

# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES RETREAT

**February 8, 2024**

**Open Meeting Minutes**

Western Illinois University  
Macomb, Illinois

The meeting of the Board of Trustees of Western Illinois University convened at 10am on February 8, 2024 in the Macomb Union, Capital Room. Chair, Carin Stutz presided.

## **February 8, 2024 – Union Capital Room - Macomb**

Trustee moved to convene to open session at 10:02am.

Motion: Trustee Lang

Second: Trustee Cornell

### Roll Call

Trustee Kisha Lang	Yes
Trustee Cody Cornell	Yes
Trustee Derek Wise	Yes
Trustee Polly Radosh	Yes
Trustee Doug Shaw	Yes
Trustee Kirk Dillard	Yes
Trustee Carin Stutz	Yes

Motion approved.

### **Roll Call**

The following Trustees were present:

Trustee Derek Wise  
Trustee Polly Radosh  
Trustee Doug Shaw  
Trustee Kirk Dillard  
Trustee Kisha Lang  
Trustee Carin Stutz  
Trustee Cody Cornell

No Trustees are absent

Also present for the meeting of the Board of Trustees:

President Guiyou Huang  
Interim Legal Counsel, Victoria Smith  
Senior Executive Assistant to the President, Athena Brooks

## **Public Comments**

Jackie Price

- Today's agenda is more faculty-focused
- As President of CSEC, I asked that Western practices shared governance and consider us as equal members of the team
- Today there is a lack of representation from Civil Service and Administrative Personnel is disheartening
- We need attainable enrollment initiatives that address our low faculty-student ratio
- Example - An adjunct is teaching 2 classes totaling 75 students while the full-time faculty member teaching that course has 30 students across 3 sections
- I hope one of the faculty members presents a plan for increased revenue to cover the latest salary increases, along with other negotiated benefits that have a monetary value such as ACEs.
- My last hope is that we find ways to save while we increase revenue even if it hurts, we must take measures to cut costs along with generating revenue
- Any action taken affects the whole community, and each employee group should be represented here to offer ideas outside of a faculty lens
- We would like to be just as valued as faculty at Western Illinois University

## **Chairperson's Remarks**

Mrs. Carin Stutz, Chair

- Thank you for joining us for the Board Retreat
- This is a time for development and leadership. This is a collaborative meeting to hear about how you vision the future of WIU. We hope to hear from more groups in the future
- Successful leaders learn that new ideas don't come from the corporate office. Those on the front lines, interacting with the guests, often have the best perspective. In education those who are the closest to the students have fresh perspective on the needs of today's students.
- Today is an opportunity to hear and learn from you about how you see WIU looking forward.
- Our belief is that Western is beginning to get traction, identifying our challenges, developing a plan of action and putting some wins on the board.
- The performing arts Center to support our amazingly talented students, winning women's and men's basketball programs, and a huge \$2.2 million-dollar grant led by Julia Albarracin. Just to name a few.
- We are looking forward to seeing the collaboration between faculty and administration as we all share the same goal of student success here at WIU.
- What can WIU do to improve and what we can let go of that may no longer be relevant.

Trustee Wise – Contributed a celebratory wish to all as we celebrate Black History Month.

## **President's Remarks**

President Guiyou Huang

- Thank you to the Board for being here today
- I want to thank those attending here today and everyone presenting information to the Board
- We have some big wins including the CPA, our basket ball teams and grants we have received
- We are looking forward to hearing from the faculty and UPI
- I hope to hear even more ideas from the campus community
- We are looking at all the challenges in front of us
- Recruiting and financial sustainability are the two top priorities and a focus here today

**Agenda Topics**

Faculty presentation on revenue and enrollment ideas

**Presentation 1 Julia Albarracín (College of Arts and Sciences)**



## RECRUITMENT-FRESHMEN AND TRANSFER STUDENTS

- Recruitment as the backbone of enrollment and revenue by most respondents
- Recruiting regionally and locally from both high schools and middle schools, using different strategies, such as engaging students, departments, faculty, working with community partners, and bringing students to campus
- Exploring transfer markets in the Chicago and collar counties (like Illinois State University)
- Deepening existing relationships with CCs in our region

## CLASS FORMATS

- Respondents highlighted the need to offer online, hybrid, and evening formats to satisfy different students' demands
- More online and hybrid options were suggested, together with incentives for faculty to teach them

## GRANT-WRITING

- Grants were seen as a major source of revenue, innovation, and regional leadership
- Incentives to write grants, such as course releases, ACEs, and increased support by McAllister & Quinn

## LEADERSHIP WITH PROVEN TRACK RECORDS

- Respondents suggested bringing leaders with proven track records on enrollment management

## CANCELING EAB CONTRACT

- Using the funds to hire Academic Success Coaches/counselors
- Redirecting their efforts to recruitment and retention

## SUPPORTING DEI

- Support DEI initiatives for students, faculty, and administration. This will boost retention of students and faculty and can help recruitment.



# Increasing Enrollment and Revenue at Western Illinois University

College of Education & Human Services

## Student Recruitment & Enrollment Strategies

- Explore in-person classes at community colleges for local student attraction.
- Address international student recruitment, decrease tuition for them, and explore innovative schedules for improved enrollment.
- Allocate time for faculty to recruit and visit high schools, submitting recruiting plans for reduced obligation.
- Offer in-state tuition to out-of-state students to widen recruiting.

## Student Recruitment & Enrollment Strategies (continued)

- Develop online classes with 8-week semesters and streamline transfer credit.
- Emphasize teacher-student relationships for effective learning.
- Expand online and remote offerings, both synchronous and asynchronous, to cater to diverse student needs.
- Innovate schedules to cater to diverse student needs.

## Increasing Revenue

- Increase TV and billboard advertising in Central Illinois to attract more students; increase enrollment.
- Support successful programs, like the Educational Leadership new doctoral track, and reward faculty for entrepreneurial efforts in starting effective programs.
- Promote online and certificate programs to cater to the needs of full-time workers.
- Evaluate and eliminate underperforming or low-enrollment programs to focus on those with higher demand.



## Increasing Revenue (continued)

- Expand online offerings and decrease tuition for international students.
- Promote online and certificate programs to cater to the needs of full-time workers.
- Hire a full-time grant writer to support faculty in obtaining external funding.
- Implement strategic budget cuts by evaluating program efficiency, addressing staffing imbalances, and encouraging voluntary retirements.

# College of Business and Technology

Faculty input on ways to increase/expand Recruitment, Retention and Revenue @ WIU

## Recruitment

- Multiple faculty suggested we accept the General Education of AAS degree students from community colleges, the same as we do for AS degree students, to increase/recover our traditional transfer students that are now going to other universities, such as SIU, that do waive additional GenEd requirements for those students with AAS-technical degrees.
- Reduce General Education credit hours from 43 hours to 30 hours to be competitive with other state universities and allow for more major specific courses to be added to programs, which will appeal to students and facilitate transfer pathways with community colleges.
- Focus on making transfer paths easier.
- More dual credit with local High Schools.

## Recruitment continued

- Recruit ALL Macomb and nearby students and not just those expressing interest in WIU first. We should be reaching out to all of them first and not assuming they know of the options and opportunities at WIU and that we want them to come here. Many talented local students (according to them) have not been contacted by WIU at all. Be the regional university this area needs.
- Figure out what the future WIU identity is - we cannot be sustainable if we are trying to be all things and offer all programs anymore.
- Collect and share more data on where we are getting the most return for our recruiting dollars - not just in terms of freshmen students but in terms of graduating students.

## Recruitment cont'd

- Create more summer academies, certificate programs, leadership academies, and more workforce training.
- Build/create an entrepreneurship lab/small business incubator.
- Start focusing on larger population groups than just traditional shrinking pot of high school graduates, including offering more classes later in the day (5-8 pm) and courses/programs targeted at older, working, or retired people. Recruit at senior centers, professional groups, etc. with older people.

## Recruitment cont'd

- Offer in-state tuition for an expanded region of nearby states.
- Open an English as a Second Language program at WIU to address international and immigrant students who may want to attend WIU. This will help newer immigrants and international students to be successful.
- Tuition reimbursement for all students graduating with a 4.0 GPA.
- Advertise and recruit more in the Quad Cities for Accounting and for our regional campus in the Quad Cities in general.
- Plan and coordinate more events at K-12 schools in QC area.
- Host more alumni events in the QC

## Retention Ideas

- Spruce up our Macomb facilities to look more modern and maintained. Art majors can compete and win mural design competitions for the ability to add their art to our classrooms and hallways.
- Investigate the old partnership arrangements with similar schools in South Korea, etc. for exchange student programs.
- Create more campus jobs for students.
- Supplemental instruction - small recitation sections that can be taught by undergrads.
- Continue the tutoring programs, such as Knack, by successful students for students.
- Be more strategic about where we recruit.
- Save the money being paid to consultants and hire more trained recruiters. Let faculty know where/when recruitment needs help.

## Revenue potential

- Review the Alumni Response Cards - current process is cumbersome and not working well so is turning off Alumni that would donate to WIU.
- Increase and advertise the number of graduate certificate programs offered.
- Create more transfer agreements and partnership programs with community colleges, and promote them at all the local and other high schools we recruit at.
- Work with corporations for training or classes/programs beneficial to their businesses for upskilling, etc.

## Revenue ideas

- Recruit at other universities for our graduate programs.
- Expand upon CEO dual enrollment courses to other counties, and offer CEOs alumni incentives to come to WIU.
- Advertise our donor companies in our classrooms and buildings when they donate a certain amount of money.
- Solicit “loans” from companies and donors that can be put into the foundation where we only keep it for a select number of years to use the interest. This could fund “endowed” faculty positions, scholarships etc. Could be a revolving fund with money coming in and going back to donors on set schedule so the only permanent donation is the interest off of their loaned dollars. This could reduce operating expenses by paying faculty salaries or for scholarships.

## Revenue cont'd

- Focus on growing international student participation in all programs, especially MBA, ET, etc.
- Recruit from home schooled students.
- Create programs and courses, certificates aimed at older, non-traditional students.
- Support sustainable and successful programs by replacing retiring or leaving faculty. Facilities that are falling apart or look shabby, and programs with few to limited number of older faculty do not send the message that this is a viable and successful university that can educate students and improve their lives by coming here. Many programs could handle more students if they had more faculty to teach them.

# Increasing Revenue and Enrollment

Submitted by the COFAC Faculty  
February 1, 2024



# INCREASING ENROLLMENT MEANS UNIFYING RECRUITMENT.



\* from Dr. Brené Brown's *Dare to Lead*



### We recruit because:

- we know who we are
- we believe in who we are
- we want others to join our mission



### To operationalize our values means to:

- connect our values to specific recruitment behaviors
- show what is expected, encouraged, and rewarded
- effect tangible change in each department through relevant systems



### We empower our community through:

- clear communication, direction, and leadership
- consistent training, branded resources, and funding
- opportunity for collaboration among departments



\* from WIU Brand Guidelines' *Reasons to Believe*, p. 8

## AFFIRMING OUR IDENTITY

A solid support system

Opportunity for growth through diversity

Strength in size

A community committed to success





# OPERATIONALIZING OUR VALUES

## CODIFY COMPONENTS OF SUCCESSFUL RECRUITMENT

- Communicate talking points codified by culture team and expanded upon by department
- Gather student information to be entered into the Admissions system
- Follow up with students and parents via handwritten notes and emails from faculty and current students
- Provide students with well-branded and relevant information about our programs; Western "swag" or giveaways
- "Make it easy to be a recruit" by eliminating barriers

## PROVIDE A MODEL FOR EFFECTIVE RECRUITMENT ACTIVITY

- Faculty visits to high schools
- On campus events for prospective students
- On campus events for people who influence prospective students
- Professional development opportunities for high school teachers and counselors
- Summer camps on campus
- Online resources that showcase our faculty to prospective students
- "Adoption" of a high school program to foster connection with students through repeated visits

## ESTABLISH REGULAR OPPORTUNITIES FOR COLLABORATION & REFLECTION

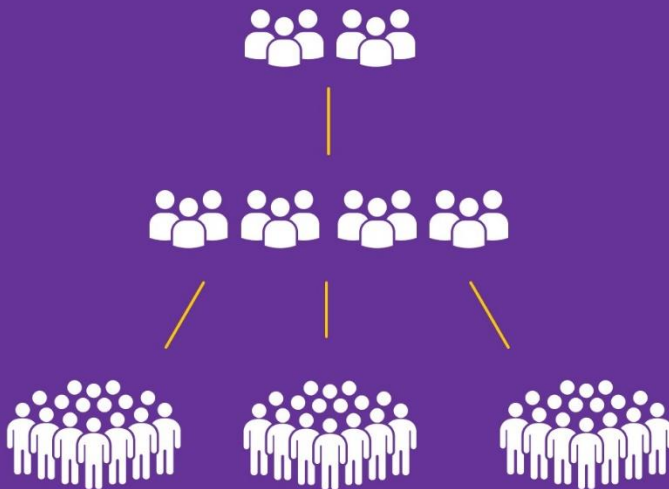
- Facilitate consistent dialogue among departments to reflect upon successful recruitment approaches
- Leverage recruitment ACEs as an opportunity for departments to collaborate
- Reflect upon materials, resources, and energy needed to improve the recruitment flow by department

## ALLOW SALIENCY OF DEPARTMENTS TO CREATE RELEVANCY IN RECRUITMENT

- Seek faculty input regarding target regions and schools by department
- Amplify faculty accomplishments through recruitment events which distinguish our programs
- Bring a well-branded, mobile-friendly recruiting tool to each department



# EMPOWERING OUR COMMUNITY



## CULTURE TEAM

1 REPRESENTATIVE PER COLLEGE & OTHER WIU  
STAKEHOLDERS

- codify recruitment systems and approaches
- provide training and branded resources
- facilitate regular communication among teams

## COLLEGE RECRUITMENT TEAMS

1 REPRESENTATIVE PER  
DEPARTMENT

- identify salient talking points and recruitment goals
- host well-executed recruitment events
- move students into actionable steps toward enrollment

## PROSPECTIVE STUDENTS

HIGH SCHOOL & COMMUNITY  
COLLEGE

- internalize a clean, unified, well-branded message
- feel a part of the Western culture of belonging
- receive tangible next steps to engage



# QC campus faculty perspectives

- A. FIX LONGSTANDING PROBLEMS**
- B. INVEST ANEW**

## A. FIX LONGSTANDING PROBLEMS

The needs for...

- 1. QC-based “serious academic leadership”**
- 2. QC-based Engineering academic advising**
- 3. Communication faculty for Public Speaking (both campuses) and for QC-based academic leadership**
- 4. More efficient administration**
- 5. QC faculty protection from unfair treatment**

## B. INVEST ANEW

The potential to...

- 6. Invest further in advertising, recruitment, and on-campus public events**
- 7. Overcome the enrollment cliff and build high school faculty relationships**
- 8. Offer microqualifications and other nontraditional programs**
- 9. Partner with more QC organizations and try new educational formats**

**QC faculty ideas for increasing enrollment and revenues (2024 WIU BOT Retreat)**

8 February 2024

Dear WIU BOT members,

On Thursday, January 25, I sent an email inviting all QC-based faculty members to answer this question: "What opportunities do you think WIU might take to expand enrollment, revenue, or both, whether in the QC, in Macomb, online, or in some combination?"

I have edited responses for length and clarity, and in some cases, they are my summaries of verbal conversations. Approximately a quarter of QC faculty members responded; I abstained. These suggestions fit into two main categories:

- A. Fix longstanding problems (that are directly or indirectly costing us students)
- B. Invest anew where time and money is most likely to be rewarded

Some of these comments may seem to involve individual or departmental concerns more than university-wide issues. Some repeat suggestions made in the colleges' presentations or by our administrative leaders, and some will inevitably prove more constructive than others. Still, together they paint a clear picture. **Directly or indirectly, most speak to the QC campus's need for budgetarily empowered, daily, in-person academic leadership.**

This campus has barely touched the potential good it can do for our university and its public. President Huang and his cabinet have taken needed steps in the last two years. We felt heard by Interim Provost Mossman and VP Edwards at a meeting in November and appreciated frank conversations with VP Thompson last week. VP Mindrup and her staff are working hard for the whole university.

Still, serious additional progress on the WIU-QC Strategic Initiatives and Actions 2021-28 plan will require QC-based budgetary authority and leadership in academic affairs. We need agility to invest strategically and to act on immediate concerns. Students, faculty, and staff at the QC campus want to help advance Western's mission both locally and regionally. Please help make that possible, for the good of Leathernecks in the QC, Macomb, and many places beyond.

With gratitude for your efforts to listen and lead,

Everett Hamner  
Co-chair, Quad Cities Faculty Council  
Vice Chair, Faculty Senate

## A. FIX LONGSTANDING PROBLEMS

### 1. The need for QC-based “serious academic leadership”

#### Finish the Job

- \*Time to do what the campus was built for
- \*While the rural Midwest empties out, the QCA is growing
- \*The QCA didn't have a public option until WIU-QC: we are the public choice
- \*Who is this public? 3 big pools:
  - \*Place-bound students seeking a four-year education
  - \*Students finishing at our two huge community colleges needing a university for their junior and senior years
  - \*Non-traditional students who never finished their baccalaureate and want online and in-person options
- \*WIU-QC was built to serve these 3 populations; the buildings are ready to handle 2-3x as many students as they do currently
- \*It's time to finish the job and aggressively recruit for this campus

#### Get Past Macomb Roadblocks

- \*Most administrators seem to have trouble remembering the QC is an opportunity for WIU
- \*Give the QC serious academic leadership to partner with our QC VP

### 2. The need for a QC-based Engineering academic advising

I would like to see more of the basic student services for recruitment and retention. The most urgent need for the Engineering programs is to have a dedicated academic advisor in the QC campus. We have not had one for the last several years. There is one in Macomb who serves students on both campuses for Technology in Macomb (in person) and Engineering in QC (virtual). The advisor has never visited the QC campus to meet our students in person, not even once, and refused to travel to the QC campus for the Engineering accreditation inspection visits by ABET (Accreditation Board for Engineering and Technology).

Mr. Curtis Williams, the Director of Student Services in the QC campus, has been documenting many complaints from our students, saying that they, the QC students, seem to be more of an inconvenience to the advisor and often receive "I don't know" as the answer or no response at all from her to many of their academic related questions.

I have brought up this to many official and unofficial meetings and conversations with the administrators for the last several years but nothing has changed. I hope that the BOT is aware of the situation. I believe that Curtis can provide the records or documentation of this issue if they require them.

### **3. The needs for Communication faculty across campuses and for QC academic leadership**

WIU requires every student to take public speaking as a graduation requirement. The entire time I have been a faculty member (since 2010), we have never offered enough sections of public speaking for every WIU student to take public speaking. Many take public speaking when they are at home from a local community college over the Summer or take it from Spoon River Community College in Macomb where they are often taking it from WIU instructors who teach at Spoon on the side. If we hired a couple instructors to teach just public speaking, we would fill those sections and make money on the deal.

For the QC, it is apparent that we need academic leadership on the QC Campus. Most departments are directed by chairs in Macomb so any QC specific curriculum changes are slow and in some cases even blocked by Macomb administrators. As it stands, Macomb chairs and deans have no motive to grow the QC campus. I suspect that our outside consultants will look at the area and suggest growing QC offerings. Yet, without anyone on this campus with that authority, that will never happen. At the very least, it seems as though deans should be evaluated based partially on the extent to which their departments see growth on both campuses.

Let me give you a piece of evidence that there is room for growth in this area. I recently happened to meet a young woman socially in the QC who had just moved here. Her job is to recruit students for a for-profit online university. I assume they have research that suggests this area is underserved so that they were willing to hire someone to recruit.

### **4. The need to use the feasibility study structure already in place to identify areas of revenue-generating growth.**

We need active consideration of curricular feasibility studies even if they might require a faculty line. Far too often, these studies have been carefully completed, only to sit in the Provost Office without communication or action. In other cases, hiring processes have begun and then canceled. These are missed opportunities for revenue. Even though there is a continuous process in place for consideration of feasibility studies, the Provost's Office could put out a formal call for new programs, including certificates, that can generate revenue quickly with relatively little investment, and then identify the proposals they believe show the most promise and invest in them. We are missing opportunities for growth.

### **5. The need for QC faculty protection from unfair treatment**

We need to develop policies and procedures related to the institutionalized practice of "blowback". In the QC, this means essentially automatic professional retaliation for compliance or required work activity that in some way is not desired by Macomb-based administrative officials, often without even the immediate knowledge of the persons involved. In some cases,

the blowback may involve completely fictional claims or accusations arising from required or even volunteer activity.

I believe this practice has partly paralyzed the QC campus and it would be difficult to imagine any business functioning with such practices as widespread as here. I recommend we establish standards with a reminder this practice is illegal under both Illinois and federal law (if proven), and that timing of the retaliation generally is sufficient grounds to establish that blowback occurred as a legal matter. The lack of any other plausible explanation also can be sufficient to establish blowback has occurred with an illegal intent.

We should establish a policy that working faculty could request a "blowback immunity" letter from responsible administrative personnel at the beginning of an activity similar to the professional immunity of police officers guaranteeing that they be allowed to do their job.

## **B. INVEST ANEW**

### **6. The potential to invest further in advertising, recruitment, and on-campus public events**

We're not putting enough of our own assets (cash, people) toward recruiting. Roadblocks get in the way of faculty doing recruitment: we're told that you can't send an email to a HS counselor, because they already receive too much. That's not helping. I also don't see where we're really grabbing high school students' attention on social media. I have a family member who is a professor at a similar regional state university. His university's marketing group did a well-produced video about him and his research; it was extremely visually attractive, and while there was great interview footage, there was much more imagery to appeal to students' imaginations. We need to sell the faculty.

We also need to increase our visibility and host more community-oriented outreach events that bring feet onto our campuses. We must convey in the QC that we are here and here to stay. There was a spectacular showing of students and parents who came in for a summer camp event, but no funded help from WIU leadership to hire people to run things. Instead, individual staff had to volunteer their time. We couldn't use fleet vehicles. There were too many barriers to doing something positive.

In short, we need many more things like Imagination Station, Get Lit, Engineering Week, Math on the Mississippi, career fairs, and corporate partnerships (and not just with Deere). What if we made faculty summer stipends available for this kind of outreach work, not just curriculum and research?

### **7. The potential to overcome the enrollment cliff and build high school faculty relationships**

The QC area isn't necessarily following the enrollment cliff – and this area has a huge pool of adults who haven't completed college. The nontraditional student market is key. And that is in line with what the IBHE says and what the national discourse addresses too.

We also need to work harder to connect faculty with high schools and their classrooms. When Andy Borst was here, he emphasized a belief that nothing does more than this.

### **8. The potential to offer microqualifications and other nontraditional programs**

This may be pretty specific to professional contexts in which already-qualified employees seek further specialization that is more rigorous than 'professional development' courses, but it's a growing opportunity. These students don't need an entire program, not even a graduate certificate. Industry standards change all the time, and there are new things to learn constantly. So we could offer individual courses as "microqualifications" that could be very attractive additions to current professionals' resumes.

I also believe more fields could be developed as online degrees. It would make our lives more difficult if we're also trying to create more in-person opportunities, but it seems a necessary route for growing our numbers.

### **9. The potential to partner with more QC organizations and try new educational formats**

We could offer JV Sports programs as they could use the BettPlex (TBK Plex) and its new add-on golf complex. We might offer badminton, pickleball, bowling, and dance. We could even organize flight school licensing. We could pursue water sports such as boating, jet skiing, or fishing/angling. We already have a strong Esports team; could we host a tournament with a significant purse or offer scholarships to potential applicants?

We could explore mini-degrees to be offered across 3-12 months. We could offer professional development for teachers four times per year and/or a summer institute.

We could partner more fully with outdoor markets. We could do more heritage days engaging QC ethnic and minority groups. We could work with the Arsenal for military-related job recruitment and with law enforcement and EMTs in a similar vein. We could partner more with local sports teams and fine arts institutions like museums. We could do science and space days, Niabi zoo trips, events with our STEM faculty, and social-emotional learning outdoor camps.

All of these could help us better portray and create an active, growing university community.



## **Presentation 5 Patrick McGinty (UPI)**

UPI believes that increasing university revenues is a complex, multi-faceted process of managing current commitments and budget, prospects for future investment, and identifying new prospects and/or markets for additional financial inputs. Accordingly, while UPI notes a number of “prospects” for generating additional revenue at WIU, it is important to note that there is no “one best solution” to complex systemic issues and it will undoubtedly be a combination of suggestions – perhaps even reached by trial and error – that will provide the best combination of practices that will help lift the university. That said, from UPI’s frame of reference, while there are any number of practices and processes that can be introduced that will change the shape, size, and form of WIU’s economic future, the real revenue engine of the university is its curricular programming and student-facing professionals.

For the sake of conversation, the ideas put forward by UPI below begin with the general assumption that university revenues are a product of: increases in student tuition dollars (recruitment), cutting losses in student attrition (retention), increasing university relevance at the state-level (appropriations and special project funding), and generating externally-sourced funding for projects and programs.

### **Recruitment**

- Review institutional transfer processes and streamline them where feasible. IAI is fine, but institutional practices are crucial.
- Recruit ALL McDonough, Henderson, Warren, Hancock, Fulton, and Schuyler students FIRST. There is no reason a student in any school in those counties should not have been to campus at least once in middle school and twice during high school.
- Make sure future messaging leans into upward mobility, institutional history with 1<sup>st</sup> generation students and educational opportunity, small classes and personalized attention. Lean into IBHE initiatives re: underserved communities, non-traditional/adult learners, upward mobility.
- Provide summer academies, certificate programs, leadership academies, training and continuing unit/professional development opportunities.
- Increase recruiting efforts among non-traditional student populations and groups: working adults, degree completion; active older/retired adults.
- Create programs, courses and certificates aimed at older, non-traditional students.
- Develop a market saturation plan for marketing the QC campus.
- Expand on campus programs on the QC campus that would serve identifiable needs in the community – Social and Behavioral Sciences, Social Work, Nursing, Education
- Expand advertising, recruitment, and on-campus public events for Macomb and QC.
- Partner with more QC organizations.
- Build relationships with middle and high school faculty through summer CUEs and professional development.
- Develop a program investment strategy for the QC, and execute it □ Business, Education, Nursing, Social Sciences and Social Work, are all under served in the QC MSA.
- Focus on growing international student participation in all programs.
- Recruit from growing pool of home-schooled students.

- **Increase the number of certificates offered and/or develop micro-credential programs with business partners.**
- **Expand WIU’s course and program offerings, with more online asynchronous courses, online synchronous courses, hybrid courses, and online programs with online or mixed modalities.**
- Recruit at other universities for our graduate programs.
- Develop international partnerships and similar student development programs.
- Innovate our academic schedule(s) and the academic calendar.
- Explore and enhance “credit for prior learning” to enhance non-nontraditional and returning student access to WIU.
- **Invest in existing programs (that aren’t the “usual suspects”) that can be shown to generate growth.**
- **Develop unique and innovative programs that can drive growth.**
  - Example 1: Interdisciplinary Data Science – not “owned” by any department, housed in BGS, core courses plus flexible directed electives to address student interest based on projected application.
  - Example 2: Criminology – not LEJA, not Sociology...a little bit of both. Enhances perception and meets student interest.

### **Retention**

- **Full review of Macomb facilities and strategic student/public-facing improvements.**
- **Full review of Student Services portfolio, including housing and dining plan – in comparative context of other Illinois colleges and university offerings.**
- **Full review of student-facing policies □ Are there ways to improve their experience?**
- Explore feasibility of more Student Work Study campus jobs for students.
- Academic Success Coaches!
- Hope Chicago!

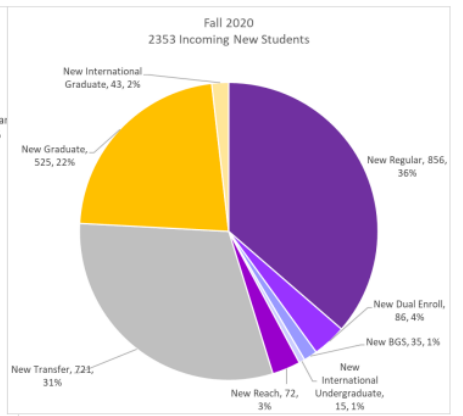
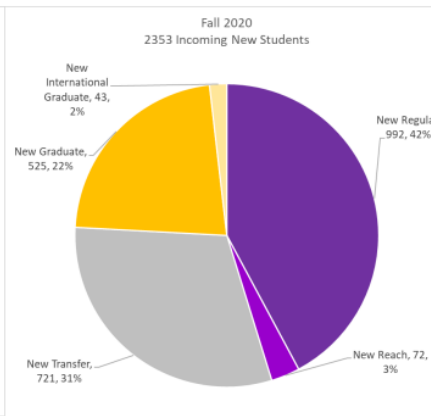
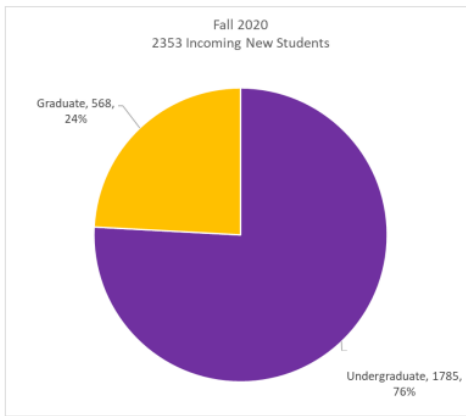
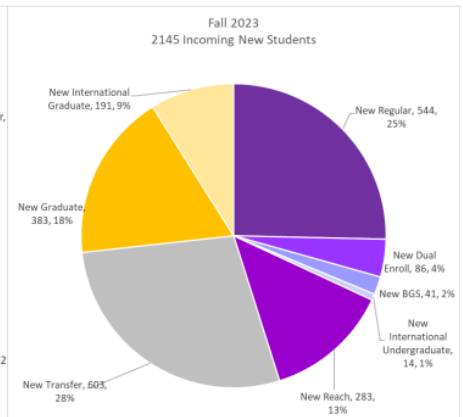
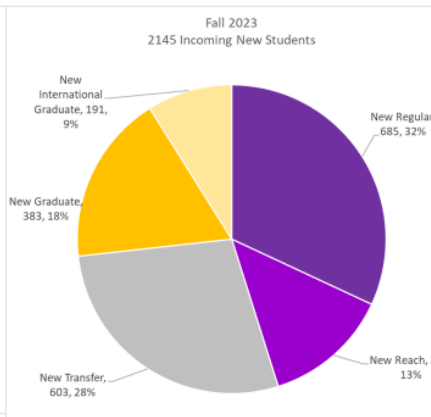
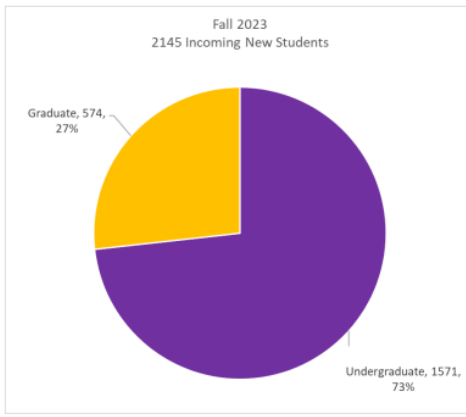
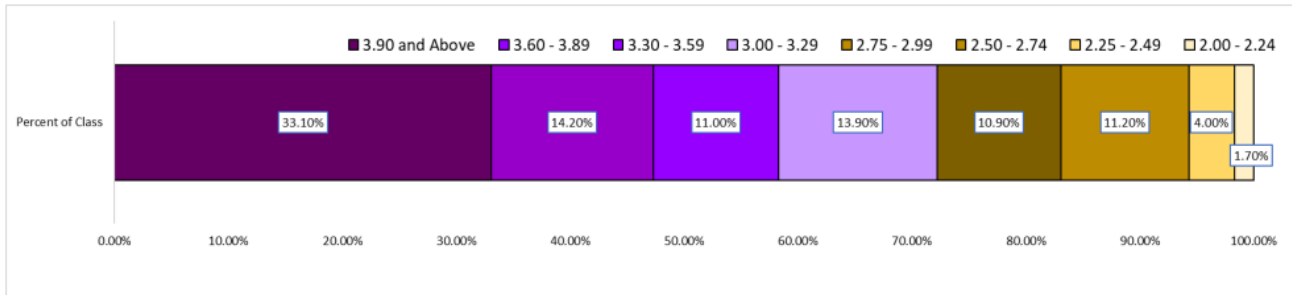
### **Revenue**

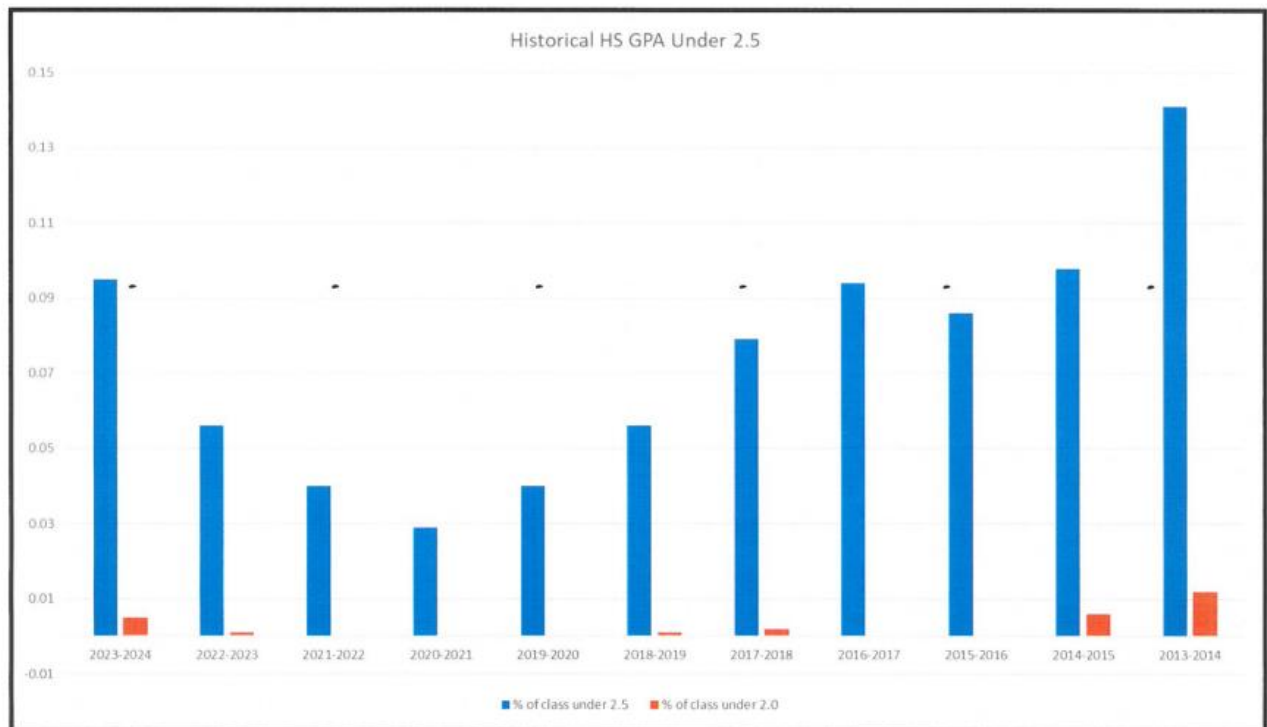
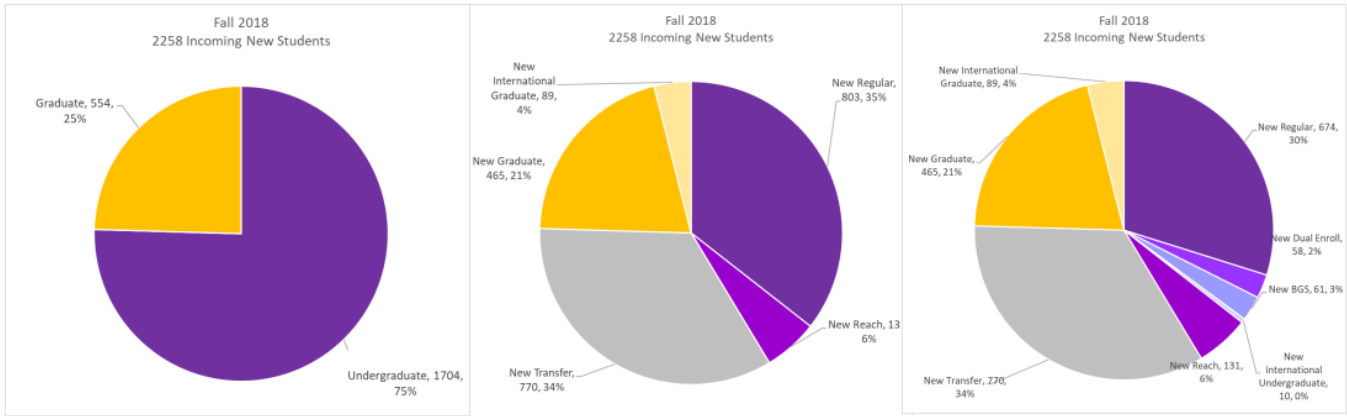
- **Increase naming opportunities for donors of campus facilities.**
- Advertise our donor companies in common spaces.
- Hire a full-time institutional grant writer to support university programs and operations through external funding.
- Hire a Director of Government Relations that is a better fit for the majority of the state legislature, not just our small corner of Forgottonia.
- **Lobby in the state capital with the UPI with each party contributing to the shared explanation of how additional attention to the state’s regional campuses and WIU in particular.**

**Lunch Break**

Trustee Cody Cornell exited the meeting

**Retention and Recruitment/Enrollment -- Interim Provost and Academic Vice President, Mark Mossman and Interim Vice President for Student Success, John Smith**





College	Black	% of Total	Hispanic	% of Total2	White	% of Total3	Aggregate Total
All other Illinois State Schools, combined	753	34.38%	354	26.09%	331	22.87%	28.79%
Greater Chicagoland 2-and 4-year colleges	214	9.77%	395	29.11%	91	6.29%	14.02%
Bradley	24	1.10%			21	1.45%	0.90%
Augustana			8	0.59%	28	1.94%	0.72%
Lincoln Land CC					26	1.80%	0.52%
Black Hawk Coll					24	1.66%	0.48%
Aurora University			22	1.62%			0.44%
Iowa State					21	1.45%	0.42%
Jackson St	21	0.96%					0.42%
Harris Stowe	20	0.91%					0.40%
Tennessee State	19	0.87%					0.38%
University of Iowa					18	1.24%	0.36%
Univ of Miss- Colum					17	1.17%	0.34%
Carthage College					16	1.11%	0.32%
Indiana St	14	0.64%					0.28%
Spoon River CC					14	0.97%	0.28%
Illinois Central Coll					13	0.90%	0.26%
John Wood CC					13	0.90%	0.26%
North Carolina A & T	13	0.59%					0.26%
Carl Sandburg					12	0.83%	0.24%
Illinois College					11	0.76%	0.22%
Monmouth College					11	0.76%	0.22%
St Ambrose College					11	0.76%	0.22%
Univ of Wis - Whitewat					11	0.76%	0.22%
Alabama A & M	10	0.46%					0.20%
Purdue University					10	0.69%	0.20%
Illinois Wesleyan					8	0.55%	0.16%
Millikin University					8	0.55%	0.16%
Missouri State					8	0.55%	0.16%
Saint Louis University					8	0.55%	0.16%
Western Mich Univ					8	0.55%	0.16%
Heartland CC					7	0.48%	0.14%
Univ of Wisc - Platte					7	0.48%	0.14%
University of Dayton					6	0.41%	0.12%
Illinois Valley CC							0.00%
No College Listed	556	25.39%	302	22.25%	226	15.62%	21.71%
2-year public	202	9.22%	251	18.50%	292	20.18%	14.92%
2-year private	1	0.05%	0		0		0.02%
4-year public	1037	47.35%	433	31.91%	604	41.74%	41.53%
4-year private	394	17.99%	371	27.34%	325	22.46%	21.83%
Total	2190		1357		1447		

Note: Blank cells do not mean 0; there were very few or 0 students matching

## **Financial Plan -- Vice President of Finance and Administration, Paul Edwards**

### **Problem(s)**

Western Illinois University has two significant fiscal problems: 1) a structural deficit that will increase in its size and threat over the next 6-12 months if we do not act immediately; and 2) a financial/budgetary model that is no longer sustainable, and that will continue to negatively impact the institution even if we are able to diminish or fully correct the structural deficit cited as Item 1.

To be clear, and as is the case for many higher education institutions in 2024, these two problems are defined by external contexts and circumstances, such as:

- A poor enrollment ecosystem– now and over the next three years;
- An expensive, mostly tenured faculty;
- An approaching demographic cliff in the state, and in the larger regions of the Midwest and Northeast;
- A poor technological ecosystem at the university and in the region;
- A compliment of peer institutions that are functioning as rival competitors rather than strategic allies;
- A community (faculty, staff, students, alumni, partners, citizen stakeholders) that is exhausted by constant financial pressures felt since 2010;
- A rural community where population and opportunities for economic development are in decline and have been for decades;
- An institution that has a structural deficit and that needs immediate increases in revenue.

These external contexts and circumstances will not change.

The solutions to our fiscal problems can only be found in internal actions, that is in the initial steps that the institution takes over the next 6-12 months.

### **Solution(s)**

The ultimate solution to these problems will emerge through a concerted, multi-year effort by the entire University working together; the solutions will not come through the replication of any past initiative, like the development of a new division or the tactic of program cuts and staff layoffs.

As such, each division will operate with a clearly articulated intention to develop both cost savings and revenue generation, as well as a clear approach that is defined by collaboration and consultation. Below is an itemized list of immediate actions. A more detailed list of each division's actions can be found in the larger report, "Comprehensive Plan for Fiscal Sustainability and improved Financial Health," which is attached to this executive summary.

### **Immediate Actions, supported by all divisions**

- **Soft hiring freeze.** When vacancies occur throughout the University, only mission critical or accreditation dependent positions should be requested. This may mean a shuffling of open positions between functional and operational areas to best meet the critical needs of the University
- **Staffing.** Evaluate staffing levels in all divisions and better utilization of staffing in all divisions
- **Operation.** Budgets loaded at 75%; Cost savings delivered in every division in SP24

- **Collective Bargaining.** Make budget adjustments to offset the effects of \$4.3M in raises, while also collaborating with all collective bargaining units to solve these problems
- **Institutional Aid.** Stricter guidelines with financial aid; adjust financial aid awarding so that Western is the last payer; reduce discount rate to 35%-39% so that we will be able to generate revenue while simultaneously supporting our Aim High obligations
- **Programs.** Thorough evaluation of all academic programs, development of new programming where needed, and phase out of programs where viable enrollment is no longer possible
- **Tuition.** Evaluation and proper adjustment of tuition rate structure
- **Grants and External Funds.** Increase grant and external funding activities; emphasis on partnership development, community alignment, and program efficiency as a way to grow the QC and Online campuses
- **Appropriated Funds.** Clarify need for increase in annual appropriated dollars from the State of Illinois
- **Innovation.** Communicate the expectation of innovation in each division across the institution—from the Budget Office to online course scheduling and delivery
- **Recruitment.** We will focus on closing equity gaps while serving areas that have provided a solid basis for recruitment. Through strategic data driven decisions our goal is to strengthen our conversion rates for admitted students while building a strong undergraduate class profile for increased retention.
- **QCML, Arsenal Project.** Full commitment to partnership with Iowa State and the University of Illinois, as well as the QC Chamber of Commerce and other external agencies
- **Online Campus.** Full commitment to developing an online credentialing and degree completion campus that aligns with community and regional economic needs, as well with the needs of non-traditional, adult learners
- **Increased Credit Hour Production.** Explore credit hour development through the Illinois Law Enforcement Training and Standards Board
- **External Consultants.** Make effective use of data and information provided to the University by external entities, like EAB, RNL, and WestEd (higher by IBHE to prepare an analysis of the QC campus) in order to achieve larger enrollment and fiscal sustainability. This analysis will include portfolio management and delivery; effective budget modeling; effective foundation and endowment tooling.

## Conclusion

The following will be our four focus points moving forward:

### *Cost Management*

We must adopt a mindset of long-term stability by balancing our budget each year, while simultaneously growing our enrollment and our programs.

### *Grants and Partnerships*

The University will prioritize funding and partnership opportunities and will actively encourage engagement with the Illinois Innovation Network.

### *Philanthropy*

The University will support the comprehensive campaign and all other fundraising activities. The University will develop a clear planning to document to integrate philanthropy initiatives with programmatic initiatives—from classrooms to actual academic programs.

*Revenue Diversification*

The University will support entrepreneurial projects, diverse and new revenue streams, and all legislative initiatives that lead to revenue diversification through student success and outreach

Trustee moved to convene to closed session.

Motion: Trustee Wise

Second: Trustee Shaw

Roll Call

Trustee Kirk Dillard	Yes
Trustee Carin Stutz	Yes
Trustee Kisha Lang	Yes
Trustee Cody Cornell	Absent
Trustee Derek Wise	Yes
Trustee Polly Radosh	Yes
Trustee Doug Shaw	Yes

Motion approved.

Trustee moved to convene to open session.

Motion: Trustee Shaw

Second: Trustee Wise

Roll Call

Trustee Cody Cornell	Absent
Trustee Derek Wise	Yes
Trustee Polly Radosh	Yes
Trustee Doug Shaw	Yes
Trustee Kirk Dillard	Yes
Trustee Carin Stutz	Yes
Trustee Kisha Lang	Yes

Motion approved.

**Next Meeting**

March 21, 2024 – March 22, 2024 Board of Trustees – Macomb, IL, Union - Capital Room

**ADJOURN ACTION**

Trustee moved to adjourn the meeting of the Board of Trustees at 5:05pm.

Motion: Trustee Radosh

Second: Trustee Lang

Roll Call

Trustee Polly Radosh	Yes
Trustee Doug Shaw	Yes
Trustee Kirk Dillard	Yes
Trustee Carin Stutz	Yes
Trustee Kisha Lang	Yes



Trustee Cody Cornell  
Trustee Derek Wise

Absent  
Yes

Motion approved.

Carin Stutz, Chair  
Athena Brooks, Senior Executive Assistant to the President