Days. This event previously focused on graduation and transition from Western to the Alumni Association.

- e) Creating five-year integrated baccalaureate/master's degree programs, where appropriate to the discipline.

Western has six integrated degree programs. They are available in Accounting, Chemistry, Computer Science, Economics, Liberal Arts and Sciences, and Physics.

- f) Studying alternatives to the traditional 16-week semester (e.g., four- or eight-week semesters, hybrid instruction, etc.) on the Quad Cities campus that are responsive to student needs.

Recreation, Park and Tourism Administration's accelerated degree programs offered in the Quad Cities received national attention from the Wall Street Journal and University Business as a best practice in innovation and affordability.

- g) Following credit hour requirements defined by the Council on Curricular Programs and Instruction (CCPI) in new program development.

As part of the curricular approval process, all new programs must follow CCPI credit hour requirements.

- h) Maintaining course-offering goals in the Quad Cities, including the continued ability for all degree programs to be fully completed on-site or through distance modalities with an annual review of these commitments at the Provost's annual Summer Retreat.

The number of Quad Cities in person sections decreased from 210 in academic year 2010-2011 to 203 in academic year 2011-2012. However, the number of IQ (Quad Cities on-line) sections increased from 31 to 82 as the University expanded from pilot to full administration of this program.

All Quad Cities degree programs are now fully-completable within two years, and all graduate programs can be completed in three years. Some graduate programs are designed as part-time to support working professionals.

Fulfillment of course offering goals in the Quad Cities is a standing agenda item at the Provost's annual summer retreat.

- i) Expanding weekend and summer school offerings in order to meet the needs of non-traditional student populations on both the Macomb and Quad Cities campuses.

The College of Education and Human Services offers select degree and certificate programs through the Weekend Academy format. In this format, classes meet on Saturdays and Sundays, three weekends a semester. Courses are offered at both the Macomb and Quad Cities campuses.

A second alternative to traditional Monday through Friday alternatives is distance learning. In accordance with *Higher Values in Higher Education*, summer distance learning course enrollments increased from 1,004 in Fiscal Year 2008 to



3,187 in Fiscal Year 2012. A priority has been to increase the number of available on-line courses and enrollment has increased as a result.

Summer has also been an opportunity to increase internationalization of the campus. The Illinois Institute for Rural Affairs and the School of Agriculture received a USAID Grant to bring more than 100 students, including eight graduate students, from Mexico for summer courses.

Part of increasing summer offerings is aggressive marketing so that students are aware of local educational opportunities. Quad Cities Marketing uses media campaigns that emphasize continuing studies and/or taking courses that transfer to the home institution.

- j) Expanding articulation agreements and the Dual Admissions Transfer Program to promote seamless transfer to Western Illinois University and advisement that keeps students focused on degree requirements and timely degree completion.

The Linkages program is specifically designed to help students remain focused on degree requirements and timely degree completion. Analysis by the Office of Academic and Student Services showed that the average Black Hawk College transfer student who was accepted but did not enroll at WIU-Quad Cities had an average of 78 semester credit hours (with only 37 hours required for successful Illinois Articulation Initiative completion or 60 hours required for the Associates degree). This analysis was the impetus for Quad Cities Advisors placed on site to advise Black Hawk students who will transfer to Western.

- k) Exploring the awarding of credit for prior learning and life experiences where appropriate to the discipline.

See Goal 3, Action 1b of this *Report*.

- l) Establishing academic programs that allow a student to start a degree program on the Macomb campus and complete the degree on either the Macomb or the Quad Cities campus.

The Engineering Program allows students to complete the first two years in Macomb and the second two years in the Quad Cities. As this example shows, students have the opportunity to transfer between campuses for those degree programs that are offered on both locations. Several Quad Cities Linkages students have also reported that they want to start in Moline, live at home to save money, and then transfer to Macomb the junior and senior year.

- m) Completing curricular efficiency studies that examine students' time-to-degree and help to inform future academic planning. Results will be shared with the Provost, Deans, and Quad Cities Scheduling Committee.

All Western Illinois University degree programs conform to the Illinois Board of Higher Education requirements. For example, all undergraduate programs require a minimum of 120 semester hours, which includes at least 43 semester hours of general education coursework, and no undergraduate degree program exceeds 150 semester hours.

Action 2. Support learning inside and outside the classroom and initiatives designed to increase student success.

- a) Developing strategies to successfully respond to National Survey of Student Engagement (NSSE) results of new college students, second semester freshmen, and second semester seniors as a means to increase student involvement, retention and graduation rates.

The most recent NSSE administration showed that Western freshmen and seniors reported higher levels of engagement in student-faculty interactions than students at peer institutions. This includes discussing grades or assignments with an instructor, talking about career plans with a faculty member or advisor, and working with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)

Western freshmen and seniors also reported higher levels of engagement in a supportive campus environment than students at peer institutions. Western students rate the quality of relationships with students, faculty, and offices and the institutional environment promoting student academic and social success at levels higher than students at peer institutions.

In addition to understanding and applying NSSE results, there were many university-wide and discipline-specific initiatives designed to promote increased student retention rates. For example:

- A new freshman-mentoring program was piloted with freshmen in Tanner Hall. Under the leadership of the Vice President for Student Services, and based on the success of initial results, the mentoring program will be extended to all new freshmen on the Macomb Campus and all new students at the Quad Cities Campus.
- In fall 2011, the University implemented its new *Grade Replacement Policy* for undergraduate students. This new policy allows undergraduate students to earn credit and honor points for the most recent attempt of a course. As a result of this policy implementation, 12 percent of students with repeats moved from academic difficulty to good standing in fall 2011 versus five percent in fall 2010. A total of 855 students utilized the grade replacement policy in fall 2011, compared to 420 students who repeated courses in fall 2010. In spring 2012, there were 977 students enrolled in courses for grade replacement.
- The Center for Innovation in Teaching and Research developed a method that enables Student Development and Orientation (SDO) staff to search attendance tracker information (described in Goal 2, Action 3e) to identify students that could be at risk. This makes the process of finding students needing the services provided by SDO easier and more timely.
- Curriculum and Instruction and the Teacher Education Program created a non-credit, test-preparation course to assist teacher education students in preparing for successful passage on the Illinois Basic Skills Test. Passage of this test is a requirement for general admission and retention in the University's Teacher Education program.

- The Center for Innovation in Teaching and Research, College of Arts and Sciences, and Mathematics developed online training modules for students prior to re-taking the Illinois Basic Skills Test.
- University Housing and Dining Services' Transfer Year Experience (TYE) is a four-week program that provides transfer students with information and resources needed to assist with the transition to WIU. The Great Lakes Association of College and University Housing Officers recognized Western's TYE as an Outstanding Program.
- Graduate Studies finalized the development of a Continuous Enrollment Policy and course, UNIV 695, to improve exit option completion rates. The new policy states, "Once all other degree requirements as stipulated on the degree plan are met, students who have an incomplete in their exit option must maintain their enrollment with the university in order to make use of academic and nonacademic services (e.g., laboratories, library, faculty access)." This new policy is will be implemented in academic year 2012-2013.

- b) Providing opportunities for student development and learning outside the classroom through involvement, leadership, and co-curricular experiences in environments that are supportive, challenging, and inclusive.

The Macomb Campus supports over 250 registered student organizations and honorary societies, and the Quad Cities Campus supports an additional 22. Each organization is highly engaged in out of class experiences, student governance, conferences, diversity initiatives, and other activities. To complement these efforts, the *Collegiate Link* was implemented for student organizations as a way of documenting co-curricular activities.

- c) Completing the integration of Office of Academic and Student Services on the Quad Cities campus and develop a "one-stop shop" for services provided to students on that campus.

The Quad Cities Office of Academic and Student Services was established in academic year 2008-2009. Under the direction of Mr. Curtis Williams, the unit houses advisement, career services, financial aid, disability support services, student services, and student activities.

- d) Designing and implementing Western Illinois University's adaptation to the five-year Summit League Plan to increase student-athlete academic achievement.

In June 2012, Phase I of the *Summit Plan* was completed. It emphasized presidential leadership to advance the Summit League, its membership, and becoming one of the premier mid-major conferences in the country. The *Plan* focused on improving student-athlete well-being, academic performance, increasing home attendance, and improving the League's RPI in all sports. It also included evaluation and review of staffing, budgeting, scholarship allocations, media exposure, and scheduling, within the framework to improve the national prominence of the Summit League.

Western's implementation of the *Summit Plan* enhanced student-athlete service. In Fiscal Year 2009 a second full-time academic advisor was hired. This position serves as the NCAA Champs Life Skills Coordinator and assists with student-athlete academic advising (425 student-athletes). In Fiscal Year 2010 the first full-time Director of

Compliance was hired. This position provides interpretation, guidance and leadership with all NCAA, Missouri Valley Football Conference and Summit League compliance rules and regulations for the University's 20 NCAA Division I intercollegiate athletics sport programs.

- e) Continuing implementation of the *Strategic Plan for the First Year Experience (FYE)* that includes assessing student learning outcomes, evaluating the effectiveness of the FYE, and making programmatic changes where appropriate.

The University continued supporting the First Year Experience during academic year 2011-2012. Programmatic components include camp leatherneck, summer orientation and registration, common reading, designated FYE course sections, freshmen residence halls, peer mentoring, and the University Theme. An evaluation of the program has been completed and submitted to President Thomas for review.

- f) Re-establishing contact with students who have had to “stop out” or temporarily leave the University for one or more semesters.

Distance Learning and the Bachelor of General Studies program attempted to re-establish contact with “stop out” students who temporarily left the University for one or more semesters. Likewise, the Quad Cities Office of Academic and Student Services contacted all academically eligible Quad Cities students who have stopped out to encourage returning to Western to complete degree requirements.

- g) Developing a comprehensive substance abuse educational program. Initial components of this program related to current University initiatives include:

- (1) Late night and alternative programming.

Student Services introduce students to alternative programming during First Night Fun—the Saturday evening before classes start and immediately after a day of new student convocation, university picnic, and residential hall floor meetings. The event draws over 2,000 students to the intramural fields for a carnival, live music, and fun giveaways.

Late night programming throughout the academic year includes WestFest, Friday Nights Rec After Dark, outdoor movies, Sandburg Theatre movie events, Homecoming, Speed Dating, Black Tie Affair, Comedy Showcases, Game Night, Bingo nights, dance/disco/club events, diverse Coffeehouse music and poetry events, University Union Boo Halloween pumpkin carving, Edutainment-based speakers, and intentional program collaborations.

- (2) Implementation of a comprehensive alcohol risk-reduction plan.

Through Alcohol Wise education, 2,805 (98 percent) of new freshmen and transfer students completed the initial on-line course and follow-up. Outcomes include a 58 percent reduction of drinking and driving behavior.

- (3) Future University-theme programming in the areas of health and wellness.

While the University's theme was not in the area of health and wellness for academic year 2011-2012, there were many health-related programs and events. For example:

- Beu Health Center provides health and wellness programming and outreach to enable students to have individual and group intervention on topics including tobacco cessation, sexual health, nutrition, eating disorders, and specific health issues.
  - Beu Health Center publishes *Student Health 101* as a monthly newsletter promoting health and wellness. Each issue has advice on health, eating right, athletics and more.
  - Campus Recreation provides personal training, group fitness, and wellness services, in addition to organizing several recreation events, including Big Pink Volleyball, Relay for Life, Dodgeball for Diabetes, Trot for Tots, Late Night at the Rec, and Indoor Kayaking Workshop.
  - Western Well sponsored through Human Resources offers many programs and services, including the annual Jackie Thompson Wellness Lecture, six-week healthy living workshop, Western Walks, Leathernecks in Training, Rocky Bikes, and information on healthy eating.
  - University Libraries is in the second year of the subcontract, "Building the Future with Community Health Information" with the National Network of Libraries of Medicine (Greater Midwest Region) through the University of Illinois at Chicago.
  - Western Illinois University-Quad Cities partners with Beu Health Center and Iowa Health Systems (the fifth largest health provider in the nation) to bring programs, services, and referrals to students, faculty, and staff.
- h) Offering comprehensive academic, career, personal, health and wellness counseling, services and programs.

Academic Advisors from the University Advising and Academic Service Center, colleges and departments, and Western Illinois University-Quad Cities are full-time academic support professionals committed to student success. In addition to assisting with course selection, advisors help students explore major and career options and facilitate their transition to college life.

The University Advising and Academic Services Center developed a "Reach Out" program to assist students who are on warning or probation after their first semester.

The University Counseling Center (UCC) provides career, vocational, psychological, and learning assessments, in addition to a wide array of educational life enhancement programs. This includes programming on study skills, sexual assault prevention, healthy relationships, relaxation, and other issues. During academic year 2011-2012, 729 students

received counseling services with the UCC providing 2,451 individual sessions and 491 group counseling contact hours.

On October 6, 2011, students were screened for depression and other mental health conditions. Of the students who participated in the screenings, 36 scheduled counseling appointments for follow up services. On March 1, 2012, 127 students completed a screening of eating attitudes and behaviors with three of them making follow up appointments. A volunteer dietician from Hy-Vee was also available for three hours of the day, providing one-on-one nutrition information to students.

Career Services prepares individuals to market themselves to prospective employers as described in Goal 2, Action 1g of this *Report*. In total, 548 students are registered with Career Services' eRecruiting system that lists over 135,000 job vacancies. Three hundred and sixty-nine students attended the WIU Fall Career Fair, 383 attended the Spring Career Fair, and 722 students attended the Law Enforcement Justice and Administration Career Fair. Career Services provided 14 Pre-Employment Preparation Classes to 262 students.

Beu Health Center is an accredited full service medical clinic providing outpatient health care, student health insurance, and health and wellness education to students. The Center maintains the highest standards of excellence in service provision. In the last year, it re-accredited by the Association for Accreditation in Ambulatory Healthcare, and the Illinois Rural Health Association selected Dr. Iverson as a Rural Physician of Excellence.

All Beu physicians maintain board certifications and all clinical staff are certified in CPR, First Aid, Basic Life Support, and Advanced Cardiac Life. In addition to patient visits, procedures, labs, and x-rays, there were many health and wellness activities sponsored by the Center. For example, in partnership with the Heart of Illinois HIV/AIDS Center, there was free HIV testing, counseling, and education provided to students. Likewise, the AOD Resource Center provided 468 hours of service for initial assessments, student judicial assessments, treatment, early intervention, DUI services, and comprehensive evaluations.

Future plans for student health insurance were explored by obtaining proposals for a fully-funded program through the Midwestern Higher Education Compact for comparison with the University's self-insured program. Additionally, the *Affordable Care Act* was monitored to determine the impact on future student health insurance plans.

Student Services held educational programs and social opportunities designed to encourage student veteran participation in programs promoting personal wellness, maintenance of healthy lifestyles, and minimizing self-medicating behaviors.

- Individual and group assistance was provided to approximately 1,200 student veterans/military personnel and their family members resulting in approximately 800 student veterans enrolling at Western Illinois University.

- The Center for Military/Academic Transition and Health collaborated with Iowa City Veterans Administration and the University of Iowa to offer tele-medicine services.
- An early warning system was provided for approximately 150 newly enrolled veterans who were identified as potentially high risk students.

- i) Encouraging and strengthening shared governance and student participation in University decision-making.

Student Government Associations (SGA) on both campuses annually recommends student fees and allocations for their campuses. Both SGAs also endorsed the academic year 2011-2012 review/update of *Higher Values in Higher Education*, and the Macomb Campus SGA is currently engaged in the review/update of the *Campus Master Plan* for the Macomb Campus.

- Action 3. Provide statewide and national leadership in reducing levels of student indebtedness and increasing cost predictability and affordability.

- a) Achieving scholarship (and other) goals for the Macomb and Quad Cities campuses as part of the newly developing comprehensive campaign for Western Illinois University.

The Scholarship Office disbursed over \$3 million in competitive academic scholarships. Western Illinois University-Quad Cities successfully raised \$443,300 for Quad Cities scholarships. These funds supported scholarship awards to 65 individuals.

- b) Identifying new sources of financial aid for students enrolled at the University.

Western Illinois University distributes state and federal student loans and grants, scholarships, work-study programs, and provides campus jobs to help ease the costs of attending college. More than 76 percent of WIU students receive some type of financial assistance. Through the generosity of alumni, faculty and staff, friends, parents, corporations, and foundations, the University awards more than 1,600 scholarships annually.

Twenty-five Centennial Honors College Scholarships have been created and awarded to recruit high achieving students to the Centennial Honors College. Each award is worth \$61,000 and covers four years of tuition, fees, and a residence hall room.

The new Western Commitment four-year annually renewable scholarship program provides financial support to students with a minimum 22 ACT composite score and 3.0 (“B”) grade point average. The program is based on increasing award amounts for higher levels of academic achievement in high school.

- c) Developing, implementing, and supporting new and enhanced strategies for reducing the amount of student indebtedness upon graduation.

The Scholarship Office increased access to scholarship information through new online forms, revised applications, and enhanced practices for dispersal of scholarships into accounts. Department outreach included meetings with various departments and

participation in Discover Western, Fall Opening Weekend, and WIU Study Abroad programs.

Participation in the Linkages program eliminates Western Illinois University-Quad Cities student unmet need. For Macomb, student participation reduces the total cost of attendance by one-third, and debt by one-half.

- d) Forming a Presidential Task Force charged with increasing the University's communication about its commitments to reducing levels of student indebtedness and leadership in the areas of cost predictability and affordability.

#### **Goal 4: Support Personal Growth**

Action 1. Support learning inside and outside of the classroom.

- a) Allocating resources to support plans designed to increase student participation in and appreciation of cultural, aesthetic, intellectual, and leadership events on and off campus.

The Gwendolyn Brooks Cultural Center, Student Development and Orientation, and Casa Latina supported Minority Student Orientation with 650 students and their families participating. The Welcome Roundup helps students transition to Western. More than 90 percent of the new students who attended the program became actively involved in various student organizations. Approximately 10 percent went on to serve in leadership positions.

The Black Student Association hosted their annual Thanksgiving Project and distributed 189 food baskets throughout McDonough County. The 3rd Annual Black Student Summit hosted more than 100 students, giving them an opportunity to dialogue about the unique challenges that underrepresented students face at WIU.

Casa Latina serves over 500 students, and remains open during evening hours to provide students with access to a computing laboratory and individual and group study space. Casa Latina holds a "Mentoring Program" for new Latino students during orientation. New students are paired with an upper class student who helps them acclimate to campus life. Staff monitor Latino student grades and encourages students to receive one-on-one tutoring at the Center or other academic support, if needed.

The Women's Center held the 22nd annual Take Back the Night March and Rally and hired the Interpersonal Violence Prevention Coordinator who is in the process of implementing the goals and objectives outlined in the Interpersonal Violence Prevention grant. The REAL Women presentation series, Women's Art Women's Vision Art Exhibition, and the Women's Voices Journal are a few examples of how the Center promotes academic excellence.

The University Union provides facilities and staff for campus events including the Bureau of Cultural Affairs, Foundation and Civil Service functions, New Student Orientation and Registration, International Bazaar, Founders Day, career fairs, speakers, concerts, student meetings, etc. Over 47,000 students attended 1,464 student events in the



Union during Fiscal Year 2012. Many student organizations also take advantage of the tables in the Union Concourse to promote their organizations and fundraisers. A total of 589 tables were scheduled in the Union Concourse during Fiscal Year 2012.

The University Union provided space and service for over 5,035 events in Fiscal Year 2012 for an average of 21 events per day. Over 13% of the total events involved catered food service. Approximately 139,414 people attended events scheduled by the following groups: Students organizations (1,464 events); administrative/academic departments (3,157 events); conferences (219 events); and off-campus groups (196 events). In October 2011, a door count study was conducted to determine foot traffic in the Union and to help provide data for the Union Programming Study. Over a week, Sunday – Saturday, from open to close each door was monitored. Approximately 23,000 people entered the building, with peak hours of 10:30 a.m. – 1:30 p.m.

The University continues to support the three-year Learning to Lead leadership experience for students to develop and apply their leadership skills. A competitive program, students must apply and be accepted to take part in this program during their first year on campus. The program includes both curricular and experiential components, including completion of a leadership course (Leadership 101; Recreation, Park and Tourism 490), a leadership seminar and workshop series, and a minimum of 10 hours of community service for each semester that they are in the program. The Learning to Lead Summer Institute includes a summer internship in Washington, D.C., and a senior leadership/portfolio project.

- b) Developing educational opportunities designed to raise awareness of environmental issues.

Centennial Honors College continues to serve as the administrative unit for the Interdisciplinary Studies Program that includes concentrations in Renewable Energy & Wind Technology; Renewable Energy & Biofuel Technology; and Renewable Energy-Policy, Planning and Management. Fourteen students are enrolled in the three Renewable Energy concentrations.

The College of Arts and Sciences is developing a doctoral program in Environmental Sciences that will require Graduate Council, Western Illinois University Board of Trustees, and Illinois Board of Higher Education approval. The College also provided multidisciplinary support for Coneflower Project: Infusing Sustainability Across the Curriculum, and it participated in the Upper Mississippi River Conference and Youth Summit held in the Quad Cities.

Engineering Technology is exploring the feasibility of an Occupational Safety and Health major program of study. This is proposed as an interdisciplinary collaboration with Environmental Sciences.

The Illinois Institute for Rural Affairs (IIRA) is working with Engineering Technology (ET) and the Renewable Energy program at Illinois State University to develop a “Wind for Schools” program that would promote renewable energy in K-12 schools.

ET and IIRA are partnering to bring two key wind energy technologies into WIU classes. A demonstration wind tunnel will allow simulated testing of wind turbines and other aerodynamic technology components. A small wind turbine will provide hands-on exposure to renewable energy industry technology.

Dr. Gordon Rands is the WIU project director of a four university consortium (\$220,000) grant "A Brazilian and U.S. Partnership for People, Planet and Profits: Fostering Socially, Environmentally, and Economically Sustainable Entrepreneurship." Other consortium partners include Northern Michigan University, Universidade Federal Rural de Amazonia, and Universidade Federal de Lavras.

Both campuses participated in the 2012 Environmental Summit and Campus We Care events. Both campuses will continue to support Leadership in Energy and Environmental Design certification in all new construction.

River Action, a Quad Cities organization dedicated to fostering environmental initiatives in the region, housed a "Retain the Rain" kiosk that provides interactive information about environmental topics like storm water run-off, area bike trails, and the benefits of green roofs on buildings at Western Illinois University-Quad Cities.

- c) Sponsoring University-theme programming and events, and programming in the First Year Experience that is integrated with the University theme.

The University theme for academic year 2011-2012 was Science and Technology: Discover, Innovate, Create. The common reading was *And Then There's This* by Bill Wasik who created the first flash mob in 2003 and whose materials focus on today's viral culture.

The University Theme Speakers Series promotes awareness of contemporary issues in the fields of science and technology. For example, Mr. Gary Telgenoff spoke on his role as the consulting forensic pathologist for the television shows "CSI" and "Bones." Mr. Leroy Chiao, an astronaut and former commander of the International Space Station, discussed recent scientific and technological advances and the importance of multicultural collaboration as they apply to space exploration.

- d) Hosting high-profile University speakers on both the Macomb and Quad Cities campuses.  
High profile speakers on both campuses include the Distinguished Faculty Lecturer, Environmental Summit Speakers, the Hallwas Lecture, University Theme speakers, and President Thomas for the *State of the University Address*.
- e) Enabling students to attend and participate in academic, athletic, co-curricular, performing arts and creative activities/events on both Western Illinois University campuses.

Many opportunities, events, organizations, and experiences are mentioned throughout this *Report*. This includes guest speakers; athletic events; and educational, social, cultural, and recreational programs, services, and events.

- f) Supporting a broad-based National Collegiate Athletic Association (NCAA) Division I varsity intercollegiate athletics program. This includes funding commitments to support our athletic program at a level that allows student-athletes to be successful and competitive within our respective conferences.

Western's student athletes are successful in the classroom and in competition. For example:

- Jenna Verity, Track/Field, was named a Rhodes Scholarship finalist.
- Laura Lins, Women's Soccer, was named as Western Illinois University's 2011 Lincoln Laureate. Three of last five Lincoln Laureate honorees have been student-athletes.
- In fall 2012, 5.8 percent of student-athletes earned a perfect 4.0 grade point average (gpa), 50 percent earned a 3.0 gpa or higher, and 20 percent earned University Honors.
- Men's Basketball advanced to Summit League Championship Game. The game was broadcast on national television, ESPN2 (first ever national broadcast). Men's Basketball participated in first ever Division I post-season tournament, College Basketball Invitational. The Game was broadcast live on national television, HDNET (second ever national broadcast).
- Men's Soccer advanced to the NCAA Division I National Championship College Cup. This was the 5th NCAA appearance for the University in this sport.

- g) Using the NCAA Certification and other annual reporting processes to demonstrate strict adherence to NCAA operating principles related to governance and rules compliance, academic integrity, equity, and student-athlete welfare.

Western Illinois University is committed to supporting a broad-based athletic program, with 20 Division I sports for men and women. No Western team has ever violated NCAA operating principles.

- h) Providing opportunities for students to learn about financial responsibility and become more proactive in solving financial problems.

Student default rates for Federal Stafford Loans are typically lower for Western students than national averages. In supporting these efforts, Financial Aid Office staff emphasize in entrance and subsequent counseling that loans are not grants, and that students should only borrow what they need. Staff also provide electronic and in-person exit counseling so students can make informed financial planning for loan repayment. Additional information on managing student loans and debt, including a self-help course on money management for college students, is available on the Financial Aid Office Website.

Western has taken several measures beyond federal requirements to keep Perkins Loan default rates low. This includes requiring students to have a "C" or higher grade point

average before utilizing the program. This prevents debt of first-time freshmen who were not prepared for college and it reduces the correlation between poor academic performance, student attrition, and increased debt loads. The University also requires students to successfully pass a credit check before receiving a loan.

In the Quad Cities, R.I.A. Federal Credit Union provides both on-site visits and financial planning/literacy workshops at fall and spring new student orientation sessions. The Quad Cities Financial Aid Office also provides financial aid and scholarship awareness presentations at local high schools.

- i) Forming a student-led task force to look at strategies for increasing school spirit

The University continues student-led traditions of wearing purple and gold on Fridays, the student section of Rocky's Renegades at home athletic events, and homecoming week activities are led by students. Members of the Student Alumni Association also collaborated with campus organizations especially Purple Haze to increase overall School Spirit.

- j) Involving members of the Alumni Association to serve as role models and mentors in internships, career days, guest presentations, speaker series, introductions to the Alumni Association before students leave campus, etc.

P.A.W.S. ("Pairing Alumni With Students") helps bridge the gap between current students and WIU Alumni. Current students are paired with alumni to learn more about their respective majors/career fields.

Throughout the year, there are many opportunities for students to become introduced and engaged with the Alumni Association. For example:

- Each fall the Student Alumni Association partners with the Alumni Association to welcome new students to campus and into the Alumni Association. The New Student Welcome Party is held at a local Macomb establishment with complimentary food, soda, prizes and information on the benefits of being a free member of the Alumni Association. All Alumni are invited to attend to network with the new students and share their wisdom and experiences as WIU Leathernecks.
- Paint the Paws is an activity performed just before Homecoming with a diverse group of campus organizations participating. The paws along Western Avenue and University Drive are re-painted yellow by student organizations.
- The Student Alumni Association is a vital part of all Homecoming activities. During Homecoming weekend, they assist by hosting the Alumni and Friends Social at the Alumni House on Friday evening, work registration for the Old Stompin' Ground Run Around, set up for the parade, and visit with alumni and friends at the cookout prior to the football game.
- During finals week Survival SAAcks (care packages) are prepared and delivered by Student Alumni Association members to students of Western Illinois University.

- Grad Blast is an annual event held in the spring semester in honor of the seniors graduating in May, August, and December of that year. It is held at a local Macomb establishment and the Alumni Relations committee provides graduating seniors with important information about the benefits and services of the WIU Alumni Association. Free food, soda, and raffle prizes are designed to celebrate the accomplishments of graduating students.

- k) Developing a plan to prepare students to be lifelong, contributing members of the Western Illinois University community.

In addition to the actions above, the Student Alumni Association prepares students to be lifelong, contributing members of the Western Illinois University community by having students serve as ambassadors at events, host alumni functions, and work on issues of school spirit and pride.

Action 2. Provide lifelong learning opportunities for faculty, staff, and community members.

- a) Supporting the use of release time, tuition waivers, and other University benefits for faculty and staff to advance their educational pursuits

The University continues to support the use of release time, tuition waivers, educational leaves, professional achievement awards, promotion and tenure, position audits, and sabbaticals for faculty and staff to advance their educational pursuits and personal growth.

- b) Continuing to enhance non-credit programs and services.

Non-credit programs supported a variety of initiatives including youth academic enrichment programs and support of WIU academic programs. The latter includes credit-bearing courses for place-bound cohorts of teachers statewide.

- c) Sustaining the University's Affirmative Action Internship Program.

The Affirmative Action Internship Program enhances the University's Equal Opportunity and Access program by increasing the pool of qualified women and minorities for administrative positions. The program provides women and minority employees with an opportunity to develop and increase administrative skills in an area of professional interest.

- d) Providing the campus and surrounding communities with a diverse season of quality cultural entertainment and educational opportunities to help foster a lifelong appreciation for the performing arts.

The student-run Bureau of Cultural Affairs offers quality arts and entertainment at affordable prices. The 2011-2012 season featured 13 performances, starting with The Comedy Ventriloquism of Lynn Trefzger in September and concluding with Doktor Kaboom! in April.

The Performing Arts Society continued successful fundraising to support the Youth Performing Arts Series, Bureau of Cultural Affairs, Arts Initiative in the

College of Fine Arts and Communication, and other arts-centered programming at the University.

Tri State Public Radio serves 20 counties in western Illinois, southeast Iowa and northeast Missouri. The station provides information and entertainment of the highest possible caliber to enrich and engage the public, enhance quality of life, and meet regional needs. Tri States Public Radio provides National Public Radio news and locally produced programming. Listeners enjoy classical music, as well as the uniquely American sounds of jazz and folk music.

University Television broadcasts educational programming, staff development, special interest training, Leatherneck sports, commencement and other special university events to the campus, community, and region.

WQPT—Quad Cities Public Television—provides over 600,000 potential viewers with high-quality educational programming, including specific series and local programming emphasizing the fine and performing arts at Western Illinois University and in our host communities.

Western Illinois University-Quad Cities maintains working partnerships with the Figge Art Museum, the Campbell Center, Niabi Zoo, and Shedd Aquarium to provide the campus and surrounding communities with a diverse selection of high-quality cultural and educational events.

- e) Coordinating the educational opportunities at Western Illinois University for Illinois public school teachers to earn Continuing Professional Development Units as part of recertification requirements and practicing professionals to earn Continuing Education Units and other professional credit units as part of licensing/certification requirements.

Through the College of Education and Human Services:

- The Center for Preparation of Education Professionals serves as the institutional contact for questions related to advising of undergraduate teacher education programs, field and clinical (student teaching) experiences, and certification processes. Staff work with students, alumni, and members of external communities seeking initial or subsequent certification or who have questions about certification; endorsements; or other teacher, school service personnel, or administrative matters.
- The Central Illinois Adult Education Service Center provided professional development opportunities for adult education and adult literacy instructors in the 20 central Illinois adult education programs and the Department of Corrections. The Center received grant funding to align Illinois Content Standards with Common Core State Standards. The Center's professional development workshops will reach hundreds of educators throughout Illinois.
- The Office for Partnerships, Professional Development, and Technology offered its Summer Experience and coordinated the Teacher Education Program's

Technology Competency Assessment and its English Language Learner (ELL) modules as discussed earlier in this *Report*.

Through Partnerships and Collaboration with Non-Credit Programs:

- Mathematics, Curriculum and Instruction, the Rock Island and Lee/Ogle Regional Offices of Education continued implementation of the Northwest Illinois Mathematics and Science grant (NIMS). This year the Bureau Henry Stark Regional Office of Education was added to the NIMS partnership that focuses on teacher training in math and science, with the goal of raising student achievement levels in these areas.
  - The EDL Master's Degree is being delivered on a sponsored-credit basis to teachers in the degree cohort in Dunlap. A new EdS/Superintendent Certification Cohort was initiated with the Tazewell County Regional Office of Education. The Havana EIS Master's Degree Cohort completed their degrees in Fall 2011.
  - Law Enforcement and Justice Administration and the Illinois State Police Mobile Training Units continue to provide Juvenile Justice Certification programs for police officers throughout Illinois.
- f) Assisting teacher education and graduate education programs that link field and clinical experiences; serve the needs of students, graduates, and the professional community; and make curricular adjustments where appropriate.

The University is delivering on these objectives, and as demonstrated by its 2012-2018 re-accreditation from the National Council for the Accreditation of Teacher Education.

- g) Developing new and enhanced programs and services specifically designed for the specific professional development needs of faculty and staff.

Human Resources provided software, social media, web accessibility, and library resource training in accordance with needs analyses. Employee Development also began to offer weekly e-mail computer tips, with 119 employees participating.

Human Resources sponsored the Professional Supervisor Certificate Program for the third year. Participants in the current cohort include faculty, staff, and administrators. Thirty-seven individuals have completed the program, and 77 are in process.

The Center for Innovation in Teaching and Research partnered with: The Illinois Institute for Rural Affairs to maintain the service learning database; the Office of Sponsored Projects to offer workshops on research development, the Institutional Review Board, and grant finding; and the University Theme Committee to sponsor faculty workshops related to the theme speaker series.

The Center for Innovation in Teaching and Research supported the Mobile Technology Awareness Day and workshops on many other topics, including sensitive data handling, library resources, sustainability across the curriculum; and in collaboration with the Disability Resource Center, Web Services, and University Libraries, the Center

promoted faculty awareness sessions on rights and responsibilities regarding student accommodations.

The Center for Innovation in Teaching and Research has been a major contributor to the University's transition to a new distance learning platform (Desire2Learn). Staff have been represented in all major training including the Learning Object Repository, E-Portfolios, Analytics, general administration and policy setting.

Western Illinois University-Quad Cities, the Center for the Innovation in Teaching and Research, and Human Resources participate in the Quad Cities Professional Development Network, which provides faculty and staff training through a consortium of local colleges and universities.

There is also specialized training provided by and/or for departments at the local level. For example:

- Business Services conducted policy and procedure training for inventory custodians. Business Services also participated in professional development at the Higher Education Payroll Conference sponsored by the American Payroll Association.
- Physical Plant conducted training sessions to Physical Plant supervisors, coordinators, engineers, and lead trade personnel. The first sessions included business and purchasing policies, procedures, bid levels, the PCard, and sealed bid levels. The second sessions included CMMS (Sprocket), tracking project costs, work orders, overhead for labor and materials, and labor reconciliation.
- University Technology staff attended training, professional development, and benchmarking sessions on AMX technology, classroom technology, end-user support, business intelligence solutions, data architecture, security, and enterprise systems.

- h) Enhancing health and wellness activities targeted at the specific needs of faculty and staff.

Human Resources and the University Wellness Committee worked together on programming through Western Well. An Employee Development Advisory Group was established to include a representative view of training and development needs and solutions. Past activities include blood drives, Wear Red for Women, Western Walks-a-thon, resistance band exercises, and outdoor kayaking workshop.

Western Illinois University-Quad Cities joined the Quad Cities Women's Outdoor Club. This organization supports community wellness by offering year round high-quality outdoor activities, adventures, and trips for women in the Quad Cities region.



## Goal 5: Promote Social Responsibility

Action 1. Encourage diversity of perspectives and engage in activities that support social responsibility, personal development and leadership.

- a) Providing students with practical and theoretical educational experiences that complement the traditional classroom education.

Actions supporting learning inside and outside of the classroom are discussed in Goal 1, Action 1A4; Goal 3, Action 2; and Goal 4, Action 1 of this *Report*.

- b) Continuing to support expansion of international student recruitment; opportunities for study abroad; and student, faculty and staff exchange programs with colleges and universities internationally.

The number of students participating in Study Abroad increased from 100 to 159 over the last three years. Total international enrollment student enrollment at WIU is 367, with 63 countries represented. Enrollment for new international students increased by 33 students from last year. The highest international enrollments are students from Saudi Arabia, India, China, South Korea, Canada, and Nigeria.

Colleges and departments are actively engaged in activities to expand study abroad and multicultural initiatives.

- Agriculture supported the largest short-term Study Abroad program to Australia, and a program to Russia.
- Art is finalizing an agreement for an exchange program with the Cardiff (Wales) School of Art and Design.
- Centennial Honors College and the Center for International Studies are collaborating to recruit honor students from Thailand.
- The College of Arts and Sciences developed study abroad opportunities in Spain, Costa Rica, India, United Kingdom, Turkey, and Germany.
- Law Enforcement and Justice Administration established a Memorandum of Understanding with East China University of Political Science and Law, and is establishing a committee to foster international research, faculty and student exchanges, and sister school relationships.
- The School of Distance Learning, International Studies and Outreach has signed or is in the process of signing new affiliation agreements with Semester at Sea, John Cabot University in Rome, Veritas University in Costa Rica, and Queen's University Belfast.

In support of the University's internationalization efforts:

- Centennial Honors College works with the Center for International Studies to encourage students to participate in study abroad opportunities. Two specific initiatives are the awarding of several Study Abroad scholarships and offering a General Honors 299 course in Study Abroad options.
- Dr. Linda Meloy received a Fulbright Specialist Program Grant for a collaborative project with Kwara State University in Nigeria. She worked with local education

leaders and university faculty on planning for a training program for teachers who plan to work with students with learning and behavior disorders.

- The Office of Sponsored Projects assisted with proposal preparation and award administration for several Fund for the Improvement of Postsecondary Education grants awarded to the College of Business and Technology. Through these programs, the University is able to provide stipends for students to study abroad in Brazil, Mexico, Canada, France, and Sweden.
- The Peace Corps Fellows Program helps to promote study abroad and multicultural initiatives on campus. Due to the specialized nature of the Program, it helps to attract and retain excellent graduate students who might not otherwise attend the University.
- Study Abroad staff collaborated with Undergraduate Admissions and the Noel-Levitz consultant to develop a brochure for accepted students promoting the University and Study Abroad programs and opportunities.
- Western Illinois University was invited by the Embassy of Botswana to participate in an educational mission. Through collaboration of the Center for International Studies, the Illinois Law Enforcement Executive Institute, and the School of Law Enforcement and Justice Administration, LEJA faculty are preparing to travel to Gaborone, Botswana, to explore a separate professional exchange program and to promote Western Illinois University.

c) Supporting service learning, internships, student teaching, and other forms of experiential learning.

For the fourth consecutive year, Western Illinois University was named to the President's Higher Education Community Service Honor Roll for its exemplary service efforts. Approximately 600 institutions nationally receive this distinction. This year, Western advanced in the rankings and was one of just 112 schools nationwide to be recognized on the Honor Roll with Distinction. Western was recognized for its strong institutional commitments to service, community partnerships, and engaging students in meaningful service as evidenced by the follow examples.

- Western's Volunteer Services and many other campus-based organizations and departments sponsored numerous service activities, including Big Pink Volleyball, Alternate Spring Break, Habitat for Humanity, the Salvation Army Angel Tree program, tutoring and mentoring area elementary school children, and We Care campus cleanups.
- Members of Western's All Volunteer Effort participated in organizing artifacts at the Western Illinois Museum, cleaning and mulching trails at Horn Field Campus, restoring the Moses King Brickyard National Landmark in Colchester, and visiting local nursing homes.
- WIU student-athletes raised nearly \$11,200 for charity and logged more than 2,500 volunteer hours.

- The WIU Greek Life community raised almost \$10,000 and provided approximately 3,000 hours of community service.
- Students from the School of Music, Communication Sciences and Disorders, Psychology, Beta Alpha Psi, Counselor Education, Dietetics Fashion Merchandising and Hospitality, Broadcasting, Museum Studies, and Non-Credit Programs participated in activities that connected students to the community through service in the arts, clinics, outreach, education and human service.

Dr. Marcia Carter represents Western Illinois University-Quad Cities in the Quad Cities Community Engagement Consortium, which is a group of eight higher education institutions providing leadership in service learning, volunteerism, and internship opportunities with community partners. In Macomb, Career Services as described in Goal 2, Action 1g of this *Report* assists with student internship preparation.

The WIU Teacher and Professional Education Program prepares candidates to work in various P-12 educational settings, ranging from initial teacher certification to superintendent certification. The program is housed in four different colleges and 19 different departments.

During academic year 2011-2012, there were 1,212 students enrolled in WIU Initial Teacher Preparation Programs. All of these programs require student teaching as part of undergraduate degree requirements. Additionally, there were 510 students enrolled in Advanced Preparation Programs that also require appropriate-to-the-discipline field-based experiences as part of graduate degree/certification requirements.

d) Engaging in activities associated with the American Democracy Project.

In fall 2011, Western Illinois University hosted what may be the largest and most elaborate mock presidential election ever held on a college campus. The simulation took place in ten sessions over five evenings in late October and early November. *The Road to the White House Starts at Western Illinois University* simulated presidential primaries and national nominating conventions of the Republicans, Democrats, Greens, Libertarians and Tea Partiers. Actual presidential candidates, local political officials and the national news media were invited to participate. The extravaganza concluded at Western Hall with the presidential election and Electoral College vote.

e) Continuing Western Illinois University's participation in the Illinois Association for Cultural Diversity (IACD) with other Illinois colleges and universities to further awareness and understanding of the cultural diversity within and outside the United States.

As part of the IACD, Western Illinois University hosted its 19th annual Dealing with Difference Institute in May 2012. The institute focused on understanding the value, challenges, and increasing significance of cultural diversity, with particular emphasis on its importance in education. Keynote presenter Dr. Pedro Noguera discussed "Preparing for the New Majority: The Role of Schools in Building a More Inclusive and Equitable

Society” and Keynote Presenter: Reverend C. T. Vivian addressed “Nonviolence: Motivation, Preparation, and Social Justice Initiatives.”

The IACD has also produced many items of scholarship, including *Multicultural Educational: Strategies for Implementation in Colleges and Universities*. This four-volume series offers a range of essays on curriculum, instructional issues, and campus climate. *Multicultural Prism: Diversity in the Curriculum* is a CD-ROM focusing multicultural issues related to ethnicity, gender, class, sexual orientation, ability, and age. The most recent Institute publication, *Cultural Diversity: Curriculum, Classroom, & Climate* was edited Western faculty members J.Q. Adams and Janice Welsch.

- f) Keeping Websites current on culturally diverse programs, services, events, and available for the campus and external communities.

All University units share a commitment to maintaining currency in Web content, and use the Web as a tool for student recruitment, information sharing, interactivity, social networking, and other uses. The process of keeping Websites current has been streamlined with the implementation of the University’s Content Management System, which provides templates and ease of data entry.

Action 2. Use partnerships to advance the University’s vision, mission, values, goals, and actions.

- a) Developing a plan for the Alumni Association that links the goals and actions of *Higher Values in Higher Education 2008-2018* to the work of the Association.

The Alumni Association continues successful implementation of the priorities and goals in the *Alumni Association Strategic Plan*. The *Plan* receives continuing feedback through the Alumni Liaison Program that links members of the Alumni Council with academic departments and administrative units. A standing agenda item at Alumni Council meetings is Liaison reports and the continued advancement of University and Alumni Association goals and priorities.

- b) Supporting the comprehensive campaign for scholarships, faculty support, capital improvement, and information and technologies on the Macomb and Quad Cities campuses.

As of June 2012, Western Illinois University is at 80 percent of the \$60 million Comprehensive Campaign goal. Fiscal Year 2012 totals through June 8, 2012, include over \$6.7 million in Campaign support and an additional \$1.0 million in outside scholarships. To advance campaign efficiencies, accountability, and donor stewardship:

- DataDesk software was implemented to support prospect management and research. The software led to a donor model for 110,714 alumni records, and enabled the identification of the top one percent of potential donors through a scoring model.
- The Foundation and Development Office continued mailings and reduced costs for planned giving program, monitored tax incentives for charitable gifts, and promoted electronic stock transfer to simplify processes.

- Donor relations were maintained through timely gift acknowledgements, personal letters, and updated tax information. A Foundation holiday card, gift, and flower program was established to maintain communication with major donors, in addition to collaboration with University Relations on press releases, gift features, and content for *Western News*.
- Advancement and Public Services hosted several special events to cultivate donors and friends of the University. This includes three home football tents, the Hall of Fame banquet, Founder's Day, a major donor banquet, and several "Think Purple" events.

c) Increasing the percent of alumni giving to the University.

Over \$1.5 million was received in total Annual Fund paid pledges, cash received, and gifts in kind. Advancement and Public Services received \$200,000 in Phonathon pledges during Fiscal Year 2012; 497 Phonathon gifts were fulfilled by credit card, a 51 percent increase from Fiscal Year 2011. Phonathon revenue via credit card was \$28,999, which reflected a 49 percent increase from the previous fiscal year.

Advancement and Public Services increased the percentage of Young Alumni giving from less than five percent to 10 percent by establishing a culture of philanthropy through student involvement in the Student Alumni Association, direct mail efforts, "Text-to-Give" and mobile giving initiatives, and expanding direct mail.

d) Consulting with external advisory boards to help advance the academic mission and service operations of Western Illinois University, in addition to the goals and actions of Higher Values in Higher Education 2008-2018.

The President, Alumni Association, Foundation, Western Illinois University-Quad Cities, all colleges, numerous departments, and University Libraries all utilize the expertise of external boards.

e) Delivering high-quality, value-adding management and professional development programs to businesses and industries in the western Illinois region.

The Illinois Small Business Development Center (SBDC) at Western Illinois University, a unit of the Illinois Institute for Rural Affairs, is one of over 40 Illinois Small Business Development Centers and more than 1,100 SBDCs nationwide. The SBDC offers business counseling, innovations and technology transfer, and management and workforce training. The Illinois Small Business Development Center at Western serves 12 counties. It is part of the Illinois Entrepreneurship Network, which works to strengthen and expand the Illinois economy. During Fiscal Year 2012, the SBDC worked with 206 clients and assisted them in receiving \$5 million in loans and equity, generating 82 new jobs and retaining 69 existing jobs.

f) Supporting economic and cultural development of our host communities and regions.

The Illinois Institute for Rural Affairs (IIRA) serves as the State's academic clearinghouse for rural development data and initiatives. In FY 2012, IIRA expanded

Peace Corps Fellows participation from 6 to 8 departments, supported the Small Business Development Center, and the Procurement Technical Assistance Center, which had 253 clients and \$28 million in contracts.

As demonstrated in Goal 2, Action 2B of this *Report*, the current economic impact of Western Illinois University-Quad Cities is over \$10 million annually, and the recently completed Phase I of the Riverfront Campus is anticipated to generate between \$20 and \$24 million in new economic output annually.

The expenditures related to Phase II will generate between \$47 million and \$58.5 million annual economic impact, between 300 and 374 new jobs, and \$17.7 to \$22.5 million in labor income.

As Phase II develops, the Vice President Rives serves as Chairman of Renew Moline's Project Management Team (PMT) that oversees the design and construction of over \$150 million in project development in downtown Moline and areas proximal to Western's Riverfront location. This includes the newly opened Moline Enterprise Lofts, KONE world headquarters, and the planned multimodal station and adjacent hotel that will be opened prior to reinstatement of Amtrak passenger rail service to the Quad Cities in 2014. The PMT is also currently completing a bidding process for a master developer to engage in construction of university-friendly amenities in the 16 acres immediately adjacent to Western.

Action 3. Provide safe, accessible, responsive campus environments that meet the needs of University constituencies and reflect the core values of the University.

- a) Maintaining safe campus environments with educational programs, services, and University partnerships committed to the prevention of crime; protection of life and property; preservation of peace, order, and safety; and enforcement of laws and University policies.

The Office of Public Safety (OPS) met all goals established by the Enforcement of Underage Drinking Laws grant and provided two Rape Aggression Defense classes. OPS also responded to calls for service, promoted safety through patrol, assisted motorists, and answered medical calls for assistance through Western's Emergency Medical Service.

Physical Plant addressed outstanding safety issues with emphasis on preventing accidents, promoting safety awareness, and protecting the environment. Physical Plant also upgraded procurement of safety equipment to meet state and federal regulatory compliance.

Following successful practice on the Macomb Campus, Western Illinois University-Quad Cities maintains Emergency Consultation Team and a Student of Concern Committee. Additionally, Riverfront Campus, similar to the 60th Street Campus, has stationed security for all hours of campus operation.

- b) Codifying emergency operations planning and physical disaster recovery for Western Illinois University.

Administrative Information Management Systems supported the WIU Emergency Alert System that is used for emergency notifications. The system was enhanced last fall to accommodate Voice Over Internet Protocol, and a successful University-wide test was performed on November 17.

Risk Management and Emergency Preparedness (RMEP) established an implementation plan for WIRED (Western's Integrated Risk Evaluation Development project), developed a training plan for Emergency Telephone Hotline Operators, and implemented a comprehensive Automated External Defibrillator program.

RMEP continued installation of emergency evacuation maps for every building on the Macomb Campus and distributed "go kits" to Building Emergency Coordinators. The portable (backpacks) were filled with first aid kits, respirators, flashlights, check-in cards, and other supplies that might be needed in the event of an emergency.

- c) Codifying technology disaster recovery for Western Illinois University.

As funding allows, University Technology continues to move the server infrastructure towards virtualization technologies to reduce the impact of outages and decrease recovery times of key services. WIU also expanded its disaster recovery testing efforts beyond mainframe testing. This includes testing other key infrastructure areas such as the University's voice and data networks across both campuses.

- d) Reviewing and implementing accessibility standards in new construction and campus renovation projects.

Both campuses continue to work closely with the ADA Advisory Committee to evaluate and develop strategies for addressing physical and program barriers for students and employees with disabilities. Campus accessibility enhancements for Fiscal Year 2012 include installing door assists in Horrabin Hall, adding Americans with Disability Act (ADA) accessible bus shelters and stops by Olson and Lincoln Halls, and completing ADA bathroom renovations for Lincoln, Washington, Corbin, and Olson Halls.

- e) Working collaboratively to develop and implement plans to ensure University compliance with Illinois Board of Higher Education and legislative mandates for Web accessibility for individuals with disabilities.

The University's Web Accessibility Committee coordinates institutional compliance with academic departments and administrative units on web accessibility requirements. All WIU web pages are in the Content Management System and meet University accessibility requirements, including those with video captioning.

- f) Continuing implementation of the Western Illinois University *Campus Master Plans* and the *Target Western Forward* athletics facilities plan. Both *Plans* include construction of new and renovation of existing facilities.

The *Fiscal Year 2012 Master Plan Update* was presented to the Western Illinois University Board of Trustees in December 2011. This *Update* showed that 19 of the

Macomb Campus *Master Plan* projects (40 percent) are either complete or in progress, including remodeling classrooms and laboratories in Currens and Horrabin Halls, improving residential facilities and dining centers, upgrading electronic classrooms, increasing bandwidth, enhancing university landscape, completing design of the Performing Arts Center, and decommissioning the former locations of Godfather's Pizza and University Cinemas (306 West University Drive).

The Director of Physical Plant and the Vice President for Quad Cities and Planning are working with the Macomb campus and community to review/update the *Campus Master Plan* for the Macomb Campus. The target completion, including receiving endorsement from all campus governance groups, is the December 2012 Board meeting. The goal is to create a practical Master Plan that will be a roadmap for campus projects over the next five to ten years.

Western Illinois University-Quad Cities Riverfront Campus phase I opened in January 2012, phase II construction will begin in fall 2012, and the University is seeking state funding for phase III construction.

From *Target Western Forward*, completed projects include artificial turf at Hanson Field; throws/jumps quadrant for men's and women's track/field; new weight room equipment; new men's and women's basketball practice court; new infield, sound system, and windscreen at the softball field; and a new sprinkler system for the baseball infield.

- g) Developing a long-term bonding plan for facilities, infrastructure, telecommunications, and technology needs that is consistent with *Campus Master Plans* on the two campuses of Western Illinois University.

In 2011, the Western Illinois University Board of Trustees approved the issuance of a Certification of Participation for campus infrastructure enhancements. Projects completed include:

- Replacing the cooling tower and redundant heating pump in Brophy Hall.
- Installing air/dirt separators in Waggoner, Horrabin, Currens, Morgan, Stipes, and Brophy Halls; new condensate pump in Waggoner Hall; new cooling tower piping and pumps in Waggoner, Horrabin, and Currens Halls.
- Updating science laboratories in Currens and Horrabin Halls.
- Improving rest rooms and HVAC (heating, ventilation, and air conditioning) systems in the Heating Plant Annex.
- Designing and installing School of Nursing offices and classrooms.
- Replacing the main air handler in Morgan Hall.
- Updating HVAC controls in Knoblauch, Sallee, and Waggoner Halls.

In March 2012, \$21 million worth of Revenue bonds were sold in order to finance Thompson Hall renovation. This project will encumber asbestos abatement in all student rooms, replace all student room furniture, and support new lighting, carpet, and paint. In



addition, all 19 stories will receive a complete replacement of the window wall system. Project completion is scheduled for Summer 2013.

- h) Pursuing, aggressively, state funding for the highest facility priorities identified on the *Campus Master Plans*, which include new facilities and funds to support deferred maintenance.

WIU's Fiscal Year 2013 *Capital Recommendations to the Illinois Board of Higher Education* as approved by the Board of Trustees were Macomb Campus Utility Infrastructure, Riverfront Campus Phase III, Life-Safety Improvements, as well as planning funds for the Science Complex and Visual Arts Center.

- i) Engaging in programming studies to give precision in cost estimates before requesting inclusion in the University's capital requests to the state.

Architect firms FGM and Mackey Mitchell were contracted to conduct programming study Fall 2011 for the University Union. The study was completed and design for Phase I of the Union Renovation began in spring 2012 with construction beginning in spring 2013. Phase I focuses on the northwest entrance of the Union, the Lamoine Room, Murray St. Café, and moving the Office of Student Activities/Student Organization Center into the existing bowling and billiards space.

The Beu Health Center study was completed Summer 2011. Recommendations include two options: Remain at current location and expand facilities or new site option in collaboration with the School of Nursing.

Western Illinois University-Quad Cities is preparing to implement a Phase III programming study in fall 2012.

- j) Completing a facilities condition assessment (FCA) of major building systems to help prioritize permanent improvements on both campuses.

The University completed the Facilities Condition Assessment of buildings on both the Macomb and Quad Cities campuses. Annual updates are presented to the Western Illinois University Board of Trustees at the fall meeting.

- k) Creating component plans to show intentional linkages to *Campus Master Plans* and *Higher Values in Higher Education 2008-2018*. This will be accomplished by creating plans for:

- 1) Housing and Dining Master Plan. From this plan:

Renovation of Corbin-Olson Halls was completed in summer 2012. The renovation included all heating, ventilation and air conditioning (HVAC) systems; electrical system upgrades; new lighting systems; complete bathroom replacement; student room furniture replacement; dining center rehabilitation (to include a new entrance to the building, dining center, kitchen, office space, electronic classroom, student kitchen, and information desk); new office space; and improved recreation space.

The Lincoln and Washington Halls student room remodeling was completed in summers 2011 and 2012. The remodeling includes replacement of all student furniture as well as new lighting, paint, wireless internet and a new

floor lounge. The project transitioned 117 rooms in each tower back to double occupancy.

The Lincoln and Washington Halls bathroom construction was completed in Summers 2011 and 2012. The project included 13 residential floor bathrooms, plus gender-neutral bathrooms on the first and basement floors.

Lamoine Village Building #1 was taken offline in Summer 2011. Buildings #2 and #3 were taken offline in Summer 2012. Wetzel Hall was imploded in Summer 2012.

## 2) Utilities and Infrastructure Master Plan.

Physical Plant completed Phase I and Phase III steam line replacements (serving approximately 1.5 million square feet of space, including four academic buildings and six residence halls). Physical Plant also replaced a Union freezer, Corbin/Olson transformers, Currens Hall low voltage switchgear, Tanner Hall expansion compensators, Grote Hall domestic water heater, Western Hall condensation pumps, Recreation Center rooftop unit, and Brophy Hall cooling coils.

Other completed projects include replacing the Brophy Hall cooling tower, rebuilding a natural gas boiler, decommissioning coal, and replacing the Heating Plant back-up oil tanks and pumps.

Projects in process include replacing chillers at Brophy, Tanner, Bayliss/Henninger, and Simpkins Halls and the HVAC system in Morgan Hall Room 103, which is the main campus server room. Also in process is the Phase II steam line project that serves over 900,000 square feet, and a design for upgrading the campus electrical infrastructure.

## 3) Campus Parking, Transportation, and Circulation.

The Smith Group is collaborating with members of the campus and Macomb community on issues of campus parking, transportation, and circulation as part of the review/update to the *Campus Master Plan* for the Macomb Campus.

The Go West Transfer Center is being completed and Student Services will complete the new Go West bus garage. Go West will carry over 1.7 million passengers during Fiscal Year 2012.

Western Illinois University-Quad Cities worked with the Student Government Association, City of Moline, and Metrolink to implement a shuttle system that provides transportation to additional off-site parking proximal to Phase I and to downtown establishments. Campus Circulation is also being enhanced by the public infrastructure (road) construction

immediately to the South of the Riverfront Property. Construction will be complete in fall 2012.

4) Long-term use for Dr. C.T. Vivian Way.

The Smith Group is collaborating with members of the campus and Macomb community on long term uses of Dr. C.T. Vivian Way as a pedestrian and vehicular plaza as part review/update to the *Campus Master Plan* for the Macomb Campus. They are also working closely with architect firms FGM and Mackey Mitchell to ensure consistency in University Union and plaza planning.

l) Advancing statewide, regional, and national leadership in environmental sustainability within all aspects of University operations (e.g., the curriculum, community and co-curricular events, new construction, and administrative operations).

Items discussed earlier in this *Report* include Engaging in Sustainability Across the Curriculum, deploying a sustainability kiosk, purchasing a small wind turbine, achieving Leadership in Energy and Environmental Design in all new construction, participating in Recycle Mania, and hosting Environmental Summits on both campuses.

Additionally, Western Illinois University obtained an all-time-high utilization rate of 37 percent in December with the Hertz on Demand car share program; continued the RockyBikes bike share program, which has 249 members and 13 bikes available for use; and completed a request for bids for sustainable Commencement caps and gowns. The goal of the latter is to provide the campus with gowns and caps that will either be made with 100% post consumer recycled content or biodegradable/compostable materials.

Western Illinois University-Quad Cities received two awards for sustainable design and practices. These separate awards were from the Quad City Riverfront Council and Quad City River Action.

m) Coordinating sustainability reporting for the campus community and external requests.

Ms. Mandi Green is the University's Sustainability Coordinator. She coordinates sustainability reporting for the campus and external communities.

## **Goal 6: Demonstrate Accountability**

Action 1. Use planning, budgeting, and reporting structures to advance University goals and accountability.

a) Using annual planning and accomplishment presentations as a means to document how areas that report to the president and vice presidents are advancing divisional and University goals and priorities.

The University Planning Website contains links to the spring 2005 through 2012 planning and accomplishment presentations made by the vice presidents and areas that report to the president. These documents are the primary data source Annual Strategic Plan

Updates that are Western Illinois University Board of Trustees, campus, and external communities.

- b) Continuing to link resource requests and allocations to the advancement of the goals and actions in *Higher Values in Higher Education 2008-2018*.

Such actions are required in annual planning and accomplishment presentations made by the vice presidents and areas that report to the president. This information is also required in Western Illinois University Board of Trustees annual operating and capital budget recommendations made to the Illinois Board of Higher Education.

- c) Providing monthly, quarterly, and annual strategic planning updates to the Western Illinois University Board of Trustees, campus and external communities.

The Vice President for Quad Cities and Planning provides monthly and annual strategic plan updates to the Western Illinois University Board of Trustees, campus and external communities. Distribution began in 2005 at the request of the Board.

- d) Developing and publishing a Website of “dashboard” indicators or Strategic Plan measures for monitoring institutional progression on the goals and actions of *Higher Values in Higher Education 2008-2018*.

The University’s Performance Indicator Dashboard is available from the University Planning homepage.

- e) Using annual performance reports to document advancement of *Higher Values in Higher Education 2008-2018*, statewide priorities, and institutional performance on Strategic Plan indicators compared to peer institutions.

Annual performance reports are available from the University Planning homepage. A Fiscal Year 2012 report was not prepared as comparative data from Illinois public universities was not available. Data are now available and a Fiscal Year 2013 report will be presented to the Western Illinois University Board of Trustees and campus community in December 2012.

- f) Incorporating college and departmental benchmarking information into academic master planning and use.

All colleges and University Libraries continue to use benchmark information in academic program reviews, and the Provost’s Office requires benchmarking information for all new funding requests.

- g) Maintaining Website information on annual divisional priorities and accomplishments.

Annual presentations made by the vice presidents and areas that report to the president, and annual Strategic Plan Updates are available from the University Planning homepage.

- h) Achieving external validation that the University is following its institutional strategic planning processes and advancing its academic mission, service operations, and highest priorities and goals by achieving re-accreditation or re-certifications from the:

- (1) National Colleges of Teacher Education (NCATE) re-accreditation for University-wide teacher education.

The University is NCATE accredited by NCATE. The next visit is scheduled for calendar year 2018.

- (2) National Collegiate Athletic Association (NCAA) Division I recertification.

Western Illinois University's next NCAA certification visit was scheduled for academic year 2014-2015 and with self-study anticipated to begin in academic year 2011-2012. However, in January 2011, President Mark Emmert directed the NCAA staff to review the nearly two-decade-old certification program with an eye toward reducing the burden on institutions, increasing cost-effectiveness and improving the overall value. Officials estimate that the entire athletics certification experience costs each Division I member about \$300,000 and requires an average of 400 hours of campus committee and other personnel time.

As being proposed in academic year 2012-2013 to the member institutions, gathering and assessing of institutional information would be entirely electronic and produce "indicator" products similar to the already-existing financial dashboard indicators. The reports would provide benchmark data in four areas: student-athlete experience, academics, finances, and diversity/inclusion.

If approved, the new Division I Institutional Performance Program (described above) will include a phased-in approach that allows for time to develop the necessary technology, educate the membership, and implement the new program. No active Division I members will begin the athletics certification process from Aug. 1, 2011 until Aug. 1, 2013.

- (3) Higher Learning Association-North Central Association of Colleges and Schools re-accreditation.

The University received ten-year re-affirmation of accreditation in academic year 2010-2011. Plans, as described in the *June 2012 Strategic Plan Update*, are underway to address new Commission annual reporting practices that take effect September 1, 2012.

- (4) All discipline-based accreditations and certifications, where appropriate to the discipline.

All discipline-based accreditations and date of next site visits are available at [www.wiu.edu/provost/accredit.php](http://www.wiu.edu/provost/accredit.php).

- i) Completing the next review/update for *Higher Values in Higher Education* in academic year 2013-2014.

*Higher Values in Higher Education* was reviewed and updated in academic year 2011-2012 to correspond with the new presidential leadership of Dr. Jack Thomas.

## Section II

### Higher Values in Higher Education 2012-2022 Accomplishments

Academic Year 2012-2013 is the first year of implementation of *Higher Values in Higher Education 2012-2022*. The plan contains six goals, 37 actions (priorities), and 152 sub-actions and represents the shared vision of Western Illinois University. All governance groups on both campuses endorsed the review/update to the strategic plan before receiving implementation approval from the Board of Trustees.

In planning for academic year 2012-2013 and the first year of implementing *Higher Values in Higher Education 2012-2022*, the President's Leadership Team will work collaboratively with the campus community and our governance structures to focus on those goals and actions related to student recruitment, enrollment, retention, graduation rates, quality of students, quality of programs and services, recruitment and retention of faculty and staff, fiscal efficiency, the growth of the Quad Cities Campus, the successful completion of the current comprehensive campaign and laying the groundwork for the next campaign, enhanced marketing/advertising, and continuing facilities work.

At the same time, excellence daily operations will continue. Every successful strategic planning process achieves a balance between the daily operations of the university (teaching, research, service and support of the academic and university mission) and short- and long-term planning processes to advance the priorities, goals, sustainability and enhancement of the institution and the students that we serve.

In following university traditions of accountability reporting, the Fiscal Year 2014 Strategic Plan Update will use information from the Spring 2014 presentations by areas reporting to the president and the vice presidents to show how the campus community is successfully advancing the goals and priorities of Western Illinois University.

For this year's Update, examples of university planning initiatives discussed below exemplify how the students, faculty, and staff have already begun to successfully advance *Higher Values in Higher Education 2012-2022*—just three months after being given implementation approval. It also includes an identification of areas intended to implement the strategic plan actions as written in the strategic plan. Because the University's planning process involves all members of the campus community, items without examples do not imply inactivity. Many of the strategic plan actions are imbedded into existing daily operations, and the results of local planning initiatives will be included in the Fiscal Year 2014 Strategic Plan Update.

#### **Goal 1: University Growth and Recruitment**

Action 1. Identify future and sustainable enrollment growth goals for the Macomb Campus. These goals should focus on institutional capacity in all areas of university operations, including maintaining historically low student-to-faculty ratios, small class sizes, classroom and laboratory/performance space availability, and residence hall capacity. They should also state the number and quality of students the University seeks to serve [*President, Vice Presidents, Deans, Department Chairs*].

The University contracted with Noel-Levitz to complete a long-term demographic and enrollment forecast. It has been completed and includes scenarios for university enrollment under different “what...if” conditions that affect student recruitment and retention. The model will be used to help inform planning discussions identified above.

Action 2. Form a growth plan for the Quad Cities Campus that articulates institutional plans for the academic, enrollment, and administrative growth to support an enrollment of 3,000 students. This growth plan should include careful consideration of recommendations made by the on-site review team from the Higher Learning Commission-North Central Association of Colleges and Schools and external consultants [*President, Vice Presidents, Deans*].

President Thomas has been working with the Provost and Academic Vice President and the Vice President for Quad Cities and Planning to create and implement a growth plan for the Quad Cities Campus.

### **Student Recruitment**

Action 3. Increase awareness of Western Illinois University and our traditions of excellence.

President Thomas supported increasing the annual appropriated funds Macomb Marketing budget from \$200,000 to \$300,000 to support the initiatives described below.

- a) Enhance the integrated marketing campaign to increase awareness regionally, nationally and internationally of Western Illinois University; the achievements of students, faculty, staff, and alumni; and program-specific marketing [*University Relations, Quad Cities Marketing, Colleges and Departments, Alumni Association*].
- b) Strengthen internal marketing to increase campus awareness of the achievements of students, faculty, staff and alumni [*University Relations, Quad Cities Marketing, Colleges and Departments, Alumni Association*].

Action 4. Increase the number of undergraduate and graduate applications, acceptances, and enrollments.

- a) Evaluate and implement recommendations made by external consultants and use faculty and staff expertise on both campuses to increase student inquiries and applications to Western Illinois University [*President's Leadership Team, Admissions Office, Graduate Studies, Quad Cities Admissions*].

See action 5b below.

- b) Evaluate and implement recommendations made by external consultants and use faculty and staff expertise on both campuses to increase the ratio of accepted to enrolled undergraduate and graduate students at Western Illinois University [*President's Leadership Team, Admissions Office, Graduate Studies, Quad Cities Admissions*].

See action 5b below.

- c) Enhance the entrance to WIU by creating a Welcome Center in the 300 block of West University Drive in Macomb. This new Center will serve as a destination for University recruitment events with satellite offices for admissions, financial aid, and other services assisting prospective students [*Student Services, Admissions, Physical Plant*].



The former site of Godfather's pizza has been decommissioned. Location for a Welcome Center is being developed through the review/update to the *Campus Master Plan* for the Macomb Campus and a university committee is developing the programming and space utilization for the Center.

Action 5. Increase the number of adults completing postsecondary education credentials.

- a) Support baccalaureate degree completion by documenting the effectiveness and growth plans for dual admission, dual enrollment, and other initiatives with community colleges [*Vice President for Quad Cities, Planning and Technology; Assistant Vice President of Academic Affairs; Director of Financial Aid; Director of Admissions*].

The Board of Trustees receives an annual transfer student report in December that documents results of transfer student recruitment and retention initiatives.

- b) Engage in initiatives designed to increase undergraduate and graduate student enrollment [*Admissions Office, Graduate Studies, Quad Cities Admissions, University Relations, faculty and staff*].

Continued aggressive recruitment of high-achieving students, competitive scholarships, enhanced marketing and public relations, implementation of Noel Levitz recommendations, facilities enhancements, as well as continued statewide and national leadership in innovation in cost affordability and predictability are all examples of university recruitment efforts that complement the important recruitment work of academic departments and administrative units.

- c) Build upon the strengths of the University's military-friendly designation and increase the recruitment and retention of military personnel as students in the University's degree and certification programs [*Admissions Office, Graduate Studies, Quad Cities Admissions, Veterans Resource Center, University Relations, Quad Cities Student Services, faculty and staff*].
- d) Increase student awareness of opportunities for completing a second bachelors, post-baccalaureate certificate, and/or graduate and professional studies at Western Illinois University [*Graduate Studies, Academic Advisors, Colleges and Departments*].
- e) Continue development of new undergraduate, graduate, and integrated degree programs and certificates in areas of high demand/critical skills shortages that are consistent with the academic mission of the University [*Academic Affairs*].

Degree and certificate establishment and disestablishment is summarized in annual reports prepared by the Deans and the Provost. The Board of Trustees approves all new degrees and certificates and receives an annual summary in June.

- f) Identify unserved and underserved populations and explore the feasibility of developing new/modified academic programs to meet their needs [*Academic Affairs*].

See item f above.

- g) Improve access to postsecondary education by evaluating and implementing, where appropriate, growth recommendations for distance education made by the on-site review team from the Higher Learning Commission-North Central Association of Colleges and Schools [*Director of Distance Learning, International Studies, and Outreach, Colleges and Departments*].

The College of Business and Technology is re-designing the on-line Master's in Business Administration degree.

- h) Increase contact with students who have dropped out and encourage degree completion by documenting structures, processes and results on both campuses [*University Advising and Academic Services Center, Quad Cities Office of Academic and Student Services, College and Departments*].
- i) Evaluate and, if appropriate, implement a continuous enrollment requirement for graduate students who have completed coursework for degree options but who need additional time to finish capstone educational experiences [*Graduate Council*].

A new university policy related to continuous graduate enrollment as described above will be implemented in academic year 2012-2013.

#### Action 6. Increase campus diversity.

- a) Use Underrepresented Groups Reports that are submitted to the Illinois Board of Higher Education annually to document the outcomes of institutional plans designed to increase the participation and achievement of students from traditionally underrepresented groups<sup>1</sup> [*Office of Equal Opportunity and Access*].

The Office of Equal Opportunity and Access will continue to prepare annual Underrepresented Groups Reports for Western Illinois University.

- b) Document strategies used by academic departments and administrative units to increase minority student enrollment [*Office of Equal Opportunity and Access*].
- c) Make recommendations to the Equal Opportunity and Access officers and to the president regarding policy, campus initiatives, and programs in support of the University's Affirmative Action program [*University Diversity Council*].

#### Action 7. Increase international student enrollment and international experiences for students.

- a) Complete a review of campus internationalization efforts in consultation with the American Association of State Colleges and Universities. This review should include issues addressing student recruitment, retention, and campus climate [*Director of Distance Learning, International Studies and Outreach*].

The review of campus internationalization efforts by a representative of the American Association of State Colleges and Universities has been completed as discussed in section I of this *Report*.

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

- b) Document strategies used by academic departments and administrative units to increase international student enrollment [*Director of Distance Learning, International Studies and Outreach*].

Strategies are documented in annual reports prepared by the Executive Director of Distance Learning, International Studies and Outreach, the Deans, and the Provost. These are summarized in annual Strategic Plan Updates.

- c) Continue to provide a variety of quality education abroad and exchange programs, and increase the numbers of students participating, both outgoing and incoming. [*Deans; Department Chairs; Director of Distance Learning, International Studies and Outreach; Center for International Studies*].

Action 8. Increase the number of students enrolled in Centennial Honors College.

- a) Enhance resources to support increased enrollment and support for Honors students on the Macomb Campus [*Provost and Academic Vice President*].

Academic Year 2012-2013 will mark the second year of implementation of the Western Commitment Scholarship Program that is designed to recruit and retain high-achieving students to both campuses.

- b) Expand Honors opportunities offered by faculty and staff representing the Centennial Honors College for students at the Quad Cities Campus [*Director, Centennial Honors College*].

Academic Year 2012-2013 will be the first General Education/Honor's Cohort on the Quad Cities Campus.

Action 9. Enhance the affordability of Western Illinois University.

- a) Document annual distributions of financial aid and scholarships, with the goal of helping students achieve their educational objectives by increasing financial support (need and merit-based assistance) to all students through such means as enhanced student employment opportunities, scholarships, and graduate assistantships [*President, Vice Presidents, Financial Aid, Scholarship Office Development Officers, Colleges and Departments*].

The Board of Trustees receives an annual report on the status and distribution of financial aid programs. The Division of Student Services prepares the report.

- b) Support and evaluate new Western Commitment Scholarships for high-achieving first-time freshmen [*President, Vice Presidents*]

Western Commitment Scholarships will be available for the recruiting of the next fall freshman class.

- c) Consider possible expansion of Western Commitment Scholarships to new transfer students [*President, Vice Presidents*].

- d) Evaluate and implement, where appropriate, recommendations made by the on-site review team from the Higher Learning Commission-North Central Association of Colleges and Schools and external consultants related to financial aid packaging and increased student employment and graduate assistantship opportunities for students at the

Quad Cities Campus [*President, Vice Presidents, Deans, Graduate Studies, Financial Aid, Student Services, Quad Cities Student Services*].

There were no reductions in Fiscal Year 2013 Quad Cities staffing budgets for graduate assistants or student employment to meet the university-required two percent budget reduction. The Vice President for Quad Cities and Planning reduced funding from other priorities. The University's request to the State for additional operating increases to support the new Western Illinois University-Quad Cities Riverfront Campus includes increased funding for graduate assistantships and student employment.

- e) Promote the University's statewide, regional, and national leadership in affordability and cost predictability for undergraduate and graduate education in a manner that is widely understood [*University Relations, Quad Cities Marketing, Financial Aid, Scholarship Office*].

Action 10. Support initiatives designed to increase student retention and graduation rates [*All faculty and staff*].

Planned initiatives include follow-up from the First Year Experience evaluation after review by President Thomas; introducing the mentoring program to new freshmen on the Macomb Campus and all new students on the Quad Cities Campus; pursuing additional funding for scholarships, graduate assistantships, and student employment; and investigating academic bridge programs.

### **Employee Recruitment**

Action 11. Recruit an excellent faculty and staff representative of the diverse and global society.

- a) Use annual Underrepresented Groups Reports to document outcomes of institutional plans to recruit faculty and staff from traditionally underrepresented groups in higher education [*Equal Opportunity and Access*].

The Office of Equal Opportunity and Access will continue to prepare annual underrepresented reports for Western Illinois University.

- b) Establish a committee to promote the strengths of Western Illinois University to assist in faculty and staff recruitment. Such advantages include strong commitments to instruction, student-centered academic programs, the quality of life in Macomb, and the urban opportunities the Quad Cities presents [*President, Vice Presidents*].

Action 12. Provide faculty and staff salaries that meet and exceed the mean of peer institutions to support the recruitment and retention of high-achieving employees.

- a) Negotiate and administer contracts that support salary increases for negotiated employees, and administer similar resources for non-negotiated employees [*Board of Trustees, President, Vice Presidents, Associate Provost, Human Resources, University Professionals of Illinois*].

Fiscal planning for Fiscal Year 2014 includes a 3.5 percent salary increase per the *Western Illinois University-University Professionals of Illinois Agreement 2010-2015*.

- b) Complete and administer market equity reviews and salary minima in accordance with contractual agreements [*Board of Trustees, President, Vice Presidents, Associate Provost, Human Resources, University Professionals of Illinois, Planning, Budget and Institutional Research*].

Per *Agreement 2010-2015*, a committee is to complete a market equity report and submit it to the University President and the Union Chapter President by April 1, 2013. Annual salary minima adjustments are part of the *Agreement*.

- c) Allocate resources to support market equity reviews and salary minima for non-negotiated staff [*Board of Trustees, President, Vice Presidents*].

This is priority of the University. Results are demonstrated in annual Strategic Plan Updates.

Action 13. Reward professional achievements of faculty and staff.

This is priority of the University. Results of sub-actions a-c (below) are demonstrated in annual Strategic Plan Updates.

- a) Implement negotiated contractual agreements with the University Professionals of Illinois for Professional Achievement Awards [*President, Vice Presidents, Deans, Chairs*].
- b) Support faculty promotions and tenure, as well as promotions for civil service and administrative/professional staff [*Board of Trustees, President, Vice Presidents, Deans, Chairs, Directors, Human Resources*].
- c) Continue to support faculty and staff awards recognizing excellence at the department, college, and university levels [*President, Vice Presidents, Deans, Directors*].

Action 14. Continue to develop institutional policies and procedures that promote a holistic and supportive environment in responding to employee workforce needs.

- a) Develop and expand fiscally responsible, family-friendly policies and procedures across all employee classifications that assist in faculty and staff recruitment and retention and enable employees to continue advancement of professional goals and the values of the University, even in times of significant personal/family stress [*President, Vice Presidents, Human Resources, Center for Innovation in Teaching and Research, Civil Service Employees Council, Council of Administrative Personnel, Faculty Senate, College Councils, University Council on Sexual Orientation*].
- b) Conduct a needs and feasibility analysis for establishing permanent, academically based summer, fall, and spring infant and childcare on the Macomb campus [*Provost's Office, College of Education and Human Services*].
- c) Continue to investigate child care options on the Quad Cities campus [*Vice President for the Quad Cities, Quad Cities Office of Academic and Student Services*].

- d) Develop a University-wide committee, including representation from all governance groups on both campuses, to study how the University might best support its employees when they are dealing with issues of elder care and/or catastrophic care [*President, Vice Presidents*].

## **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.

Actions a through c below will be documented in future annual strategic plan updates.

- a) Continue to support contractual agreements that place instruction as the highest priority of faculty [*President, Provost, Deans, Department Chairs, University Professionals of Illinois*].
- b) Maintain the highest institutional expenditures to support the instructional and the academic mission of the University [*President, Vice Presidents*].
- c) Support interdisciplinary course, program, institute, and center development and sustainability [*Board of Trustees, President, Provost and Academic Vice President, Faculty Senate, Graduate Council, Deans, Department Chairs, Faculty*].
- d) Follow the University's *Assessment Plan* to use assessment of student learning in general education, the undergraduate major, and in graduate programs to inform curricular revision and development [*Provosts Office, Graduate Council, Faculty Senate, College Curriculum Committees, Student Learning Assessment Committee, Faculty*].

All academic departments and schools complete assessment plans and reports annually. These are submitted to the Office of the Provost and Academic Vice President.

- e) Use the academic program review process to ensure the provision of high-quality, viable academic programs and services [*Academic Affairs*].

Scheduled program reviews for academic year 2013-2014 are the B.S. in Family and Consumer Sciences, Specialist in School Psychology, Bachelor of Social Work, B.A. in Sociology, M.A. in Sociology, and the Illinois Institute for Rural Affairs. This is in addition to a three-year progress report on the Post-Baccalaureate Certificate in Teaching English to Speakers of Other Languages that was implemented in fall 2010.

- f) Achieve external validation that the University is promoting high standards of academic excellence by achieving or maintaining accreditation and certifications from the:
  - 1) National Council for Accreditation of Teacher Education for university-wide teacher education [*Provost, Dean of the College of Education and Human Services, University Teacher Education Committee, Academic Departments*].
  - 2) National Collegiate Athletic Association for Intercollegiate Athletics [*Intercollegiate Athletics*].

- 3) All discipline-based accreditations and certifications, where appropriate to the discipline(s) and service unit(s) [*Academic Affairs and Student Services*].

During 2013 Recreation, Park and Tourism Administration will host an on-site re-accreditation visit from the National Recreation and Park Association/Council on Accreditation.

- 4) Higher Learning Association-North Central Association of Colleges and Schools for the University [*Board of Trustees, President, Vice Presidents, Associate Provost, Accreditation Self-Study Teams, and All Governance Groups on the Macomb and Quad Cities Campuses*].

The University will begin implementing new annual Commission reporting requirements as described in the *July 2012 Strategic Plan Update*.

Action 2. Focus on the individual learner.

- a) Maintain low student-to-faculty ratios and small course sections [*Provost, Deans, Chairs*].

A stated goal of *Higher Values in Higher Education* is to maintain historically low student-to-faculty ratios. Annual performance reports will continue to monitor university progress on this goal.

- b) Provide, evaluate, and improve the First Year Experience [*Academic Affairs and Student Services*].

An evaluation of the First Year Experience has been completed and submitted to President Thomas for review.

- c) Evaluate the feasibility and need for a Transfer Year Experience and/or enhanced support structures on each campus [*Vice Presidents*].

University Housing and Dining Services' Transfer Year Experience (TYE) is a four-week program that provides transfer students with information and resources to assist them with their transition to WIU. The Great Lakes Association of College and University Housing Officers recognized Western's TYE as an Outstanding Program.

- d) Enhance academic and student support structures on the Quad Cities Campus, particularly as enrollment increases and the campus serves more traditional-aged students [*Provost, Vice President for Quad Cities*].

Enhanced academic and student support structures is part of the University's request to the State for increased operating revenue to support the newly opened and expanding Western Illinois University-Quad Cities Riverfront Campus.

Action 3. Support strong commitments to research, scholarly/creative activities, and grants.

Annual strategic plan updates will continue to report on the research, scholarly/creative activities, and the support structures (identified in actions a through i below) in place to facilitate success in these endeavors.

- a) Provide institutional resources and assistance to support the research, scholarly/creative activities, and grants of faculty and staff [*Academic Affairs*].

- b) Support faculty sabbaticals as a means to advance research and scholarly agendas [*Academic Affairs*].
- c) Augment institutional resources to encourage and promote research, creative, and scholarly activities with special emphasis on new and junior faculty members [*Academic Affairs*].
- d) Expand the summer stipend and University Research Council programs [*Academic Affairs*].
- e) Publicize the publications and grants of faculty and staff in new media, including the possible creation of an E-Journal for Western Illinois University [*University Relations, Quad Cities Marketing, University Libraries*].
- f) Establish endowed professorships and chairs through the Comprehensive Campaign [*Vice President for Advancement and Public Services, Provost and Academic Vice President, Deans, Development Officers*].
- g) Support faculty and staff travel and other professional development opportunities [*President, Vice Presidents, Deans, Chairs, Directors*].
- h) Engage undergraduate and graduate students in professional research [*Colleges, Departments, Centennial Honors College, Faculty*].
- i) Host domestic and international visiting scholars, executives, and artists in residence programs [*Provost, Colleges, Departments, Center for International Studies*].

Action 4. Support strong commitments to mission-driven public service and outreach.

Annual strategic plan updates will continue to report on the public service and economic development activities supported by Western Illinois University.

- a) Support economic and cultural development of our host communities and regions [*President, Vice Presidents, Deans, Chairpersons, Directors, Faculty, Staff, Illinois Institute for Rural Affairs*].
- b) Respond to emerging needs in the state and region, including the Governor's initiatives, "P-20" (preschool through graduate school) partnership initiatives, and other initiatives consistent with the academic and regional mission of the University [*President, Vice Presidents, Deans, Chairpersons, Directors, Faculty, Staff, Illinois Institute for Rural Affairs*].
- c) Advance support of teacher and professional education by supporting those seeking initial or subsequent certification or who have questions about certification; endorsements; or other teacher, school service personnel, or administrative matters [*Center for Preparation of Educational Professionals, Academic Departments, University Teacher Education Committee, Graduate Council, Faculty Senate, Provost, President, Board of Trustees*].
- d) Use university public service centers, institutes, and broadcasting services to provide community services [*Academic Affairs, University Television, WQPT*].
- e) Deliver high-quality, value-adding management and professional development programs to businesses and industries in the western Illinois region [*Centers and Institutes*].
- f) Deliver community outreach initiatives through the Western Illinois University digital library, historical archive projects, and grant projects on the delivery of services and



resources to the University and surrounding communities through collaboration with regional partners [*University Libraries*].

- g) Continue to support public-private partnerships to advance new and enhanced services to students, faculty, and staff in our host communities [*President, Vice Presidents*].

Action 5. Deliver a strong, user-centered information technology infrastructure.

- a) Continue implementation of the multiyear faculty and staff computer upgrade program that will ultimately establish and maintain a four-year computer rotation program of new computers for instructional units within Academic Affairs [*President; Provost; Vice President for Quad Cities, Planning and Technology; University Technology; Quad Cities Technology; Deans; Department Chairs; College Technology Representatives*].

Annual Strategic Plan Updates and annual Institutional Strategic Plan for Technology Updates will continue to report on institutional progress on this important initiative. Western Illinois University-Quad Cities is currently negotiating with the Illinois Capital Development Board to include new faculty and staff computers and supporting infrastructure as part of the Riverfront Campus Phase II construction budget.

- b) Accelerate the multiyear electronic classroom upgrade program for general instructional and two-way audio-video classrooms on both campuses [*President; Provost; Vice President for Quad Cities, Planning and Technology; University Technology; Quad Cities Technology; Deans; Department Chairs; College Technology Representatives*].

Annual Strategic Plan Updates and annual Institutional Strategic Plan for Technology Updates will continue to report on institutional progress on this important initiative. Western Illinois University-Quad Cities is currently negotiating with the Illinois Capital Development Board to include electronic classroom technology and supporting infrastructure as part of the Riverfront Campus Phase II construction budget.

- c) Engage faculty and staff in technology planning and advisory committees [*Administrative Information Management Systems, Council for Instructional Technology, Electronic Student Services, and University Technology*]

University Technology will continue to engage faculty and staff in technology planning and advisory committees.

- d) Update the *Institutional Strategic Plan for Technology* [*Vice President for Quad Cities, Planning and Technology, University Technology Advisory Group, Council for Instructional Technology*].

- e) Assure long-term bonding plans for facilities, infrastructure, telecommunications, and technology needs are consistent with *Campus Master Plans* on the two campuses of Western Illinois University [*Board of Trustees, President, Vice Presidents*].

Current bonded projects include Phase II on the Steam Line project, Thompson Hall and University Union renovation.

- f) Implement goals and priorities from the *Institutional Strategic Plan for Technology* [University Technology, Quad Cities Technology, Center for the Application of Information Technologies, Administrative Information Management Systems, Electronic Student Services, University Technology Advisory Group, Council for Instructional Technology, Center for Innovation in Teaching and Research, University Libraries].

The Institutional Strategic Plan for Technology Update is presented to the Board of Trustees annually at the fall meeting.

- g) Enhance technology disaster recovery for Western Illinois University by implementing business continuity [University Technology, Administrative Information Management Systems, Center for the Application of Information Technologies, Electronic Student Services].

The University continues to migrate to a virtual environment and will continue to expand disaster recovery testing beyond the mainframe.

- h) Improve the alignment between academic needs for program accreditation/support and offering of library resources and services through outreach and collaboration with other campus entities [Academic Affairs].

The Dean of University Libraries annual reports will document institutional plans and accomplishments related to items h through j.

- i) Increase application of appropriate technology to remove barriers for using physical and virtual library resources and services [University Technology, University Libraries].
- j) Augment user-centered library services and resources to lead the development of information literacy at Western Illinois University, gauge and improve student learning, enhance scholarly productivity, and meet institutional transformation demands [University Libraries].

### **Goal 3: Provide Educational Opportunity**

Action 1. Support student academic achievement in preparing for timely degree completion.

- a) Continue to grant academic credit for students successfully completing external examinations through the College Level Examination Program, College Entrance Examination Board, Proficiency Examination Program, and the Defense Activity for Nontraditional Education Support [Admissions, School of Extended Studies, Academic Departments].

This is ongoing practice of the University.

- b) Establish departmental standards for the awarding of credit for prior learning and life experiences where appropriate to the discipline [Academic Affairs].

Awarding of credit for prior learning and life experience is part of the Bachelors of General Studies degree program.

- c) Participate in all facets of the Illinois Articulation Initiative (IAI) to promote successful student transfer [*Academic Affairs*].

Western Illinois University will continue its tradition of participating in all facets of the Illinois Articulation Initiative.

Action 2. Provide student-centered schedules that enable students to successfully pursue educational opportunities.

- a) Explore the use of credit or non-credit "short courses" that teach specific sets of skills or knowledge. While not the traditional semester in length, these courses are intended for those who are already working but need to update their skills [*Faculty, Chairs, Deans, Distance Learning, Center for the Application of Information Technologies, Non-Credit Programs, Quad Cities Executive Studies Center*].
- b) Promote consistency between time of day (morning, afternoon, and evening) scheduling between Western Illinois University-Quad Cities and primary feeder community colleges [*Chairs, Quad Cities Assistant Dean, Deans, Assistant Vice President for Academic Affairs, Assistant Vice President for Quad Cities, Provost*].

The Assistant Vice President for Quad Cities and Planning works closely with each of the colleges on day and time scheduling and logistical coordination for the Quad Cities Campus.

- c) Develop a semester and summer calendar for identifying when courses are subject to cancellation [*Provost's Office*].
- d) Maintain course-offering goals in the Quad Cities, including the continued ability for all degree programs to be fully completed on-site or through distance modalities [*Chairs; Deans; Provost; Assistant Vice President, Quad Cities; Vice President for Quad Cities, Planning and Technology*].

A review of course offerings at the Quad Cities Campus is a standing agenda item for the Provost's annual summer retreat. The ability for degrees to be completed at the Quad Cities Campus is also reviewed annually.

- e) Study alternatives to the traditional 16-week semester (e.g., four- or eight-week semesters, hybrid instruction, etc.) on the Quad Cities campus that are responsive to student needs [*Program Faculty, College Curriculum Committees, Faculty Senate, Graduate Council, Deans, Assistant Vice President for Quad Cities, Provost*].
- f) Expand summer school offerings on both campuses to meet student needs [*Faculty, Chairpersons, Deans, Provost*].
- g) Implement accelerated degree and certificate options where appropriate to the discipline [*Program Faculty, College Curriculum Committees, Faculty Senate, Graduate Council, Deans, Assistant Vice President for Quad Cities, Provost*].

Western Illinois University has a three-year accelerated degree program in Recreation, Parks and Tourism Administration offered on the Quad Cities Campus. The University also offers six integrated baccalaureate and master's degree programs.

- h) Continue to provide flexibility in scheduling so that students may pursue the education abroad opportunities offered through WIU [*Chairpersons, Deans, Provost*].

Action 3. Support learning inside and outside the classroom and initiatives designed to increase student success.

- a) Promote experiential learning through applied studies in external settings. These applied settings include internships, student teaching, clinical placements, and undergraduate and graduate student research days, and education abroad opportunities [*Academic Affairs and Student Services*].

The University will continue to support experiential learning through many venues including the courses, programs and services of academic departments, the university-wide Teacher Education Program, Undergraduate and Graduate Research Days, and Study Abroad.

- b) Provide opportunities for student development and learning outside the classroom through involvement, leadership, and co-curricular experiences in environments that are supportive, challenging, and inclusive [*Student Services, Quad Cities Office of Academic and Student Services, Student Government Associations, Faculty, Staff, University Libraries*].

Annual reports prepared by Academic Affairs, Student Affairs, and Quad Cities and Planning will continue to document out-of-classroom learning opportunities for students.

- c) Engage students as active participants in university shared governance [*All Administrative Units, Student Government Associations, Innerhall Council*].

The University will continue its tradition of engaging student governance as part of institutional planning processes.

Action 4. Provide comprehensive support services and enhance access to educational opportunities inside and outside the classroom

Items a through d are standing priorities of the University. These are summarized in annual Strategic Plan Updates.

- a) Provide comprehensive academic and counseling services [*Academic Affairs, Student Services*].
- b) Develop a comprehensive substance abuse educational program [*Student Services, University Libraries, Student Government Association*].
- c) Provide late night and alternative programming to promote healthy lifestyles [*Student Services, Student Government Association, Registered Student Organizations*].
- d) Evaluate and develop strategies for addressing physical and program barriers for students and employees with disabilities [*Disability Resource Center, Equal Opportunity and Access, Physical Plant, Americans with Disabilities Advisory Committee*].
- e) Formulate plans to ensure university compliance with Illinois Board of Higher Education and legislative mandates for web accessibility for individuals with disabilities [*University Technology, Web Accessibility Committee*].

The Web Accessibility in collaboration with academic departments and administrative units will continue to be responsible for university compliance with web accessibility requirements.

- Action 5. Evaluate the effectiveness of institutional strategies to provide access to educational opportunities inside and outside the classroom.
- a) Use local results from the National Survey of Student Engagement and other national surveys in planning and evaluating initiatives designed to increase student involvement, retention and graduation rates [*Academic Affairs, Student Services, Quad Cities Student Services*].

The Office of Planning, Budget and Institutional Research is the administrative office now responsible for the administration and dissemination of National Survey of Student Engagement results for use by academic departments and administrative units.

- b) Assist student organizations in the planning, implementation, and evaluation of cultural, social, educational and service programs [*Student Services, Quad Cities Student Services, Faculty and Staff Advisors of Student Organizations*].

Western Illinois University will continue to support registered student organizations and professional honorary societies on both campuses.

- Action 6. Provide statewide and national leadership in reducing levels of student indebtedness and increasing cost predictability and affordability.
- a) Achieve scholarship (and other) goals for the Macomb and Quad Cities campuses as part of the comprehensive campaign for Western Illinois University [*President, Vice Presidents, Advancement and Public Services, Deans, Development Directors, Western Illinois University Foundation, Quad Cities Leadership Team*].

A university priority is to successfully complete the current comprehensive campaign and establish the groundwork for the next campaign.

- b) Identify new sources of financial aid for students enrolled at the University [*President, Vice Presidents, Advancement and Public Services, Western Illinois University Foundation, Quad Cities Leadership Team, Financial Aid, Quad Cities Financial Aid, Development Officers*].

Western Illinois University-Quad Cities is exploring with the Illinois Student Assistance Commission inclusion of Sauk Valley Community College in the University dual enrollment (Linkages) program for both campuses.

- c) Support new and enhanced strategies for reducing the amount of student indebtedness upon graduation [*Board of Trustees, President, Vice Presidents, Advancement and Public Services, Quad Cities Marketing*].
- d) Provide opportunities for students and their families to learn about financing the costs of higher education and engaging students in fiscally responsible practices for expenditure of financial aid and scholarship awards [*Financial Aid, Scholarship Office, Quad Cities Financial Aid*].

## Goal 4: Support Personal Growth

### Action 1. Promote health and wellness to support personal growth.

Items a through c are standing priorities of the University. These are summarized in annual strategic plan updates.

- a) Offer comprehensive personal, health and wellness counseling, services and programs [*Center for Innovation in Teaching and Research, Human Resources, Counseling Center, Campus Recreation, Beu Health Center*].
- b) Increase student, faculty, and staff health, wellness and recreational activities and services provided by the University [*Center for Innovation in Teaching and Research, Human Resources, Counseling Center, Campus Recreation, Beu Health Center*].
- c) Expand health, wellness, and recreational partnerships with local/regional providers to address needs and services for students, faculty and staff [*Center for Innovation in Teaching and Research, Human Resources, Counseling Center, Campus Recreation, Beu Health Center, Quad Cities Administrative Team*].
- d) Continue to expand healthy choice options in vendor carts and machines on the Quad Cities Campus [*Quad Cities Student Services*].
- e) Evaluate the feasibility of establishing sports clubs and other areas of campus recreation such as intramural sports, fitness, aquatics, and outdoor pursuits in the Quad Cities as the campus continues to grow [*Quad Cities Administrative Team*].
- f) Utilize the location of the Riverfront Campus adjacent to the Mississippi River and a community bike and pedestrian trail system as a means to increase health, wellness, educational, and community activities [*Quad Cities Faculty and Staff*].

Recreation, Park and Tourism Administration is completing a survey designed to evaluate potential interest in community bike and pedestrian trail system uses by students, faculty, staff, and community members.

### Action 2. Promote ethical decision making and personal responsibility

- a) Support the global perspective, social responsibility, and ethics in the curriculum and co-curricular programs, services, and events [*Academic Affairs, Student Services*].

The Coneflower Project will continue to coordinate sustainability (social responsibility) across the curriculum. Additionally, most discipline-specific accreditation agencies require ethics in the curriculum as does the Higher Learning Commission-North Central Association of Colleges and Schools for the treatment of students with integrity.

- b) Sustain full student, faculty, and staff compliance with annual ethics and anti sexual harassment training [*All Students, Faculty, and Staff*].

All student-workers, graduate assistants, faculty and staff will continue to be required to complete annual ethics and anti sexual harassment training.

Action 3. Enhance student and community engagement.

- a) Coordinate across vice presidential areas actions designed to increase student participation in and appreciation of cultural, artistic, intellectual, and leadership events on and off campus [*Faculty and Staff*].

- b) Sponsor University-theme programming and events for students, faculty, staff, and the community [*University Theme Committee, First Year Experience Faculty and Staff, University Libraries*].

The University Theme for academic year 2012-2013 is War and Peace: From Personal Conflict to Global Resolution

- c) Provide programming in the First Year Experience that is integrated with the University theme [*First Year Experience Faculty and Staff, University Libraries*].

University theme programming will continue to be integrated into the First Year Experience.

- d) Create on the Quad Cities Campus a student and community engagement forum that involves the Student Government Association and registered student organizations to discuss event planning, evaluation, and coordination, as well as the need for new and expanded registered student organizations as the campus continues to grow [*Assistant Vice President for Quad Cities, Quad Cities Student Services, Quad Cities Student Government Association*].

The Assistant Vice President for Quad Cities and Planning and the Assistant Director of the Quad Cities Office of Academic and Student Services have been charged with implementing and sustaining this priority.

- e) Support high-profile University speakers on both the Macomb and Quad Cities campuses to increase campus and community engagement and collaboration [*President, Vice President, University Theme Committee, Environmental Summit Planning Committee, Colleges, Departments*].

The University will continue to support the State of the University Address, University Theme Speakers, Environmental Summits, Distinguished Faculty Lecture, and Hallwas Lecture on both campuses.

- f) Provide the campus and surrounding communities with a diverse season of quality cultural entertainment opportunities [*College of Fine Arts and Communication, Bureau of Cultural Affairs, Performing Arts Society, Office of Student Activities, University Libraries, University Art Gallery*].

Examples of quality cultural events, programs, and events that will continue to be supported by the University, include opportunities associated with the Bureau of Cultural Affairs, Casa Latina, exhibitions of student work, Multicultural Center, Performing Arts Society, Tri-States Public Radio, University Art Gallery, University Television, Women's Center, and WQPT-Quad Cities Public Television to name just a few.

- g) Support a broad-based National Collegiate Athletic Association (NCAA) Division I and Football Championship Series varsity intercollegiate athletics program. This includes funding commitments to support our athletic program at a level that allows student-

athletes to be successful and competitive within our respective conferences and nationally [*Board of Trustees, President, Vice President for Student Services, Director of Athletics*].

Western Illinois University will continue to support its Division I athletic program that offers 10 sports each for men and women.

- h) Demonstrate strict adherence to NCAA operating principles related to governance and rules compliance, academic integrity, equity, and student-athlete welfare [*Board of Trustees, President, Vice President for Student Services, Director of Athletics*].

Western Illinois University will continue fulfilling all required reports to demonstrate institutional complacency with NCAA requirements. Additionally, the University will participate in the Division I Institutional Performance Program when implemented by the NCAA.

- i) Design and implement Western Illinois University's adaptation to the new five-year Summit League Plan being designed by the League presidents to increase academic and athletic success [*Intercollegiate Athletics*].

Western Illinois University will continue Phase II implementation of the Summit Plan that was discussed in Section I of this *Report*.

- j) Host selected athletic events in the Quad Cities to increase community engagement and support for the University and its athletic program [*Intercollegiate Athletics*].
- k) Expand student activities and establish resource and referral service for parents on the Quad Cities Campus [*Quad Cities Student Services*].

The Assistant Director of the Quad Cities Office of Academic and Student Services has been assigned this responsibility.

- l) Form a student-led task force to look at strategies for increasing school spirit and pride [*Student Government Associations*].

Action 4. Provide lifelong learning opportunities for faculty, staff, and community members.

- a) Support the use of release time, tuition waivers, and other University benefits for faculty and staff to advance their educational pursuits [*President, Vice Presidents, Deans, Directors*].

Western Illinois University will continue to support these employee benefits.

- b) Sustain the University's Affirmative Action Internship Program [*President, Equal Opportunity and Access*].

Western Illinois University will continue to support this program.

- c) Develop new and enhanced programs and services specifically designed for the specific professional development needs of faculty and staff [*Center for the Innovation of Teaching and Research, Human Resources, Quad Cities Professional Development Network*].



The Center for Innovation in Teaching and Research, Human Resources, and the Quad Cities Professional Development Network will continue to use needs analyses as the basis for determining programming that is responsive to the needs of faculty and staff.

- d) Address the regional mission of the University by continuing to provide professional development opportunities in academic disciplines to members of our host and external communities [*Academic Affairs*].

Cohorts being served by the College of Education and Human Services and Non- Credit Programs as described in Section I of this *Report*, outreach by the Center for Innovation in Teaching and Research and Human Resources, and the work of the University's Centers and Institutes exemplify the University's continuing commitment to providing professional development opportunities of members of our host and external communities.

- e) Enhance opportunities for lifelong learning of senior citizens [*Non-Credit Programs*].

Non-Credit Programs will continue to support the Learning Is Forever (LIFE) program. The Macomb LIFE program is affiliated with the Elderhostel Institute Network, a national organization of over 150 similar groups devoted to adult education.

#### **Goal 5: Promote Social Responsibility**

Action 1. Promote civic engagement and service learning in order for students to enhance local, national and global perspectives.

- a) Support service learning, internships, student teaching, simulations, and other forms of experiential learning that promote civic engagement [*Academic Affairs, Student Services*].

The Illinois Institute for Rural Affairs will continue collaboration with faculty on maintaining a database of courses with service learning applications. Academic departments and Career Services will continue to prepare students for internships, and the university-wide Teacher Education Program will continue to help prepare individuals for student teaching assignments.

- b) Engage in activities associated with the American Democracy Project [*Academic Affairs, Student Services*].

The annual Hallwas Lecture on both campuses will continue to be an institutionally supported activity associated with the American Democracy Project.

- c) Actively participate in the annual Federal Constitution Day on both campuses [*Academic Affairs, Student Services, Quad Cities Student Services*].
- d) Support student, faculty, and staff actions that are consistent with the University's Carnegie Foundation Community Engagement Classification [*All Faculty and Staff*].

A priority of the University is to retain its national ranking of distinction on the President's Community Service Honor Roll through the many programs and events discussed in Section I of this *Report*.

Action 2. Support national and international contexts in advancing equity, social justice, and diversity.

- a) Continue Western Illinois University's participation in the Illinois Association for Cultural Diversity (IACD) with other Illinois colleges and universities to further awareness and understanding of the cultural diversity within and outside the United States [*Academic Departments, Colleges, University Teacher Education Committee*].

Hosting of the 20<sup>th</sup> annual Dealing with Difference Institute in Spring 2013 is an example of the University's commitment to participation in the Illinois Association for Cultural Diversity.

- b) Support actions associated with the institutional commitment to internationalization of the curriculum [*Academic Affairs*].

All colleges and departments will continue to cultivate, support, and enhance Western's commitment to the internationalization of the curriculum and study abroad opportunities.

Action 3. Use partnerships to advance the University's vision, mission, values, goals, and actions.

- a) Develop a plan for the Alumni Association that links the goals and actions of this strategic plan to the work of the Association [*Alumni Association, Alumni Council*].

As demonstrated in Section I of this *Report*, a plan has been developed and implementation will continue.

- b) Support the comprehensive campaign for scholarships, faculty support, capital improvement, and information technologies on the Macomb and Quad Cities campuses [*President, Vice Presidents, Deans, Department Chairs, Development Officers, Western Illinois University Foundation, Advancement and Public Services, Quad Cities Leadership Team*].

Western Illinois University is only \$10 million from successfully achieving its \$60 million comprehensive fundraising goal. The University will continue with successful fundraising to meet and exceed the goals of the campaign.

- c) Achieve the comprehensive campaign goal of increasing the percent of alumni giving to the University [*Advancement and Public Services, Development Officers, Deans, Chairs*].

This is a stated priority of Advancement and Public Services. Planning details are available in the Vice President's *Annual Report*.

- d) Continue cultivation of donors to support the *Target Western Forward* athletics facilities plan and the construction of new and renovation of existing facilities [*Athletics*].

Intercollegiate Athletics, the Division of Student Services, and Western Illinois University are committed to the goals and priorities of *Target Western Forward* as a

means to provide facilities that support and enhance a comprehensive Division I athletic program.

- e) Consult with external advisory boards to help advance the academic mission and service operations of Western Illinois University, in addition to the goals and actions of this strategic plan [*President, Vice Presidents, Deans, Chairs, Directors*].

All advisory boards for the President, Alumni Association, Foundation, Western Illinois University-Quad Cities, all colleges, numerous departments, and University Libraries will continue their important work during academic year 2012-2013.

Action 4. Provide safe, accessible, responsive campus environments that meet the needs of University constituencies and reflect the core values of the University.

Priorities a, b, and e (below) are standing priorities of the University. Results from continued implementation of these priorities will be presented in future strategic plan updates.

- a) Support educational programs, services, and partnerships committed to the prevention of crime; protection of life and property; preservation of peace, order, and safety; and enforcement of laws and University policies [*Office of Public Safety, Student Services, Community University Partnership Program*].

- b) Implement accessibility standards in new construction and campus renovation projects [*Physical Plant, Auxiliary Facilities System, Quad Cities Facilities, Office of Equal Opportunity and Access, Americans with Disabilities Advisory Committee, Council on Campus Planning and Usage*].

- c) Complete a five-year review/update of the Macomb Campus Master Plan [*Master Plan Steering Team; Director of Physical Plant; Vice President, Quad Cities, Planning and Technology*].

The review/update of the Macomb *Campus Master Plan* is targeted for December 2013 completion. The updated plan presented to the Western Illinois University Board of Trustees will have first received endorsement from all campus governance groups.

- d) Engage in programming studies to give precision in cost estimates before requesting inclusion in the University's capital requests to the state [*Physical Plant; Quad Cities Facilities; Requesting Units; Planning, Budget and Institutional Research*].

Western Illinois University-Quad Cities will initiate a pre-programming study for Riverfront Phase III in fall 2012.

- e) Aggressively pursue state funding for the highest facility priorities identified on the *Campus Master Plans*, which include new facilities and funds to support deferred maintenance [*Board of Trustees; President; Vice Presidents, Planning, Budget and Institutional Research; Physical Plant; Quad Cities Facilities*].
- f) Document annual master plan accomplishments and the application of institutional resources to address permanent improvements (deferred maintenance) and capital renewal [*Vice President, Quad Cities, Planning and Technology*].

Master Plan Updates for the Macomb and Quad Cities Campuses are provided to the Western Illinois University Board of Trustees and campus community annually in December.

Action 5. Reinforce institutional commitments to environmental sustainability.

- a) Strive to achieve Leadership in Energy and Environmental Design (LEED) certification in new construction and major renovations [*Physical Plant, Auxiliary Facilities System, Quad Cities Facilities*].

The University will continue pursuing its established benchmark of minimally achieving silver LEED certification in all new construction.

- b) Support educational opportunities designed to raise awareness of social, environmental and sustainability issues [*Faculty, Staff, Campus Sustainability Committee, University Libraries*].

The University will continue to support the Coneflower Project that was discussed in Section I of this report.

- c) Achieve statewide, regional, and national leadership in environmental sustainability within all aspects of University operations (e.g., the curriculum, community and co-curricular events, new construction, and administrative operations) [*Faculty and Staff*].

The University Sustainability Coordinator, Ms. Mandi Green, coordinates sustainability reporting for the University. Future strategic plan updates will include reports from Ms. Green to demonstrate how the University is advancing leadership in sustainability at the statewide, regional, and national levels.

## Goal 6: Demonstrate Accountability

- Action 1. Establish and articulate enrollment, retention and graduation rate goals by campus [*President, Vice Presidents*].

Through performance indicators agreed upon by the Western Illinois University Board of Trustees in 2008, University enrollment goals are 12,500 for Macomb and 3,000 for the Quad Cities. Each campus is also to strive to be at the top 10% of peer institutions for retention and graduation rates. The University's performance on these benchmark measures will be summarized in annual performance reports.

- Action 2. Develop a summary page on the institutional dashboard of university performance indicators (available from the University Planning Website) that tracks university enrollment, retention, and graduation rates on both campuses [*Vice President, Quad Cities, Planning and Technology; University Technology*].

The University's dashboard will continue to be available from the University Planning Website, [wiu.edu/university\\_planning](http://wiu.edu/university_planning).

- Action 3. Document goal achievement and support of our values by continuing to provide:
- a) Monthly strategic planning updates that summarize current strategic plan actions in progress and accomplishments [*Vice President, Quad Cities, Planning and Technology*].  
Monthly strategic planning updates will continue to be provided to the members of the Board of Trustees, campus and external communities.
  - b) Annual strategic planning updates that summarize the status of strategic plan actions and the results from implementation [*Vice President, Quad Cities, Planning and Technology*].  
Annual Strategic Plan Updates will continue to be provided to the Board of Trustees at their fall meetings.
  - c) Base the annual strategic planning updates on data provided in annual consolidated reports and annual planning and accomplishments presentations [*Areas that Report to the President, Vice Presidents, Deans, Chairs, Directors*].  
Annual presentations made by the areas that report to the president and the vice presidents will continue to be the primary source document for annual strategic planning updates.
  - d) Annual performance reports to document institutional performance on Strategic Plan indicators compared to peer institutions [*Vice President, Quad Cities, Planning and Technology; Planning, Budget and Institutional Research*].  
The Board will continue to receive annual Performance Reports as described above at their December meetings. These reports will also be available to the campus and external communities through posting on the University Planning Website.

# WESTERN ILLINOIS UNIVERSITY

## BOARD OF TRUSTEES

September 21, 2012

### Report 12.9/9 Master Plan Review Update

Through a state-defined quality based selection process, Western Illinois University selected the Smith Group JJR to work with the Macomb campus and community on the review/update to the *Campus Master Plan* that was approved by the Western Illinois University Board of Trustees for implementation in March 2007. It is standard planning practice to review a long-term, 20-year vision for facilities, grounds, and infrastructure every five to seven years.

Contract negotiations were finalized with the Smith Group in February 2012. Since this time, representatives from the Smith Group have been on-campus four times (March 19-21, April 23-24, July 12-13, and September 12-14) to work collaboratively with students, faculty, staff, alumni, and community members on the review/update to the *Campus Master Plan*.

The 32-member Master Planning Steering Team, with membership displayed in Table 1 at the end of this *Update*, is responsible for coordinating for master plan activities and assuring that all campus consistencies are involved in the master plan review/update process

Feedback for the *Campus Master Plan* review/update has been collected in multiple venues. This includes meetings with the Campus Council on Planning and Usage, Master Plan Steering Team, President's Leadership Team; open forums at the University Union, City Hall, and University Dining Centers; and meetings with representatives from Admissions, GoWest, Landscape Maintenance, Parking Services, Public Safety, Registrar's Office, and University Housing and Dining Services. This is in addition to the Master Plan Co-Chairs (Vice President Rives and Interim Physical Plant Director Coker) meetings with the Civil Service Employees Council, Council of Administrative Personnel, Faculty Senate, and Student Government Association.

All of the feedback received is shaping the update to the *Campus Master Plan*. A power point will be presented at Western Illinois University Board of Trustees meeting. This power point will be based on the five emerging themes of the newly developing campus master plan: Enliven the academic environment, enhance the student experience, strengthen campus identity, engage the *Strategic Enrollment Plan*, and develop visionary yet implementable strategies.

The Power Point will also address campus and community feedback and questions raised in the July 12-13 and September 12-14 campus visits. Namely:

1. Working with the Welcome Center Committee, what is the best location for a campus welcome center and what landscape/streetscape enhancements should accompany the new facility?
2. What should gateways (entries) to Western Illinois University look like?
3. Where is the best location for parking to support the Performing Arts Center and other functions serving the southwest portion of campus?

4. Where should WIU prioritize landscape enhancements?
5. How can the University best address traffic, vehicular, and pedestrian conflict along Western Avenue?
6. How can the University best address the appearance of Murray Street as a heavily trafficked pedestrian and vehicular corridor?
7. How can the University most efficiently address enhancements to classrooms that includes campus feedback emphasizing flexible spaces and natural light; corridors are an extensions of classrooms; and that improvements must enhance existing resources, minimize costs, and improve the student experience?

The Smith Group will again be on campus *October 22-23* to refine the newly developing master plan. Vice President Rives and Interim Director Coker will continue meeting with campus governance groups and the master plan steering team to ensure that the new master plan reflects campus consensus.

The goal of the master planning process is to have the review/update of the campus master completed and endorsed by all governance groups on the Macomb Campus prior to the December Board of Trustees meeting. The updated plan will give fiscally practical suggestions to address permanent improvements, and it will recommend long-term options for future capital projects. A campus master plan report, executive summary brochure, renderings, and plans with cost estimates to be prioritized by the University will be prepared and distributed after the campus and Board agree to the updated campus master plan.

Table 1  
Master Plan Steering Team Membership

Scott Coker	Director, Physical Plant/Co-Chair
Joe Rives	Vice President, Quad Cities and Planning
Dale Adkins	Associate Dean, College of Education and Human Services
Brad Bainter	Vice President, Advancement and Public Services
Tara Beal	Superintendent, Grounds
Matt Bierman	Director, Budget Office
Dana Biernbaum	Assistant Vice President, Administrative Services
John Biernbaum	Associate Vice President, Student Services
Bill Brewer	Assistant Director, Physical Plant
Tara Buchannan	Director, Disability Resource Center
Jim Carter	Alumni Council
Roger Clawson	Alumni Council
Ann Comerford	Director, University Union
Julie DeWees	Vice President, Administrative Services
Sharon Evans	Associate Dean, College of Fine Arts and Communication
Ken Hawkinson	Provost and Academic Vice President
Andrea Henderson	Director, Equal Opportunity and Access
Michael Hott	Architectural Superintendent
Mike Inman	Mayor, City of Macomb
Dana Lindemann	Assistant Professor, Psychology
Jordan Liles	Student Representative, Biology Major
Tim Lobdell	Alderman, City of Macomb
Dana Moon	Assistant to the Dean, College of Education and Human Services
Dennis Moon	Alderman, City of Macomb
Gordon Rands	Chairperson, Management and Marketing
Eric Ribbens	Professor, Biological Sciences
Mike Rodriguez	Chief Technology Security Officer
Joe Roselieb	Director, Residential Facilities
William Rupert	Deputy Director, Human Resources/President, Civil Service Employees Council
Darcie Shinberger	Assistant Vice President, Advancement and Public Services
Gretchen Sullivan	Assistant Director, Graduate Studies
Tim Van Alstine	Director, Intercollegiate Athletics



# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

September 21, 2012

Resolution No. 12.9/7  
Release of June 8, 2012  
Executive Session Meeting Minutes

**Resolution:**

**WHEREAS** pursuant to Section 5 ILCS 120/c of the Open Meetings Act, the Board of Trustees of Western Illinois University will eliminate the recordings of the minutes of March 24, 2011 and June 3, 2011; and,

**WHEREAS** pursuant to Section 2.06(c) of the Open Meetings Act, the Board of Trustees of Western Illinois University has reviewed the minutes of the executive session minutes of June 8, 2012, to determine whether the need for confidentiality still exists with respect to all or part of the minutes:

**THEREFORE** be it resolved that the Board of Trustees of Western Illinois University approves for public disclosure at this time the following executive session minutes: June 8, 2012.

# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

September 21, 2012

## Resolution No. 12.9/8 Officer Appreciation – David L. Steelman

### **Resolution:**

**WHEREAS** David L. Steelman was named Assistant to the President for Governmental Relations in December 1995 by then President Donald Spencer; and,

**WHEREAS** Mr. Steelman served the University and the Office of the President diligently for over 16 years during the terms of President Emeritus Donald Spencer, President Emeritus Alvin Goldfarb, and current President Jack Thomas; and,

**WHEREAS** Mr. Steelman provided all of those Presidents and the Board of Trustees invaluable insights into the legislative issues dealing with higher education in the State of Illinois; and,

**WHEREAS** Mr. Steelman was instrumental in securing the state funding for the Quad Cities Riverfront Campus, the design phase of the Performing Arts Center, and numerous other state appropriation funded projects as well as assisting in the annual state budgetary hearings and deliberations; and,

**WHEREAS** Mr. Steelman has maintained an outstanding rapport with local, state, and federal legislators, other governmental officials, and colleagues in governmental relations, and has always represented the University in a positive way and was recognized on the floor of the Illinois House of Representatives by House Resolution 1117 sponsored by 94<sup>th</sup> District Representative Norine Hammond on May 31, 2012; and,

**WHEREAS** Mr. Steelman has served Western Illinois University with great dedication, commitment, and candor and as an alum will remain a loyal supporter of the University in the years to come; and,

**WHEREAS** Mr. David Steelman announced his retirement which took effect on May 31, 2012:

**THEREFORE** be it resolved that the Western Illinois University Board of Trustees expresses its heartfelt appreciation, gratitude and congratulations to Mr. David Steelman for the invaluable service he has provided during his sixteen-year tenure to Western Illinois University, the Board of Trustees, and the State of Illinois.