

Department of Curriculum and Instruction

FY17 Planning and Accomplishment Guidelines

Western Illinois University

Written Reports Due: Directors March 10, 2017; Deans March 17, 2017

Presentations: Directors March 22, 2017 (SH 205); Deans March 29, 2017 (HH 1)

Vice Presidents' Presentations: May 4–5, 2017

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

Note: The current edition of *Higher Values in Higher Education 2012–2022* and the *2016 Strategic Plan Supplement* for your answers are available at http://www.wiu.edu/university_planning/strategicplan.php.

Current Year Fiscal Year 2017

I. Accomplishments and Productivity for FY17

A. Give a brief review of the division's goals and objectives for FY17.

- Hire a new Unit A faculty member in special education and another Unit A faculty member in early childhood education. A visiting professor was hired in special education for FY 2017. It has since been converted back to Unit A with a search in place to fill this position for FY 2018. There is no search for an early childhood professor for FY17. Approval was granted for a Unit A position in early childhood education for FY18.
- Increase connections with community partners (i.e., schools, districts, ROE, etc.). A collaboration with Lincoln Elementary School was continued with Read 100! For FY 2017. Read 100! is an after school program involving struggling elementary readers, staff, principal, C&I 370 field experience students, and C&I faculty. In addition, the C&I department chair and field faculty are working with the local ROEs to implement the new background check policy for all C&I students participating in field experiences on both campuses.
- Implement the new Middle Level Education Program which was approved at the state level in May of 2016. A Kick-off/Open House is scheduled for February. The Department has been working with the licensure officer and academic advisors to recruit students and bring them into the program. A Web page has been created and added to the Department Web site. A middle level program committee has been formed to create additional recruitment efforts.
- Recruit/Retain students in both undergraduate and graduate programs (ELED, ECH, SPED). Continue to investigate a new Education and Community Outreach program as a joint major for multiple programs within COEHS. We have been in communications with the Educational Studies Department over the past few years. C&I will have representation on a newly formed committee.
- Continue to ensure that candidates in our elementary education, early childhood education, and special education programs are well prepared. We continue to discuss this topic at faculty meetings. Faculty are encouraged to attend CITR and Instructional Development Services (IDS) workshops. To teach online courses, faculty are required to complete CITR Best Practices in Teaching Online Training. **Dr. Boh Young Lee** completed this training earlier in order to teach ECH 564 for the Spring 2017 term. Our introductory classes are required to attend workshops and activities sponsored by IDS. **Science education faculty** continued to offer Friday afternoon Five-hour workshops. One Project Learning Tree and two STARLAB workshops were held in 2016. The department is entertaining ideas from faculty to increase community service and/or implement service learning opportunities in coursework. This would be a natural extension of several departmental organizations through which community service is a strong component.

- Implement an ACT Preparation Module Program for the three undergraduate programs within our department. With the requirement of attaining an ACT score of 22 for entrance to the Teacher Education Program (TEP), we lose many of our prospective candidates who are interested in majoring in education on both of our campuses. In order to raise the number of students in our majors and increase credit hour production we have instituted six different modules for students to complete prior to retaking the ACT plus writing exam. We utilize two graduate assistants and one faculty member to implement this program. We are hoping that the completion of these modules will make a difference. Results of Fall 2016 ACT retakes should be forthcoming.
 - Provide additional directed learning in early field experiences for freshmen and sophomore students. Department faculty will revisit C&I 170, 270, 370, and 371 to examine directed learning experiences and to determine if Macomb and QC sections have the same expectations.
 - Write/develop a new early childhood program proposal for ISBE. The early childhood program has been redesigned and is in the process of being approved at the university level. A proposal is currently being prepared that will be submitted to ISBE as soon as the redesigned program has been approved at the university level and signed by the provost.
 - Build stronger relationships with community colleges through articulation agreements, with the goal of attracting an increased number of transfer students to our programs. COEHS administrators met with representatives from area community colleges in Fall 2016. Plans are currently under way to invite community college representatives to campus in Spring 2017 for the primary purpose of revisiting articulation agreements.
- B. List the most important divisional accomplishments for FY17 and document how these accomplishments support the goals and objectives of the University, including specific *Strategic Plan 2012–2016* and *2016 Strategic Plan Supplement* accomplishments.
1. Enhanced Culture for Teaching and Learning
 - a. Maintain rigor and high academic standards
 - 88% of our student teachers in Fall 2016 in SPED, ECH, and ELED passed the edTPA and were licensed. 95% of those who submitted an edTPA passed with a minimum score of 35. Two chose not to submit. They have been contacted and encouraged to submit their edTPA to finish Illinois licensure requirements. Fall 2016 was the third semester for official submission to Pearson. We continue to provide support for our student teachers through attendance at required student teacher meetings and participation in our 410 courses, where students are mentored through the edTPA with a C&I faculty member. The one student who failed his edTPA is working with his C&I 410 instructor to pass the edTPA with a different placement in the Spring 2017 semester.
 - We are committed to supporting our candidates through ACT test preparation as mentioned above.
 - b. Continued support for the enhanced scholarship model
 - Curriculum and Instruction honors students participated in the 2016 WIU Undergraduate Research Day and undergraduate elementary education majors presented with a literacy professor at the 2016 Illinois Reading Council Annual Conference in Peoria.
 - c. Continued focus on the Centennial Honors College
 - Faculty mentored poster presentations for the WIU Undergraduate Research Day in 2016.
 - d. Increase focus on internships and service learning opportunities

Dr. Frances Steward led C&I literacy activities for *Moon Over Macomb* on October 17, 2016. There were 370 people across the community who attended. Five WIU professors and 28 undergraduate students were involved. They read seasonal children’s books selected by children who chose to participate.

Dr. Frances Steward also led C&I literacy activities for *Dickens on the Square* on Dec. 2-3, 2016. Two living window displays were created with over 200 families taking part throughout the weekend. More than 30 students in RDG 433 and LLA 313 who were dressed in Victorian costume took part in this event.

- e. Continued support for undergraduate and graduate research opportunities
 - Faculty encouraged undergraduate and graduate students to present at area and regional conferences (i.e., **Dr. Frances Steward** co-presented with undergraduate students at the Illinois Reading Council Annual conference in Peoria, IL, October 2016).
 - **Dr. Christine Anderson** chaired completed MS degree action research projects in FY 2016. She scheduled presentations for each candidate at an organized session.
- f. Support scholarly/professional activity for faculty
 - In the absence of budgeted funds for faculty travel, Foundation funds can be made available for non-tenured faculty to present at state, regional, and national conferences.
2. Fiscal Responsibility and Accountability
 - a. Identify further costs savings to meet challenges in the FY17 and FY18 budgets
 - Through the use of Western Online, Dropbox, and Google resources, we are increasing the use of digital contexts for distributing course and departmental resources and message communication.
 - b. Identify alternative funding sources
 - Faculty continue to explore alternative funding appropriate with the C&I mission, goals and objectives.
 - c. Develop college priorities in fundraising
 - N/A
3. Enhance Academic Affairs Role in Enrollment Management and Student Success
 - a. Review undergraduate, graduate, and international recruitment plans for each department/school
 - C&I faculty spent time at the December faculty meeting reviewing and expanding our recruitment plans for undergraduate and graduate programs within the department. We will be prioritizing items to execute during the Spring 2017 semester.
 - With the approval of the name change of the MSED in Elementary Education to an MSED in Curriculum and Instruction during the last fiscal year, we revised both the flat sheet and the Web page to reflect this change. We continue to market the program to middle and high school teachers, especially those who teach in departmentalized classrooms for science, social studies, math, and English/language arts. We are working on fliers for each of these content areas.
 - Personal notes are sent to each high school student or transfer student who attends Discover Western. Postcards or letters are also being sent to those high school students and transfers who are accepted to WIU but do not attend Discover Western.
 - b. Continue to expand Distance Learning opportunities
 - Dr. Boh Young Lee developed ECH 564.
 - Dr. Sharon Maroney developed SPED 526
 - c. Explore additional initiatives to enhance retention and graduation rates

History Teacher of the Year by the Gilder Lehrman Institute of American History (New York, NY) and with the WIU College of Education and Human Services Distinguished Alumni Award, has now been recognized with the WIU Alumni Achievement Award. She was present at the Fall 2016 Commencement to accept her latest recognition.

- C&I once again hosted a Regional Science Olympiad under the direction of **Dr. Don Powers** as Regional Director. He is also a state executive board member. Each February over 200 middle level and high school students travel to campus to participate in a variety of science-related events. At the 2016 Regional Science Olympiad, **Dr. Lisa Ortmann, Dr. Abha Singh, Dr. Barry Witten, Dr. Sebastian Szyjka, Dr. LaVerne Logan, Dr. Frances Steward,** and **Dr. Jon Jones** served as event judges. C&I also had 38 undergraduate students serve as assistants.
- C&I also hosted the annual Pre-K-8 Science Update Conference in April, 2016, under the leadership of **Dr. Don Powers**. There were 28 sessions presented. Seven vendors/exhibitors were on site. There were over 120 educators in attendance from across the state of Illinois.
- In coordination with the Robert R. McCormick Foundation, C&I hosted a regional *Civics Course Implementation Training* for middle level and high school social studies teachers on July 11-12, 2016. Thirty-two teachers in our region attended this event which was designed to promote understanding of two state laws requiring that every student in the state of Illinois complete a semester-long civics course. **Dr. Barry Witten** served as the site coordinator at WIU.
- **Dr. Christine Anderson's** work with Monroe Elementary School in Davenport, IA, in Fall 2016 resulted in positive outcomes. She visited 2-3 times per month to participate in the Monroe Way enrichment group and/or to do individual tutoring with teachers. Recently she started an IRB-approved activity to collect data and publish a manuscript.
- **Dr. Mary Jensen** led the second annual Assistive Technology Conference attended by approximately 65 WIU faculty, students, and professional educators.
- This past year, **Dr. Laverne Logan**, Dr. Robert Mann (Math Ed), Dr. Jim Olsen (Math Ed), Dr. Kim Hartweg (Math Ed), and **Dr. Abha Singh** (lead) were involved with writing a Science Technology Engineering and Mathematics (STEM) curriculum (K-12) focused on the wind turbine with the Illinois Institute for Rural Affairs at Western Illinois University. The project completed on December 31, 2016, with a 118 page K-12 STEM curriculum. This project resulted in two conference presentations that were very well attended and resulted in inservice teachers using wind turbine materials from the SCED department for teaching STEM using a wind turbine. This activity is a good example of how faculty in C&I work well with other faculty across campus.

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

1. Western Illinois Foundation funds

- Graduate and undergraduate scholarships totaling nearly \$60,000.
- Pay for students enrolled in our ACT Preparation Modules to retake the ACT plus Writing test in order to gain admittance into the Teacher Education Program (TEP).

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

- N/A

3. Grants, contracts, or local funds

Dr. LaVerne Logan has been asked to lead the science education professional development portion of the latest Math Science Development Program grant submission. Essentially, they will be proposing to bring in 30 elementary and middle school science and math teachers for a two week institute during which they would focus on the Science & Engineering Practices in the new

science standards. This model is very similar to the grants they have worked with for the past 8-10 years. It should have a positive impact on K-8 students and is a great way to stay in touch with in-service teachers.

4. Internal Reallocations: For reallocations over \$20,000, identify the amount, area that was reallocated from, and the priority that funds supported.
 - N/A
 5. Other fund sources
 - N/A
- E. For the calendar year January 1, 2016, to December 31, 2016, provide the total number of scholarly/professional activities in your area for the following categories:

BOOKS	CHAPTERS / MONOGRAPHS / REFEREED ARTICLES	DOMESTIC/ INTERNATIONAL CREATIVE ACTIVITIES		DOMESTIC/ INTERNATIONAL CONFERENCE PRESENTATIONS	
		Dom.	Int'l	Dom.	Int'l
	3	27	2	25	5

II. Budget Enhancement Outcomes for FY17

For each budget enhancement received in FY17—temporary or permanent—(i.e., 1% give back, end of year money) complete an accountability report form. Be specific about approved productivity measures.

III. Reductions for FY17

- A. Discuss staffing and operational reductions implemented during FY17.

One Unit A faculty member and two Unit B faculty members retired at the end of the Spring 2016 semester. In addition, three Unit A faculty members resigned at the end of the Spring 2016 semester. One unit B faculty member was laid off at the end of the 2015- 2016 academic year. In addition, one Unit A faculty member retired at the end of the Fall 2016 semester and one Unit A faculty member will retire at the end of the Spring 2017 semester.

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

Instructors	Monthly Salary	Yearly Salary
A	\$8,278	\$74,502
B	\$6,429	\$57,861
C	\$12,552	\$112,968
D	\$7,426	\$66,834
E	\$6,429	\$57,861
F	\$12,141	\$109,269
G	\$5,649	\$50,841
H	\$5,913	\$53,217

I	\$5,257	\$47,313
Total Savings		\$630,666

**Budget Year
Fiscal Year 2018**

IV. Major Objectives and Productivity Measures for FY18

- A. List the most important goals and objectives the division will pursue in FY18, and how these actions will be measured/assessed.
- Recruit/retain students in both undergraduate and graduate programs (ELED, ECH, SPED).
 - Assist undergraduate students in the improvement of ACT scores for admission to TEP.
 - Hire new faculty members in early childhood, literacy, and special education.
 - Implement the new Middle Level Education program.
 - Implement revised Early Childhood program.
 - Continue to build partnerships with local school districts in Macomb and Quad Cities.
 - Support the professional growth of area teachers.
 - Continue to build stronger relationships with community colleges through articulation agreements, attracting an increased number of transfer students to our programs.
- B. Of the objectives identified above, please indicate which are directly related to the *2012–2022 Strategic Plan* and/or *2016 Strategic Plan Supplement*.
- University growth and recruitment
 - Enrich academic excellence
 - Provide educational opportunity
 - Support personal growth
 - Promote social responsibility
 - Demonstrate accountability
- C. For those action items noted above, indicate whether you intend to have the action completed in the short-term (next 12 months), mid-term (2-4 years), or long term (5+ years).
- Next 12 months

V. Technology Goals and Objectives

- A. List the most important technological goals and objectives the division will pursue in FY18, and how these will be measured/assessed.
- Spiral technology supported assignments throughout our undergraduate and graduate programs by aligning technology standards with coursework.
 - To be current and knowledgeable, support faculty through additional technological training.
 - Provide additional training/support for faculty to enhance the teaching/pedagogy of online course delivery. One training session on improving practices in online course was held in May 2016. Additional training opportunities will be planned.

- B. Describe how these objectives build upon goals in divisional and/or institutional strategic plans.
 - Enrich academic excellence
 - Provide Educational Opportunity
 - Support Personal Growth
 - Demonstrate Accountability
- C. For each technology item, indicate whether you intend to have the action completed in the short-term (next 12 months), mid-term (2-4 years), or long term (5+ years).
 - short-term

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

- A. What are planned FY18 reallocations or reorganizations, including the movement of positions, upgrade of positions, creation of new positions, and/or the reallocation of personnel and/or operating funds?
 - Seek permission to conduct searches and hire one new tenure track faculty in special education, one in literacy, and one in early childhood education.
 - Susan Vaughn’s position (vacated due to her death) will be filled for 2017-18.
- B. How do these reallocations and reorganizations further *Strategic Plan* and/or *2016 Strategic Plan Supplement* goals and objectives?
 - University Growth and Recruitment (Hiring tenure track faculty in special education, early childhood education, and literacy)
 - Enrich Academic Excellence (Hiring tenure track faculty in special education, early childhood education, and literacy)
 - Provide Educational Opportunity (Hiring tenure track faculty in special education, early childhood education, and literacy)
 - Support Professional Growth (Hiring tenure track faculty in special education, early childhood education, and literacy)
 - Demonstrate Accountability (Hiring tenure track faculty in special education, early childhood education, and literacy)
- C. Describe how all reallocations, permanent and temporary, will affect the unit’s standard performance measures.
 - By allocating funds to hire tenure-track faculty in early childhood education, special education, and literacy, we will continue to meet required standards for our accredited programs as well as maintain the quality and integrity of each program. New faculty will also enable our programs to better recruit new students to our programs each year.
- D. How are you finding new funds?
 1. Describe divisional strategies to seek additional resources (e.g., grants, Foundation).
 - Faculty will continue to explore possibilities and complete grant applications.
 - The WIU Infant and Preschool Center will continue to hold fundraisers to help provide funds for facility enhancements.
 2. Provide an explanation of how additional resources would be used to enhance divisional objectives.
 - Additional funds are required to enable faculty to keep up on the development of new technology, materials and resources developed in the field of teacher education. Additional

training materials and opportunities enable faculty to meet accreditation requirements and address best practices in teacher education.

3. Summarize long-term external funding goals that extend beyond FY18.
 - N/A
4. Develop indicators to track attainment of goals.
 - N/A

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

- A. What are planned FY18 reallocations or reorganizations, including movement of positions, upgrade of positions, creation of new positions, and/or reallocation of personnel or operating funds?
 - The special education position being vacated by **Dr. Sharon Maroney** upon her retirement is not being filled for FY18. The one open special education position will be housed on the Macomb campus, although this faculty member may teach a limited number of online courses for the SPED graduate program, which is housed in the QC.
- B. How do these reallocations and reorganizations further *Strategic Plan* and/or *2016 Strategic Plan Supplement* goals and objectives?
 - With one less faculty member in the Quad Cities, the Department will be challenged to meet the demands of the SPED graduate program and of the growing online LBS1 endorsement program.
- C. Describe how all reallocations, permanent and temporary, will affect the unit's standard performance measures.
 - The Department will be limited in how many graduate students can be accepted into the program and in how many graduate courses can be offered in the online LBS1 program. A state-approved budget would provide a foundation for us to request a Unit A faculty member in special education for FY 19.
- D. How are you finding new funds?
 1. Describe divisional strategies to seek additional resources (e.g., grants, Foundation).
 - N/A
 2. Provide an explanation of how additional resources would be used to enhance divisional objectives.
 - N/A
 3. Summarize long-term external funding goals which extend beyond FY18.
 - N/A
 4. Develop indicators to track attainment of goals.
 - N/A

VIII. Reductions for FY18

- A. Discuss planned staffing and operational reductions for FY18.
 - There are no planned staffing or operational reductions for FY 18. Two-tenured faculty members will retire at the end of the 2016-17 academic year and will be replaced. An additional position will be added in the literacy area to partially replace two faculty members who left at the end of the 2015-16 academic year. Thus, the Department is losing two positions but gaining three. The special education area, however, is losing one position. The Department currently has a one-year

visiting professor position and a Unit A position with a retirement, but only the Unit A position is being replaced.

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

- N/A

IX. New Operating Resources

A. Identify, in priority order, requests for additional operating funding in spreadsheet provided on the Provost's web site.

B. On this spreadsheet, please be sure to indicate whether you are seeking one-time or continuous funding. If you are seeking continuous funding, identify whether it is for a period of years or a permanent base increase.

C. Complete an *FY18 Budget Request Form* for each request listed in "A".

X. Facilities Requests

A. Identify, in priority order, requests for facility enhancements over \$100,000. These requests need to be identified as specific FY18 requests or long-range requests. For each request, identify the ways in which the facility enhancement will advance specific *Strategic Plan* and/or *2016 Strategic Plan Supplement* goals and objectives.

- **INFANT & PRESCHOOL CENTER** - We would like to continue building an outdoor nature playground. We want to add items each year so our families, students, and visitors can see our progress. Our goal is to have a **Certified Nature Playground**. Below are items for the next phase of our Playground Project.

- ADA Preschool Structure \$14,000.00 + installation
- Dual Bay Preschool Swing with shade \$14,000.00
- Fence for Secret Garden \$3,500.00 estimate
- Quad Level Trex Deck \$5,000 estimate + installation

- **INFANT & PRESCHOOL CENTER** - By providing the following safety measures, our environmental rating score for ExCeleRate Illinois would improve from a bronze level to the silver or gold level.
 - Remove existing lockers, cut down ½ of wall where lockers were. Adults will then be able to see all children all of the time.
 - Estimate \$3460.00
 - Purchase wooden cubbies for the infants and toddlers to replace old lockers that would be removed. This would update the room and provide families with more user friendly cubbies to hold all of their child's things.
 - Cubbie Estimate: \$3000.00 + installation
 - Installation estimate: current wage and labor costs
 - Cut Pre-school restroom doors in half to sustain privacy from peers but allows adult monitoring.
 - Estimate \$1,100.00
 - Remove existing electrical outlet in the ceiling and place outlet by diaper changing station.
 - Estimate \$600.00

B. Provide specific outcomes for each facility enhancement request.

- The improvements to the WIU Infant and Preschool Center's playground would enable us to be certified as a Nature Playground. Because there is not a certified nature playground in our area, workshops for educators could take place on campus, strengthening our reputation in early childhood education.
- The improvements to the WIU Infant and Preschool Center would help us raise our environmental rating score for ExCeleRate Illinois by providing these safety measures.

C. Provide an explanation of how each facility enhancement will affect the unit's productivity measures.

Facility enhancement of the WIU Infant and Preschool Center benefits the WIU community through the infants and pre-school children who attend, but also their parents, faculty, staff, and members of

the community at-large.

The Center also supports academic and service learning efforts for many students across campus including those in our departments. The information below indicates the impact that the Center has on the WIU and across the community.

Infant & Preschool Center 2016	Spring 2016	Fall 2016
Number of Children served	32	30
% of children of WIU students	12.5%	26.6%
% of children of WIU Faculty/Staff	62.5%	53.3%
% of children from the Community	25%	20.0%
Number of WIU students who observed and assisted at the Center.	100	99
Total Volunteer Hours at the Center	320.5	328.75
Total hours served at the Center by WIU students	2800.00	2591.00

D. Complete an *FY18 Budget Request Form* for each request.