

Department of Curriculum and Instruction

FY18 Planning and Accomplishment Guidelines

Western Illinois University

Written Reports Due: Directors March 9, 2018; Deans March 16, 2018

Presentations: Directors March 21, 2018 (SH 205); Deans March 28, 2018 (HH 1)

Vice Presidents' Presentations: May 3–4, 2018

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 *2017 Strategic Plan Supplement* for your answers are available at http://www.wiu.edu/university_planning/strategicplan.php.

Current Year Fiscal Year 2018

I. Accomplishments and Productivity for FY18

- A. Give a brief review of the division's goals and objectives for FY18.
- 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.
 - Implemented the new Middle Level Education program.
 - Implement the new Middle Level Education 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. List the most important divisional accomplishments for FY18 and document how these accomplishments support the goals and objectives of the University, including specific *Strategic Plan 2012–2022* and *2017 Strategic Plan Supplement* accomplishments.
1. Enhanced Culture for Teaching and Learning
 - a. Maintain rigor and high academic standards
 - The undergraduate (ECH, ELED, SPED) and graduate programs (C&I, Reading, SPED) maintained accreditation and/or national recognition status. Each program assessment report met the Higher Learning Commission (HLC) requirements.
 - The undergraduate Elementary Education Program achieved a 100% pass rate on the Elementary Education state content test with an average composite test score of 262 (cut-off score is 240).
 - The undergraduate Special Education Program achieved a 100% pass rate on the LBS1 state content knowledge test with an average composite score of 266.1. The undergraduate Special Education Program achieved a 100% pass rate on the SPED

General Education Curriculum state content knowledge test with the average composite score of 264.73 (cut-off score of 240 for each test).

- The undergraduate Early Childhood Program achieved a 100% pass rate on the Early Childhood state content test with an average composite score of 264 (cut-off score is 240).
- The SPED, ECH, and ELED undergraduate teacher teachers demonstrated the following edTPA pass rates and mean score: (a) 100% SPED; 47.9; (b) 77.7% ECH; 37.8, and (c) 93.5% ELED; 43.7. The required passing score in Illinois was 37.
- The department continued to integrate edTPA preparation opportunities for teacher education candidates into courses (ECH 480, ELED 410, SPED 420/440) prior to their student teaching semester. Student teachers attend required meetings that provide edTPA information. Designated department faculty provided edTPA mentoring support. A remediation process was implemented for students who did not pass the edTPA. Three of the four eligible students participated in the remediation process. One resubmitted and passed the edTPA and the other two are currently working on edTPA resubmission. Department faculty provided individual student outreach to the identified student. The fourth eligible student has not yet responded to department communication.
- The department's Master's in Reading Specialist Program achieved a 100% pass rate on the Reading Specialist state content test with an average composite score of 274 (cut-off score is 240). The Reading Specialist Program received national ILA/CAEP national recognition. The International Literacy Association is the gold standard for reading program recognition in the field.
- The department's Master's in Special Education Program demonstrated its alignment to state and national standards with submitted results of master's degree candidates achieving 100% pass rates across five program assessments.
- The Children's Literature and Examination Center (CLEC) continued its work as a non-circulating professional collection of trade books for children and young adults ages preschool through grade 12 which consists of at least 1,130 books. At least 46 thank you notes were sent. to publishers. CLEC has an electronic book guide database available for students, faculty, and area teachers on the department website. It is also available at all CLEC outreach activities (i.e., The Curriculum Library, Discover Western, Dickens on the Square, Child Center events). **Dr. Frances Steward** (CLEC Director) actively collaborated with **David Maachi** (The Curriculum Library) throughout year, including an annual Open House.
- The Social Studies Center maintained materials (i.e. curriculum guides, textbooks, manuals, computer software, etc.) to support the following courses in the undergraduate program (SSED 365, SSED 495, SSED 390, SSED 439). The Social Studies Center Director, **Dr. Barry Witten** reported that the center maintains traveling trunks on Illinois and Southwest Indians which are available for check-out to faculty and local elementary schools. The Social Studies Center provides students easy access to teaching materials, use of the Smart Board a compatible environment for digitally recording micro lessons. The Social Studies Center sponsored the 2nd Civics Course Implementation Training in July 2017; a two-day training sponsored by the McCormick Foundation. The Social Studies Center initiated plans to create a case of Holocaust materials that can be used for middle level education in area schools.

- The Reading Center with Center Director **Dr. H. Jon Jones** continued implementation of the nationwide America Reads program through afterschool tutoring programs at Lincoln Elementary School (Macomb Public Schools) and The Crossings Afterschool Program. The goal of the America Reads program is for each child in America to be able to read independently by the third grade. The Reading Center graduate assistants conducted outreach to 29 classrooms across the C&I and other departments to recruit, training, and supervision of America Reads tutors. A total of 51 tutors provided afterschool literacy support to 90 students (Lincoln Elementary and The Crossings). The tutors provided an average of 40 minutes of tutoring each week for an average of 60 hours per week. America Reads provides an opportunity for WIU students interested in ELED teacher education to get practical experience to work with K-6 students in reading. It also provides valuable experience to undergraduate students who are undecided which has resulted in choosing ELED as their major.
 - The Science Education Center continued to serve as the host site for Illinois Department of Resources Educational Trunks which are loaned out to local teachers, agencies, and individuals as requested. Science Center Director, **Dr. Don Powers** reported that the Science Center provided the following 5-hour workshops for WIU Undergraduate students: (a) STARLAB Planetarium & Astronomy (Spring & Fall), (b) Project WILD (Spring & Fall), (c) Project Learning Tree (Spring), and (d) Project WET (Spring). The Science Center hosted the WIU Illinois Science Olympiad Regional Competition (Spring) and the 30th Annual PreK-8 Science Education Update Conference (Spring). **Dr. Abha Singh** and **Dr. Sebastian Szyjka** participated in leading the Project Learning Tree workshops. **Dr. LaVerne Logan** participated in Project Wild workshops.
 - The WIU Infant and Preschool Center is licensed by the Department of Children and Family Services (DFCS). The Center Director, **Sherri Moon** has ECE Level 5 Credential and a Director Level 2. **Kelly Morck** (teacher) has an ECE Level 5 Credential for ExCeleRate. **Shirley Adams** (teacher) has an ECE Level 4 Credential. **Sandy Pendell** (teacher) has an ECE Level 5 Credential and an Infant/Toddler Level 4 credential. Two additional staff have completed the ECE Level 1 Credential training and are pursuing additional training. All Center staff completed required CPR/First Aid training and required food handler training. The Center received a 98% rating from the Health Department on inspection of the kitchen. **Sandy Pendell** was Teacher of the Week through the Pella Corporation in October 2017.
- b. Explore additional interdisciplinary collaboration
- Department faculty engaged in collaboration and dialogue with the Department of Educational Studies that included: (a) integration of the English as a Second Language (ESL) endorsement into the teacher education licensure programs and (b) discussion on new and innovative programming opportunities.
 - The department Middle Level Education Program Committee involved the following faculty representation: Educational Studies, Field Experiences, Literacy, Math, Science, Social Studies, Special Education, Program Advising, Licensure Office, C&I administration, and COEHS administration.
 - Department implementation of the revised Early Childhood Program included representation from: Educational Studies, Field Experiences, Kinesiology, Math, Reading/Literacy, Special Education, Social Studies, and Science.

- Department faculty continued collaboration with the WIU Infant and Preschool Center on a variety of activities including a joint special playground fence replacement project. The Center continued interdisciplinary collaboration with the Motor Development class in the Kinesiology Department were involved every week in the Fall 2017 semester with the WIU Infant and Preschool Center.
 - The department was active in WIU Golden Apple Program and **Dr. Laura Frey** served as faculty advisor representative for COEHS.
- c. Continued focus on the Centennial Honors College
- **Dr. Frances Steward, Monica Wright, Dr. Ty Jiles, Dr. Sebastian Szyjka and Dr. Abha Singh** mentored Centennial Honors College students through in-class course project, with the option to participation on Undergraduate Research Day.
 - **Dr. Fred Isele** served as a student advisor with the WIU Centennial Honors College and the WIU Kappa Delta Pi International Education Honor Society
 - The freshman Honors students came each Monday in October and November 2017 to read with the children in the WIU Infant and Preschool Center.
- d. Increase focus on internships and service learning opportunities
- Undergraduate students were actively involved in K-12 school-based and/or relevant community learning experiences in all phases of the elementary education program sequence freshman to senior year, consisting of the following courses: C&I 110, C&I 170, C&I 270, ECH 273, ECH 276, ECH 277, SPED 280, C&I 370, C&I 371, ECH 380, ECH 381, ECH 382, SPED 460, SPED 430, SPED 445, C&I 470, ECH 480 and student teaching.
 - Graduate students in the Masters in Curriculum and Instruction Program had the opportunity be actively involved in K-12 school-based and/or relevant community learning experiences in the following courses: ECH 549, ECH 571, ECH 603, ECH 603.
 - Graduate students in the Reading Specialist Program were actively involved in K-12 school-based learning experiences in the following courses: RDG 587, RDG 589, RDG 590.
 - Graduate students in the Masters in Special Education Program were actively involved in K-12 school-based learning experiences in the following courses: SPED 552, SPED 553, SPED 556, SPED 580, SPED 617, SPED 622, SPED 624.
 - Graduate students pursuing the LSB1 certification in special education were actively involved in K-12 school-based learning experiences in SPED 552 and SPED 553.
 - The WIU Infant and Preschool Center completed a community service project with both donations of items and money to the Western Illinois Regional Council.
- e. Strengthen relationships with community college and international partners
- The department participated in Community College Transfer Articulation meetings and other relevant events.
 - The department maintained communication with WIU Transfer Center Office.
 - The department explored new opportunities for articulation agreements.

- **Dr. Boh Young Lee** completed a manuscript reviews for the journal *International Journal of Educational Administration and Policy Studies*.”
 - **Dr. Christine Anderson** published an article in H.F. Odabasi (Ed.), *Child in Digital Life* (pp.) Turkey, Pegam Akademi.
 - **Dr. Laura Frey** served on the editorial board for the *Journal of International Special Education Needs* through the Council for Exceptional Children.
 - **Dr. Abha Singh** reviewed publications proposals for the *International Journal of Teaching, Learning, and Educational Research*.
- f. Continued support of undergraduate and graduate research opportunities
- **Dr. Fred Isele** and **Dr. Christine Anderson** served on the WIU-Quad Cities Research & Scholarship Symposium Committee.
 - **Dr. Abha Singh** worked with 6 undergraduate Honors Class students at the Undergraduate Research Day.
 - **Dr. Frances Steward** co-presented with 5 undergraduate students at the Illinois Reading Council Annual conference in Peoria, IL, October 2017.
 - **Dr. Boh Young Lee** and **Dr. Ty Jiles** supervised graduate students action research projects in ECH 603.
 - In C&I 600 **Dr. Sebastian Szyjka** and **Dr. Abha Singh** supervised graduate student research projects.
 - **Dr. Christine Anderson** chaired action research projects for graduate students in SPED 622/624. C&I faculty served on the students’ action research committees (**Dr. Emily Sartini, Dr. Mary Jensen, Dr. Sebastian Szyjka, Dr. Boh Young Lee, Dr. Barry Witten, and Dr. Laura Frey**).
- g. Support scholarly/professional activity for faculty
- **Dr. Ty Jiles** served as project director and co-principle investigator on a project titled, *Professional Development for Teachers of Young Children* (Pre-K to Grade 3), a partnership grant with Chicago Mercantile Exchange Foundation (\$80,000). The intended project outcome is to improve teacher attitudes, beliefs, and practices in mathematics and in that, to increase students’ (in early grades) mathematics learning.
 - Faculty completed CITR training (i.e., Getting Started with SPSS).

2. Fiscal Responsibility and Accountability

- a. Identify further costs savings to meet challenges in the FY18 and FY19 budgets
- The department encouraged faculty use of Western Online, Dropbox, and Google resources.
 - Department faculty collaborated to discuss program curriculum and equipment needs that align to course objectives along with the WIU, COEHS, and Department mission and vision.
- b. Identify alternative funding sources
- Department faculty were encouraged to explore alternative funding appropriate with the C&I mission, goals and objectives.

- The WIU Infant and Preschool Center charged a \$50.00 registration fee to families and a \$40.00 supply fee (this was an increase from \$30.00).
 - The WIU Infant and Preschool Center implemented fundraising activities.
- 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
- Department faculty continued implementation of student recruitment plans written in Spring 2017.
 - Department faculty participated in the three-year graduate program review meetings with the School of Graduate Studies for the C&I Curriculum Program, Reading Specialist Program, and Special Education Program.
 - The department submitted and received a Graduate Program Recruitment Grant to be implemented in Spring 2018.
 - The department completed a three-year projection of graduate course offerings.
 - Each undergraduate (ECH, ELED, SPED) and graduate (C&I, Reading, SPED) program assessment report met the Higher Learning Requirements.
 - **Dr. Barry Witten, Dr. Marie Cheak, Dr. Christine Anderson, Dr. Sebastian Szyjka, Deb Lutz, and Dr. Laura Frey** attended social media training to expand the department's social media presence in all programs.
 - The department continued to market department programs to area and regional teachers, especially those who teach in departmentalized classrooms for science, social studies, math, and English/language arts.
- b. Continue to expand Distance Learning opportunities
- Faculty continued to attend CITR workshops including: (a) Synchronous and Asynchronous Tools in Western Online, (b) Strategies for Teaching Online, (c) Creating Quizzes in Western Online, (d) Google-ize Your Classroom Workshop, and (e) Publishing Assessments to Western Online Using Responds
 - Faculty continued to attend and complete the required online course in order to be able to teach online courses.
 - Faculty continued to develop online courses in the required program courses.
 - The department accessed Codec and Zoom within relevant courses.
- c. Explore additional initiatives to enhance retention and graduation rates
- The department supported the ACT Program for undergraduates interested in teacher education with an ACT score below the required composite score of 22.
 - The department provided edTPA preparation infrastructure support throughout the undergraduate teacher preparation program. The department implemented an edTPA remediation process for students who did not pass the edTPA.
 - Department faculty engaged in individual outreach to undergraduate students in the teacher education program who did not pass state level content exam.

- Department faculty met with the COEHS certification officer to discuss department plans for expansion of “focused” programs for students who want to return for additional teaching certification in middle level education.
 - The department sent 432 personal notes to students identified as accepted freshman or transfer students in ECH, ELED, ML, SPED programs..
- d. Increase outreach efforts with prospective students
- The department participated in scheduled WIU College and Career Fairs and sent follow-up written communication to all prospective students met during the events.
 - The department participated in all Discover Western events (Macomb & QC campus) that included a follow-up individualized Horrabin Hall tour for prospective students to the Macomb campus and individual discussion sessions with prospective students on the QC campus. A follow-up written communication was sent to each of the 66 prospective students who was involved in Discover Western events on both campuses.
 - The department submitted and received a Graduate Program Recruitment Grant to be implemented in Spring 2018.
 - **Dr. Barry Witten, Dr. Marie Cheak, Dr. Christine Anderson, Dr. Sebastian Szyjka, Deb Lutz, and Dr. Laura Frey** attended social media training to expand the department’s social media presence in all program areas.
 - The department initiated a comprehensive website revision.
- e. Enhance access, equity, and multicultural initiatives for entire campus community
- Department faculty engaged in a series of department level collaborative discussions with a focus on commitment to WIU, COEHS, and C&I mission, vision, and diversity.
4. Focus on International Recruiting and Education Opportunities
- a. Continue to increase the number of international students
- N/A
- b. Increase awareness of study abroad opportunities
- N/A
- c. Develop academic partnerships with international institutions of higher learning
- N/A
- d. Strengthen relationships with embassies and host countries
- N/A
5. Facilities Enhancement and Technology Support
- a. Support for the Center for Performing Arts
- N/A
- b. Enhance funding for technology updates and technology advancement

- N/A
- c. Support major capital budget initiatives
- N/A
- C. Indicate measures of productivity by which the unit's successes can be illustrated.
- Dr. **Janaya Shaw** completed a manuscript review for the publication titled *Critical Questions in Education*.
 - **Deb Lutz** received the Civil Service Employee of the Month Award for December 2017.
 - **Dr. Sebastian Szyjka and Dr. Abha Singh** presented at the biennial 2017 Kappa Delta Pi Convocation in Pittsburg, PA.
 - **Dr. Emily Sartini** was lead author on the published article in *Focus on Autism and Other Developmental Disabilities*.
 - **Dr. Abha Singh, Dr. Ty Jiles, Dr. Melissa Stinnett, Dr. Emily Sartini, and Dr. Fred Isele** were involved in the Kappa Delta Pi International Honors Society in Education Conference at WIU.
 - **Dr. Christine Anderson** continued research collaboration with the Monroe Way Group, a group of elementary teachers with Monroe Elementary School in Davenport, IA. This research investigation focuses on teacher training in best practices in behavior management.
 - **Dr. Frances Steward, Dr. Ty Jiles, and Monica Wright** were faculty representatives for Dickens on the Square on the first weekend in December in downtown Macomb.
 - On October 17, 2017, students in SSED 390 facilitated by **Dr. Barry Witten** were involved in a series of activities in Chandler Park and the square in downtown Macomb, IL.
 - **Dr. Mary Jensen** was acknowledged as a 2017 Academic Excellence Finalist in Excellence in University/Community Service.
 - **Dr. LaVerne Logan** published a book review in *Science Books and Films*, American Association for the Advancement of Science.
 - **Monica Wright** gave a presentation to the WIU Student Education Association organization.
 - C&I Department faculty members Dr. Christine Anderson, **Dr. Laura Frey, Dr. Mary Jensen, Dr. Emily Sartini, and Dr. Abha Singh** were presenters at the Quincy Conference 2017: Blueprint for Success in Quincy, IL on October 5-6, 2017.
 - In Spring 2017, **Dr. Christine Anderson** represented C&I at the Rock Island Office of Education Administrator's meetings in Moline, IL. In Fall 2017 **Dr. Christine Anderson and Dr. Laura Frey** represented C&I at these meetings.
 - **Dr. Fred Isele** presented at the National Council for the Social Studies in San Francisco, CA.
 - **Dr. Laura Frey** represented C&I at the ROE26 Administrator's meetings in Macomb, IL.
 - **Dr. Abha Singh and Dr. LaVerne Logan** along with 3 faculty in the Math department published an article title in the book titled, *K-12 Science/Math Curriculum* through Lambert Publishing Company FMbH & Co.KG, Germany.
 - **Dr. Barry Witten** reviewed a manuscript for the Horizon Research Publishing Corporation.
 - **Dr. Fred Isele** presented at the Illinois Council for Social Studies Fall Conference.
 - **Dr. Frances Steward** was involved in WIU Building Connections in Spring and Fall 2017.
 - **Dr. Melissa Stinnett** received notice of being selected to receive a Summer 2018 Stipend Award.
 - **Dr. LaVerne Logan** led 5 various science related workshops in the Quad Cities area (Growing Up WILD, Family Science Night, Sid the Science Kid Imagination Station).

- **Dr. Boh Young Lee** served as a member of the editorial board for *Early Childhood Education Journal*.
- **Dr. Marie Cheak** completed state/national accreditation assessment rubrics aligned to the International Literacy Association (ILA) for the Reading Specialist Program.
- **Dr. Frances Steward** hosted an open house for the Children’s Literature Examination Center (CLEC) during the Science Update Conference.
- **Dr. Christine Anderson** presented at the Society for Information Technology and Teacher Education International Conference in Austin, TX.
- **Dr. Mary Jensen** chaired the annual Assistive Technology Conference at WIU.
- **Dr. Christine Anderson** published an article in *Proceedings for Society for Information Technology & Teacher Education International Conference 2017*, the Association for the Advancement of Computing in Education.
- **Dr. Boh Young Lee** completed manuscript reviews for the journals *Early Childhood Research Quarterly* and the *International Journal of Educational Administration and Policy Studies*.”
- **Dr. Mary Jensen** gave a presentation on iBooks Author at the Social Studies Regional Conference.
- **Dr. Christine Anderson** published an article in *Child in Digital Life* (pp.) Turkey, Pegam Akademi.
- **Dr. Boh Young Lee** served on the NAEYC accreditation review team.
- C&I hosted the Regional Science Olympiad Regional Competition where **Dr. Ahba Singh, Dr. Barry Witten, Dr. Sebastian Szyjka, Dr. LaVerne Logan, Dr. Frances Steward, and Dr. Jon Jones** served as event judges. **Dr. LaVerne Logan** was the conference director. **Dr. Don Powers** served in the role of Regional Director.
- **Dr. Sebastian Szyjka** served on the editorial board of the *Journal of Science Teacher Education*.
- **Sherri Moon** (Director, WIU Infant and Preschool Center) was involved in the following training: (a) food sanitation license, (b) online training on immunizations, emergency preparedness, and poison prevention education, and (c) ECERS-3 Training. **Four WIU Infant and Preschool Center teachers** attended Summer Camp in Springfield on the topic of exploring the arts. Two WIU Infant and Preschool Center teachers attended “Horsing Around with AG in the Classroom” hosted by the McDonough County Farm Bureau.

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

1. Western Illinois Foundation funds
 - The department awarded graduate and undergraduate scholarships totaling \$40,175 awarded in Spring 2017 and \$33,665 in Fall 2017.
 - The department sent 250 personal notes of thanks and appreciation to donors who generously support the department programs.
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

- The department submitted and received a Graduate Program Recruitment Grant (\$395.) to be implemented in Spring 2018.
 - The department received a funded grant written by Dr. Ty Jiles, *Professional Development for Teachers of Young Children* (Pre-K to Grade 3)(\$80,000) to be implemented in the 2017-2018 and 2018-2019 academic years.
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, 2017, to December 31, 2017, 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
0	8	26	2	50	3

II. Budget Enhancement Outcomes for FY18

For each budget enhancement received in FY18—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 FY18

- A. Discuss staffing and operational reductions implemented during FY18.
- One Unit A faculty member retired 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.

Instructor	Monthly Salary	Yearly Salary
A	\$12,552	\$112,968
Total Savings: \$112,968		

**Budget Year
Fiscal Year 2019**

IV. Major Objectives and Productivity Measures for FY19

- A. List the most important goals and objectives the division will pursue in FY19, and how these actions will be measured/assessed.
- Expand marketing and student recruitment in all undergraduate (ECH, ELED, ML, SPED) and

graduate (C&I, Reading, SPED) programs.

- Increase community outreach and partnerships with local school districts in Macomb and Quad Cities to support professional development of K-12 teachers.
- Hire new Unit A faculty in (a) early childhood and (b) literacy/reading.
- Collaborate with WIU secondary education programs to develop support resources for undergraduate students' successful admission to the teacher education program.
- Increase faculty research support and grant initiatives.
- Complete a setting needs analysis at both the Macomb and Quad Cities campus to assist with development of long-term plan Century best practice teacher education program instruction.
- Maintain commitment to department centers (Reading, Social Studies, Science, Children's Literature Examination Center, and WIU Infant & Preschool Center) with the development of a long-term plan for each.
- Continue revision of the undergraduate special education program and initiate discussion on the development of a Special Education Center within the department.
- Continue discussion and teamwork on department commitment to equity, social justice, and diversity in all undergraduate (ECH, ELED, ML, SPED) and graduate (C&I, Reading, SPED) programs.
- Continue faculty collaboration and teamwork on implementing best practice edTPA preparation for undergraduate teacher education majors.
- Expand faculty collaboration and teamwork on use of program assessment to inform practice.

B. Of the objectives identified above, please indicate which are directly related to the *2012–2022 Strategic Plan* and/or *2017 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).

- Each action item will be implemented in the next 12 months

V. **Technology Goals and Objectives**

A. List the most important technological goals and objectives the division will pursue in FY19, and how these will be measured/assessed.

- Continue IMM trainings for department faculty and explore options for faculty use of Smartboard.
- Provide training and support for faculty to enhance the teaching/pedagogy of online courses and explore use of hybrid courses.
- Continue technology support and workshops for students, especially undergraduates for completion of edTPA requirements.

- Implement needs assessment of technology and support needs in relevant Horrabin Hall and Quad Cities classrooms.
 - Increase use of Zoom as a both an instructional delivery and collaboration platform.
- B. Describe how these objectives build upon goals in divisional and/or institutional strategic plans.
- Enrich academic excellence
 - Provide educational opportunity
 - 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).
- Each action item will be implemented in the next 12 months

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

- A. What are planned FY19 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?
- A Unit A position in special education is expected to be filled in FY19 with an anticipated salary of \$57,861. This position replaces a retired faculty (Spring 2017) with a salary of \$112,968. The department will experience a savings of \$55,107.
 - Two Unit A positions will be requested in FY19: (a) one in early childhood and (b) one in literacy/reading. The anticipated salary for each position is \$57,861 for a total cost to the department of \$115,722.
- B. How do these reallocations and reorganizations further *Strategic Plan* and/or *2017 Strategic Plan Supplement* goals and objectives?
- University Growth and Recruitment (Hiring tenure track faculty in early childhood education and literacy/reading)
 - Enrich Academic Excellence (Hiring tenure track faculty in early childhood education and literacy/reading)
 - Provide Educational Opportunity (Hiring tenure track faculty in early childhood education and literacy/reading)
 - Support Professional Growth (Hiring tenure track faculty in early childhood education and literacy/reading)
 - Demonstrate Accountability (Hiring tenure track faculty in early childhood education and literacy)
- C. Describe how all reallocations, permanent and temporary, will affect the unit's standard performance measures.
- By providing funds to hire tenure-track faculty in (a) early childhood education and (b) literacy/reading the department can move forward on rebuilding the faculty infrastructure lost with the accumulation of faculty retirements/resignations in recent years (FY15-FY18). The department can continue to meet required standards for our accredited programs and HLC standards as well as maintain the quality and integrity of each program in instruction, research, and service. The additional faculty can have an exponential effect on faculty initiatives, student recruitment/retention, and all levels of collaboration outreach.
- D. How are you finding new funds?

1. Describe divisional strategies to seek additional resources (e.g., grants, Foundation).
 - Department faculty will continue to explore grant initiatives and complete grant applications.
 - Department faculty and staff will work with the COEHS Director of Development to expand relevant stakeholder and alumni affinity network.. This includes implementation of a collaborative crowdfunding project with the WIU Infant and Preschool Center.
 - The WIU Infant and Preschool Center will continue to hold fundraisers to help provide funds for facility enhancements.
 - The WIU Infant and Preschool Center Director will: (a) submit an application for Center recognition of Silver Circle Quality, and (b) submit an application for a Quality Improvement Funds Grant.
2. Provide an explanation of how additional resources would be used to enhance divisional objectives.
 - Additional funds will enable faculty and staff to remain current with best practice instruction, research, and program delivery .
3. Summarize long-term external funding goals that extend beyond FY19.
 - The department faculty will engage in dialogue and collaboration during Spring 2018 and Fall 2018.
4. Develop indicators to track attainment of goals.
 - The department faculty will (a) delineate department goals into operational action statements, (b) analyze information collected and (c) develop an indicator matrix to record progress.

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

- A. What are planned FY19 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 vacated in FY18 is expected to be filled in FY19 will be housed on the Macomb campus. The SPED graduate program is 100% online.
- B. How do these reallocations and reorganizations further *Strategic Plan* and/or *2017 Strategic Plan Supplement* goals and objectives?
 - University Growth and Recruitment
 - Enrich Academic Excellence
 - Provide Educational Opportunity
 - Support Professional Growth
 - Demonstrate Accountability
- C. Describe how all reallocations, permanent and temporary, will affect the unit’s standard performance measures.
 - The planned change to house the new Unit A special education faculty on the Macomb campus will support all department goals and program initiatives.
- D. How are you finding new funds?

1. Describe divisional strategies to seek additional resources (e.g., grants, Foundation).
 - Same as indicated for Macomb campus.
2. Provide an explanation of how additional resources would be used to enhance divisional objectives.
 - Same as indicated for Macomb campus.
3. Summarize long-term external funding goals which extend beyond FY19.
 - * Same as indicated for the Macomb campus.
4. Develop indicators to track attainment of goals.
 - Same as indicated for the Macomb campus.

VIII. Reductions for FY19

- A. Discuss planned staffing and operational reductions for FY19.
 - There is one planned staffing reduction for FY 19 with a faculty retirement in literacy/reading in Spring 2018. A position request will be resubmitted.
 - At the start of FY19 the department is projected to have 5 less faculty positions than it had in Fall 2015. In FY17 (Spring 2016, Summer, and Fall 2016) 5 Unit A and 2 Unit B faculty retired or resigned. One Unit A faculty retired in FY18 (Spring 2017). At this point in time one Unit A faculty is projected to retire in FY18 (Spring 2018). This is a total of 9 faculty positions (7 Unit A and 2 Unit B). Three new Unit A faculty were hired in FY18 and started in August 2017. One Unit A faculty is anticipated to be hired in FY19 to start in August 2018.
 - The reduction in department faculty in recent years, primarily in Unit A faculty has resulted in continuous financial savings for the department. The department is at the point of experiencing a lean faculty infrastructure in the discipline areas of: (a) early childhood and (b) literacy/reading. Additional Unit A faculty are needed to meet programming needs, maintain necessary accreditation standards, expand research, and increase student enrollment.
- 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.

Specifically, the department will experience the following reduction in continued savings.

Instructor	Monthly Salary	Yearly Salary
A	\$12,552	\$111,755

Total Savings: \$111,755

Note: The department experienced continued savings from faculty reduction reported above. The FY19 request to hire a new Unit A faculty in (a) early childhood and (b) literacy/reading and will begin to replenish the lost knowledge and experience that is vital for future best programming.

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 *FY19 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 FY19 requests or long-range requests. For each request, identify the ways in which the facility enhancement will advance specific *Strategic Plan* and/or *2017 Strategic Plan Supplement* goals and objectives.

- **INFANT & PRESCHOOL CENTER** – The 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 \$8,000 - \$10,000 estimate + installation

- **INFANT & PRESCHOOL CENTER** - By providing the following safety measures, the Center 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.
 - Estimate \$3460.00
- Purchase wooden cubbies for the infants & toddlers to replace old lockers.
 - 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; place outlet by diaper changing station.
 - Estimate \$600.00

B. Provide specific outcomes for each facility enhancement request.

- The presences of a certified nature playground provides the opportunity to offer workshops for area educators and to strengthen the Center’s reputation in early childhood education.
- Increase the Center’s environmental rating score for ExCeleRate Illinois.

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

The Center has the following impact level of involvement:

Infant & Preschool Center 2017	Spring 2016	Fall 2016
• Number of Children served	30	27
• % of children of WIU students	26%	15%
• % of children of WIU Faculty/Staff	50%	48%
• % of children from the Community	20%	18%
• Number of WIU students who observed and assisted at the Center.	106	195
• Total Volunteer Hours at the Center	471.75	804.55
• Total hours served at the Center by WIU students	4328.85	4354.75

D. Complete an *FY19 Budget Request Form* for each request.