

To: Members of the Western Illinois University Board of Trustees
Cathy Early, Chair Will Gradle
Roger Clawson Todd Lester
Lyneir Cole Steve Nelson
Carolyn Ehlert Fuller Yvonne Savala

From: Joe Rives, Vice President, Quad Cities and Planning

Date: March 27, 2017

Re: March 2017 Strategic Plan Update

On behalf of the Social Responsibility Task Force, this month's *Strategic Plan Update* seeks your feedback to the revised draft of the *2017-2018 Higher Values in Higher Education Supplement*. Changes made were based on feedback received from the University community through solicitation in the *February 2017 Strategic Plan Update*, meetings with governance groups, and from constituent groups' feedback provided to Social Responsibility Task Force members. New Task Force members were added to increase student and Centennial Honors College representation in our planning. With regards to changes in the document:

1. "Public Regional" was added to the University's *Vision Statement* to be consistent with the wording in *Higher Values in Higher Education 2012-2022*. This was designed to answer the question of who is the University's comparison group in becoming the leading public regional university in delivering quality, opportunity, and affordability.
2. Each Goal now starts with a reference to *Higher Values in Higher Education* priorities and a reference to the supplement priorities. This is to better articulate (couple) that *Higher Values in Higher Education* and Annual Supplements are complimentary documents, as elaborated in point #11 below.
3. Centennial Honors College was added to other priorities in the five goals where all colleges; the School of Distance Learning, International Studies, and Outreach; and University Libraries were referenced.
4. Goal 1 now reads Stabilize Enrollment at 10,000 Students. The specific enrollment stabilization value was added to increase transparency.
5. Priorities added to Goal 1 relate to increasing student, faculty and staff engagement in recruitment planning and implementation; and to bringing prospective students to campus. The latter have higher application and matriculation rates than prospective students who do not visit campus.
6. On Goal 2, priorities related to clarifying protocol and experiential education (e.g., internships) opportunities were added.
7. On Goal 3, a priority on increasing per-collegiate student participation in summer camps and non-credit activities was added, again helping to re-capture our region and future enrollment.
8. There were no changes to Goal 4.
9. Goal 5 now starts with Support Strategic and Operational Planning, and then continues with Conservative, Mission-Driven Fiscal Management.
10. Goal 5 was completely re-written based on discussions that structures, processes, and operational definitions were not clearly defined, with regard to university enrollment; finances; and programs, services and staffing.

11. Goal 5 was also re-written to better reflect that the University's *Strategic Plan* is designed to call for *what* the University will look like in 10 years, with Annual Supplements stating goals and priorities to help the University achieve its vision by addressing unforeseen opportunities and challenges at the time of writing the original *Strategic Plan*.
12. Goal 5 calls for a specific operational plan to immediately follow endorsement of the Strategic Plan Supplement. Operational plans, by definition, define *how* the university will take specific steps to achieve its goals and priorities. Operational planning is also supported by specific data called for in the 2017-2018 Strategic Plan Supplement to maintain objectivity and increase transparency in decision-making.

Please contact me if you have any questions about the materials presented in this month's *Update* and/or feedback for the continued successful advancement of the University's *Strategic Plan*.

cc: President Thomas CSEC President Dorethy SGA President Frank
Interim Provost Neumann COAP President Koltzenburg Associate Provost Parsons
Vice President Bainter Faculty Council Ch. Pillutla Associate Provost Morgan
Interim Vice President Williams Faculty Senate Chair Pynes Planning, Budget, and IR Staff
Interim Vice President Bierman SGA President Svirupskaitė President's Office

DRAFT #2

Higher Values in Higher Education Goals and Priorities for Academic Year 2017-2018

Preamble

Western Illinois University empowers students to become engaged and productive global citizens committed to making a difference in the diverse communities and professions they represent. Our graduates are leaders in their fields equipped with knowledge, problem solving skills, and community awareness necessary to address the professional, economic, and social issues of our time.

The History and Heritage of Western Illinois University

Founded in 1899, the Western Illinois State Normal School was established to address teacher preparation in the state's grammar schools. The faculty and students of Western were eager to meet this need, and the institution soon became known for its well-rounded, deeply committed graduates, a tradition that continues.

As the years passed and the name was changed to Western Illinois State Teachers' College in 1921, and then to Western Illinois University in 1957, the institution's mission continually broadened to include academic majors that prepared high school teachers; the state's earliest and most successful extension program; a multifaceted graduate school; a liberal arts program; and, eventually, distinguished colleges devoted to Arts and Sciences, Business and Technology, Education and Human Services, and Fine Arts and Communication.

Throughout time, and most recently as Western celebrated 50 years as a University during academic year 2007–2008, we have earned and maintained a reputation for expanding public access to affordable, high-quality degree programs and fostering student involvement in University activities.

We are now a leading University with a residential campus in Macomb; a metropolitan, non-residential campus in the Quad Cities; and extension and distance learning programs. With an outstanding, diverse faculty and staff committed to multicultural and international education, Western Illinois University offers undergraduate and graduate programs of study to approximately 11,000 students from Illinois, across the nation, and around the world.

Strategic Planning at Western Illinois University

Western Illinois University's institutional strategic planning is based on ten-year visions for the University created every five years. We recognize that internal and external environments are dynamic. There are unforeseen opportunities and challenges at the time of writing a strategic plan. Therefore, the University community creates and implements *Strategic Plan Supplements* annually in the intervening years before a new strategic plan is developed.

Annual *Strategic Plan Supplements* and *Strategic Plans* require endorsement of all governance groups on both campuses and approval of the Western Illinois University Board of Trustees before actions are implemented. This *Supplement* contains institutional goals and priorities for academic year 2017-2018.

These institutional goals and priorities in this *Supplement* will be implemented in tandem with the institutional goals and priorities contained *Higher Values in Higher Education 2012-2022*. Moreover, every academic department and administrative unit prepares Consolidated Annual Reports each spring to document strategic planning accomplishments and plans at the departmental, college, and divisional levels.

DRAFT #2

The Vision, Mission, and Values of Western Illinois University

Our Vision

Western Illinois University aims to be the leading public regional university in providing educational quality, opportunity, and affordability.

Our Mission

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in multidisciplinary, regional and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

Our Values

Academic Excellence

Central to our history is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. Western Illinois University's highly qualified and diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. We are committed to student success in an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

Educational Opportunity

Western Illinois University values educational opportunity and welcomes those who show promise and a willingness to work toward achieving academic excellence. We are committed to providing accessible, high quality educational programs and financial support for our students.

Personal Growth

Western Illinois University values the development of the whole person. We are committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility in the global community.

Social Responsibility

Western Illinois University is committed to civic and community engagement, equity, social justice, and diversity and will maintain the highest standards of integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community and economic development in our region and well beyond it for the public good.

DRAFT #2

Executive Summary

Higher Values in Higher Education 2012-2022 articulates the shared *Vision* of the Western Illinois University community as we aim to become a leading public regional university in providing quality, opportunity, and affordability. It further articulates our *Mission* and *Core Values* that define and differentiate the University's educational experience from all other institutions.

We are a mid-size university that offers students personal attention with the resources of a large, comprehensive institution. By valuing academic excellence, educational opportunity, personal growth, and social responsibility, we provide a transformative, high quality, and innovative learning environment.

We are an inclusive community of scholars and practicing professionals, who celebrate diversity, and place a premium on active, engaged, and lifelong learning for students and in our personal and professional endeavors. We also serve as a catalyst for partnerships in community and economic development in our host communities, regions, and beyond for the public good.

We are committed to continuous improvement in our planning. Many of the *Strategic Plan* priorities have been achieved or embedded into existing structures and processes. At the same time, circumstances change. Therefore, beginning in academic year 2016-2017, annual *Strategic Plan Supplements* provide areas of focus for the University as we enrich academic excellence, provide educational opportunity, support personal growth, promote social responsibility, and demonstrate accountability.

Our goals and priorities for academic year 2017-2018 focus on setting a strong future for Western Illinois University by:

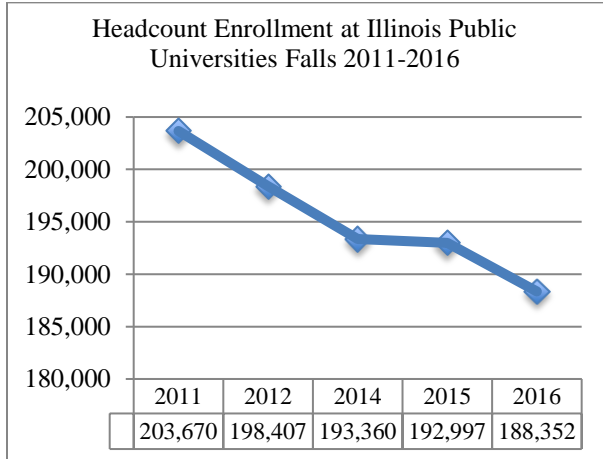
1. Stabilizing Enrollment at 10,000 students.
2. Providing Educational Opportunity and Continuing to Advance Academic Excellence
3. Expanding Community Engagement
4. Increasing External Revenue, While Limiting Cost Increases to Students
5. Supporting Strategic and Operational Planning, with Conservative, Mission-Driven Fiscal Management

We choose our goals and supporting priorities carefully and deliberately. Western Illinois University will celebrate its 118th anniversary during academic year 2017-2018. The goals and priorities in this *Supplement* are designed to position the University for long-term, continued success as a top-tier, public master's granting institution nationally recognized for leadership in quality, opportunity, and affordability.

DRAFT #2

Goal 1: Stabilize Enrollment at 10,000 Students

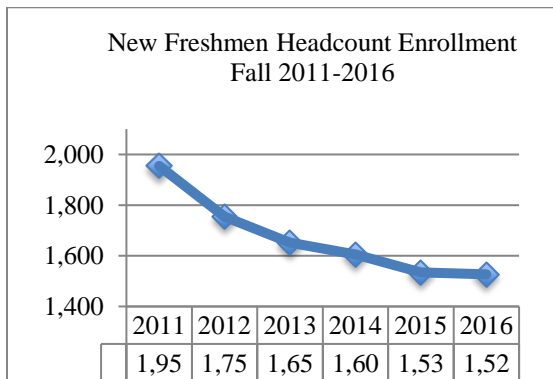
The 12 Illinois public universities are in a period of enrollment decline. Total headcount enrollment in Illinois public higher education decreased by 7.5% from 203,670 students in fall 2011 to 188,352 students in fall 2016. Many external factors are contributing to this enrollment decline.



Challenges to Enrollment Stabilization

- A 2.4% decline in Illinois high school graduates over the last five years.
- An 8.8% decline in high school graduates in the 16 county WIU service region.
- A 1% increase in the number of Illinois community college students enrolled in baccalaureate/transfer programs.
- Over 45% of Illinois college bound students attend out-of-state.
- The historic and unprecedented State of Illinois Fiscal Year 2016 and 2017 budget impasse.
- A 5% projected decline in Illinois high school graduates between now and academic year 2023-2024.

Even with these challenges, the University has begun to position itself for enrollment stabilization with 10,373 students enrolled in fall 2016. We embrace that recruitment is a shared responsibility of all members of the University community. After five years of new freshmen enrollment decline, we stabilized new freshmen enrollment at 1,527 in fall 2016, just slightly below the fall 2015 new freshmen enrollment of 1,535.



Actions Supporting Enrollment Stabilization

- Working as a university community to aggressively recruit and retain students.
- Increasing student participation in Centennial Honors College.
- Participating in the Higher Learning Commission's Persistence and Completion Academy.
- Offering new Living-Learning communities.
- Supporting the First Year Experience, Building Connections mentoring program, and University 100.
- Reducing new student tuition by 3%.
- Adding a need-component to merit-based scholarships.
- Advancing in national ranking systems in quality, opportunity, and affordability.

With enrollment stabilization, we saw an increase in the quality of the freshmen class. The percent of full-time new freshmen with a minimum 20 ACT composite score and 3.0 high school grade point average increased from 28.8% of the fall 2014 cohort to 42.0% of the fall 2016 cohort.

Continuing to increase enrollment of a diverse and high-quality student body is a shared responsibility of the University community for recruiting and telling our story. It also requires that we provide educational partnerships that promote seamless entry into Western Illinois University at all levels of the educational experience.

Priorities for Academic Year 2017-2018

Higher Values in Higher Education 2012-2022 contains many priorities designed to contribute to enrollment stabilization. We have implemented strategies that are designed to increase awareness of the University and our traditions of excellence, the number of adults with postsecondary education credentials, student diversity, international student enrollment, and the number of students enrolled in Centennial Honors College.

Complementing these strategies, are additional actions described below that will help stabilize enrollment at 10,000 students. However, it must be recognized, that it is an extremely competitive market for new students and enrollment stabilization may take time. Enrollment stabilization will require an “all hands on deck” approach that will be achieved by:

1. Providing opportunities for students, faculty, staff, and alumni to volunteer in the development and implementation of new recruitment and retention priorities [*Admissions, School of Graduate Studies, Student Services, Quad Cities Student Services*].
2. Developing and implementing an integrated marketing plan to increase awareness of the academic colleges, majors and programs of study at Western Illinois University [*University Marketing, University Relations, Web Services, University Technology in consultation with the Colleges of Arts and Sciences, Business and Technology, Education and Human Services, and Fine Arts and Communication; University Libraries; Centennial Honors College; and School of Distance Learning, International Studies, and Outreach*].
3. Engaging in University-wide and discipline-specific student recruitment activities on- and off-campus [*Admissions; School of Graduate Studies; Colleges of Arts and Sciences, Business and Technology, Education and Human Services, and Fine Arts and Communication; University Libraries; Centennial Honors College; and School of Distance Learning, International Studies, and Outreach*].
4. Identifying additional means to bring prospective new students to campus. Accepted students who have experienced campus visit(s) have higher matriculation rates than accepted students who have not visited a Western Illinois University campus prior to their final college selection choice [*Admissions; School of Graduate Studies; Student Services, Colleges of Arts and Sciences, Business and Technology, Education and Human Services, and Fine Arts and Communication; University Libraries; Centennial Honors College; and School of Distance Learning, International Studies, and Outreach*].
5. Advancing access and affordability by:
 - A. Providing Western’s *Cost Guarantee* for tuition, fees, and room and board [*President’s Leadership Team, Board of Trustees*].
 - B. Benchmarking the cost competitiveness of Western Commitment Scholarships for new freshmen and transfer students [*Student Cost Task Force*].
 - C. Identifying to the President’s Leadership Team future opportunities to leverage Western Commitment Scholarship programs [*Student Cost Task Force*].

- D. Recommending to the Student Cost Task Force new opportunities for Western to continue national leadership in cost predictability and affordability *[All members of the university community]*.
6. Increasing partnerships with high schools by:
- A. Expanding the University's dual enrollment program *[Admissions]*.
 - B. Providing special opportunities for dually enrolled high school students to learn more about the educational opportunities at the University in order to increase the number of dual enrolled students who stay at Western after high school graduation *[Admissions, Student Services, Quad Cities Student Services]*.
 - C. Exploring additional means of high school bridge programming to support early admission to Western Illinois University before the student enrolls full-time at the University. *[Colleges of Arts and Sciences, Business and Technology, Education and Human Services, and Fine Arts and Communication; University Libraries; Centennial Honors College; School of Distance Learning, International Studies and Outreach; Student Services]*.
 - D. Hosting regional Educational Summits with superintendents, principals, and guidance counselors to develop and implement recruitment strategies based on these Summits *[President's Executive Institute; Admissions; Colleges of Arts and Sciences, Business and Technology, Education and Human Services, and Fine Arts and Communication; University Libraries; Centennial Honors College; School of Distance Learning, International Studies and Outreach; Student Services]*.
 - E. Providing opportunities for high school students to participate in on-campus curricular and cocurricular program, events, and/or services *[Admissions; Student Services; Quad Cities Student Services; Colleges of Arts and Sciences, Business and Technology, Education and Human Services, and Fine Arts and Communication; University Libraries; Centennial Honors College; and the School of Distance Learning, International Studies, and Outreach]*.
7. Expanding partnerships with community colleges by:
- A. Meeting with all Illinois community colleges and select community colleges in Iowa, Missouri, and Wisconsin to ensure Western's transfer friendliness and opportunities for new and expanded partnerships, at the university, college, school, and departmental level *[Vice President for Quad Cities and Planning, President's Leadership Team, Deans, Directors, Faculty and Staff]*.
 - B. Providing opportunities for prospective new transfer students to participate in on-campus curricular and cocurricular program, events, and/or services *[Admissions; Student Services; Quad Cities Student Services; Colleges of Arts and Sciences, Business and Technology, Education and Human Services, and Fine Arts and Communication; University Libraries; Centennial Honors College; and the School of Distance Learning, International Studies, and Outreach]*.
 - C. Developing and implementing new and enhanced partnerships at the institutional level. Examples include dual enrollment, financial aid consortium, general studies agreements, and/or honors articulation agreements *[Vice President for Quad Cities and Planning; Financial Aid; School of Distance Learning, International Studies and Outreach, and Centennial Honors College]*.
 - D. Signing new 2+2 agreements and other program-specific agreements *[Colleges of Arts and Sciences, Business and Technology, Education and Human Services, and Fine Arts and Communication; School of Distance Learning, International Studies and Outreach; Admissions; and Vice President for Student Services]*.
 - E. Increasing contact and engagement with community college students interested or enrolled in 2+2 and other program-specific agreements prior to their transfer to Western Illinois University. Examples include on-the-spot admissions and on-site advisement *[Admissions; Student Services; Quad Cities Student Services; Colleges of Arts and Sciences, Business and*

Technology, Education and Human Services, and Fine Arts and Communication; University Libraries; Centennial Honors College; and the School of Distance Learning, International Studies, and Outreach].

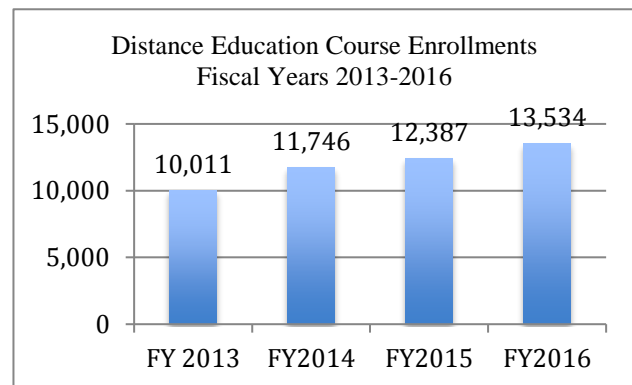
8. Identifying opportunities for partnerships with:
 - a. Four-year colleges and universities that build enrollment pipelines to Western Illinois University [*Admissions; School of Graduate Studies; Colleges of Arts and Sciences, Business and Technology, Education and Human Services, and Fine Arts and Communication; University Libraries; Centennial Honors College; School of Distance Learning, International Studies and Outreach].*
 - b. Professional and graduate schools that build enrollment pipelines to Western Illinois University [*School of Graduate Studies; Colleges of Arts and Sciences, Business and Technology, Education and Human Services, and Fine Arts and Communication; University Libraries; Centennial Honors College; School of Distance Learning, International Studies and Outreach].*
9. Augmenting the enrollment of working professionals through continued implementation of the President's Executive Institute [*President's Executive Institute, Colleges of Arts and Sciences, Business and Technology, Education and Human Services, and Fine Arts and Communication; University Libraries; Centennial Honors College; School of Distance Learning, International Studies and Outreach].*
10. Documenting outcomes of new initiatives designed to increase student persistence and completion rates [*Colleges of Arts and Sciences, Business and Technology, Education and Human Services, and Fine Arts and Communication; University Libraries; Centennial Honors College; School of Distance Learning, International Studies and Outreach; Student Services; Persistence and Completion Academy Teams; administrative units].*

Goal 2: Provide Educational Opportunity and Continue to Advance Academic Excellence

Students enroll in a college or university to achieve their academic objectives. They have many choices (educational opportunities) in deciding where to enroll. The National Center for Education Statistics reports that there are 1,700 two-year degree-granting colleges and 3,026 four-year degree-granting institutions in the United States alone. Six hundred and thirty-three of the latter institutions share Western's categorization as a master's granting institution.

In providing educational opportunity, there are actions the University can take to increase its enrollment. For example, expanding distance learning (hybrid and online programs) opens new markets regionally, across the United States, and around the world. Western Illinois University has seen a 35% increase in distance education course enrollments between FY 2013 and 2016.

Moreover, there are defining characteristics and national recognitions shown in the table below that differentiate the Western Illinois University educational experience from our competitors. Our faculty continues to advance, and our staff and administrators continue to support the academic excellence of the University.



Defining Characteristics and National Recognitions of the
Western Illinois University Educational Experience

Defining Characteristics

- Transformative educational experiences that emphasize our values and the individual learner.
- A broad education offering breadth and depth and equipping students with critical thinking and communication skills important in a democratic society.
- General education based in the liberal arts and sciences.
- Signature academic programs and a comprehensive, high-quality portfolio that is responsive to demand and need in the Midwest¹.

National Recognitions

- A Top Midwestern University—*US News and World Report, Princeton Review.*
- A regional and national leader in the retention and graduation of first-generation, low-income, and minority students—*Southern Education Review Board, United States Department of Education, Pell Institute for the Study of Opportunity in Education.*
- An institution recognized for social mobility, research, and public service—*Washington Monthly.*
- An alumni base that earns higher median salaries than predicted based on econometric data—*Brookings Institute, The Economist.*

Guided by our values, Western Illinois University offers a transformative educational experience to the students that we serve. Commitments to academic excellence and the individual learner keep our student-to-faculty ratio low (currently at 15:1), with full-time faculty teaching over 93% of all course sections.

Western’s faculty members provide a broad education equipping students with critical thinking and communication skills important in a democratic society. The general education curriculum is based in the liberal arts and sciences and equips students with the necessary foundational skills to be successful in the their chosen majors, professions, and continued graduate and professional studies.

The educational opportunities and related academic portfolio of Western Illinois University is comprehensive, offering breadth and depth. Western’s faculty and staff support 65 undergraduate degree programs, 38 graduate degree programs, and two doctoral programs. The curriculum includes the humanities, social sciences, fine arts, business, education, and a number of pre-professional and technical fields of study. We offer signature academic programs and a comprehensive, high-quality portfolio that is responsive to demand and need in the Midwest, and as a member of the global community.

Priorities for Academic Year 2017-2018

Higher Values in Higher Education 2012-2022 has many priorities supporting educational opportunity and academic excellence both inside and outside the classroom. This includes:

- Developing new undergraduate, graduate, and integrated degree programs and certificates in areas of high demand/critical skill shortages that are consistent with the mission of the University.

¹ Western Illinois University’s signature programs are noted for their size, unique area of concentration for undergraduate students, or accessibility.

- Identifying unserved and underserved populations and exploring the feasibility of developing new/modified academic programs to meet their needs.
- Using academic program review and discipline-specific accreditation processes as means to affirm programmatic quality and viability.
- Expanding experiential education opportunities (e.g., internships, student teaching, clinical placements, undergraduate and graduate research days, leadership training, education abroad opportunities),
- Continuing to support growth of the Centennial Honors College.

Providing educational opportunity and continuing to advance academic excellence will be enhanced by:

1. Continuing to base academic program establishment, on-notice, and disestablishment decisions based on the policies, procedures, and protocol discussed in Goal 5C of this *Supplement [Colleges of Arts and Sciences, Business and Technology, Education and Human Services, and Fine Arts and Communication; University Libraries; School of Distance Learning, International Studies and Outreach; Faculty Senate, Graduate Council, Provost's Office, Provost, President, Board of Trustees]*
2. Increasing student participation in experiential learning opportunities 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 *[Colleges of Arts and Sciences, Business and Technology, Education and Human Services, and Fine Arts and Communication; University Libraries; School of Distance Learning, International Studies and Outreach; Student Services; Quad Cities Student Services]*
3. Responding to changing student demographic information and needs by offering additional hybrid programs and degrees online² *[Colleges of Arts and Sciences, Business and Technology, Education and Human Services, and Fine Arts and Communication; University Libraries; School of Distance Learning, International Studies and Outreach]*.
4. Completing and implementing approved recommendations from the following priorities to assure and advance quality.
 - A. General Education Review *[Deans, Department Chairs, School Directors, Faculty in the Colleges of Arts and Sciences, Business and Technology, Education and Human Services, and Fine Arts and Communication]*.

The Provost and Academic Vice President charged the Faculty Senate with completing an academic year 2016-2017 review of the University's General Education program with regard to program goals, appropriateness of program categories, and the number of courses offered in each category. The current administrative structure of General Education was also reviewed.

- B. Teacher Education Review *[Deans, Department Chairs, School Directors, University-Wide Teacher Education Faculty in the Colleges of Arts and Sciences, Business and Technology, Education and Human Services, and Fine Arts and Communication]*.

The Provost and Academic Vice President charged a Task Force within Academic Affairs to complete an academic year 2016-2017 review of the university-wide Teacher Education Program with regard to the current administrative structure of teacher

² The Higher Learning Commission defines a hybrid program as containing 25% in-person instruction (on- or off-campus) and 75% online instruction.

education, time to completion in relation to State licensure regulations, and curricular applications to fulfill the state required competencies.

- C. Scheduled program reviews for undergraduate programs in French Teacher Education, Spanish Teacher Education, Foreign Languages and Cultures, and the master's degree in Economics [*Foreign Languages and Literatures, Economics, Deans Offices for Arts and Sciences and Business and Technology, Provost's Office*].
 - D. Three year progress reports on new programs implemented in fall 2014, i.e., the Ph.D. in Environmental Science: Large River Ecosystems and Post-Baccalaureate Certificate in Business Analytics [*Biological Sciences, Economics, Deans Offices for Arts and Sciences and Business and Technology, Provost's Office*].
 - E. Reaffirmation of accreditation for the B.S. in Graphic Communication [*Engineering Technology, Dean's Office for College of Business and Technology, Provost's Office*].
 - F. Initial accreditation for the B.S. in Mechanical Engineering [*Engineering, Dean's Office for College of Business and Technology, Provost's Office*].
5. Continuing to advocate for the:
- A. Release of previously allocated and currently frozen state capital funding that included construction funding for the Center for Performing Arts in Macomb and Phase III design planning in the Quad Cities [*Board of Trustees, President, Assistant to the President for Governmental Relations*].
 - B. Restoration of state capital renewal funding that provides funding to address the highest maintenance needs and priorities at the University. [*Board of Trustees, President, Assistant to the President for Governmental Relations*].

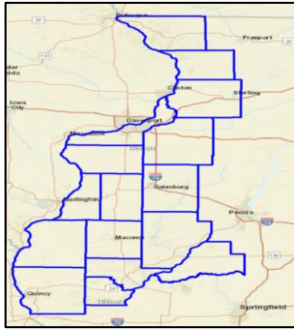
Goal 3: Expand Community Engagement

Western Illinois University is one of 361 institutions in the nation (top 8%) that holds Community Engagement Classification status from the Carnegie Foundation for the Advancement of Teaching. This honor was earned in 2010, and the University will begin the required re-certification process in 2018.

The Carnegie Foundation defines community engagement as, "The collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." Western Illinois University has a long-standing, nationally recognized tradition in this area.

Examples of the University's public service functions include Tri States Public Radio, WQPT-Quad Cities Public Television, and the Go West public transit system. In addition, the College of Fine Arts and Communication offers concerts and performances, which are open to the public, and the Illinois Institute for Rural Affairs provides economic and community development services to businesses and communities throughout Illinois. Students comprise Western's All Volunteer Effort, and faculty members embed service-learning components into their curricula. The newest example supporting public service is the expansion of the Small Business Development Center and opening of an International Trade Center at Western Illinois University-Quad Cities.

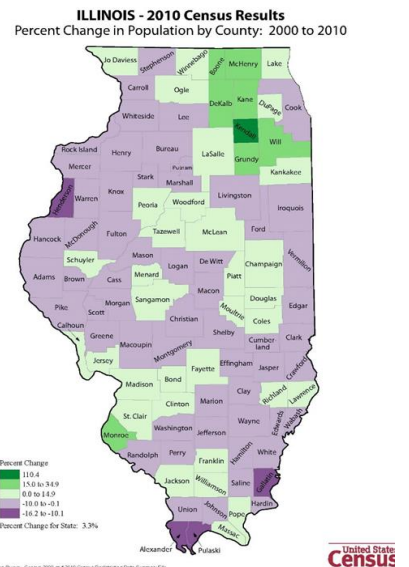
WIU Service Region



With regard to institutional resources, Western Illinois University has a \$473 million annual economic impact on its immediate 16 county service region³. We are part of the \$2.8 billion economic impact that Illinois public higher education contributes to its host communities and regions.

Consistent with the value of social responsibility and serving as a resource for and stimulus to community engagement in the form of educational, cultural, environmental, community and economic development in our region and well beyond it, President Thomas established the President’s Executive Institute (PEI) in Fiscal Year 2016. The PEI advances shared goals and priorities of the University and our host communities and regions by:

- Increasing regional recruitment and retention to address population decline in the 16-county Western Illinois University service region.
- Partnering with schools, colleges, and universities to promote educational attainment. The United States Bureau of Labor Statistics indicates that lifetime earnings for associate’s degree recipients are \$500,000 higher than those with a high school diploma. These values increase to \$1.0 million for baccalaureate degree recipients and over \$1.5 million for graduate and professional degree recipients.
- Assisting in community and economic development efforts for our host communities and regions to support entrepreneurial activity and economic expansion.
- Engaging employers to develop new and expanded internship opportunities for students and educational opportunities for employees.
- Increasing external funding to advance the vision, mission, values, goals and priorities of Western Illinois University.



In addition to these institutional actions, the Carnegie Foundation defines the purpose of community engagement as “The partnership of a college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated and engaged citizens; strengthen democratic values and civic responsibility; address societal issues; and contribute to the public good.” These are long standing activities of the faculty and staff of Western Illinois University.

Priorities for Academic Year 2017-2018

Higher Values in Higher Education 2012-2022 has seven specific priorities related to supporting strong commitments to mission-driven public service and outreach. It along with instruction, research, and support services are interrelated components of academic excellence.

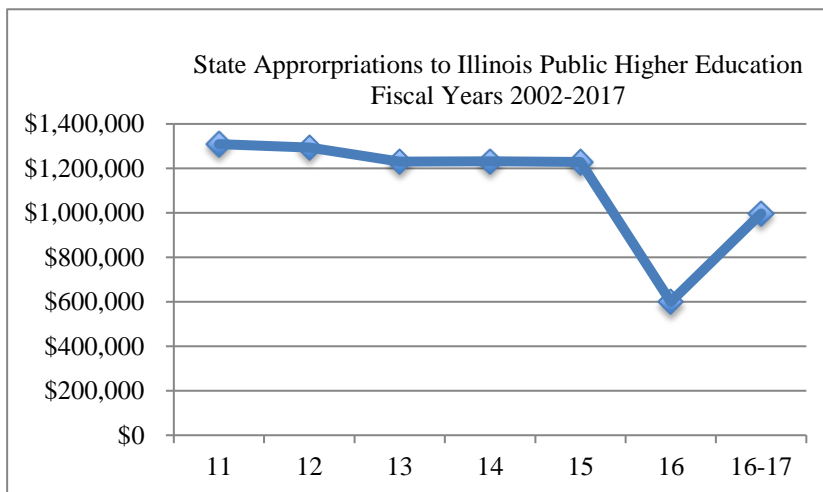
³ Adams, Brown, Carroll, Fulton, Hancock, Henderson, Henry, Jo Daviess, Knox, Mason, McDonough, Mercer, Rock Island, Schuyler, Warren, and Whiteside are the 16 counties in the Western Illinois University service region.

Strategic Plan priorities in public service range from supporting economic and cultural development to the provision of public service centers, institutes, and broadcasting services. Western Illinois University students, faculty, and staff contribute to volunteerism, entrepreneurship, civic engagement, and other forms of community and economic development. Expanding the University's public service and community engagement commitments will be demonstrated by:

1. Developing and implementing the self-study process for the University's re-certification (renewal) as a Carnegie Foundation for the Advancement of Teaching's Community Engagement Classified institution [*Illinois Institute for Rural Affairs, President's Executive Institute*].
2. Adopting an institutional mission statement on Community Engagement as we serve our host communities, regions, and beyond [*Illinois Institute for Rural Affairs, President's Executive Institute, President, Board of Trustees*].
3. Reviewing College Mission Statements for the inclusion of community engagement in these documents [*Colleges of Arts and Sciences, Business and Technology, Education and Human Services, Fine Arts and Communication, and Centennial Honors College*].
4. Hosting regional Community and Economic Development Summits to develop and implement strategies based on these Summits [*President's Executive Institute*].
5. Documenting outcomes from the President's Executive Institute and collegiate efforts with regard to employer relations. This includes, but is not limited to increasing sponsored credit courses and enrollments, internship and experiential education opportunities, and enrollment of working professionals at Western Illinois University [*Vice President for Quad Cities and Planning; Colleges of Arts and Sciences, Business and Technology, Education and Human Services, and Fine Arts and Communication; University Libraries; Centennial Honors College; and School of Distance Learning, International Studies, and Outreach; Admissions; School of Graduate Studies; University Marketing*].
6. Increasing pre-collegiate student participation in summer camps and other non-credit activities [*School of Distance Learning, International Studies, and Outreach, sponsoring colleges and departments*].
7. Present the Creating Entrepreneurial Opportunities (CEO) program for high-achieving students with business and/or entrepreneurial interests to our host communities and region [*President's Executive Institute, Illinois Institute for Rural Affairs, College of Business and Technology*].
8. Document funding received and actions taken to advance community and economic development. Examples include recently funded actions to expand the Small Business Development Center/International Trade Center, Vibrant Neighbors project, and the AmeriCorps school reading readiness program in a local Hispanic neighborhood [*Vice President for Quad Cities and Planning; Illinois Institute for Rural Affairs, WQPT, Quad Cities Student Services*].

Goal 4: Increase External Funding, While Limiting Cost Increases to Students

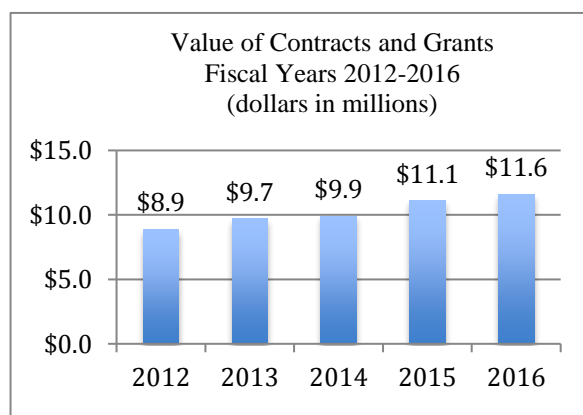
During the historic, unprecedented, and ongoing State of Illinois Fiscal Years (FY) 2016 and 2017 budget impasse, state appropriations for Illinois public higher education were reduced by over 29% over 18 months and by 47% over two years when compared to FY2015 levels⁴. Moreover, the Illinois public universities have only received partial and incremental funding with spending restrictions as opposed to full fiscal year budgets for 2016 and 2017.



In April 2016, Western Illinois University received \$14.9 million to be applied to FY16 expenses. Western received another \$31.4 million in June to be applied to FY16 or FY17 expenses with spending authority expiring December 31, 2016. Most recently, the University received an additional \$8.4 million in November 2016 under the same terms and conditions as the June appropriation. These three receipts total \$54.7 million or 70.9% of the funding that the University should have received in the 18 months since FY2015.

The University continues to make difficult but necessary decisions in response to delayed and decreasing appropriations. At the same time, we continue to aggressively seek increased revenue from external sources in order to reduce reliance on state funding to successfully advance the University’s vision, mission, values, goals, and priorities.

New fiscal realities require new actions to protect the future of the University. One such success is the \$2.7 million (30%) increase in annual revenue generated by faculty and staff in external grants and contracts between FYs 2012 and 2016. Other new sources of revenue will come from successful partnerships in the President’s Executive Institute and in positioning the University for the next comprehensive fundraising campaign.



Cost increases to students and their families will continue to be a last resort. In fact, the Western Illinois University Board of Trustees reduced tuition by three percent for academic year 2016-2017, and approved no tuition increases for academic year 2017-2018. We have one tuition rate for all domestic students. The University serves a large percentage of low-income students. Over 75% of students enrolled at Western

⁴ Percentages as reported by Administrative Services are based on data as of March 15, 2017.

receive financial assistance. Our student population is financially sensitive to price increases. Educational access and affordability are defining characteristics and traditions of the University, and therefore define our goal to limit cost increases to the students that we serve and their families.

Priorities for Academic Year 2017-2018

Western Illinois University and all other Illinois public universities had not experienced state cash flow issues (delayed reimbursements) or the historic and unprecedented budget impasse at the time *Higher Values in Higher Education 2012-2022* was written (academic year 2011-2012). Priorities focused on finding new sources of funding to support student employment opportunities, scholarships, and graduate assistantships. These priorities are consistent with the University's tradition and commitment to access and affordability.

Despite the changing fiscal climate, the University has maintained its tradition and commitment to access and affordability. We are dedicated to increasing external revenue to become less dependent (vulnerable) on state appropriations, while limiting cost increases to students. This is demonstrated by:

1. Continuing to advocate for the end of the historic and unprecedented state budget impasse and the restoration of fair and predictable appropriated funding to Illinois public higher education in general, and Western Illinois University in particular [*Board of Trustees, President, President's Leadership Team, Assistant to the President for Governmental Relations*].
2. Increasing the quantity of revenue received from external contracts and grants [*Faculty and staff*].
3. Engaging in strategic planning to position the University for the next comprehensive fundraising campaign [*Western Illinois University Foundation, President, Advancement and Public Service*].
4. Documenting external funding received through the Foundation, grants and contracts, the President's Executive Institute, and other external sources [*Advancement and Public Services, Sponsored Projects, Vice President for Quad Cities and Planning*].

Goal 5: Support Strategic and Operational Planning with Conservative, Mission-Driven Fiscal Management

Page i of this document made two important points with relation to university planning and budgeting. First, Western Illinois University creates and updates its ten-year Strategic Plan every five years. The next five-year update of *Higher Values in Higher Education* is scheduled for academic year 2017-2018. The institutional *Strategic Plan* answers the question of *what* does the university want to look like in a ten-year period, with stated goals and priorities designed to advance the University's vision, mission, and values.

Second, the rapidly changing external environment poses both challenges and opportunities not foreseen at the time of writing a strategic plan. Therefore, annual *Strategic Plan Supplements* answer the question or *what* do we need to do institutionally during the next 12 months to continue successful implementation of *Higher Values in Higher Education*.

With these considerations in mind, Western Illinois University has used Consolidated Annual Reports since Fiscal Year 2005 to answer the question of *how* we will advance *Strategic Plan* goals and priorities. Responses to this question begin at the academic department/school level and culminate in annual presentations made by the vice presidents and areas that report to the president. These *Reports* represent the perspectives of different vice presidential areas and areas that report to the president.

However, these *Reports* do not address *how* the institution as a whole will address goals and priorities identified in annual *Strategic Plan Supplements*. In other words, they do not address *how* the institution will engage in operational planning to address key issues faced by the University.

The top three issues facing Western Illinois University for academic year 2017-2018 relate to enrollment, finances caused by the State’s historic and unprecedented budget impasse, and the effects on university program’s, services, and staffing. Therefore, this *Strategic Plan Supplement* calls for the development and implementation of empirically driven and transparent Annual Operating Plans to address the specifics of *how* the University has and will continue to address these issues. In the future:

- Higher Values in Higher Education will continue to provide the vision of *what* the University will look like in the next ten years.
- Annual Strategic Supplements will continue to identify key institutional challenges, along with goals and priorities to successfully meet these challenges as we continue successful implementation of the University’s *Strategic Plan*.
- Consolidated Annual Reports will continue to identify *how* colleges and vice president areas advance university priorities and goals.
- New Annual Operational Plans will do the same at the institutional level.

Western Illinois University Planning Calendar Fiscal Years 2017-2022						
	Fiscal Year					
	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Strategic Planning						
Update Higher Values in Higher Education		X				X
Create Annual Strategic Plan Supplements	X		X	X	X	
Operational Planning						
Consolidated Annual Reports	X	X	X	X	X	X
Annual Operational Plans	X	X	X	X	X	X

Finally, Western Illinois University will uphold its fiduciary responsibility to state taxpayers, students and their families, granting agencies, and donors by continuing to engage in conservative, mission-driven fiscal management. We will use best university business practices to support and enhance the University’s goals and priorities, while protecting and enhancing the institutional ability to address unforeseen circumstances now and into the future. Additionally, results of the University’s planning and budgeting processes will continue to be communicated to the university and larger external community.

Priorities for Academic Year 2017-2018

Higher Values in Higher Education 2012-2022 priorities related to university planning activities focused on transparency and university accountability reporting. This included continuing with monthly *Strategic Plan Updates* and other annual planning reports, including annual *Strategic Plan Updates* and *Performance Reports*.

Because the fiscal climates in Fiscal Year 2012 and 2017 are very different, this *Supplement* calls for the regularly scheduled update to the University’s Strategic Plan in academic year 2017-2018 to identify *what* the University will look like in ten years. It also calls for enhancement to university planning processes by developing annual operational plans to specifically articulate *how* the University will achieve its goals.

By definition, a strategic plan calls for the information to be provided in an operational plan, and the latter provides that information in a separate document. Building upon institutional commitments to transparency and accountability reporting, and supporting strategic and operational planning with conservative, mission-driven fiscal management will be demonstrated by:

1. Leading the development of Higher Values in Higher Education 2017-2027, with the resultant document receiving endorsement from all governance groups on both campuses before presenting to the Western Illinois University Board of Trustees for implementation approval [*President's Leadership Team, Social Responsibility Task Force, Council of Civil Service Employees, Council of Administrative Personnel, Faculty Senate, Quad Cities Faculty Council, and Student Government Associations in Macomb and the Quad Cities*].
2. Beginning in Fiscal Year 2018, creating and implementing an annual Fiscal Year Operational Plan for Western Illinois University [*President, President's Leadership Team*].
3. Including within the Fiscal Year 2018 Operational Plan, sections on:
 - A. Enrollment, with specific data regarding:
 - i. Fall 2011-2016 total university enrollment.
 - ii. The estimated number of new students needed in each of the next three falls (fall 2017-fall 2019) to stabilize total university enrollment at 10,000 students.
 - iii. An identification of the external challenges the University faces in new student recruitment.
 - iv. A summary of new initiatives started in FY16 and FY17 designed to help stabilize total university enrollment.
 - B. Finances, with specific data regarding:
 - i. Sources of revenue and identification of spending restrictions placed on these sources by state statute.
 - ii. A history of state appropriations that lead to the initial announcement in March 2016 of "the need to engage in strategic reinvestment of institutional resources to support growth and academic excellence, with a three-year (FY16-FY18) \$20 million [appropriated funds] reduction and reinvestment goal."
 - iii. Actions taken during FY16 and FY17 to reduce reliance on state appropriations
 - iv. The fiscal impact or total operating and personal services expenditures reductions between FY15 and FY16.
 - v. Adjustments to the original the three-year (FY16-FY18) \$20 million [appropriated funds] reduction and reinvestment goal.
 - C. Programs, Services, and Staffing, with sections on:
 - i. Guiding Principles, including:
 - a. An operational definition of what it means to be a comprehensive university.

- b. Codified roles and responsibilities in shared governance, union agreements, and administrative decision-making in defining the academic programs offered at the University.
 - ii. Measures of Quality, including:
 - a. Descriptions of methods used to evaluate program quality in Academic Affairs and all other vice presidential areas.
 - iii. Measures of Demand, including discussions on:
 - a. Methods used to determine feasibility and need for new programs.
 - b. An operational definition used to determine low enrolled programs.
 - c. Reviews of low-enrolled programs, including discussions on
 1. The contractually agreed upon Academic Program Elimination and Review Committee’s purpose and process.
 2. Review processes if a program is placed on notice.
 - iv. Fiscal Considerations, including discussions regarding how:
 - a. State appropriations effect university budgeting
 - b. Contractual agreements effect operating and/or personal services expenditures
 - c. University efforts to position itself for the next fundraising campaign.
3. Communicating Strategic Plan, Supplements, and Annual Operating Plan results internally and externally [*President, President’s Leadership Team, University Relations*].
4. Keeping faculty and staff in academic departments and administrative units informed on plans and results from Strategic Plans, Supplements, and Annual Operating Plans [*President, Vice Presidents, Deans, Department Chairs, School Directors, Directors*].

Conclusion

We believe that the actions of *Higher Values in Higher Education* coupled with the implementation of the goals and priorities in this *Strategic Plan Supplement* position Western Illinois University for a strong and sustained future as a national leader in quality, opportunity, and affordability. The key to our institutional success is based on one simple premise: All members of the university community working together to advance the vision, mission, goals and priorities of Western Illinois University and the students that we serve. – *The 2017-2018 Higher Values in Higher Education Supplement Team.*

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- Mr. Jeff Andersen, Director of Planning, City of Moline
- Dr. Bill Bailey, Dean, College of Business and Technology
- Mr. Brad Bainter, Vice President, Advancement and Public Services
- Ms. Julie Baker, Director of Development, College of Fine Arts and Communication
- Dr. Laura Barden-Gabbei, Professor, Biological Sciences
- Mr. John Biernbaum, Associate Vice President, Student Services

- Mr. Matt Bierman, Interim Vice President, Administrative Services
- Ms. Angela Bonifas, Director, Institutional Research and Planning
- Ms. Pam Bowman, Director, Human Resources
- Dr. Erik Brooks, Associate Director, Centennial Honors College
- Mr. Billy Clow, Dean, College of Fine Arts and Communication
- Mr. Scott Coker, Director, Facilities Management
- Dr. Gary Daytner, Associate Professor, Educational Studies
- Dr. Janna Deitz, Professor, Political Science
- Dr. Mike Fansler, Professor, Music
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- Mr. Stephen Fraizer, Chief Information Officer
- Mr. Austin Frank, President, Quad Cities Student Government Association
- Dr. Jeannie Galioto, Assistant Professor, Theatre and Dance
- Ms. Janice Gates, Instructor, Management and Marketing
- Mr. Wil Gradle, Student Trustee, Western Illinois University Board of Trustees
- Dr. Jeff Hancks, Interim Director, School of Distance Learning, International Studies and Outreach
- Ms. Maddie Heinzer, Senator at Large, Student Government Association-Macomb
- Mr. Mike Inmann, Mayor, City of Macomb
- Ms. Debbie Kepple-Mamros, Assistant to the Vice President, Quad Cities and Planning
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- Mr. Seth Miner, Director, Undergraduate Admissions
- Dr. Amy Mossman, Associate Professor, English and Journalism
- Dr. Mark Mossman, Chairperson, English and Journalism
- Mr. Steve Nelson, Member, Western Illinois University Board of Trustees
- Dr. Kathy Neumann, Provost and Academic Vice President
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- Dr. Bill Polley, Associate Dean, College of Business and Technology
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- Dr. Christopher Pynes, Professor, Philosophy /Chair, Faculty Senate
- Dr. Tim Roberts, Associate Professor, History
- Dr. Roger Runquist, Director, Center for Innovation in Teaching and Research
- Dr. Mallory Sajewski, Assistant Professor, University Libraries
- Dr. Erskine Smith, Dean, College of Education and Human Services
- Dr. Tammy Werner, Assistant Professor, Sociology and Anthropology
- Mr. Mike Wendt, Alderman, City of Moline
- Dr. Ron Williams, Interim Vice President, Student Services