

COLLEGE OF ARTS AND SCIENCES

Annual Report - 2021/2022

COLLEGE MISSION AND VISION STATEMENTS

Mission

The College of Arts and Sciences provides a premier learning experience at the undergraduate and graduate level through the faculty's dedication to excellence in teaching, scholarship, and service. The College presents countless opportunities to enhance students' knowledge and qualifications for employment or advanced studies, and challenges them to become life-long learners and contributing members of society.

Vision

The College of Arts and Sciences is committed to creating a learning community rich in faculty-student collaboration on research and scholarly endeavors, promoting in our students an appreciation of diversity, providing guided experiences through internships, community-based learning and practical experiences, and instilling intellectual agility and the habits of mind and spirit necessary for living a fulfilled life in a rapidly changing world.

Degrees Offered in College:

Biological Sciences
 Chemistry - B.S. Chemistry (Chemistry option); B.S. Chemistry (Biochemistry Option); B.S. Chemistry (Pharmacy Option); B.S. Chemistry (Teacher Education); B.S. Forensic Chemistry; M.S. Chemistry.
 EAGIS (Meteorology, Geology, Geography/GIS)
 English
 Environmental Science (E.S. Ph.D.)
 Foreign Languages and Literatures
 History
 Liberal Arts and Sciences
 Mathematics and Philosophy
 Nursing
 Physics
 Political Science
 Psychology
 Sociology and Anthropology

What is Unique and Special about Your College

- Describe the uniqueness of your college
 My discussions are based upon the College of Arts and Sciences' (CAS) strengths and then focus on these strengths in concert with our uniqueness, understanding 'uniqueness' as meaning distinctive especially given President Huang's mission and vision for Western Illinois University. The College has recognized Fulbright Scholars, experiential learning opportunities for students such as the Model United Nations and Model Illinois Government external simulations, and College-funded undergraduate research. While Fulbright Scholars may be faculty in other WIU Colleges, ours have the ability to touch most if not all of the university students through our general education course. CAS faculty distinctiveness is that we have the opportunity to interact, teach, mentor many students through our general education courses. Information from IRP:

FL20 - 76.65% of approved General Education courses are available through the College of Arts and Sciences and 78.57% of General Education courses that were offered were taught by CAS faculty.

SP21 - 76.75% of approved General Education courses are available through the College of Arts and Sciences and 75% of General Education courses that were offered were taught by CAS faculty.

SU21 - 76.75% of approved General Education courses are available through the College of Arts and Sciences and 54.54% of General Education courses that were offered were taught by CAS faculty.

FL21 - 76.75% of approved General Education courses are available through the College of Arts and Sciences.

Similar to the discussions above of the overall reach to the entire WIU student community, the CAS experiential learning opportunities from internships, to our Learning Assistant Program, as well as other hands-on learning opportunities. In a CHE article, 4/7/22 “A ‘Stunning’ Level of Student Disconnection,” experiential learning is cited as alternative pedagogical model by Mallory Bower, at SUNY-Oswego: “How can we change the model that we have in higher education,” she said, “from coverage of disciplines to experiential learning, which is really connected to the careers that most of our students are going to have?” The answer, she believes, can help York and other colleges engage students more effectively.

Funded Undergraduate Research and matching Graduate Student Research– We continue to have two rounds of UGR competition -

Other experiential learning opportunities such as Political Science’s Model UN and Model IL. Also, please see the individual CAS departments’ reports.

Enrollment Growth Possibilities in Your College

- List and describe areas in your college where you see potential enrollment growth. In this description include, where possible, market data, audience profiles, national trends, employment data, and other indicators of market potential. (Also, please see the individual CAS departments’ reports.)

The growth possibilities are limited at this point because of the barriers to growth listed below. With this said, please see attached documents from the Academic Units listed above. In addition, overall CAS opportunities include :

- A. Using a tripartite model for the CAS presence in the Quad Cities: 1) Professional Programs including investing in the Psychology Major that is currently in its first year of program delivery; 2) Contributing more intentionally to the presence of the Engineering Program in Quad Cities (we have recently begun meeting and working to build on the strengths and synergies to effect a more collaborative partnership between Physics, Mathematics, and Engineering); 3) Review, assess, and make recommendations for our STEAM on the Mississippi programs primarily based in Environmental Science, Biological Sciences, English, and the Liberal Arts and Sciences. Please see additional comments at the end of this document under ‘Conclusion’.
- B. Both campuses: increased experiential learning opportunities; determining the goals and delivery of Mathematics 099 and 100 for the 21st century student; having a publicly known commitment to the presence of a unified system for student academic assistance and success - including learning assistant programs and embedded mentoring.

Barriers to Growth in Your College

- List and describe the primary barriers to enrollment growth in your college.
In addition to the discussion above, we have overall various challenges common to any academic unit at WIU include decreased appropriated funds support, various brick and mortar issues regarding physical space, aging computers, technology availability, and upgrades pose as primary barriers. For CAS specifically,

Enrollment¹

- 5 years of headcount enrollment by new freshmen, new transfer, new graduate, and continuing undergraduate and graduate students in your college
Enrollment of new freshman and transfer students in CAS undergraduate majors over the past five years has been relatively steady, with a slight dip in Fall of 2018 and 2019 (see Table 1). In Fall 2021, new undergraduate freshmen and transfers were within 1% or 2% of Fall 2017. During that same time, new graduate student enrollment increased by 27%, from 81 new grad students in Fall 2017 to 103 new grad students in 2021.

Overall (continuing) undergraduate enrollment declined over this period at a rate of 17%. This compares to a 29% decline in overall undergraduate enrollment at WIU over the same period. As a result, the percentage of WIU undergraduate students majoring in CAS disciplines increased from 23% in Fall 2017 to 27% in Fall 2021.

Graduate enrollment in CAS declined by 15% over the five-year period, while overall WIU graduate enrollment increased by 12%; as a result, the percentage of our graduate students relative to university totals declined, from 16% in 2017 to 12% in 2021.

- 5 years of headcount enrollment by race/ethnicity, gender, and country of origin
Overall enrollment figures for different race/ethnicity have remained fairly consistent over the Fall 2017-2021 period (see Table 2). In that time, non-white enrollment has ranged from 45%-48% of the total college enrollment. In considering gender over the same period, students identifying as female have increased slightly, from 65% to 70% of college totals.

In Fall 2021, enrollment of international students in CAS programs reached its highest level in five years, showing a 25% increase, from 102 total international students in Fall 2017 to 127 in Fall 2021 (see Table 3 for breakdown of countries of origin of our international students).

- 5 years total credit hour production by department
Credit hour production in the college has declined by about 31% in the period from Fall 2017 to 2021. That decline matches fairly closely the overall decline in the undergraduate students during the same period; that that these figures would correlate strongly is understandable, given the large percentage of SCH associated with the College's General Education offerings. Table 4 lists the credit hour production for all CAS departments, as well as the college totals.
- Identify faculty-student ratio by college and department, with explanation of disciplinary norms
Average student-faculty ratios (see Table 5) for the period from FY19-FY21 range from 5.2 for Nursing to 19.1 for LAS, with a median of 14.5 for the entire college. Eight of the college's 13 departments, or 62%, saw an increased S/F ratio over that three-year period; the median change over that that period was a 6.3% increase in the student-faculty ratio. The units with the lowest student-faculty ratio were Nursing (whose ratio was affected by the large number of clinical and lab courses,

¹ IR will create a "College Profile" for Deans and Directors.

which have strict limits on section sizes due to agency and state guidelines) and Foreign Languages and Literatures (which limits sections sizes, especially in lower-division Gen Ed courses, due to the necessity of student-teacher conversation and interaction when teaching a language).

Degrees Conferred

- **Total number of degrees conferred for most recent academic year**
The college conferred 301 undergraduate and 96 graduate degrees in FY21, for a total of 397 degrees.
- **Total number of degrees conferred for most recent academic year per department and/or program**
The number of undergraduate degrees conferred by departments in the college ranged from 5 to 61; for graduate degrees, the range was 2 to 19. Table 6 lists number of degrees conferred by department.
- **Number of degrees conferred for most recent academic year per race/ethnicity, gender, country of origin**
Table 6 also breaks down number of degrees per race/ethnicity and gender. Information regarding degrees conferred per country of origin is not available to us.

Retention of Students

(Also, please see the individual CAS departments' reports.)

- List retention initiatives for current students

Across all programs and departments:

CAS Undergraduate Research Grant Program

Learning Assistant Program (LAP): Physics, Mathematics, and now Biological Sciences all participate in LAP. Initiated in the fall of 2017 in the Intro Physics and Calculus course sequences in support of the Engineering program at the QC campus under the leadership of CAS Assistant Dean Jim Rabchuk, the program now includes additional courses in Math and Biological Sciences this Fall semester and is made possible by the support of the Provost's Office, with scholarship support from the College of Arts and Sciences. Learning assistants are trained to guide student learning and are involved in the planning and preparation of courses. Since its introduction, there has been a consistent 1/2 to a full grade improvement in student performance in the classes as well as in Engineering courses because of the development of an overall conceptual understanding that transferred to similar but new course content.

CHEMISTRY

Additional undergraduate and graduate student tutors were hired as lecture learning assistants to assist students having difficulty in CHEM 201 & 202.

New Curriculum changes for CHEM 201/202 were proposed to improve retention. Specifically, the changes would include expanding CHEM 201 into a 5-semester hour course that will encompass a required recitation session wherein small groups of students will work practice problems with the help of an instructor and undergraduate peer mentors. Additionally, current Math co-requisites for CHEM 201 will be listed as pre-requisites for CHEM 202.

EAGIS

Offers employment to undergraduate and graduate students in the GIS Center.

ENGLISH

Faculty and TAs continue to submit Leatherneck Care Referrals to support at-risk students. English has been identified as one of most active departments in that effort.

In response to concerns about student retention and success in writing general education classes, the Writing Program Director and Writing Center Director, with support of the Chair and participation of faculty, instituted an embedded writing support pilot program in two ENG 100 sections with student writing consultants from the University Writing Center to help those students to succeed.

In response to faculty concerns in Fall 2021 about poor attendance and lack of engagement in ENG 180, and students' expressed perception of hybrid course modalities as a barrier to their success, the Chair and Writing Program Director worked with the Registrar's office to schedule more spring 2022 sections fully in person by identifying and securing electronic classrooms and computer lab classrooms across campus with the capacity to accommodate the number of students in a section.

Sigma Tau Delta

1. With NCTE, hosted a book discussion of *Dear Martin* (selected at the national level for a read along event) for all interested students.
2. Set up a system for book sharing for all students (along the lines of a little library) in the Simpkins Hall Reading Room.
3. Coordinated and advertised weekly study sessions in the Simpkins Hall Reading Room for all interested students.

IDEAS (Interdisciplinary English and Arts Society, QC student organization)

1. Partnered with the QC Student Government Association to hold a Homecoming Dance and Game Night at WIU-QC in October 2021.
2. Hosted a full theatre rental for the showing of *Dune* in November 2021.
3. Partnered with the QC PSYCH Club for a bowling night in December 2021.
4. Officers traveled to Macomb for the Fred Ewing and Lola Austin Case event in February 2022.
5. University Writing Center
6. Worked closely with the Office of Retention Initiatives to identify and support students at risk for not retaining by sharing information on student utilization of the UWC and reaching out to individual students who might benefit from directed writing support
7. Continued expanded hours (7 days a week, 4-12 hours/day) and modalities (asynchronous, synchronous, and in person, Macomb and QC) to support students whose schedules require flexibility for access
8. Partnered with faculty across campus, as well as other academic support services, in outreach initiatives aimed at raising awareness about academic support resources and in targeted student workshops both in and outside the classroom

HISTORY

To help with student retention, the interim chair, using information provided by the WIU registrar, AIMS, and office of Assessment, Accreditation, & Strategic Planning (AASP), also compiled data on students' rates of lack of success (withdrew or failed) in undergraduate classes from 2018-2021 to identify possible patterns susceptible to changes in department teaching methods, and established a faculty committee to generate recommendations.

MATHEMATICS AND PHILOSOPHY

Online and face to face tutoring services for all courses at the 100- level.

Providing Math tutors to Rocky's Resources tutoring services.

Piloting LA program in Math 100.

Providing graduate assistants to the faculty with a high teaching load.

PHYSICS

Widespread implementation of the Learning Assistant model across the majority of 200-400 level classes for the majors to offer them timely and meaningful help.

Implementation of two new classes at the upper-level undergraduate and graduate levels: Machine Shop Essentials and Quantum Measurement Lab. These classes offer new set of marketable skills that are appropriate for a 21st century BS and MS graduates in physics.

Complete overhaul of the course evaluation instrument to obtain actionable input from the students on our current offerings. The information collected is expected to have long-term impact on the effectiveness of our teaching as per the needs of the students.

In our entry level sequence of Phys 211 and 212 classes we have historically observed students struggling with problem-solving process essential to apply physics to real-life scenarios. We introduced extra help sessions in both classes, within the Learning Assistant model, to offer problem-solving assistance and training to the students that needed it the most. The students were identified with the help of a placement test administered at the beginning of the semester.

We are also working hard to setup mechanisms to allow the group of Physics and Engineering students to form a cohort and collaborate throughout their time at Western.

POLITICAL SCIENCE

The chair conducts an exit survey/focus group with sections of the senior seminar (Pols 492) to discuss students' experiences with the major. The results are used to improve recruitment and retention in the department. For example, we have tried to bring alums onto campus or to connect with classes via zoom to help mentor students in their careers.

- List retention initiatives for transfer students

At this time, we have no discrete initiatives for transfer students. The CAS will work with chairs and our CAS Faculty Council to develop specific strategies for this population of students.

Recruitment of Students

(Also, please see the individual CAS departments' reports.)

- List recruitment initiatives for first year students

All CAS undergraduate programs participate in Discover Western CAS Undergraduate Research Grant Program

BIOLOGICAL SCIENCES

Faculty in the department, including the Department Chair, meet regularly with prospective undergraduate and graduate students and give tours.

The department has had one faculty member participate in new recruitment event called Experience Western.

Due to COVID-19 concerns, the department has not held its major annual event, Biology Day, in two years, but hope it can resume in Fall 2022.

CHEMISTRY

22 tours were conducted (outside of Discover western tours) for prospective students who visited the department and wanted to see the labs.

A search was conducted for a new Unit A faculty member in Analytical Chemistry and Instrumentation. The person selected for this position should be able to significantly contribute to the new B.S. Physics-Material Science Option. Many Chemistry students are interested in Material Sciences Research. Five undergraduate

Chemistry majors have applied for 2022 NSF-Summer Research Experiences for Undergraduates (REU) at major universities in programs that have a focus in Material Sciences.

The Department of Chemistry faculty developed a new display for the Majors Exploration Fair (November 3, 2021) to better advertise the B.S. Chemistry-Pharmacy option and our articulation agreement with the University of Chicago College of Pharmacy Pharm.D. program.

EAGIS

Offers employment to undergraduate and graduate students in the GIS Center.

Offer GIS professional development workshops for area middle and high school teachers

ENGLISH

Sent both email and hard copy letters (with WIU English sticker) to welcome recently admitted students.

Provided prospective students with a copy of the department publication, *The Mirror and the Lamp* (in hard copy and online, *The Mirror* contains more than 12 extensive alumni profiles, 50+ feature stories, and news about all aspects of the department).

Hosted two Fred Ewing and Lola Austin Case Writers-in-Residence events in virtual format during 20-21, and another virtual event in Fall 2021 with three visiting writers. In Feb 2021 the Department hosted an in-person event with alumni and writer Ayana Contreras. We are hosting one more in person event with a visiting poet in April 2021. These events are explicitly organized as community events and also operate as potential recruitment events.

Sponsored the annual Leland Essay Contest for students from all composition classes, which offers a monetary award and publication in *Western Voices* (print and online) to contest winners.

Supported creative writing students in their production of the student-based creative publication, *Elements*, which is open to submissions from all students at WIU.

Barbara Lawhorn and Rebekah Buchanan partnered with alum Connor Sullivan to create a Creative Writing Club at West Prairie Middle School.

Barbara Lawhorn's English 100 students participated in a writing partnership with Connor Sullivan's West Prairie 8th graders that resulted in a major book and literacy donation to the West Prairie students.

FLL

Recruitment and retention being right now are our main preoccupation. We have been developing a series of activities aimed at those two issues. All faculty in the department have been visiting high schools whenever the opportunity appears. Also, faculty have been visiting different minority communities in our area to talk about educational opportunities. We have been receiving group visits of different high schools, in order to present them WIU and our department. We increased, at the department level, our hours of availability to students, aiming at mentoring and retention efforts. We changed our placement test procedure, in order to spend more time with students and their specific needs. We increased substantially access to our scholarships (both the annual one and the study abroad one) in order to serve and support as many students as possible. Finally, Dr. Edmund Asare, in special, liaised with Academic Advisors and Student Success to assist and work with students on issues related to excessive absences and missed assignments.

HISTORY

Using WIU admissions office reports of high school students indicating an interest in history, the department interim chair, quarterly, e-mailed prospective undergraduate students with information about the program. Additionally, drawing on a digital history game he developed in summer 2021, the department interim chair,

supported by a WIU summer stipend, contacted 16 high school teachers of American history to incorporate the game into their curriculum (the first year of a multi-year outreach project).

MATHEMATICS AND PHILOSOPHY

Major Exploration Fair participation
 Experience Western Participation
 Email and letter mailing to prospects and admitted students
 Active scholarship offerings
 Social Networking
 Direct emailing to alumni teachers
 Maintaining Math and Philosophy webpages

Psychology: Elgin Academy - Forensic Psychology Presentation with Kim McClure & Kathy McGuire (20 students were in attendance).

PHYSICS

Virtual Science Saturday: a monthly science discussion activity for 6th grade onwards on topics of current interest across all science and technology fields. Made science accessible to the middle and high-school students and the general public with the creation of Virtual Science Saturday. This event takes place on the first Saturday of the month when the university is in session. We have had seven episodes so far which not only attracted live audience but also have picked up sufficient views on the Department's YouTube channel.

Discover Western: modified department visit sessions at the Discover Western events to carry them out in collaboration with the School of Engineering and Technology. We are taking concrete steps to elucidate a comprehensive picture of the program major options that exist for the technically oriented students coming to Western that include Physics, Engineering, Engineering Physics, Engineering Technology and Construction Management and the Physics Minor. We are also working hard to setup mechanisms to allow the group of Physics and Engineering students to form a cohort and collaborate throughout their time at Western.

Science Fair Visits: maintained regular presence at the Bushnell Industry High School Career Fair to communicate the excitement of doing physics and to offer introduction to our various programs. As the pandemic restrictions have begun to be lifted, we plan to make more such trips at different high schools in our general area.

Dr. P. K. Babu planned and led the activities for the visit of Mr. Sherman Barnards (Macomb High-School student) to the WIU Nanomaterials Research Laboratory, October 19, 2021, as part of the Macomb Youth Leadership Organization Job Shadow Program

Dr. E. D. Araya planned and led the activities for the visit of Mr. Benjamin Lockard (Macomb High-School student) to the WIU Astrophysics Research Laboratory, October 26, 2021, as part of the Macomb Youth Leadership Organization Job Shadow Program..

POLITICAL SCIENCE

The department helped organize an event with UIC Law School on October 26 to help explain the process for admission to law school, as well as specific programs at UIC.

The department coordinated meetings with students and a representative of the Illinois Legislative Staff Internship Program in conjunction with Career Day, October 5.

The chair conducts an exit survey/focus group with sections of the senior seminar (Pols 492) to discuss students' experiences with the major. The results are used to improve recruitment and retention in the

department. For example, we have tried to bring alums onto campus or to connect with classes via zoom to help mentor students in their careers.

SOCIOLOGY AND ANTHROPOLOGY

CAS Undergraduate Recruitment Grant for Anthropology (\$500): Anthropology faculty have created posters to recruit for the major/minor, individual classes, highlighted female women of color Anthropologists and paid for ads on social media.

Anthropology faculty led virtual welcome session for anthropology majors, fall 2021

CAS Undergraduate Recruitment Grant for Sociology (\$493)

Grant will be used to cover costs to print and mail posters and brochures to regional community colleges and to print panels promoting BA in Sociology program for display board used at Discover Western and other recruiting events.

Held watch party for ASA Webinar on Resume Strategies for Sociology majors (March 2, 2022)

The Student Recruitment and Retention Committee is beginning the process to update our Sociology undergraduate flat sheet.

The Student Recruitment and Retention Committee revised guidelines for Sociology Student Ambassador responsibilities. Sociology student ambassadors are now serving in the role as sociology mentors for incoming freshman and sophomore students.

The Student Recruitment and Retention Committee started a project “Our Sociology Undergraduate Students and Their Stories.” Information about our students will be displayed on the third floor in Morgan Hall and published on our social media platforms.

Approved curriculum revision to add Soc 497H (Honors Thesis) as capstone option for BA in Sociology program (approved spring 2022 for fall 2022 catalog)

Sociology faculty led a virtual welcome session for anthropology major, September 24, 2021

- List recruitment initiatives for graduate students – Also, please see individual CAS departments’ report

BIOLOGICAL SCIENCES

Faculty in the department, including the Department Chair, meet regularly with prospective undergraduate and graduate students and give tours.

EAGIS

Offers employment to undergraduate and graduate students in the GIS Center

ENGLISH

Director of Graduate Studies in English corresponded throughout the year with department chairs at feeder institutions to recruit new graduate students

With the University Writing Center director, met with prospective international English graduate students in December 2021 via zoom to discuss the MA program and application process.

Amy Mossman, Writing Center Director worked closely with Dr. Randy Glean to identify and recruit potential international students for our graduate program and University Writing Center assistantships.

With the help of English Education faculty, formalized an agreement with Education for a MAT degree; MAT teachers may now take two courses with English Education faculty via livestreaming

HISTORY

To help recruit prospective graduate students to the program, using contact information gathered by a teaching assistant, the graduate program director emailed history department chairpersons at 18 colleges in Illinois, Iowa, and Missouri, history department chairpersons at 73 HBCUs, and principals at 14 Western Illinois high schools (for sharing with teachers interested in an M.A.).

The graduate program director also made on-campus presentations at Bradley University, Lincoln College, and the University of Northern Illinois to help recruit prospective graduate students to the program. The graduate program director also recruited several international students to the program, increasing the program's diversity. And the graduate program director arranged for history graduate students to gain assistantships in the department as well as in the university writing center and the library archives, strengthening the program's enrollment.

IES/ESPhD

Working with Dr. Randy Glean, WIU's Executive Director of International Affairs, to access international applicants from a wider range of nations. Utilizing contacts of current international students to increase awareness of the ES Ph.D. Program among students in their native countries.

POLITICAL SCIENCE

Greg Baldi and Keith Boeckelman have developed relationships with area liberal arts colleges, including Monmouth, Augustana, Quincy, and Culver-Stockton to help recruit potential graduate students to the program.

The chair conducts an exit survey/focus group with sections of the senior seminar (Pols 492) to discuss students' experiences with the major. The results are used to improve recruitment and retention in the department. For example, we have tried to bring alums onto campus or to connect with classes via zoom to help mentor students in their careers

- Recruitment for transfer students

CHEMISTRY:

Three Chemistry faculty members presented virtual Traveling Seminars, during which they spoke to students in community colleges about our programs.

Recruitment and Retention of Faculty and Staff

- Describe initiatives to retain faculty and staff

One important way to retain faculty is to reduce the amount of overload faculty are carrying. While some of the overload assignments were caused by COVID restrictions on class sizes, some of our departments are routinely assigning overload to cover personnel shortages. These departments include Chemistry, EAGIS (principally GIS and Meteorology programs), Nursing, and Sociology/Anthropology (primarily the Anthropology program).

Use of ICR for research, travel, conference attendance and professional development.

One important way to recruit and retain office support staff is to increase 50%/dual assignments to 100% assignment in one academic unit.

- Describe plans to hire faculty and staff

Our faculty and staff hiring plans are discussed on an annual basis via the Provost - College - Budget meetings that are held in the Spring. Plans need to be fluid as evidenced by the announcement of a retirement of a Mathematics professor after our recent meeting. Current information includes:

College-wide:

Office Support Staff

I have been working with Provost's Office and Budget to return 100% office support coverage for our departments that have only 50% assignments. We continue to secure single positions that had been converted to joint positions per the 2018 reorganization by central administration including Chemistry/Physics, English/FLL, EAGIS/IES, History/Political Science, Sociology & Anthropology/Mathematics & Philosophy. We have been successful (so far) with restoring a 100% position in English using cost savings within that department and assigning 50% office support once again in LAS through a joint position with FLL. Given the recruitment and retention initiatives, this is a relatively low cost way to be more student friendly, ensuring that there is always front desk coverage for our departments and programs. This will also assist in the recruitment and retention of our office support staff.

BIOLOGICAL SCIENCES - Wildlife Ecologist

CHEMISTRY – TA funding issue due to faculty ace load assignments. Since the advent of the Forensic Chemistry program and the growth in the number of Chemistry majors caused by that program, the department has been chronically understaffed. The department has partially worked around this shortage of faculty by assigning TAs sections of labs. The budget cuts of several years ago greatly reduced the TA budget, and the minimum wage increases that will take full effect in the next several years will effectively reduce the TA force in Chemistry by 25%. Without additional TA funding, we will be forced to request additional faculty lines to cover needed classes and labs.

EAGIS – Tenure track positions in Meteorology and GIS. The two remaining Meteorology have carried a combined average overload of 31 ACEs each year. The faculty member primarily responsible for GIS courses has averaged 21 overload ACEs each year for the past two years. The number of undergrad and graduate majors in GIS and Meteorology has increased from 45 to 70 over the last three academic years, making this department severely understaffed.

ENGLISH - Basic Skills course support; completing CTV); Dan Barclay - unit B to unit A

HISTORY - wish for Latin Americanist (Latino/LatinX Studies)

IES/ESPhD – At least one dedicated faculty position, preferably at the Associate Professor level

LIBERAL ARTS & SCIENCES - Chair; AAS faculty; LatinX faculty

MATHEMATICS/PHILOSOPHY - Basic Skills The Unit B instructor responsible for teaching almost all of the Basic Skills math courses has averaged over 16 ACEs of overload for the past two years.

SCHOOL OF NURSING – Dependent on current staffing and student enrollment

PHYSICS - Teacher Education – Tenure Track or Unit B

POLITICAL SCIENCE – Tenure Track in International Relations.

PSYCHOLOGY - CCMH The Clinical/Community Mental Health option in the MS program in Psychology currently has 1.5 Unit A faculty and 1 Unit B faculty; this professional training program serves a strong regional need for mental health professionals and requires a substantial number of individual/small group

contact hours (similar to Nursing, Music and other programs). The C/CMH faculty, in providing direct service to Psychology Clinic clients as well and supervision to student therapists, routinely exceed by a high margin the number of contact hours allowed for the number of assigned ACEs. Because of the combined effect of the workload and the emotionally taxing nature of the work, the faculty in the program at high risk for burnout (and retention of faculty in recent years has suffered, as well). An additional Unit A clinical faculty, particularly a diversity hire with expertise in working with Latinx clients, is needed.

Courses

- Total number of general education courses: 376
- Total number of FYE courses: 34
- Total number of major courses (upper division): 372
- Total number of independent study, internship, and other courses: 160
- Total number of graduate courses: 129
- Number of courses offered through Macomb campus: 746
- Number of courses offered through QC campus: 46
- Number of courses offered through Online campus: 337

Number of New and Revised Academic Programs

- New Major Options [include audience for the program and aspect of mission served by the program]
 - New Option: BS in Physics: Material Sciences option
This program is designed to appeal to students interested in Physics and Chemistry as they apply to materials science. This program serves our university's mission of by providing "student-centered undergraduate and graduate programs characterized by innovative teaching, research and service...."
 - New Option: BA in Liberal Arts and Sciences: African American Studies option
This option addresses our university's mission of empowering "students, faculty and staff to lead dynamic and diverse communities" by once again allowing students to focus their education on African American Studies. This new option is in direct response to student requests.
 - New Option in Liberal Arts and Sciences: Paired Minors option
This option is an evolution of the current concentration in LAS that allows students to combine any two CAS minors into a customized major program.
 - New graduate program: M.S. in Teaching Mathematics (approved last year first offered Fall '21)
Designed for working secondary mathematics teachers, this graduate program will support our region by allowing active teachers to continue their education.
- New Minors [include audience for the program and aspect of mission served by the program]
NONE
- New Certificates, Emphases, or Other [include audience and aspect of mission served]
NONE

Eliminated Academic Programs

- Majors, minors, other
NONE

Faculty Activities

- Achievements: Please see 'Research' Section below as well as the individual CAS departments' reports.
- Professional Development

Because of budget constraints, the CAS support of professional development opportunities was suspended prior to this year and has commenced as of January 1, 2022.

- Outreach and Significant Service. Also please see individual CAS departments' reports.

CHEMISTRY A Mass Spectra workshop was held May 20-21 to teach hands-on training of the Mass Spectrometry – attended by faculty from 4 Illinois Institutions of Higher Learning.

EAGIS - Four graduate and six undergraduate students are assigned to the GIS Center, working on the next generation enhanced 911 projects for counties in west central Illinois.

ENGLISH - Sigma Tau Delta and our chapter of NCTE co-hosted a discussion of Dear Martine, a book that the national Sigma organization selected as this year's common read.

IES - The 14th annual Upper Mississippi River Conference, sponsored by WIU's Institute for Environmental Studies, was held in person and online from October 5-7 at the Bend in East Moline, IL. Two environmental science Ph.D. students and four biology M.S. students presented posters based on their research.

NURSING - Faculty/students participated in COVID vaccine clinics of at least 2 health departments (McDonough and Hancock counties)

PHYSICS - Outreach & Recruitment: Dr. E. D. Araya planned and led the activities for the visit of Mr. Benjamin Lockard (Macomb High-School student) to the WIU Astrophysics Research Laboratory, October 26, 2021, as part of the Macomb Youth Leadership Organization Job Shadow Program. Activities included: discussion of opportunities for dual-enrollment courses, overview of research activities at the lab, presentation by international undergraduate student about angular momentum in regions of high-mass star formation, discussion of careers in astronomy, introduction to the use of Python to modify color scales of images and application to the imaging of the supermassive black hole in M87, meeting with a high-school student from Augusta Illinois to share about his project.

Made science accessible to the middle and high-school students and the general public with the creation of Virtual Science Saturday. This event takes place on the first Saturday of the month when the university is in session. We have had seven episodes so far which not only attracted live audience but also have picked up sufficient views on the Department's YouTube channel.

Psychology: Psychology Clinic successfully transitioned to offering tele-health options to clients seeking mental health services. We were fully tele-health in Fall 2020, and offered a combination of face-to-face and tele-health opportunities to clients, depending on their preference, in the spring 2021 semester.

- Research:
 - Books: 8
 - Articles: 79
 - Conference Presentations: 121
 - Other: Creative Activities - 83

Grant Activities and External Funding

- List grants and other external funding sources

FUNDRAISING/DONOR SUPPORT: \$591,466.93. This is a conservative estimate -- it does not include gifts that we anticipate closing soon:

\$37,500 to STEM
 \$900,000 + \$30,000 to sociology/anthropology
 \$25,000 to physics

GRANTS: Submitted - \$7,164,084; Awards - \$928,149. With our ability recently to use ICR funds, the goal and expectation is to increase the number of grants; one example is ICPSR, Founded in 1962, and based at the University of Michigan, ICPSR is one of the world's oldest and largest social science data archives. It has been widely recognized for the quality and range of its data. In 2019, it received the National Medal from the Institute of Museum and Library Sciences for its contributions in data collection and dissemination. Over 40 social and behavioral science disciplines are represented in the Consortium's data sets. Subject matter ranges from contemporary social problems and public opinion polling to historical data sets ranging to the early 2nd Millennium. Researchers will benefit from the Consortium's emphasis on scientific norms, such as replication, verification, and the reuse of data that are central to making progress in social and behavioral science disciplines. ICPSR also provides a Bibliography of Data-Related Publications with links to thousands of works in the professional literature.

Value of Programming

- Please explain how departments, programs, and other aspects of your college add value to the educational experiences of Western student

As I discussed earlier, the CAS has recognized Fulbright Scholars, experiential learning opportunities for students such as the Model United Nations and Model Illinois Government external simulations, and College-funded undergraduate research. While Fulbright Scholars may be faculty in other WIU Colleges, ours have the ability to touch most if not all of the university students through our general education course. The CAS faculty distinctiveness is that we have the opportunity to interact, teach, mentor many students through our general education courses. Information from IRP:

FL20 - 76.65% of approved General Education courses are available through the College of Arts and Sciences and 78.57% of General Education courses that were offered were taught by CAS faculty.

SP21 - 76.75% of approved General Education courses are available through the College of Arts and Sciences and 75% of General Education courses that were offered were taught by CAS faculty.

SU21 - 76.75% of approved General Education courses are available through the College of Arts and Sciences and 54.54% of General Education courses that were offered were taught by CAS faculty.

FL21 - 76.75% of approved General Education courses are available through the College of Arts and Sciences.

Like the above overall reach to the entire WIU student community, the CAS experiential learning opportunities from internships, to our Learning Assistant Program, as well as other hands-on learning opportunities. In a CHE article, 4/7/22 "A 'Stunning' Level of Student Disconnection," experiential learning is cited as alternative pedagogical model by Mallory Bower, at SUNY-Oswego: "How can we change the model that we have in higher education," she said, "from coverage of disciplines to experiential learning, which is really connected to the careers that most of our students are going to have?" The answer, she believes, can help York and other colleges engage students more effectively.

Funded Undergraduate Research – We continue to have two rounds of UGR competition -

Other experiential learning opportunities - Model UN, Model IL, English (

Student Success

- List student clubs and organizations in the college

BIOLOGICAL SCIENCES

TriBeta- Gamma Iota chapter at WIU

Students of Sustainability- active

Outdoors Club- active

Zoology club- active

Biology grad student club- active

Pre-professional club- inactive as of this semester

Fisheries Society- inactive; Wildlife Society- inactive; NSTA- inactive

CHEMISTRY

Chemistry Club (ACS), Biochemistry club, Forensic Science Club, Women in Science student Organization

EAGIS - Severe Weather Club, Geology Club, and Student Society of Geography.

ENGLISH

Sigma Tau Delta--honors in English

NCTE--National Council for Teachers of English

EGO-English Graduate Student Organization

African American Literary Society

Film Club

Publications by Students:

The Mirror and the Lamp

Elements

Readings by Students:

Boiler Room (now reframed as Voices Raise, Open Mic)

FOREIGN LANGUAGES & LITERATURES

Phi Beta Delta International Honor society

Sigma Delta Pi

The Spanish Table

The French Table

History student groups:

ASH (Associated Students of History)

Phi Alpha Theta Honor Society in History

LIBERAL ARTS & SCIENCES

In the QC, there is Liberal Arts & Sciences Student Organization (LASSO)

MATHEMATICS & PHILOSOPHY

Math Club

NURSING

SNA (Student Nurses Association)

Chi Sigma (chapter of Sigma Theta Tau International Honor Society for Nurses)

PHYSICS:

Physics Club: Chapter of the Society of Physics Students.

Optics Club: Chapter of the Optics National Student Organization

Physics and Engineering Club at the QC campus (also online presence).

POLITICAL SCIENCE

Associated Students of Political Science, Pi Sigma Alpha.

PSYCHOLOGY

Psi Chi/Psychology Club

Graduate Association of School Psychologists

Hotline

SOCIOLOGY & ANTHROPOLOGY-

WASC (Western Anthropology and Sociology Club), official registered student organization

Lambda Alpha (Anthropology Honorary) - not a registered student organization

Alpha Kappa Delta (Sociology Honorary) - not a registered student organization

GSO (Graduate Student Organization) - I think this one is dormant right now

- List results of any student surveys in your college, including surveys on student success, program development, student satisfaction, etc.
None at this time
- List all new initiatives in the college regarding student success. Also, please see the individual CAS departments' reports.
 - EAGIS successfully offered online tutoring center support for departmental courses throughout the academic year. Students were tutored via Zoom video and Google Meet video meetings.
 - FLL added extra office hours by appointment in all faculty's syllabus as part of a mentoring program. The change was successful in terms of retention. This close mentoring process helped to identify students who needed extra personal attention in overcoming difficulties and continuing their studies.
 - Revised and streamlined mathematics placement procedures.
 - In November 2020, the Department of Psychology's Specialist in School Psychology program hosted a second annual meet-and-greet between students and potential internship sites.
 - In academic year 2020-21, the Department of Psychology's Psychology Clinic successfully transitioned to offering tele-health options to clients seeking mental health services. We were fully tele-health in Fall 2020, and offered a combination of face-to-face and tele-health opportunities to clients, depending on their preference, in the spring 2021 semester.
 - The Sociology undergraduate degree has been revised to include hands-on learning experiences geared toward students' individual academic and professional goals. Beginning fall 2021, incoming majors will elect to complete either an internship or an individualized project under the mentorship of a faculty member. Internships have long been a part of our sociology major, but now serve as a capstone experience option. Students have interned at a variety of sites and agencies, including Quincy Teen REACH, Department of Human Services, Rock Island County Probation Office, Genesis Garden, and the Ashaunti Residential Management System, Inc. The second capstone option is an individualized project and will provide students with training and skill-development in areas such as data

collection, statistical analysis, evaluation and assessment research, applied sociology, and grant, research, and policy proposal writing.

- **Lori A Fink Bridge to Law School Scholarship.** Through the efforts of CAS Development Officer Amy Crosby, the Lori A Fink Bridge to Law School has been established. The scholarship will support students with the application process to law school. Funds will help cover LSAT, Law School Admission Council, and law school application fees. A committee led by the Student Legal Advocate, Victoria Smith, will select recipients. **(Funds raised will benefit all students regardless of College affiliation)**
- List all initiatives to support underrepresented student populations in your college
WIU DREAMer Scholarship: Political Science Professor Julia Albarracin-Green has established the Fund to provide the opportunity for undocumented students to attend Western. Given the marked increase in donations through the efforts of CAS Development Officer Amy Crosby, the original goal of \$10,000 has been raised to \$20,000. **(Funds raised will benefit all students regardless of College affiliation)**

African American Experiential Learning Scholarship (housed in LAS)

CAS awarded 11 Bridge to Graduate School Research Inspiring Student Excellence (RISE) awards in Fall Semester. This award (currently \$350) supports the cost of graduate school applications (GRE and/or GRE subject fees) and application fees. Students enrolled in the Biology, Chemistry, Geology, or Physics Master's Degree Programs who are applying for Ph.D. school will also be considered.

Alumni Highlights

- List notable highlights from college alumni. Also, please see the individual CAS departments' reports.
 - **Biology:** Q&A seminar via ZOOM with WIU Alumni Ben Boda (MS) at Pfizer working on the Covid vaccine in February.
 - **English:** We are especially proud, as well, of two alumni with recent book contracts. Ayana Contreras' book *Energy Never Dies: Afro-Optimism and Creativity in Chicago* and Julianna Goodman's novel *The Black Girls Left Standing* illustrate the strong foundation English Majors receive at WIU
 - **Political Science:** Kirk Dillard is the Chair of the Chicago Area's Regional Transportation Authority. Darren Duncan is Vermillion County Treasurer, and was a candidate for Congress in the 15th District of Illinois. Dr. Artie Travis is Vice President for Student Affairs at Frostburg State University. Dr. Emmanuel Balogun is an assistant professor of political science at Skidmore College. Dovile Svirupskaite is a campaign manager, Bill Foster for Congress. Michael Kohler is Deputy Campaigns Director at Michigan AFL-CIO. Daniel Ramirez is a contact administrator at the General Services Administration. Justin Washington is an associate media planner at AL Media Strategy. Stephen Taylor is Director of Professional Services at the Will Group. Lexandra Werle is an administrator of the Wisconsin Court System. Bart Ellefritz is the Director of Federal and State Legislative Affairs for the Chicago Transit Authority. Patrick Hostert is the Legislative Liaison for the Illinois Department of Healthcare.
 - **Psychology:** Paula Carpenter, School Psychologist, Pekin Community High School 1-17-2022
 - **Chemistry:** Hannah Drake (WIU Chemistry Alum) won a Department of Energy Graduate Student Research; Rachael Crews (WIU Forensic Chem Alum) was promoted to Associate Director of the Toxicology Center at the FBI Crime Labs in Quantico VA; Shelley Minter (WIU Chem Alum) was named editor in Chief of 9 ACS open access journals including several Au (Gold) level journals.
 - **ES PhD:** Dr. Michele Rehbein (ES PhD) directs mosquito research and abatement efforts for the Moab, UT, Mosquito Abatement District; the Ecological Society of America has recognized

Dr. Rehbein (ES PhD) as a Certified Ecologist; Dr. Anshu Singh (ES PhD) has taken a position as Senior Environmental Scientist at Riverside Global in Hampton, IL.

Community and/or Regional Engagement from College

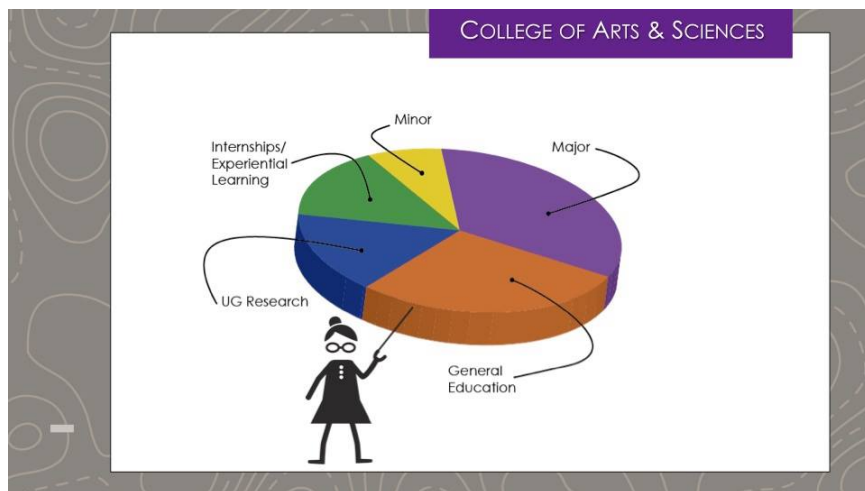
- List notable community and regional engagement activities. Also, please see the individual CAS departments' reports.
 - Institute for Environmental Studies: Co-hosted the First Quad Cities Water Technology Demonstration Day at the Quad Cities Conservation Alliance's Wetland Complex in East Moline, IL.
 - Nursing: Assisted McDonough and Hancock counties with COVID-19 shot clinics
 - Physics made science accessible to the middle and high-school students and the general public with the creation of Virtual Science Saturday. This event takes place on the first Saturday of the month when the university is in session. We have had seven episodes so far which not only attracted live audience but also have picked up sufficient views on the Department's YouTube channel.
 - IES / PhD: Is cosponsoring the 2nd Annual Quad Cities Wetland Expo in June 2022. The ES team is collaborating with the QC Conservation Alliance, Riverside Global, and others to highlight water resource technologies and outreach to stakeholders from across the Upper Mississippi River Basin.
 - Dr. K T. Kapale is continuing to work with a team from Google and Caltech to bring the exploration of quantum concepts to the high-school classroom. The November 2021 pilot yielded interesting results. The work is progressing in two different directions: (i) Development of teaching materials for deeper quantum concepts using the game of quantum chess, and (ii) Development of another paper-pencil game to illustrate the advantages of the quantum concepts in a stark contrast with the everyday classical world. The work will culminate in activities as a part of the World Quantum Day, an international effort taking place in April of 2022. The project is an integral part of the effort from the White House office of Science and Technology. The work will also be presented in the American Physical Society's Annual March meeting in Chicago.
 - Several History faculty, including Ute Chamberlin, Richard Filipink, and Tim Roberts, participated in the Western Illinois Museum's "Front Porch/Asking Questions" series.
 - The department's Psychology Clinic established a tele-health alternative so that clients had the opportunity to see a therapist in person or remotely. Approximately half of clients seen in the Clinic this school year were treated remotely. This dual approach to delivering therapeutic services enabled the Psychology Clinic to maintain therapeutic services to a rural population of mental health patients in an under-served area.
 - Biology professor Victoria Livingston gave a seminar to the Macomb Chapter of the Audubon Society on 12 October 2021.
 - EAGIS professor Steve Bennett led a "Prairie-to-River Hike" at the Wigwam Hollow Bird Sanctuary in Macomb for the Prairie Land Conservancy. He talked about the geologic features of the property. Approximately 16 community members attended the hike. <http://prairielandconservancy.org/events.html>
 - The 14th annual Upper Mississippi River Conference, sponsored by WIU's Institute for Environmental Studies, was held in person and online from October 5-7 at the Bend in East Moline, IL.
 - Because of Covid constraints the Department of English had a hiatus on two signature outreach activities -- Creative Writing Festival (Macomb Campus); Get Lit (QC) -- They are resuming in 2022.

Conclusion

Please include here any important information that is not covered in this report.

General Education and the College of Arts and Sciences Curriculum

For many years, I have argued that there is actually a powerful tool we can borrow from the world of business which can be used to underscore the absolute necessity for a strong general education program that are NOT the ideas of consumerism, customer service, and competition – the portfolio. The pie chart with the visual of general education being the same size as, and hence equally important to a student's major, especially longitudinally must be understood. The ability to 'pivot' during our career is intimately tied to the knowledge and skills learned outside of our major discipline. The icon presented below is one that is on all my electronic correspondence and has been used in various presentations over the years.



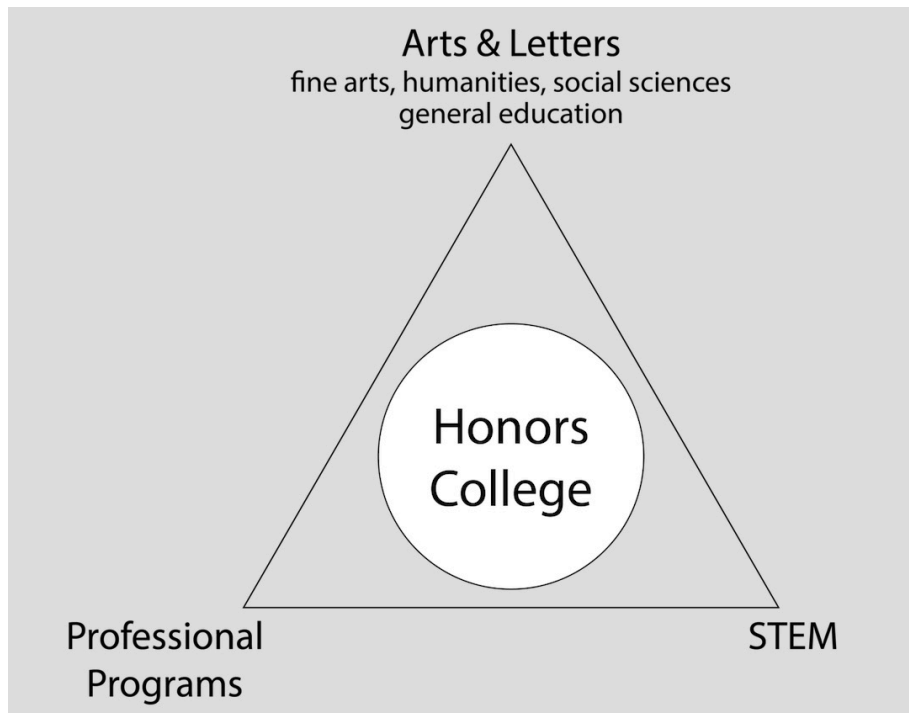
One problem is that there are no data available to support the assertion that there is a loss of transfers because of the CAS enhanced General Education, or the loss of students either in-house or externally (*i.e.*, to other schools). Additionally, anecdotally, reports about negative effects from advisors have been consistent over the years.

While practical implications concerning being transfer friendly and enrollments are important, so is the issue of academic integrity as well as what is best for our students. Hence, these proposals for review and change that should be discussed in CAS Faculty Council and CAS Chairs Council. One suggestion has been to revision the Enhanced CAS Curriculum to that of a College Core – we still would need to determine the purpose of the core. While currently the general idea is that a degree from the CAS means that the student has been exposed to a wide array of humanistic, scientific, and social sciences issues through the enhanced curriculum, there is no discernable articulated reason for the current courses and the curriculum. In effect, while we move away from the term 'general education', the effects of any additional courses for CAS majors remain the same. This seems to beg the question since on its face, the outward/external message avoids the appearance of additional course but in practice may fail to decrease the actual number of courses. And, to be fair, the humanities and social sciences can be equally negatively affected by the current enhanced CAS curriculum.

Another idea that I have discussed with some members of the CAS is that of having programs determine CAS core courses (enhanced gen ed) for their own students. We would need to still have a distribution requirement, *sic.*, humanities, social science, math/science and multicultural.

I have alerted Faculty Council of this initiative, to begin with an overall college curriculum review starting at the beginning of Fall semester.

Quad Cities Vision



This tripartite model for either the overall WIU or the CAS presence (of course with only the humanities and social sciences) in the Quad Cities was presented by Dr. James Rabchuk during conversations over the past year / year and a half with various QC planning committees. CAS focus on Professional Programs includes the Psychology Major that is currently in its second year of program delivery and a possible nursing program in the QC; contributing more intentionally to the presence of the Engineering Program in Quad Cities (we have recently begun meeting and working to build on the strengths and synergies to effect a more collaborative partnership between Physics, Mathematics, and Engineering). We should also review, assess, and make recommendations for our STEAM [Science Technology Engineering, Arts (including Social Sciences), and Mathematics] on the Mississippi, especially in the humanities and social sciences.

I believe that the Quad Cities is poised for growth; but there must be a revisioning of the WIU QC mission, which needs to be set forth by upper administration. The above tripartite model could work for all of WIU (including the fine arts) or could work well just for the CAS.

Table 1. Enrollments - College of Arts and Sciences

	2017	2018	2019	2020	2021	Percent Change 2017-2021
New Freshmen	341	303	291	353	336	-1%
New Transfers	167	144	145	160	163	-2%
New Graduate	81	89	69	70	103	27%
Total CAS Undergraduate	1724	1559	1408	1454	1435	-17%
Total CAS Graduate	303	288	225	206	257	-15%
Total WIU Undergraduate	7599	6754	5958	5854	5394	-29%
Total WIU Graduate	1842	1748	1666	1636	2061	12%
CAS Undergraduate as a % of WIU Undergraduate	23%	23%	24%	25%	27%	
CAS Graduate as a % of WIU Graduate	16%	16%	14%	13%	12%	

**Table 2. College Enrollment - Undergraduate & Graduate
by Race/Ethnicity and Gender,**

Fall Term	International	Black	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More	Unknown	Male	Female	Total	Percent Nonwhite	Percent Female
2017														
Undergrad	17	449	2	16	224	1	919	67	29	565	1,159	1,724	47%	67%
Graduate	85	12	1	5	9	-	178	9	4	138	165	303	41%	54%
Total	102	461	3	21	233	1	1,097	76	33	703	1,324	2,027	46%	65%
2018														
Undergrad	10	419	2	21	208	-	803	67	29	480	1,079	1,559	48%	69%
Graduate	78	12	1	7	9	-	172	3	6	133	155	288	40%	54%
Total	88	431	3	28	217	-	975	70	35	613	1,234	1,847	47%	67%
2019														
Undergrad	10	345	4	16	189	2	767	44	31	418	990	1,408	46%	70%
Graduate	62	13	1	4	4	-	135	3	3	100	125	225	40%	56%
Total	72	358	5	20	193	2	902	47	34	518	1,115	1,633	45%	68%
2020														
Undergrad	19	385	4	20	204	2	749	45	26	424	1,030	1,454	48%	71%
Graduate	44	10	1	3	8	-	131	6	3	87	119	206	36%	58%
Total	63	395	5	23	212	2	880	51	29	511	1,149	1,660	47%	69%
2021														
Undergrad	32	375	3	19	176	-	751	50	29	402	1,033	1,435	48%	72%
Graduate	95	10	-	3	14	-	126	4	5	112	145	257	51%	56%
Total	127	385	3	22	190	-	877	54	34	514	1,178	1,692	48%	70%

Table 3. International Students by Country of Origin 2017-2021, College of Arts & Sciences

Country	Headcount Fall 2017			Headcount Fall 2018			Headcount Fall 2019			Headcount Fall 2020			Headcount Fall 2021		
	UG	Grad	Total	UG	Grad	Total	UG	Grad	Total	UG	Grad	Total	UG	Grad	Total
Antigua	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
Argentina	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Australia	1	-	1	-	-	-	-	-	1	-	1	1	1	-	1
Bahamas	1	-	1	1	-	1	1	-	1	-	1	-	-	-	-
Bangladesh	-	8	8	-	4	4	-	2	2	-	3	3	-	13	13
Barbados	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Brazil	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bulgaria	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Cameroon	-	1	1	-	1	-	-	-	-	-	-	-	-	-	-
Canada	-	-	-	-	-	-	2	1	3	2	1	3	2	1	3
China	-	-	-	-	1	1	3	1	4	2	1	3	1	1	2
Columbia	-	-	-	-	-	-	1	-	1	1	-	1	-	-	-
Congo,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dem. Rep.	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
of	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Costa Rica	-	-	-	-	1	1	-	1	1	-	-	-	-	-	-
Dominica	-	-	-	-	-	-	-	-	-	-	-	-	6	-	6
Dominican	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Republic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Eritrea	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-
Georgia	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Germany	-	-	-	-	-	-	-	-	-	1	1	2	-	1	1
Ghana	-	1	1	1	1	2	-	1	1	-	2	2	-	5	5
Grenada	-	-	-	-	-	-	-	-	-	-	-	-	3	2	5
Guyana	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
Iceland	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-
India	-	12	12	-	11	11	-	7	7	1	2	3	-	8	8
Indonesia	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-
Iran	-	1	1	-	1	1	-	-	-	-	-	-	-	-	-
Iraq	-	3	3	-	1	1	-	-	-	-	-	-	-	-	-
Italy	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
Jamaica	-	1	1	-	-	-	-	-	-	3	1	4	3	1	4
Japan	-	-	-	3	-	3	-	-	-	-	-	-	-	-	-
Jordan	-	-	-	-	-	-	-	1	1	-	-	-	-	1	1
Kenya	-	1	1	-	-	-	-	-	-	-	1	1	-	1	1
Libya	-	-	-	-	1	1	-	1	1	-	-	-	-	-	-
Malaysia	-	1	1	-	1	1	-	-	-	-	-	-	-	-	-
Mali	2	-	2	-	1	1	-	-	-	-	-	-	-	-	-
Mexico	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
Myanmar	2	-	2	1	-	1	1	1	2	1	1	2	-	-	-
Nepal	-	5	5	-	2	2	-	3	3	-	3	3	-	1	1

New Zealand	2	-	2	1	-	1	1	-	1	-	-	-	-	-	-
Nigeria	-	15	15	-	19	19	-	24	24	1	16	17	4	50	54
Pakistan	-	2	2	-	1	1	-	-	-	-	-	-	1	1	2
Paupa New Guinea	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Paraguay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Peru	-	1	1	-	1	1	-	1	1	-	-	-	-	-	-
Philippines	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Romania	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Saudi Arabia	1	24	25	-	20	20	-	13	13	-	8	8	-	5	5
Singapore	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
South Korea	2	-	2	1	-	1	-	1	1	1	1	2	-	-	-
Spain	1	-	1	1	-	1	1	-	1	4	-	4	4	1	5
Sri Lanka	-	3	3	-	5	5	-	2	2	-	1	1	-	1	1
St. Kitts & N	-	-	-	-	-	-	-	-	-	-	-	-	2	-	2
St. Lucia	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
Sudan	-	1	1	-	1	1	-	-	-	-	-	-	-	-	-
Switzerland	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Thailand	2	1	3	-	2	2	-	-	-	-	-	-	-	-	-
Turkey	-	1	1	-	1	1	-	-	-	-	-	-	-	-	-
Turkmenista	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
United Kingd	2	-	2	-	-	-	-	-	-	-	-	-	-	-	-
Venezuela	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Vietnam	-	-	-	-	1	1	-	1	1	-	1	1	-	-	-
West Bank	-	-	-	-	-	-	-	1	1	-	1	1	-	-	-
Zimbabwe	-	1	1	-	1	1	-	-	-	-	-	-	-	-	-
Total	17	85	102	10	78	88	10	62	72	19	44	63	32	95	127

Table 4. Credit Hour Production by Department, FY17-FY21, College of Arts and Sciences

DEPARTMENT	FY2017	FY2018	FY2019	FY2020	FY2021	PERCENT CHANGE 2020-2021	PERCENT CHANGE 2017-2021
African-American Studies	1,752	-	-	-	-	-	-
Biological Sciences	11,052	10,426	8,644	7,511	6,922	-7.8%	-37.4%
Chemistry	6,084	5,764	4,897	4,551	4,760	4.6%	-21.8%
Earth, Atmospheric & Geographic Information Sciences	-	4,601	5,922	5,753	5,656	-1.7%	-
English	12,106	11,457	9,226	7,933	8,141	2.6%	-32.8%
Foreign Languages & Literature	2,754	2,248	2,221	1,375	1,438	4.6%	-47.8%
Geography, GIS & Meteorology	4,887	-	-	-	-	-	-
Geology	2,585	2,000	240	-	-	-	-
History	4,479	3,567	3,314	3,265	2,832	-13.3%	-36.8%
Liberal Arts & Sciences	-	4,207	3,791	2,115	2,439	15.3%	-
Mathematics & Philosophy	16,072	16,282	13,810	11,503	10,747	-6.6%	-33.1%
School of Nursing	2,179	2,070	2,615	2,374	2,124	-10.5%	-2.5%
Philosophy & Religious Studies	3,363	-	-	-	-	-	-
Physics	3,843	3,274	2,673	2,452	1,895	-22.7%	-50.7%
Political Science	4,696	3,908	3,258	3,214	3,475	8.1%	-26.0%
Psychology	12,753	12,467	11,235	9,721	9,533	-1.9%	-25.2%
Sociology & Anthropology	10,786	9,262	8,558	8,507	9,173	7.8%	-15.0%
Women's Studies	1,999	-	-	-	-	-	-
ARTS AND SCIENCES TOTAL	101,390	91,533	80,404	70,274	69,135	-1.6%	-31.8%

Table 5. Student-Faculty Ratio by Department, FY19-FY21, College of Arts and Sciences*

DEPARTMENT	FY2019		FY2020		FY2021		AVERAGE S/F RATIO 2019-2021	PERCENT CHANGE 2019-2021
	Student FTE	S/F Ratio	Student FTE	S/F Ratio	Student FTE	S/F Ratio		
Biological Sciences	310	16.1	246	15.4	225	14.9	15.5	-7.5%
Chemistry	173	14.4	167	13.9	168	15.3	14.5	6.3%
Earth, Atmospheric & Geographic Information Sciences	185	14.0	160	17.8	170	18.9	16.9	35.0%
English	333	11.1	249	12.1	257	14.3	12.5	28.8%
Foreign Languages & Literature	72	10.3	47	7.9	51	8.5	8.9	-17.5%
History	113	11.3	108	13.5	96	13.8	12.9	22.1%
Liberal Arts & Sciences	125	15.6	74	18.5	93	23.2	19.1	48.7%
Mathematics & Philosophy	508	17.5	410	15.5	387	15.5	16.2	-11.4%
School of Nursing	90	6.4	75	4.2	67	4.9	5.2	-23.4%
Physics	90	11.2	89	14.8	71	11.8	12.6	5.4%
Political Science	110	11.0	98	10.6	124	12.4	11.3	12.7%
Psychology	383	14.6	346	15.4	328	14.4	14.8	-1.4%
Sociology & Anthropology	305	16.9	289	17.0	316	19.7	17.9	16.6%

*data supplied by Institutional Research and Planning

Table 6. Total Undergraduate and Graduate Degrees Conferred by Degree Program, Race/Ethnicity and Gender, FY2021, College of Arts and Sciences

Undergraduate Degree Program	International	Black	American			Hispanic	White	Pacific Islander	Unknown	2 or More	MALE	FEMALE	TOTAL
			Indian	Asian							TOTAL	TOTAL	
COLLEGE OF ARTS & SCIENCES													
Biological Sciences	1	13	-	-	4	35	-	-	3	19	37	56	
B.S. in Biology	1	13	-	-	4	33	-	-	3	19	35	54	
B.S. in Clinical Laboratory Science	-	-	-	-	-	2	-	-	-	-	2	2	
Chemistry	-	1	-	-	4	15	-	-	-	8	12	20	
B.S. in Chemistry	-	-	-	-	1	2	-	-	-	2	1	3	
B.S. in Forensic Chemistry	-	1	-	-	3	13	-	-	-	6	11	17	
Earth, Atmospheric & Geographic Information Sciences	2	2	-	-	-	6	-	1	-	8	3	11	
B.S. in Geographic Information Science	2	-	-	-	-	3	-	-	-	4	1	5	
B.S. in Geology	-	2	-	-	-	-	-	1	-	1	2	3	
B.A. in Meteorology	-	-	-	-	-	3	-	-	-	3	-	3	
B.A. in English	-	4	-	-	2	13	-	1	-	4	16	20	
Foreign Languages & Literatures	-	-	-	-	3	3	-	-	-	3	3	6	
B.A. Foreign Languages & Cultures	-	-	-	-	2	2	-	-	-	2	2	4	
B.A. in Spanish Education	-	-	-	-	1	1	-	-	-	1	1	2	
B.A. in History	-	1	-	-	1	20	-	-	-	15	7	22	
Liberal Arts & Sciences	-	4	-	1	1	10	-	-	2	7	11	18	
B.A. in Religious Studies	-	-	-	-	-	-	-	-	-	-	-	-	
B.A. in Women's Studies	-	-	-	-	-	-	-	-	-	-	-	-	
Mathematics & Philosophy	-	2	-	1	-	3	-	-	-	5	1	6	
B.S. in Mathematics	-	2	-	1	-	3	-	-	-	5	1	6	
B.A. in Philosophy	-	-	-	-	-	-	-	-	-	-	-	-	
B.S.N. in Nursing	2	6	-	-	3	27	-	-	2	3	37	40	
B.S. in Physics	-	1	-	1	-	3	-	-	-	2	3	5	
B.A. in Political Science	-	3	-	-	3	9	-	-	2	7	10	17	
B.S. in Psychology	2	14	1	2	12	27	-	1	2	7	54	61	
Sociology & Anthropology	-	2	-	1	3	11	-	1	1	5	14	19	
B.A. in Anthropology	-	1	-	-	2	5	-	1	-	3	6	9	
B.A. in Sociology	-	1	-	1	1	6	-	-	1	2	8	10	
ARTS & SCIENCES UNDERGRADUATE TOTAL	7	53	1	6	36	182	-	4	12	93	208	301	

Graduate Degree Programs	International	Black	American		Hispanic	White	Pacific Islander	Unknown	2 or More	MALE	FEMALE	TOTAL
			Indian	Asian						TOTAL	TOTAL	
COLLEGE OF ARTS & SCIENCES												
Biological Sciences	4	-	-	-	-	12	-	2	1	8	11	19
M.S. in Biology	4	-	-	-	-	12	-	2	1	8	11	19
PBC in Zoology & Aquarium Studies	-	-	-	-	-	-	-	-	-	-	-	-
M.S. in Chemistry	7	-	-	-	1	3	-	-	1	7	5	12
Earth, Atmospheric & Geographic Information Sciences	2	-	-	-	-	4	-	-	-	2	4	6
M.A. in Geography	1	-	-	-	-	3	-	-	-	2	2	4
PBC in Community Development and Planning	-	-	-	-	-	-	-	-	-	-	-	-
PBC in GIS Analysis	1	-	-	-	-	1	-	-	-	-	2	2
M.A. in English	2	-	-	-	-	7	-	-	-	3	6	9
Ph.D. in Environmental Science: Large River Ecosystems	1	-	-	-	-	1	-	-	-	-	2	2
M.A. in History	-	-	-	-	-	3	-	-	-	2	1	3
M.L.A.S. in Liberal Arts & Sciences	-	1	-	-	-	1	-	-	-	2	-	2
M.S. in Mathematics	3	-	-	1	-	2	-	-	-	2	4	6
M.S. in Physics	7	-	-	-	-	-	-	-	-	7	-	7
M.A. in Political Science	2	1	1	-	-	2	-	-	-	2	4	6
Psychology	2	-	-	-	-	17	-	-	-	6	13	19
M.S. in Psychology	2	-	-	-	-	13	-	-	-	5	10	15
Specialist in School Psychology	-	-	-	-	-	4	-	-	-	1	3	4
M.A. in Sociology	3	-	-	-	-	2	-	-	-	1	4	5
TOTAL ARTS & SCIENCES	33	2	1	1	1	54	-	2	2	42	54	96

Part I (for Chairs)

Department/School: BIOLOGICAL SCIENCES

College: COLLEGE OF ARTS & SCIENCES

Department Vision and Mission Statements:

BS Biology Vision Statement – Our degree will be known for:

- the intellectual growth of students and their ability to think critically about information and/or issues they will encounter in their lives.
- students who have a solid understanding of what biological research is, including how it is done well in collaboration with scientists to increase the knowledge available to all.
- students that are proficient in basic laboratory skills, scientific writing, and can articulate in a manner commensurate with the audience.

BS Clinical Laboratory Science Vision Statement – Our degree will be known for:

- students who can successfully and professionally work in clinical laboratory settings.
- providing a strong education enriched with communication skills so our graduates can contribute meaningfully to health-related care of patients.

MS Biology Vision Statement – Our degree will be known for:

- students possessing critical-thinking skills to conduct original research in the biological sciences.
- providing opportunities to engage in cutting-edge research in molecular and field biology.
- knowledgeable and capable students who are ready for careers in research, industrial biology, education, and public policy upon graduation.

PBC Zoo and Aquarium Studies Vision Statement – Our degree will be known for:

- students with a solid understanding of captive animal husbandry and conservation, and being able to contribute substantially to the care and conservation of animals in captive settings.

~~~~~

BS Biology Mission Statement – We prepare students for:

- a sound and rigorous foundation in the biological sciences to be successful in their chosen career and/or pursuit of an advanced degree.
- a changing future as knowledge and technology push the boundaries of what is known and possible.
- being informed citizens to influence public policy through research, outreach, and education.

BS Clinical Laboratory Science Mission Statement – We prepare students for:

- a sound and rigorous foundation in the biological sciences to be successful in their chosen career and/or pursuit of an advanced degree.
- working in a clinical laboratory setting and completing their tasks accurately and efficiently.
- being proactive in decision-making processes to be successful in a medical laboratory career.

MS Biology Mission Statement – We prepare students for:

- application of research methods, writing and critical thinking skills, and public speaking to further their education and/or enter the workforce.
- careers in medicine, government, education, and business.

PBC Zoo and Aquarium Studies Mission Statement – We prepare students for:

- zoological and aquarium-related jobs and research-related aspects of captive animal husbandry.

**Degrees Offered in Department/School:**

- BS Biology [Botany, Environmental Biology, Medical Sciences, Microbiology, Zoology, and Teacher Education]
- BS Clinical Laboratory Science
- MS Biology
- PBC Zoo and Aquarium Studies

**List specific recruitment and retention activities:**

- The Department Chair participates in each Discover Western recruitment event.
- Faculty in the department, including the Department Chair, meet regularly with prospective undergraduate and graduate students and give tours.
- The department has had one faculty member participate in new recruitment event called Experience Western.
- Due to COVID-19 concerns, the department has not held its major annual event, Biology Day, in two years, but hope it can resume in Fall 2022.

**List Student Learning Outcomes for Majors:**

BS Biology [Botany, Environmental Biology, Medical Sciences, Microbiology, Zoology]

Upon completion of this program, the student will have:

1. developed a broad view of biology that enables him or her to interrelate the various subject matter areas and an in-depth understanding of the molecular, cellular and genetic phenomena common to all forms of life (overall knowledge).
2. become familiar with organisms, how they are constructed, how they function, how they develop, how they are classified, and how they interact with their environment. In this phase of the program, students will have come to realize that at higher levels of organization the evolutionary process has resulted in the enormous diversity of form and function superimposed on the similarity exhibited at lower levels of organization (integration of biological knowledge).

BS Biology [Teacher Education]

Based on standards established by the National Science Teachers Association, upon completion of the Teacher Education option of this program, the student will be able to:

1. understand the major concepts, principles, theories, laws, and interrelationships of his or her field of licensure and supporting fields as recommended by the National Science Teachers Association.
2. understand the central concepts of the supporting disciplines and the supporting role of sciencespecific technology.
3. demonstrate an understanding of state and national curriculum standards and their impact on the content knowledge necessary for teaching P-12 students.
4. plan multiple lessons using a variety of inquiry approaches that demonstrate his or her knowledge and understanding of how all students learn science.
5. include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships, and natural patterns from empirical experiences; applications of science-specific technology are included in the lessons when appropriate.

6. design instruction and assessment strategies that confront and address naïve concepts/preconceptions.
7. use a variety of strategies that demonstrate the candidates' knowledge and understanding of how to select the appropriate teaching and learning activities—including laboratory or field settings and applicable instruments and/or technology—to allow access so that all students learn; these strategies are inclusive and motivating for all students.
8. develop lesson plans that include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships, and natural patterns from empirical experiences; these plans provide for equitable achievement of science literacy for all students.
9. plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met; assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.
10. plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within his or her licensure area.
11. design activities in a P-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within his or her subject area science instruction.
12. design and demonstrate activities in a P-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies, and procedures that comply with established state and/or national guidelines; ensure safe science activities appropriate for the abilities of all students.
13. design and demonstrate activities in a P-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom; emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.
14. collect, organize, analyze, and reflect on diagnostic, formative, and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected.
15. provide data to show that P-12 students are able to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.
16. engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.
17. engage in professional development opportunities in his or her content field such as talks, symposiums, research opportunities, or projects within his or her community.
18. engage in professional development opportunities such as conferences, research opportunities, or projects within his or her community.

In addition to the outcomes listed above, all professional educator licensure programs at Western Illinois University are designed to meet the 2013 Illinois Professional Teaching Standards (IAC 23, Part 25) and are also aligned with the standards established by the Interstate New Teacher Assessment and Support Consortium. These standards can be found at the links below:

- [https://www.isbe.net/Documents/IL\\_prof\\_teaching\\_stds.pdf](https://www.isbe.net/Documents/IL_prof_teaching_stds.pdf)
- [https://ccsso.org/sites/default/files/2017-12/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

BS Clinical Laboratory Science

Upon completion of this program, the student will be able to:

1. develop a broad view of Biology that enables them to interrelate the various subject matter areas and an in-depth understanding of the molecular, cellular, and genetic phenomena common to all forms of life.
2. become familiar with organisms, how they are constructed, how they function, how they develop, how they interact with their environment, and how they interact with pathogens and respond to disease.
3. carry out and analyze diagnostic medical tests, understand how test results relate to human health, and learn their role as health care professionals in a clinical setting.

MS Biology

Upon completion of this program, the student will be able to:

1. develop mastery of a biological knowledge base in core areas of study including biometrics, ecology, genetics, evolution, physiology, molecular biology, organismal biology, and systematics.
2. exhibit the ability to function in a biological research setting.

PBC Zoo and Aquarium Studies

Upon completion of this program, the student will be able to:

1. demonstrate an understanding and working knowledge of the practices, performing Biological Studies with zoo animals; demonstrate the importance and practice of animal training for their care in a zoo and aquarium setting.
2. understand the importance of and use skills, which support the four goals of the American Association of Zoos & Aquariums (AZA): entertainment, education, conservation, and research.

**Describe Department/School Strengths:**

- Much of the Department's curriculum involves multiple out-of-classroom academic experiences.
- Program diversity allows us to attract graduate students with a range of research interests. Some of our graduate students have projects affiliated with the Alice L. Kibbe Life Science Research Station.
- The RISE Program introduces students to research experience, and our students have ample opportunity for independent research with individual faculty at the undergraduate level.
- All CLS students completing clinical training have passed the BOR certification exam, and they have had nearly a 100% placement rate at regional hospitals and medical centers upon graduation in recent years.
- Our graduate students have a great deal of success securing jobs, getting accepted into Ph.D. programs, and getting accepted into medical programs. The coursework plan of the MS Biology degree provides a more flexible, yet rigorous, track for interested students.
- The PBC Zoo and Aquarium Studies curriculum is hands-on and laboratory-based with faculty delivering content in a small class format, and courses in the program can also satisfy requirements for the M.S. degree in Biology offered at WIU.
- A growing partnership with the Niabi Zoo in Coal Valley, IL, can provide opportunities for our PBC students, as well as for any student interested in internship experience.

**Describe Department/School Challenges:**

- A decrease in faculty has made it difficult to provide enough scheduled courses, course sections, and a variety of electives.



- With the large number of majors in the Department, advising is stretched given that our two Academic Advisors have responsibilities in other departments and programs.
- Aging equipment and facilities threaten our long-term ability to provide quality instruction, and the Department Chair has communicated some of these needs recently to the CAS Dean's Office.
- A major challenge for the CLS program is the absence of a mechanism for paying the tuition demanded by our affiliated hospitals for the 3+1 seniors, as the Department pays ~\$4,000/student to the affiliated hospital. There are two affiliated hospitals, and in turn, a limited number of open seats for clinical training.
- For the MS Biology degree, program diversity is not as substantial as it could be due to several unfilled faculty openings. Students sometimes leave before finishing their research and either take too long to finish or never finish.
- Since the retirement of Dr. Jeannette Thomas, the PBC Zoo and Aquarium Studies program has declined. Faculty have volunteered to help students in the program finish their degrees and have also taught elective courses needed by the students. An adjunct was able to teach one of the core classes in FL21, and Dr. Brian Peer has been advising students in the program. Last year, the department decided to put this program on temporary suspension due to its low enrollment and lack of faculty with expertise in this area.

**Identify Opportunities for your department/school in the short term:**

- One of the greatest strengths of the Department is the hands-on opportunities that our students have, including laboratory components with courses, field trips/experiences that are part of courses and laboratories, and research experiences. We have been fortunate to continue to hold in-person labs (but with room capacity restrictions) during the pandemic for our students.
- The Department has been able to update technology recently, including Zoom rooms and new desktop computers for faculty.
- The Department has been able to offer more on-line classes for students, especially in the summer, as a positive result of making remote adjustments early in the pandemic.
- The Department needs to make a concerted effort to track progress of students after graduation through surveys and/or social media.
- We have finally been able to critically address the situation of not being able to hire tenure-track faculty due to budget constraints. We have had two searches approved, one for an aquatic ecologist and one for a microbiologist/virologist. An untimely resignation has left another vacancy, but the Department has received support for being able to search for this position in FL22. All of these hires will help the Department provide a better diversity of classes for all of our students, as well as invigorate research programs.

**Describe your plans for moving forward in the next academic year. Include a list of specific goals. Examples might include recruiting and retention initiatives, curricular innovation and development based on student learning assessment, increased research output, increased student engagement activities.**

- One of the greatest strengths of the Department is the hands-on opportunities that our students have, including laboratory components with courses, field trips/experiences that are part of courses and laboratories, and research experiences. The Department will work maintain this and expand such opportunities for students, as the budget and current COVID-19 situation will allow.
- The Department has had important conversations about a possible curriculum change in our introductory sequence for majors, and these resulted from department review of annual assessment data.

- We will continue to participate in recruiting activities, such as Discover Western, in the upcoming academic year. It may/not be possible to have our Annual Biology Day event in Fall 2022 depending on COVID-19 safety measures, but we are hopeful, as this has been our signature recruitment event each fall for almost 40 years.

**How will you measure the success of the plans outlined above?**

- Annual assessments will be used to measure the performance of our students. We have been examining assessment data from the last few years and are considering a revision to our introductory courses to better serve our Biology majors.
- The best measure of quality would be the success rate of our graduates in finding employment or admission to post-graduate or professional school. Department faculty have shared through personal correspondence that, in general, our students are doing quite well in their chosen fields.

**List Major Faculty and Staff achievements:**

- Three peer-reviewed publications by two faculty: two from Dr. Brian Peer and one from Dr. Shawn Meagher
- Two research presentations at professional meetings by Dr. Brian Peer
- Two external grants funded to two faculty: one to Dr. Brian Peer and one to Dr. Rich Musser
- One televised interview with WQAD on Bird Migration with Dr. Brian Peer
- One invited seminar presentation to the Macomb Chapter of the Audubon Society by Ms. Victoria Livingston
- Department collaboration with WIU alum, Mr. Gary Kuzniar '83, to encourage the State of Illinois approve an official state microbe, *Penicillium rubens* – <https://www.scientificamerican.com/article/illinois-announces-official-state-microbe/>

**List Major student achievements and recognitions:**

- While there are no specific achievements/recognitions to report, we have had a number of our graduates, both BS and MS students, either further their education or secure employment upon completing their degrees.

**List alumni activities:**

- While there are no specific planned activities to report, the Department Chair has corresponded with a few alumni via e-mail, as well as two that were visiting Macomb and stopped by to see the department while in town. In addition, two years of collaboration with Mr. Gary Kuzniar '83, combined with his diligent efforts, helped to establish an official state microbe (*Penicillium rubens*) for Illinois.

**Annual Report  
Department of Chemistry  
2021-2022**

**Part I (for Chairs)**

**Department/School:** Chemistry  
**College:** Arts & Sciences

**Department Vision and Mission Statements:**

**Vision:** The B.S. Chemistry and B.S. Forensic Chemistry degrees at WIU are certified by the American Chemical Society. Our undergraduate and graduate degrees are known for a focus on hands-on laboratory experiences, experiential learning through mentored independent research projects, which provide opportunities for students to present their research at national conferences and to publish in peer-reviewed journals. We are known for the collaboration of faculty and students across disciplines to foster innovative thinking in analytical chemistry, biochemistry, environmental chemistry, forensic chemistry, geochemistry, material sciences, organic chemistry, pharmacy, engineering, and other related fields.

**Mission:** We prepare students for employment and/or the pursuit of advanced degrees by educating them in the fundamental knowledge of chemistry and forensic chemistry, as well as the laboratory techniques and skills that are required in the field of chemistry and forensic chemistry.

**Degrees Offered in Department/School:**

**B.S. Chemistry – Chemistry option:** The academic goal of the program is to equip students with a fundamental knowledge base, as well as experimental and critical thinking skills to be a successful professional.

**B.S. Chemistry – Biochemistry option:** The academic goal of the program is to equip students with a fundamental knowledge base, as well as experimental and critical thinking skills to become a successful professional in graduate school or in the biotechnology industry.

**B.S. Chemistry – Pharmacy option:** The academic goal of the program is to equip students with a fundamental knowledge base, as well as experimental and critical thinking skills to be a successful professional in the healthcare workforce.

**B.S. Chemistry – Teacher Education:** The academic goal of the program is to equip students with a fundamental knowledge base, as well as experimental and critical thinking skills to become a successful professional educator at the middle school and/or high school level.

**B.S. Forensic Chemistry:** The academic goal of the program is to equip students with a fundamental knowledge base, as well as experimental and critical thinking skills to

become a successful professional state and national crime labs, in graduate school, or in private industry.

**M.S. Chemistry:** The academic goal of our graduate program is to provide students with the skills required to succeed in the future study (Ph.D. program) or career (the chemical industry or teaching at community colleges).

### **List specific recruitment and retention activities:**

- 22 tours were conducted (outside of Discover western tours) for prospective students who visited the department and wanted to see the labs.
- A search was conducted for a new Unit A faculty member in Analytical Chemistry and Instrumentation. The person selected for this position should be able to significantly contribute to the new B.S. Physics-Material Science Option. Many Chemistry students are interested in Material Sciences Research. Five undergraduate Chemistry majors have applied for 2022 NSF-Summer Research Experiences for Undergraduates (REU) at major universities in programs that have a focus in Material Sciences.
- Three Chemistry faculty members presented virtual Traveling Seminars, during which they spoke to students in community colleges about our programs.
- Additional undergraduate and graduate student tutors were hired as lecture learning assistants to assist students having difficulty in CHEM 201 & 202.
- New Curriculum changes for CHEM 201/202 were proposed to improve retention. Specifically, the changes would include expanding CHEM 201 into a 5-semester hour course that will encompass a required recitation session wherein small groups of students will work practice problems with the help of an instructor and undergraduate peer mentors. Additionally, current Math co-requisites for CHEM 201 will be listed as pre-requisites for CHEM 202.
- The Department of Chemistry faculty developed a new display for the Majors Exploration Fair (November 3, 2021) to better advertise the B.S. Chemistry-Pharmacy option and our articulation agreement with the University of Chicago College of Pharmacy Pharm.D. program.

### **List Student Learning Outcomes for Majors:**

#### **B.S. Chemistry – Chemistry option:**

- Students will demonstrate mastery of basic concepts of chemistry and ability to apply those concepts to solve problems.

- Students will demonstrate competency in the following areas of lab work: basic measurements skills; qualitative and quantitative analyses using wet chemistry; instrumental methods of chemical analysis; and interpretation of physico-chemical/analytical data.
- Students will also demonstrate good communication skills, both oral and written, and will acquire skills in writing needed for maintaining professional documents, including scientific reports and laboratory observations.

### **B.S. Chemistry – Biochemistry option:**

Students will demonstrate:

- An understanding of fundamental biochemical principles, including the structure/function of biomolecules, metabolic pathways, and regulation of biochemical processes.
- Fundamental laboratory skills and techniques by applying the scientific method to the processes of experimentation and hypothesis testing.
- An understanding of the theory and practice of modern instrumentation in order to apply these to biochemical problems.
- An ability to recognize potential laboratory safety concerns and address them using appropriate techniques.
- An ability to use online databases and bioinformatic sources appropriately, and to be able to read as well as evaluate the primary literature in the field.
- An ability to work responsibly, collaboratively, and ethically on teams in the scientific communities.
- An ability to present scientific information to both scientific and broader audiences in spoken and written form.

### **B.S. Chemistry – Pharmacy option**

- Students will demonstrate mastery of basic concepts of chemistry and ability to apply those concepts to solve problems.
- Students will demonstrate competency in the following areas of lab work: basic measurements skills; qualitative and quantitative analyses using wet chemistry; instrumental methods of chemical analysis; and interpretation of physico-chemical/analytical data.
- Students will also demonstrate good communication skills, both oral and written, and will acquire skills in writing needed for maintaining professional documents, including scientific reports and laboratory observations.

### **B.S. Chemistry – Teacher Education option:**

Upon completion of the program students will:

- understand and articulate the knowledge and practice of contemporary science. They can interrelate and interpret important concepts, ideas, and applications in chemistry.
- understand how students learn and develop scientific knowledge.
- be able to engage students in science learning by setting appropriate goals that are consistent with state and national standards.

## **B.S. Forensic Chemistry**

### **Students will:**

- Analyze information, think critically, and form reasoned conclusions using the process-oriented scientific method to further criminal investigations.
- Comprehend the theoretical knowledge and laboratory skills for employment in crime laboratories as well as the ability to pursue biotechnological, chemical, clinical, food, environmental, and pharmaceutical careers.
- Perform responsible and ethical practices that are essential to the field of forensic science.
- Acquire knowledge in crime scene investigation, evidence collection and preservation, chain of custody, forensic microscopy, forensic chemistry, forensic serology and DNA analysis, forensic toxicology and forensic mass spectrometry.
- Develop competency in the operation and data interpretation for modern instruments used in forensic analysis.
- Gain research experience which can lead to funded trips to state and national scientific conferences and publication of journal articles with faculty.
- Obtain proficiency in written and oral communication for scientific presentation and courtroom testimony.

### **M.S. Chemistry:**

- Students will demonstrate chemistry proficiency in all five disciplines of chemistry: analytical, biochemistry, inorganic, organic, and physical chemistry, with firm foundations in the modern applications of current chemical and scientific theories.
- Students will be able to design, carry out, record and analyze the results of chemical research and be able to use modern instrumentation and classical techniques.
- Students will demonstrate public speaking skills by presenting at least two public seminars prior to their final thesis defense.
- Students will successfully defend their research or internship and submit a final thesis or internship report to the WIU Graduate Office.

### **Describe Department/School Strengths:**

- We continue to have excellent placement of >97% employment of our graduates within 3 months of graduation, including more than 60% joining nationally ranking Ph.D. programs.
- The Department of Chemistry at WIU has an articulation agreement with the University of Illinois-College of Pharmacy wherein UIC-Pharmacy saves seats for our majors and pre-admits them into the Pharm.D. program.
- Several WIU Forensic Chemistry graduates have been employed at the FBI Crime labs in Quantico VA.

- Forensic Chemistry majors often receive summer internships at one of the nine Illinois State Police Crime labs.
- The Chemistry faculty are research active. They have published 4 journal articles in the past year in peer reviewed journals of high quality. Most of the faculty publications list WIU chemistry and forensic chemistry students as co-authors on their publications.
- WIU Chemistry/Forensic Chemistry faculty take students to national research conferences. We have taken students to cities such as New Orleans, San Francisco, Denver, Washington D.C., New York, Philadelphia, San Diego, and many more. The students meet potential employers at these conferences.
- Chemistry purchased a fluorescence microscope to enhance the WIU Chemistry Cancer Research Program. This purchase is made possible using private donations (foundation funds).
- Chemistry purchased a polarizing microscope to enhance the Forensic Chemistry Research Program. This purchase is made possible using private donation funds (foundation funds).
- The Molecular Modeling research space was renovated to provide better electrical support for the computer server system. This major renovation is made possible using CAS ICR funds.
- The B.S. Chemistry, B.S. Forensic Chemistry, and M.S. Chemistry programs received ACS approval for another five year period after submission of the 2021 Periodic report to the American Chemical Society,
- The Department of Chemistry supports a STEM Living Learning Community for its students. The LLC is advertised at Discover Western and SOAR meetings.
- The Women in Science student organization allows students to make network connections with successful alumni scientists, many of whom are CEOs for major companies. These alumni donate funds for Women in Science scholarships for our students.
- RISE@Chemistry program has been growing with an increasing number of student involvement and student scholarships.

### **Describe Department/School Challenges:**

- Decreased number of faculty members (due to loss of a Unit B position and termination of our past Analytical Chemist), as well as the recent retirement of our Unit A Environmental/Analytical chemist, resulted in massive ACE overloads for all of Unit A and all of Unit B faculty members. Increased number of majors –most of whom wish to be involved in faculty mentored undergraduate research with insufficient faculty. COVID enrollment limits require additional lab sections and lecture sections.
- Upcoming retirement of Dr. T.K. Vinod on May 31st will further exacerbate our ACE overload to the point that students may not be able to enroll in some classes.
- Equipment and Facilities are in desperate need of upgrade or renovation. This makes recruitment difficult.
- Office Manager position – It is extremely difficult to hire a new office manager due to position shared with Physics.
- Decreasing budget to support teaching assistants who serve as “instructor of record” for 150 to 200 ACEs per academic year. We had to use foundation funds to supplement assistantship funds for spring 2022.
- Decreasing budget to support undergraduate instruction and recruitment.

### **Identify Opportunities for your department/school in the short term:**

- We have limited opportunities without additional personnel and budget. Despite their heavy teaching loads, our faculty have continued work on 2 external grants and have and 2 URC grants, in addition our faculty have received a Summer Stipend for 2022.
- We are completing a search for a new Unit A faculty member in Analytical Chemistry and Instrumentation. This new faculty member will be able to attract new students, particularly those interested in Material Sciences.
- Five Undergraduate Chemistry majors have applied for paid Summer Research Experiences for Undergraduates (REU) sponsored by NSF at large universities in the field of Material Sciences.

**Describe your plans for moving forward in the next academic year. Include a list of specific goals. Examples might include recruiting and retention initiatives, curricular innovation and development based on student learning assessment, increased research output, increased student engagement activities.**

Specific goals are:

- We will reinstate “Traveling Seminar” recruitment trips as soon as the COVID restrictions are lifted. We continue to update our mailing list of regional 2 year community colleges. While we offered virtual seminars we have had far less response and contact with students for recruitment than in person visits. After COVID restrictions are lifted we will



send out a list of faculty seminars available to their institution at no cost provided our faculty speaker can speak to students about our programs.

- After COVID restrictions are lifted we will increase “Hands-on Lab exercises” for visiting high school science classes. We added additional high schools to our mailing list of available Hands-on Lab exercises developed by our faculty.
- Highlight student research better through social media.
- Our faculty are seeking grant opportunities to fund both additional equipment and student research.
- We will make curriculum changes in our CHEM 201/202 General Chemistry sequence to improve retention.
- After COVID restrictions are lifted we will once again host a Girl Scout STEM program on the WIU campus for regional Girl scouts to earn STEM badges.
- We will hire a new Unit A Analytical Chemist, and hope to be able to search for a new Unit A Organic Chemist to replace Dr. Vinod. New tenure track faculty will provide students with additional opportunities to participate in cutting edge research. We hope to be able to provide the new Unit A faculty with some new instruments, which will also strengthen the research environment of the Department of Chemistry.

**Curricular Changes:** Chemistry will offer recently developed courses in support of the new B.S. Physics-Material Sciences option. We will incorporate these new courses into our Chemistry minor and major. We will seek to fund the purchase of instruments that can be utilized in these courses and in other programs.

**New Personnel:** We plan to hire a new Unit A Analytical Chemist. We hope the new analytical chemist can contribute to both the forensic chemistry program and teach courses and research in support of the new Material Science option in Physics. We will seek to fund new start up equipment for the analytical chemistry research space. As Dr. T.K. Vinod has signed an irrevocable agreement to retire May 31, 2022, we have requested to search for a Unit A Organic Chemist.

**How will you measure the success of the plans outlined above?**

Enrollment Data

**List Major Faculty and Staff achievements:**

- We worked on the negotiation of a partnership with the Illinois Department of Financial and Professional Regulation (IDFPR) for cannabis testing for quality control of Illinois cannabis dispensaries. This partnership was brought about because of the federal DOJ grant to conduct research into cannabis testing funded to WIU - (Dr. Ligu Song is principal investigator).
- Dr. Ligu Song was named to receive the Provost Award in Scholarly/Creative/performance/professional Activities for 2021-2022.

- Dr. Mette Soendergaard received notification of a Summer Stipend award for 2022.
- Dr. Song and Dr. Soendergaard received notice of a Provost Travel award.

**List Major student achievements and recognitions:**

- Four Chemistry Students received Graduate Research and Professional development awards (Amanda Lapage, Harley Davidson, Shelby Carlson, and Gabrielle Valenzuela).
- Shafer Roach (chemistry graduate student) received a RISE Research Award.
- Gabrielle Valenzuela (chemistry graduate student) received an ISAS Student Research Award.
- Several CAS undergraduate research grants were awarded to Chemistry students.
- Two Forensic chemistry majors received small grants for the Illinois State Academy of Science Student Research Awards.
- Emily Jovanovich submitted a grant application to Cayman Chemical for a CABRI grant of \$5K for an undergraduate research experience. Dr. Song-mentor.
- Four undergraduate chemistry/forensic chemistry majors were accepted directly from the B.S. into major Ph.D. programs in Chemistry. Two were accepted to Purdue, one to the University of Iowa, and one to St. Louis University.

**List alumni activities:**

- Hannah Drake (WIU Chemistry Alum) won a Department of Energy Graduate Student Research Award from Oak Ridge national Labs as a Ph.D. student at Texas A & M University.
- Rachael Crews (WIU Forensic Chem Alum) was promoted to Associate Director of the Toxicology Center at the FBI Crime Labs in Quantico VA.
- Shelley Minter (WIU Chem Alum) was named editor in Chief of 9 ACS open access journals including several Au (Gold) level journals.
- Damiola Lawore (WIU MS Chem Alum) was accepted in to the prestigious Ph.D. Bioengineering program with full funding at Purdue University.

- Elijah Openiyi (WIU MS Chem Alum) was accepted into Purdue university's Ph.D. program in Ecological Sciences and Engineering with full funding.
- Bishnu Neupane (WIU MS Chem Alum-current Ph.D. student at the University of Iowa) received a CBB Predoctoral Fellowship in Biotechnology at the University of Iowa for FY22 and awarded in June 2021 for one year. This award is supported directly by the Center for Biocatalysis and Bioprocessing (CBB) and provides stipend of \$25,865 and covers tuition and fees. The fellowship will renew for additional one year based on the availability of funding. The fellowship provides research training focusing on the applications of biological and physical sciences to biotechnology-related research.

For the calendar year January 1, 2020 to December 31, 2021 the total number of achievements in the Department of Chemistry are given below.

| Books | Chapters/Refereed Journal Articles | Creative Activities |               | Conference Presentations |               | Program Recognitions |       |         |
|-------|------------------------------------|---------------------|---------------|--------------------------|---------------|----------------------|-------|---------|
|       |                                    | Domestic            | International | Domestic                 | International | Faculty              | Staff | Student |
| 0     | 4                                  | 0                   | 0             | 37                       | 4             | 3                    | 0     | 8       |

## Part I (for Chairs)

**Department/School: Earth, Atmospheric, and Geographic Information Sciences**

**College:**

**Department Vision and Mission Statements:** To provide a premium undergraduate education in Geographic Information Science, Geology, and Meteorology, leading to well-prepared students who can transition to graduate studies or seek job opportunities in the public and private sectors.

**Degrees Offered in Department/School:**

- B.S. in GIS
- B.S. in Geology
- B.S. in Meteorology
- M.S. in GIScience & Geoenvironment

**List specific recruitment and retention activities:**

### a. Recruitment

- Continue outreach to teachers in west-central Illinois. (Macomb High School, West Prairie High School, and Kewanee Central Junior High School).
- Faculty continue to participate in every Discover Western event.
- Faculty are building connections with international institutions to promote the department and recruit undergraduate and graduate students.

### b. Retention

- Provide tutorial services to majors during designated times or by appointment and address any concerns a student might have as a major.
- Create activities that bring students together both socially and academically.
- Invite alums and other professionals to participate in classroom events.
- Assigns grad assistants as learning assistants in laboratory settings.
- Freshmen and transfers are given personalized by faculty advisors.

**List Student Learning Outcomes for Majors:**

### B.S. in GIS Learning Outcomes

Students will demonstrate:

- Ability to synthesize spatial information and communicate using multiple GIS-related software packages.
- Research skills through acquisition of fundamental knowledge in the field of GIS.
- Application of geospatial methods, including the ability to analyze spatial data and temporal data to solve problems.
- Communication skills necessary for effective oral and written communication, as well as effectively working in groups.

**B.S. in Geology Learning Outcomes**

Students will demonstrate:

- Ability to use knowledge and skills to understand and solve geologic problems.
- Research skills through both classroom and undergraduate research projects.
- Geoscience methods, including the ability to identify earth materials, read and analyze maps, and to use geologic data to solve real-world problems.
- Ability to communicate effectively in both oral and written forms, as well as the ability to work in groups.

**B.S. in Meteorology Learning Outcomes**

Students will demonstrate:

- Ability to use knowledge and skills in the field of meteorology.
- Ability to engage in critical communication about meteorological theories, to synthesize ideas from multiple sources, and to conduct independent research.
- Meteorological methods, including the ability to analyze maps and spatial and temporal data to solve real-world problems.
- Ability to communicate effectively in both oral and written forms, as well as the ability to work in groups.

**M.S. in GIScience and Geoenvironment Learning Outcomes**

Students will demonstrate:

- Scholarship skills through acquisition of fundamental knowledge in the field of GIScience.
- Complexity of skills necessary to engage in critical discourse about geospatial theories, synthesize ideas from multiple resources, and design and conduct independent research.
- Geospatial and geographical methods, including the ability to analyze maps and spatial and temporal data to solve problems.
- Communication skills necessary for effective oral and written communication, as well as effectively working in groups.

**Describe Department/School Strengths:**

- Maintain a strong commitment to undergraduate and graduate research.
- Our graduates are fully employed immediately after graduation.
- Our graduates gain acceptance into reputable graduate programs in the United States and Canada.
- Receives positive feedback from alumni.
- Department leads and provides GIS interdisciplinary programs on campus.
- EAGIS and GIS Center serve as the repository of geospatial data for Western Illinois University, the City of Macomb, and regional counties including McDonough County.
- Offer real-world job experience to undergraduate and graduate students in the GIS Center.

**Describe Department/School Challenges:**

- Growth in the number of students in the respective academic programs, but not sufficient personnel to offer some of the skill building courses.
- Increasing number of students in the online GIS program, but lacking adequate staffing to support the online program.
- Increasing number of graduate students in the M.S. in GIScience program, but lacking adequate staffing to support the graduate program.

**Identify Opportunities for your department/school in the short term:**

- Collaborating with academic departments on campus, west central Illinois and international institutions.
- Offering GIS professional development workshops for area middle and high school teachers.
- Becoming part of the Geospatial Alliance in the St. Louis region.

**Describe your plans for moving forward in the next academic year. Include a list of specific goals. Examples might include recruiting and retention initiatives, curricular innovation and development based on student learning assessment, increased research output, increased student engagement activities.**

**How will you measure the success of the plans outlined above?**

- Number of majors and retention rates in each program.

**List Major Faculty and Staff achievements:**

- Faculty published 3 refereed articles
- Faculty conducted 11 creative activities
- Faculty attended one 1 domestic conference
- Staff received 2 recognition and awards

**List Major student achievements and recognitions:**

- Two students received recognition and awards

**List alumni activities:**

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents**  
**Department Chairs, School and Program Directors, and Deans**  
**Academic Year 2021-22**

**Department/School: Department of English**  
**College: College of Arts and Sciences**

**Department Vision and Mission Statements:**

**Mission—Department of English**

We prepare students with the critical reading, writing, research, and rhetorical skills crucial to enter an increasingly dynamic professional world, including academic, corporate, governmental, and non-profit-contexts. Through our programs and options, our students are prepared for effective middle and high school English Language Arts teaching in diverse classroom settings; for working a variety of careers including community college instructors, professional/technical writers, media content developers, creative consultants, editors, and copywriters; and for pursuing graduate or professional study in programs including literature, professional writing, creative writing, film, law, and library studies.

**Vision—Department of English**

Our degrees will be known for cultivating versatility of critical thinking, reading, and writing abilities, clear and effective communication, specialized contributions to scholarly discourses, and clearly-articulated, versatile, and appropriate professional identities; for cultivating readers and writers with creative and critical abilities grounded in both a diverse historical and formal range of literary and theoretical texts as well as in the rhetorical fundamentals of writing; and for English Language Arts licensure, edTPA assessment, and maintaining excellent teacher placement rates.

**Degrees Offered in Department/School:**

Bachelor of Arts in English

Option 1: Literature and Languages

This program's academic goals are to:

1. Expose students to literature from both a variety of genres including fiction, poetry, graphic novels, film, non-fiction, and digital texts and from a wide range of historical experiences, diverse ethnicities and cultures;
2. Provide students with advanced interpretive and theoretical methods to analyze the cultural and historical implications of texts with an emphasis on social justice;
3. Teach students multiple reading practices, writing approaches and research methods that will allow them to respond in a variety of contexts.

#### Bachelor of Arts in English

##### Option 2: English – Teacher Education

This program's academic goals are to:

1. Emphasize critical literacy practices for teaching English Language Arts (ELA);
2. Introduce teacher education candidates to literature across a variety of genres and historical experiences, as well as a range of diverse ethnicities and cultures;
3. Provide teacher education candidates opportunities to become confident and skilled writers in traditional and non-traditional modes;
4. Promote the respect of the diversity of learners through choice and differentiation;
5. Promote the teaching and learning of 21<sup>st</sup> century literacies including new media;
6. Present strategic processes for teaching reading, writing, speaking, listening, and language skills to meet the diverse needs of students;
7. Develop and apply instructional delivery skills through varied experiences;
8. Promote social justice and democratic approaches to teaching ELA.

#### Bachelor of Arts in English

##### Option 3: Creative Writing

This program's academic goals are to:

1. Develop skills and experience applicable to a variety of career goals;
2. Provide advanced training in workshopping skills that are essential to graduate work;
3. Increase students' understanding of the writing process;
4. Provide training in critical, theoretical, and rhetorical reading and writing practices.

#### Bachelor of Arts in English

##### Option 4: Professional Writing



This program's academic goals are to:

1. Promote culturally sensitive collaboration on complex projects involving several partners and multiple skills, while encouraging writers to assess problems and barriers to collaboration and successfully resolve those issues.
2. Provide hands-on experience with writing project management (identifying a problem or issue, proposing and planning a response, and justifying the response and plan based on knowledge of professional writing theories, conventions, and practice).
3. Teach writers to apply rhetorical and genre knowledge to evaluate how text functions across a range of contexts, genres, and cultures, and to compose documents, across a range of modalities and media, that are rhetorically effective and culturally sensitive.
4. Support writers in developing professional work habits, including those necessary for effective collaboration and cooperation with others.
5. Guide writers in conducting primary and secondary research and applying ethical research practices when writing and designing documents.
6. Develop and offer professional and quasi-professional opportunities that guide students in presenting and applying their academic experiences with prospective employers in mind.

Master of Arts in English

This program's academic goals are to:

1. Provide advanced training in critical, theoretical, and rhetorical reading practices and writing approaches;
2. Teach students appropriate research methodologies for English studies;
3. Help students develop professional and intellectual identities;
4. Provide professional experience for careers in teaching, writing and editing.

**List specific recruitment and retention activities:**

***Recruitment:***

*Department Chair*

- Attended all Discover Western dates and met with individual students and their families) whenever asked to by the admissions office
- Wrote personal notes to students who visited the department
- Attended and maintained a table at the major/minor fair in Fall 2021

*Student Majors (Sigma Tau Delta and NCTE)*

- Wrote hand-written cards to prospective students

*Department (general)*

- Sent both email and hard copy letters (with WIU English sticker) to welcome recently admitted students

- Provided prospective students with a copy of the department publication, *The Mirror and the Lamp* (in hard copy and online, *The Mirror* contains more than 12 extensive alumni profiles, 50+ feature stories, and news about all aspects of the department)
- With the help of English Education faculty, formalized an agreement with Education for a MAT degree; MAT teachers may now take two courses with English Education faculty via livestreaming
- Hosted two Fred Ewing and Lola Austin Case Writers-in-Residence events in virtual format during 20-21, and another virtual event in Fall 2021 with three visiting writers. In Feb 2021 the Department hosted an in-person event with alumni and writer Ayana Contreras. We are hosting one more in person event with a visiting poet in April 2021. These events are explicitly organized as community events and also operate as potential recruitment events.
- Sponsored the annual Leland Essay Contest for students from all composition classes, which offers a monetary award and publication in *Western Voices* (print and online) to contest winners
- Supported creative writing students in their production of the student-based creative publication, *Elements*, which is open to submissions from all students at WIU.

#### *Director of Graduate Studies in English*

- Corresponded throughout the year with department chairs at feeder institutions to recruit new graduate students
- With the University Writing Center director, met with prospective international English graduate students in December 2021 via zoom to discuss the MA program and application process

#### *Individual Faculty*

- Barbara Lawhorn and Rebekah Buchanan partnered with alum Connor Sullivan to create a Creative Writing Club at West Prairie Middle School.
- Barbara Lawhorn's English 100 students participated in a writing partnership with Connor Sullivan's West Prairie 8<sup>th</sup> graders that resulted in a major book and literacy donation to the West Prairie students.
- Amy Mossman worked closely with Dr. Randy Glean to identify and recruit potential international students for our graduate program and University Writing Center assistantships

#### **Retention:**

- Faculty and TAs continue to submit Leatherneck Care Referrals to support at-risk students. English has been identified as one of most active departments in that effort.
- In response to concerns about student retention and success in writing general education classes, the Writing Program Director and Writing Center Director, with support of the Chair and participation of faculty, instituted an embedded writing support pilot program in two ENG 100 sections with student writing consultants from the University Writing Center to help those students to succeed.
- In response to faculty concerns in Fall 2021 about poor attendance and lack of engagement in ENG 180, and students' expressed perception of hybrid course modalities as a barrier to their success, the Chair and Writing Program Director worked with the Registrar's office to schedule more spring 2022 sections fully in person by

identifying and securing electronic classrooms and computer lab classrooms across campus with the capacity to accommodate the number of students in a section.

#### *Sigma Tau Delta*

- With NCTE, hosted a book discussion of *Dear Martin* (selected at the national level for a read along event) for all interested students.
- Set up a system for book sharing for all students (along the lines of a little library) in the Simpkins Hall Reading Room.
- Coordinated and advertised weekly study sessions in the Simpkins Hall Reading Room for all interested students.

#### *IDEAS (Interdisciplinary English and Arts Society, QC student organization)*

- partnered with the QC Student Government Association to hold a Homecoming Dance and Game Night at WIU-QC in October 2021.
- hosted a full theatre rental for the showing of *Dune* in November 2021.
- partnered with the QC PSYCH Club for a bowling night in December 2021.
- officers traveled to Macomb for the Fred Ewing and Lola Austin Case event in February 2022.

#### *University Writing Center*

- worked closely with the Office of Retention Initiatives to identify and support students at risk for not retaining by sharing information on student utilization of the UWC and reaching out to individual students who might benefit from directed writing support
- continued expanded hours (7 days a week, 4-12 hours/day) and modalities (asynchronous, synchronous, and in person, Macomb and QC) to support students whose schedules require flexibility for access
- partnered with faculty across campus, as well as other academic support services, in outreach initiatives aimed at raising awareness about academic support resources and in targeted student workshops both in and outside the classroom

### **List Student Learning Outcomes for Majors:**

#### Bachelor of Arts in English

Option 1, 3, and 4: Literature and Languages; Creative Writing; Professional Writing

Students will be able to:

1. demonstrate awareness of English language and literature in different national, historical, social, political, and cultural contexts;
2. create critical, creative, and digital texts in a variety of genres;
3. conduct both primary and secondary research, using a variety of research methods, including textual, archival, qualitative, quantitative, and mixed methods;
4. develop rhetorical, critical, and creative proficiency in responding to a wide variety of texts, including digital texts, film, and new media;
5. apply theoretical frameworks to a variety of texts;
6. adapt reading practices and writing choices based on genre, discipline, and rhetorical situation;

7. apply oral rhetorical concepts in class discussion, reading texts aloud, and presenting to audiences;
8. cultivate independent thinking, originality, imagination, experimentation, problem solving, and risk taking in thought, expression, and intellectual and civic engagement.

### Bachelor of Arts in English

#### Option 2: English – Teacher Education

Based on standards established by the National Council for Teachers of English, upon completion of the Teacher Education option of this program, the student will be able to:

1. demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts, as well as knowledge of the nature of adolescents as readers;
2. demonstrate knowledge of English language arts subject matter content that specifically includes language and writing, as well as knowledge of adolescents as language users;
3. plan instruction and design assessments for reading and the study of literature to promote learning for all students;
4. plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students;
5. plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs;
6. demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts;
7. be prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as a professional educator.

In addition to the outcomes listed above, all professional educator licensure programs at Western Illinois University are designed to meet the 2013 Illinois Professional Teaching Standards (IAC 23, Part 25) and are also aligned with the standards established by the Interstate New Teacher Assessment and Support Consortium.

### Master of Arts in English

Upon completion of this program, the student will be able to:

1. demonstrate the ability to read texts closely and carefully;
2. apply one or more relevant theoretical approaches to texts;
3. write clear, effective, well-styled prose;

4. develop a professional identity;
5. conduct effective scholarly research;
6. contribute to a specialized academic discourse.

### **Describe Department/School Strengths:**

#### *Diversity, Equity, and Inclusion*

How should we, as a department, respond to the call to action by the BLM social movement?

In the fall of 2020, after much deliberation by a small working group and approval by the entire department, the English Department was, we believe, the first department at WIU to post a DEI statement on their department web page. That statement includes a list of action items we continue to work through. Some of the department's DEI action items are already coming to fruition:

In fall 2021 we launched a national search for two positions in writing studies, with "Demonstrated focus on any or a combination of the following: Black, Indigenous, or Latinx rhetorics; writing program administration (first-year composition, WAC/WID, and/or writing center); professional/technical writing." We had a strong and diverse pool, and will be welcoming two new faculty as writing program and writing center directors. Both successful candidates underscore an emphasis on anti-racist pedagogies and rhetorical examinations of race and inequities in cultural, institutional, and writing practices, and bring their own lived experiences with navigating these issues to our department and classrooms.

We are in the midst of a C.T. Vivian Diversity Teaching Scholar search as well, with hopes that this third hire, along with the former two, will help us meet and expand our DEI actions and outcomes while serving the needs of our diverse study body.

Since fall 2020, the University Writing Center has also incorporated training on linguistic justice and gender pronoun awareness in the annual fall consultant training, and continues to develop and expand training for access and equity.

Our faculty in English Education, Literature, Writing Studies, and Creative Writing continue to have active discussions about ways to adapt our pedagogy to be more anti-racist as well as accessible and inclusive when it comes to race, class, gender, and ability. Several faculty have implemented changes in their syllabi, assignments, and classroom and online practices as a result.

#### *Adaptability and Flexibility that Prioritizes Student Needs for Retention and Success*

An emerging strength for the English Department is our ability to be flexible and to adapt to the changing landscape of the past two years.

A key example of this is reflected in our ever-changing approach to the teaching of writing during the pandemic. In the first full year of the pandemic (20-21), the department took the approach of teaching primarily via zoom or a combination of zoom and asynchronous assignments. In the fall of 2021, however, we felt it would be best for students (and instructors) to be in the classroom as much as possible. The COVID room capacity restriction was a severe challenge in August, however, and resulted in most classes being taught in a hybrid format—with half of the students present one day while the other half streamed and vice versa. Students and instructors expressed that this was a major barrier to student learning and success. Thus, for spring 2022, I committed to only scheduling up to the limits for English-controlled classrooms, and collaborated with the Writing Program Director, the Registrar's

Office, and other departments on campus to find computer labs in other buildings that could accommodate full sections of ENG 180. As a result, students are reportedly much more engaged and coursework and attendance. We stayed nimble and kept trying to find what the students need—in-person class engagement overwhelmingly seems to be what most students need for both retention and academic success.

Additionally, in response to disengagement and a higher-than-normal failure rate, with the leadership of the Writing Program Director and Writing Center Director, we are trying a pilot program of embedded writing support for our most at-risk students, those in ENG 100. We are hoping, and expecting, that an extra layer of attention and dedicated focus on those students will increase their success rates. Indeed, compared to the first 8 weeks of spring 2021, in the first 8 weeks of spring 2022 we have seen an increase in ENG 100 students (up 30%) and ENG 180 students (up 62%) using the University Writing Center.

In the midst of a pandemic, we were able to be nimble and recommit to social justice causes, recruit and hire faculty to help faculty and students with social justice issues, repeatedly change teaching modality to engage with our students, and create and implement a pilot program to increase retention of students.

We, of course, maintained our traditional strengths in the following areas and ways.

#### *Teaching*

Teaching continues to be an overall strength of the program with engaged and dedicated faculty who excel in and out of the classroom: chairing and serving on exit-option committees, conducting independent studies, and closely mentoring students in the undergraduate program in conducting and presenting scholarship at regional, international or national conferences, and in navigating the graduate school admissions or job application process. Over the last nine years, faculty have won over 11 teaching and mentoring awards: including 7 College of Arts and Sciences teaching awards, 1 Provost's Award, and 2 awards from the Centennial Honors College.

#### *Student Culture*

The department cultivates and supports a strong, engaged student culture with co-curricular and professional development for students through departmental events, the EGO/STD academic conference, student travel to academic conferences, the development of a student reading room, and multiple publications including a departmental newsletter, creative writing magazine and a textbook featuring student writing from the writing program.

The department features multiple robust and active student organizations which have transformed and shaped student culture on both campuses (Notable examples include Sigma Tau Delta and IDEAS).

#### *University-Wide Student Academic Support*

The department continues to operate the University Writing Center, which provides a vital resource for all university students. In 2021-22, the UWC has continued expanded hours and modalities to enhance access to writing support across the University. Year-round, the UWC collaborates with The Center for Career Preparation and Employer Engagement, the Office of Retention Initiatives, and The Transition and Academic Skills Center, as well as faculty and student organizations across campus, to offer writing workshops in and outside the classroom, as well as individualized writing support aimed at student retention and success. The UWC remains a leader in academic support services and outreach despite 50% reductions to undergraduate student workers and a 25% cut to English graduate assistantships

experienced several years ago—cuts felt more sharply as undergraduate pay and graduate stipends increase.

#### *General Education and Curricular Collaboration Across the University*

The department has continued to serve the larger university through the delivery of a required two-course first year writing sequence (special pre-nursing only sections of ENG 180 and 280), and to enhance its curriculum and student culture by working collaboratively with African American Studies, Women's Studies, Broadcasting and Journalism, the Centennial Honors College, the First-Year Experience program, and the Liberal Arts and Sciences program. These connections and interdisciplinary endeavors will be further enhanced by the new faculty who will be joining the department in fall 2022.

#### *Dual Enrollment Access*

The department has participated in the dual enrollment program at Cambridge High School, offering writing and literature courses every semester since Fall 2017. Since our first foray into dual enrollment, and with the advent of COVID, those opportunities have expanded. Greenvew High School has made use of an asynchronous section of composition for their students as well as joining a livestream version of composition with Cambridge High School.

#### *Access and Flexibility in Our Academic Programs (Undergraduate and Graduate)*

The department continues to offer the MA degree at both campuses and has also offered the BA at the Quad Cities campus since 2012. We have added two new options to the BA degree (Professional Writing and Creative Writing) and continue to review curriculum in our majors and minors to adapt to the needs of students.

The English-Teacher Education program continues to comprise a core component of the English major. The program has consistently maintained accreditation. The current placement rate for graduates in the past two years is 100%. In fact, a couple of students were hired by districts before they had completed their student teaching—with a licensed teacher at the back of the room, the students began earning a salary while finishing their degree requirements. The English-Teacher Education program has also been innovating with our first student teacher placed in a Tribal Association in the fall of '21. Another student is currently working out plans to allow her to conduct her student teaching in Spain next year. These types of innovations are great recruitment points for future students.

#### *Graduate Job and Advanced Study Placement*

Graduates from both the BA and MA programs also find positions in a wide variety of fields and organizations including academics (instructors, donor relations, and writing centers), corporate (training and development, content manager, product manager, copywriter, quality reviewer and professional writers), and nonprofit/government (chief of staff, development/marketing, community engagement coordinator).

Graduates from both the BA and MA programs continue to find success in pursuing further study. Most students who pursue graduate school admittance receive funded offers to pursue graduate study at the Master's and doctoral level. In recent years, students have been placed in schools such as the University of Oregon, the University of Illinois, the University of Iowa, University of Wisconsin-Milwaukee, Texas A&M University, and University of South Dakota.

#### *Student Internship and Enrichment Opportunities*

Both the BA and MA programs have had success placing students in a variety of internships, including the Moline Public Library, the Putnam Museum, the Rock Island Public Defender's Office, WQPT (regional PBS affiliate), and the Western Illinois Regional Arts Council.

The department has been successful in its use of various Foundation accounts to increase enrichment opportunities for our students (notable examples include the Fred Ewing and Lola Austin Case Writers Series and the Magliocco Lecture) as well as writing awards (such as the Conger and Mann essay awards, Leland writing awards, and Bruner and Cardell creative writing awards and research awards (in the Mahoney award and the Walker fellowships).

#### *Alumni Achievements*

We are especially proud, as well, of two alumni with recent book contracts. Ayana Contreras' book *Energy Never Dies: Afro-Optimism and Creativity in Chicago* and Julianna Goodman's novel *The Black Girls Left Standing* illustrate the strong foundation English Majors receive at WIU. That foundation sets our students up for success in all kinds of situations.

#### *Faculty Scholarly and Creative Work*

Despite increased workloads and diminishing travel funds, the faculty have maintained a high level of scholarly excellence with a significant output of publications and scholarly activity.

#### **Describe Department/School Challenges:**

Our top challenges are intertwined: staffing, morale, and recruitment. The cuts to faculty and support staff for our department, related or not, parallel a trend in enrollment decline in our programs, and both have impacted morale among faculty and students. These challenges have also provided an opportunity for us to reflect on what remains, what we can do with what we have, and how we can use intentional planning to build back better to grow our programs in innovative ways, support retention across the university, and diversify our faculty.

#### *Staffing*

Two tenure-track hires and a C.T. Vivian Diversity Teaching Scholar, if all goes well, will be joining our faculty in Fall 2022. These hires will fill critical needs for expertise, administration, and leadership in our first-year writing, professional writing, and writing center programs. These hires are significant, and will play an instrumental and necessary role in rebuilding programs, supporting retention across the university, fostering morale, and growing new initiatives in our department and across the institution.

Yet we are still running a personnel and expertise deficit that impacts student retention, enrollment, and success. Our composition classes are filled and each semester we have to waive blocks when we run out of classes for students to take. In short, we still cannot offer enough sections of general education writing courses to meet demand. That results in lost revenue for the university as the students go elsewhere to fulfill their composition requirements. This shortage exists even with faculty teaching a maximum load, and will continue despite the hiring of new faculty who will also assume substantial administrative duties. Finding adjuncts last minute also poses a challenge, leading us to look outside the Western Illinois region for instructors who then must teach online due to location. The students who tend to enroll in those classes are the ones enrolling late, who are usually less prepared and less likely to succeed in an online format—again impacting student retention and success.

The lack of support staff also increases pressure across the board on the chair, program directors, and all faculty, and takes away from larger initiatives like recruitment, retention, and outreach on which the



chair and program leaders should be focused. Time spent putting up signs around the building, fixing jammed copy machines, writing student contract requests, and finding staplers that work is time not spent on recruitment, outreach, and program development.

### *Morale*

Morale is the second major challenge. Faculty have never taught more or had to accomplish as much under the added stress of COVID. The increased teaching load, the increased student need for individualized attention and support in and outside the classroom, the time and effort taken to adapt modalities, and the overwhelming stress is not sustainable. Adding sections of writing to faculties' schedules is not as simple as "just" adding another class to their workload. Writing classes, when taught with student retention and success as a priority, are at the base level, extended one-on-one coaching, with mini-lessons built into comments on papers. The individual comments for each writing assignment, the conferencing with each student about their writing, the sustained effort to engage students in a required class, require a significant emotional, mental, and time commitment. The labor-intensive work of teaching writing directly relates to retention and student success. When we are forced to cut corners, the students bear the cost in tangible and intangible ways. When faculty don't have that passion for teaching outside their disciplinary training, the students bear the cost. When faculty are overwhelmed, the students bear the cost. When my most committed and talented faculty tell me that they have had to scale back and sacrifice quality to maintain balance in their own lives, I know something is broken.

### *Recruitment*

We have made significant efforts over the past two years aimed at recruitment, retention, and student success. We have revised curriculum and added two new options to our undergraduate major based on research in the field of English studies about student and employer needs. We have programs in place like the annual Writing Festival (suspended during COVID) where we have contact with prospective students. However, reduced staffing and expertise and increased workload, along with the state of higher education generally in Illinois and in the humanities specifically, have posed challenges to recruitment. For example, we need to develop a digital media campaign, which requires individuals who can actively engage prospective students on social media. We need to do more with developing and updating our department web pages, which requires individuals who know how to work on web pages. We need dynamic new faculty with cutting edge research agendas and the ability to bring students in on research projects and connect them with internship opportunities. We need to be able to promote these opportunities to prospective students and their parents through the classroom, as well as social media and targeted outreach. Recruitment is an area where we think the recent hire of an office manager and the anticipated hire of two tenure-track and one C.T. Vivian faculty member will be immensely helpful over the next year, though at present, recruitment remains a challenge.

### **Identify Opportunities for your department/school in the short term:**

- 1) *Teacher Shortage in Illinois:* The state of Illinois continues to experience large deficits of licensed secondary education teachers. This shortage provides an opportunity for our department to market more explicitly our English Education program and its 100% placement rate. In conversations with prospective students and their parents, that is a big selling point.
- 2) *Retention Efforts through General Education Writing Courses and the Writing Center:* Over the past two years the department has responded to retention issues in multiple ways: changing modality to better serve students; initiating an embedded writing support pilot program; lower class sizes to ensure more attention can be given to each student; frequent use of the Leatherneck Care referral system; frequent discussions amongst faculty about what is and is not

seeming to work with composition students. We will continue to work with the Office of Retention and the Student Success Center to respond more quickly and nimbly to student need.

- 3) *Social justice and racial identity issues on campus*: The hire of 2-3 writing studies specialists (at least two of which will bring racial/ethnic diversity to campus) will enable the department to engage even more deeply and constructively in conversations and programs on campus which center on DEI issues on campus.
- 4) *Recruitment to our academic programs*: The hire of 2-3 writing studies specialists and an office manager, combined with the introduction of two new options to the undergraduate major, position us well to develop a targeted recruitment plan for our academic programs. We continue to explore opportunities to grow our international student population by working with the Executive Director of International Affairs.

**Describe your plans for moving forward in the next academic year. Include a list of specific goals. Examples might include recruiting and retention initiatives, curricular innovation and development based on student learning assessment, increased research output, increased student engagement activities.**

- 1) *Assessment*: The department plans to revise our assessment tools for both general education courses and courses for the major options. The addition of new faculty trained in assessment should help us to move forward.
- 2) *Student Learning Outcomes*: The department plans to revise the learning outcomes for the English major to better reflect the three options: Literature, Creative Writing, and Professional Writing.
- 3) *Mission and Vision*: The department plans to review the mission statement and vision with the new hires and revise if consensus warrants.
- 4) *Retention*: The department plans to continue work on retention initiatives by exploring the pilot program of embedded writing support this spring and considering other options for success in English 100 and English 180 in particular. The University Writing Center will also continue to develop and implement initiatives, in consultation with university partners, aimed at student retention and success.
- 5) *Recruitment*: The department plans to use the timing of new hires and new options in our curriculum to develop a coherent and responsive recruitment plan for our programs.
- 6) *Diversity, Equity, and Inclusion*: The department plans to continue reflecting on our DEI goals and action items, working with the incoming faculty to modify and implement our plan.
- 7) *Initiate External Review of the Writing Program*. The last time the writing program was reviewed was over a decade ago. We will put in place a plan to bring in an outside reviewer and to conduct an internal review of our program. We expect the cost to be \$3000-4000.

**How will you measure the success of the plans outlined above?**

- 1) Success will be a new set of assessment tools, approved by the Council on General Education (or at least under consideration by the Council next spring).

- 2) Success will be gaining consensus throughout the department on learning outcomes for the major that reflect the three targeted options and gaining approval of those learning outcomes at the provost level.
- 3) Success will be gaining consensus throughout the department on the mission and vision.
- 4) Success will be less easily measured here in the short term as we need to see what pass/fail rates and retention rates look like over time. However, we will be soliciting information and feedback from students and faculty and working with the Office of Retention as we move forward.
- 5) Success will be measured in the short-term by the roll out of a coherent and intentional recruitment plan for our programs, including a digital media plan and regular maintenance of our department web pages. In the mid-term, we will track enrollment and prospective student engagement to gauge success and adapt accordingly.
- 6) Success will be measured by action items accomplished and by keeping the conversation about DEI in our teaching, service, and research ongoing and productive.
- 7) Success will be in getting the review process set up and begun so that it will be complete within 1-2 years.

**List Major Faculty and Staff achievements:**

Books: 1

Chapters/articles: 13

Creative Work: 13

Conferences (domestic): 12

Program Recognitions: 1 faculty

Reviews: 19

Editing Series: 1

Podcasts/Public Radio Commentaries: 3

**List Major student achievements and recognitions:**

- Sigma Tau Delta inducted 23 new members in 20-21 and 5 new members in fall '21.
- Sigma Tau Delta had two round tables at the national, virtual convention in March '21. That included 6 students from our department.
- Josh Stinson was selected as this year's Midwestern Student Representative for the national organization of Sigma Tau Delta.
- Sigma Tau Delta is sending 5 podium presentations to the national convention this spring in Atlanta.
- Adrienne Tinsley has the first person to complete their student teaching through the Tribal Association.

**List alumni activities:**

- All English Education students who completed their degrees in the last 2 years have been hired.

- Connor Sullivan helped to create a Creative Writing Club for his school with the support of two English faculty members. He also had his class participate in a writing partnership with an English 100 class from WIU.
- Ayana Contreras published her book, *Energy Never Dies: Afro-Optimism and Creativity in Chicago*. She was a visiting writing for a spring Fred Ewing and Lola Austin Case writing resident.
- Julianna Goodman's first novel, *Black Girls Left Standing* comes out this spring, and we expect to have her visit as a Lola writer next year.

**Western Illinois University  
Academic Affairs, Annual Reporting Documents  
Department Chairs, School and Program Directors, and Deans  
Academic Year 2021-22**

**Part I (for Chairs)**

**Department/School:**

Environmental Science/Institute for Environmental Studies

**College:**

Arts and Sciences

**Department Vision and Mission Statements:**

**Mission Statement**

We prepare students ...

- ... who provide greater coherence to the field of large river ecosystem science by creating new knowledge based on fundamental research.
- ... who are critical thinkers with the skills necessary to develop and manage complex solutions to open-ended challenges.
- ... to take positions of responsible charge in academic, government, or private sector employment.

**Vision Statement**

The Environmental Science Ph.D. Program will be known for ...

- ... its unique physical location and multidisciplinary focus
- ... its balanced program of both laboratory and meaningful field-based research experiences
- ... a high level of engagement with regional and national environmental stakeholders
- ... providing a strong technical education that also includes issues related to regional economic and community development
- ... its leadership role as a hub for environmental research on the upper Mississippi River

**Degrees Offered in Department/School:**

Ph.D.

**List specific recruitment and retention activities:**

Working with Dr. Randy Glean, WIU's Executive Director of International Affairs, to access international applicants from a wider range of nations. Utilizing contacts of current international students to increase awareness of the ES Ph.D. Program among students in their native countries.

**List Student Learning Outcomes for Majors:**

Graduates of the Environmental Science Ph.D. Program will...

- ... possess an understanding of the fundamental physical, chemical, and biological processes that interact in large river ecosystems and the unique interactions, non-ideal conditions, *etc.* that distinguish environmental processes in large river ecosystems from others.
- ... understand and apply the latest scientific methodologies to assess environmental processes in large river ecosystems.
- ... develop quantitative tools to model environmental processes in large river ecosystems.
- ... independently define problems, formulate hypotheses, design and conduct experiments, interpret data, and report findings on an area relevant to large river ecosystem science.
- ... identify gaps in the current knowledge of environmental issues in large river ecosystems and

- develop approaches to fill those gaps.
- ... communicate effectively in writing and orally the results of research findings to the public and other professionals.

**Describe Department/School Strengths:**

**Faculty and Staff**

- Active scholarship and strong professional reputations of the Program Director.
- Significant collaboration between the Program Director allows students to pursue diverse dissertation research topics.
- High degree of interaction between students and the Program Director.

**Students**

- Active scholarship of students – including successful grant writing – on regional, national, and international levels.
- Diversity of student body.
- Ph.D. student mentoring of high school students, K-12 outreach.

**Facilities and Equipment**

- The only Environmental Science Ph.D. Program in Illinois to be offered at a campus on the Mississippi River.
- High quality laboratory facilities at WIU-QC.

**Stakeholder Engagement**

- Proximity to regional and national environmental and river science stakeholders.
- Meaningful engagement with external stakeholders (environmental NGOs, state and federal resource management agencies, private conservation groups, regional K-12) that involves faculty and students, provides access to study sites, *etc.*

**Describe Department/School Challenges:**

**Faculty and Staff**

- Insufficient number of faculty with appropriate expertise to teach and advise Ph.D. students and MS students in Biological Sciences.
- Lack of year-round staffing/supervision for laboratory and field studies.

**Students**

- Insufficient support Ph.D. student assistantships.
- Limited international student services and programming at WIU-QC.

**Facilities**

- Lack of availability of scientific facilities and key resources at WIU-QC.
- Absence of environmental health and safety personnel and policies/procedures on the WIU-QC campus.

**Identify Opportunities for your department/school in the short term:**

Expand working relationships with regional education partners.

Broaden and strengthen collaborative efforts with the School of Agriculture and the Illinois Institute for Rural Affairs (IIRA).

Increase external support for the program and its students.

Continue collaboration with Department of Biological Sciences.

Maintain a focus on international student recruitment and work to expand services for these students on the QC campus.

**Describe your plans for moving forward in the next academic year. Include a list of specific goals. Examples might include recruiting and retention initiatives, curricular innovation and development based on student learning assessment, increased research output, increased student engagement activities.**

Maintain and grow the existing strong collaborative relationship with WIU's School of Agriculture.

Maintain the profile of the program with international stakeholders.

Collaborate with the IIRA Director and external stakeholders on the development of the Corn Belt Ports.

Maintain active service on the Quad Cities Leadership Council and focus on meeting the needs of graduate students on that campus.

Grow new private funding opportunities in the QC area by working with Ms. Jennifer Von Kanel, WIU's Director of Corporate Outreach.

Engage regional higher education partners (*e.g.*, Culver Stockton College and the Eastern Iowa Community College District) on issues related to the Upper Mississippi River basin.

Support the recruitment of faculty in complementary disciplines as a way to increase the number of faculty who are qualified to teach and advise Ph.D. students.

Continue to work with WIU's Executive Director of International Affairs to recruit Ph.D. students.

Support new /expanded community outreach activities in collaboration with regional partners.

**How will you measure the success of the plans outlined above?**

A combination of qualitative and quantitative metrics will be used to assess the success of these plans.

With respect to our relationship with the School of Agriculture, the following metrics will be used:

- Number of graduate students co-advised with School of Agriculture faculty.
- Number of students supported through external sources of funding.
- Number of peer reviewed publications generated from funded collaborative research work.
- Number and amount of collaborative research grants obtained.
- Attendance at annual project field day.

Regarding efforts to develop and support the Corn Belt Ports Initiative in IL, IA, and MO, hosting meetings of stakeholders and facilitating collaboration across state lines will be tracked and reported. Since this is a longer-term effort, activities on this initiative are expected to vary over the next two years. This specific initiative will also involve other partners in higher education (Culver Stockton College).

The degree to which the program's profile is maintained among international stakeholders will be determined based on the participation of faculty and students in internationally recognized scientific activities including but not limited to international design challenges and membership on boards of directors, editorial boards, *etc.* of scientific organizations with an international scope/reach.

With respect to external support for our programs, the Director will continue to coordinate with Ms. Von Kanel to increase direct contact with potential donors. The number and amount of external support will also be reported.

We will work with regional partners to cohost the 15<sup>th</sup> Annual Upper Mississippi River Conference which will include a poster session for college and university students from across the region. K-12 students will also be engaged through cosponsorship of a field day at the Quad Cities Conservation Alliance's wetland complex.

**List Major Faculty and Staff achievements:**

- Cosponsored the 14th annual Upper Mississippi River Conference, which was held in person and online from October 5-7 at the Bend in East Moline, IL. Prof. served as a member of the conferenced planning committee and was a session moderator.
- Prof. Viadero served as a reviewer for Engineers Without Borders – UK's International "Engineering for the People" design challenge. Viadero also continued to serve as a member of the editorial board of the Journal of Aquacultural Engineering (Elsevier Science).
- Prof. Viadero is under contract with Taylor Francis Publishing to write a textbook on aquatic environmental systems for scientists and engineers. The book will appear in the Taylor Francis catalog in time for the fall 2023 semester.
- A peer reviewed paper authored by a recent Environmental Science (ES) Ph.D. graduate and Prof. Viadero appeared in the Journal of the American Mosquito Control Association in December 2021.
  - \*Rehbein, M., and Viadero, R. "A New Record of *Uranotaneia Sapphirina* and *Aedes Japonicus* in Lee and Oogle Counties, Illinois," Journal of the American Mosquito Control Association, 37 (4), 280-282. <https://doi.org/10.2987/21-6994>
- A peer-reviewed paper authored by a recent Environmental Science (ES) Ph.D. graduate and Prof. Viadero was accepted for publication in the Journal of the Soil and Water Conservation in November 2021.
  - \*\*Singh, A. and R. Viadero. "Environmental Impact of the Historical Slag Pile in Davenport, Iowa, USA: Trace Metal Contamination in Soils and Terrestrial Vegetation," Journal of Soil and Water Conservation, accepted November 2021.
- The Environmental Science Ph.D. Program is cosponsoring the 2nd Annual Quad Cities Wetland Expo in June 2022. The ES team is collaborating with the QC Conservation Alliance, Riverside Global, and others to highlight water resource technologies and outreach to stakeholders from across the Upper Mississippi River Basin.

**List Major student achievements and recognitions:**

- The first two students in the Environmental Science Ph.D. Program graduates in Spring 2021.
- Two environmental science Ph.D. students and four biology M.S. students presented posters based on their research at the 14th annual Upper Mississippi River Conference.
  - Madison Davee, "Real-Time Monitoring of Water Levels and Atmospheric Variables in an Urban Wetland System"
  - E. Dave Thomas, "Challenges to Water Resources Management and Supply in the Southern Tri-Island Caribbean State of Grenada, Carriacou, and Petit Martinique"



- Matt Williams, Ava Alford, Madison Davee, and Claire Helmke, “Water Quality of Drainage Tile Runoff with the Integration of Cover Crops and Grazing”
- Claire Helmke, “Spatial Distribution of Extractable Metals in Sediment Leached from Iron Foundry Slag Deposit at Carp Lake, Davenport, IA, USA”
- Two Environmental Science graduate students presented their research to state-wide nutrient reduction stakeholders in February 2022 at the IL Nutrient Research and Education Council meeting in Champaign, IL.

**List alumni activities:**

- Dr. Michele Rehbein directs mosquito research and abatement efforts for the Moab, UT, Mosquito Abatement District.
- The Ecological Society of America has recognized Dr. Rehbein as a Certified Ecologist.
- Dr. Anshu Singh has taken a position as Senior Environmental Scientist at Riverside Global in Hampton, IL.
- See \* and \*\* above.

**Summary of Scholarly Activity**

Books – 1 under contract

Peer reviewed manuscripts – 2

Conference presentations – 3 (regional)

## Part I (for Chairs)

**Department/School:** Foreign Languages and Literatures  
**College:** College of Arts and Sciences

### Department Vision and Mission Statements:

- **Mission** - Foreign Languages and Literatures - The B.A. in Foreign Languages and Cultures encourages and cultivates literary, linguistic and intercultural competence, academic achievement, critical thinking and a broad understanding of global issues. Through a series of courses, which include language, linguistics, literature, culture and pedagogy, and through extra-curricular activities, we prepare students for graduate studies and entrance into the regional, national and international public or private work force.
- **Vision** - Foreign Languages and Literatures - Our degree will be known for students developing and demonstrating optimal linguistic aptitude, excellent critical reasoning and transcultural competence, all of which prepares students to achieve their career objectives and to perform as responsible actors in an increasingly diverse US and an ever-growing interdependent global society.

### Degrees Offered in Department/School:

At the Department of Foreign Languages and Literatures, we offer a B.A. in Foreign Languages and Cultures with four options of study: French, Spanish, French Ed., and Spanish Ed. Our degree aims to attain the following goals:

- Optimal linguistic competence in a foreign language, based on the four linguistic skills – Reading, Writing, listening, and speaking.
- Ability to utilize cultural artifacts of a target culture (literature, music, films etc.) as a means to develop critical knowledge skills and transcultural aptitude.
- Improvement of literacy and communication skills inside and outside the classroom.
- Development of transcultural aptitudes, improving thus cross-cultural understanding, international awareness, and appreciation of one's own culture.

### List specific recruitment and retention activities:

Recruitment and retention being right now our main preoccupation. We have been developing a series of activities aimed at those two issues. All faculty in the department have been visiting high schools whenever the opportunity appears. Also, faculty have been visiting different minority communities in our area to talk about educational opportunities. We have been receiving group visits of different high schools, in order to present them WIU and our department. We increased, at the department level, our hours of availability to students, aiming at mentoring and retention efforts. We changed our placement test procedure, in order to spend more time with students and their specific needs. We increased substantially access to our scholarships (both the annual one and the study abroad one) in order to serve and support as many students as possible. Finally, Dr. Edmund Asare, in special, liaised with Academic Advisors and Student Success to assist and work with students on issues related to excessive absences and missed assignments.

### List Student Learning Outcomes for Majors:

- Competence in reading, writing, listening and speaking skills in both English and the target language.
- Competence to think analytically, critically and aesthetically about literature and other social discourses.

- Competence to understand of foreign cultures from both a discursive and pragmatic perspective; including the extensions and transculturation of foreign cultures inside the American culture.
- Competence to act as a globally cultured, diversity-sensitive individual in today's increasingly linguistically and culturally interdependent world community.

**Describe Department/School Strengths:**

- We have a highly qualified and diverse faculty, committed to engaging and attracting students.
- We emphasize experiential learning opportunities for students by offering Study Abroad opportunities and excellent scholarships.
- We have been experiencing increases in racial and ethnic diversity.
- We have one of the largest number of second majors in the CAS.
- We have one of the largest number of minors in the CAS.

**Describe Department/School Challenges:**

- We need to fill new positions with specialized, highly published and experienced faculty in order to respond to programmatic needs of the FLC B.A.
- We need to develop more distance learning classes in order to serve and attract non-traditional students.
- We need to promote further interdisciplinary cooperation.
- We need to foment the number of its academic presentations and publications.

**Identify Opportunities for your department/school in the short term:**

- Our intention is to find ways to offer as many classes as we can on-line, making it easier for non-traditional students to join our program or attend our classes.
- We will continue to promote interdisciplinary cooperation (cross-listed courses and participation in multidepartment programs).
- We have and will increase the number of scholarship provided by the department.
- We have and will increase our recruitment initiatives.

**Describe your plans for moving forward in the next academic year. Include a list of specific goals. Examples might include recruiting and retention initiatives, curricular innovation and development based on student learning assessment, increased research output, increased student engagement activities.**

As explained in the Department recruitment and retention section, our main objective right now is to increase our number of majors and to retain better all students we can, majors and minors. We then intend to move forward by strengthening our program with more distance learning classes (in order to serve non-traditional students), more interdisciplinary cooperation and with an increase of our recruitment and retention initiatives as described above. As a second objective, we need to increase our research output, and intra-departmental initiatives (departmental presentations, peer-reading etc.) will be implemented in order to foment research.

**How will you measure the success of the plans outlined above?**

First, success related to recruitment and retention will be identified by an increase in the number of our majors and minors. Second, success related to research output will be identified by a higher number of articles published in peer-reviewed venues and presentations in conferences. Finally, departmental success in general will be measured by an identifiable increase of distance learning offerings; an identifiable growth in recruitment and retention initiatives; and the creation of new interdisciplinary programs.

**List Major Faculty and Staff achievements:**

- The faculty presented research in 6 (six) different conferences.
- The faculty participated in 12 (twelve) different conferences.
- The faculty participated in 15 (fifteen) different webinars.
- The faculty published 5 (five) peer-reviewed articles.
- **Other:**
  - Dr. Cabedo-Timmons received the “Provost’s Award for Excellence in Internationalizing the Campus for 2021”.
  - Dr. Cabal-Jimenez invited to participate in the New Historic Dictionary through the Language Academy of Costa Rica under the direction of Royal Spanish Academy.
  - Dr. Cabal-Jimenez contributed to the Mexican Language Academy.
  - Dr. Cabal-Jimenez received distinguished grant from the Andrew Mellon foundation

**List major student achievements and recognitions:**

- Ms. Erin Anderson nominated as the CAS Lincoln Laureate.
- Ms. Erin Anderson nominated Fall 21 College Scholar by the CAS.
- Students proofread translation (from English to Spanish) made by the student of documents related to Speech Pathology diagnoses in collaboration with the Department of Speech Pathology and Audiology. Fall 2021

**List alumni activities:**

All faculty have been in close relation to alumni activities, trying to participate, as much as possible, of different events and programs dedicated to our alumni. Newer alumni, especially those in the field of education and working regionally, have been fundamental in helping us to achieve our recruitment and retention goals.

**Western Illinois University**  
**Annual Program Review**  
**Activities 1/1-12/31/21**

**Unit:**

Department of History

**College:**

Arts and Sciences

**Degree(s)/Program(s)/Options:**

B.A. with options in History, History Pre-Law, and History – Teacher Education; M.A.; Undergraduate minors in History and Middle Level Social Studies Teaching.

**B.A. Mission Statement:**

We will prepare students to become informed citizens, capable of thinking intelligently about the past and its relevance to the present. We will help them develop the analytical, research, and communication skills that will enable them to excel in their careers. Particularly, the department will prepare graduates for success in teaching, law, business, public history, and public service, as well as in graduate school.

**B. A. Vision Statement:**

Our degree will be known as a cornerstone of a liberal arts education, and as the study of the memory of humankind. The knowledge students gain contributes to their understanding of self and society grounded in an appreciation of cultures and traditions that have shaped the past and present.

**M. A. Mission Statement:**

We prepare students for professional careers in history teaching, public history, law, government service, and publishing, and provide interested students a foundation for further graduate study.

**M. A. Vision Statement:**

Our degree will be known for highly-individualized relationships between faculty and students. We will focus on training students in World, American, and Illinois history, to meet needs for teachers of high schools and community colleges. We will also focus on developing individuals to work in public history organizations. We will ensure all students develop excellent research and writing skills.

**Specific Recruitment and Retention Activities:**

To help recruit prospective graduate students to the program, using contact information gathered by a teaching assistant, the graduate program director emailed history department chairpersons at 18 colleges in Illinois, Iowa, and Missouri, history department chairpersons at 73 HBCUs, and principals at 14 Western Illinois high schools (for sharing with teachers interested in an M.A.). Using WIU admissions office reports of high school students indicating an interest in history, the department interim chair, quarterly, e-mailed prospective undergraduate students with information about the program. Additionally, drawing on a digital history game he developed in summer 2021, the department interim chair, supported by a WIU summer stipend, contacted 16 high school teachers of American history to incorporate the game into their curriculum (the first year of a multi-year outreach project).

Meanwhile, the graduate program director also made on-campus presentations at Bradley University, Lincoln College, and the University of Northern Illinois to help recruit prospective graduate students to the program. The graduate program director also recruited several international students to the program, increasing the program's diversity. And the graduate program director arranged for history graduate students to gain assistantships in the department as well as in the university writing center and the library archives, strengthening the program's enrollment.

To help with student retention, the interim chair, using information provided by the WIU registrar, AIMS, and office of Assessment, Accreditation, & Strategic Planning (AASP), also compiled data on students' rates of lack of success (withdrew or failed) in undergraduate classes from 2018-2021 to identify possible patterns susceptible to changes in department teaching methods, and established a faculty committee to generate recommendations.

**Student Learning Outcomes:**

Undergraduate students will demonstrate a wide knowledge of the past and its relationship to the present, as well as an understanding of self and society grounded in an appreciation of cultures and traditions that have shaped the present. Teacher education students will be prepared to excel on state licensure exams.

Graduate students will demonstrate an understanding of significant trends, events, and other essential historical knowledge in their major and secondary fields of study. They will successfully exhibit the ability to communicate effectively in written and oral presentations. And they will demonstrate the capacity to analyze and interpret critically historical sources, data, and literature in the discipline.

**Department Strengths:**

The department has a stellar faculty reputation in teaching and research. Faculty members contribute to university governance, holding positions of leadership in areas including the Faculty Senate, University Committee for Education Preparation, and University Professionals of Illinois. Students in the department have a persistence rate on par with the university's overall student completion rate. Students in the department's history education option have a high pass rate on the state licensing exam. The department enjoys regular financial support from several alumni and professors emeriti.

In terms of contribution to the overall teaching of the university, historians have worked with the Honors College to enhance their curricular offerings. Lee L. Brice developed an honors course to be taught fall 2022 on ancient history represented in films.

Similarly, faculty have offered cross-listed courses that enhance the offerings in related departments. These included HIST/WS 342 (Women and Gender in Asian History), HIST/WS 318 (Women and Gender in European History), HIST/GER 337 (The Holocaust), and HIST/AAS 314 (African-American History).

And, finally, historians have served as public commentators. For example, Tim Roberts, Rich Filipink, and Ute Chamberlin participated in the Western Illinois Museum's program "Taking Questions," a public discussion series in winter 2020 and spring 2021. Roberts and Filipink were interviewed by the *QC Times* for a story on teaching about 9/11. And Peter Cole published an op-ed in the *Washington Post* in April 2021 and was interviewed over two dozen times in 2021 about his publications on the IWW and Chicago Race Riot public history project, on local radio stations and syndicated outlets including ABC News and Al Jazeera.

**Department Challenges:**

Departures of faculty without replacements have led to gaps in curricular coverage in areas that include African history, Latin American history, Russian history, and British history. And except through highlighting of teacher education, the department does not have a presence in the university's advertising/recruitment literature focused on programs that generate career success.

**Department Opportunities:**

Increasing demand for teachers, including in history/social studies, may provide an opportunity for increased major recruitment. Development of additional online course offerings may provide an opportunity for offering greater access to more diverse distance-learning students and non-traditional students. Among innovative ways department faculty are teaching, the interim chair's recent training in digital humanities may afford opportunities to train students in digital history tools.

## **Department Plans, Goals, and Metrics:**

In addition to continuing its present recruitment activities, the department plans several other initiatives.

- Arrangement with the University Committee for Education Preparation (UCEP) of a campus-wide, cross-disciplinary “future teachers day” for high school students on campus.
- Collaboration with the School of Education to offer a Master of Arts in Teaching (MAT) in history and social studies.
- Revision of the curriculum to match faculty teaching interests with needs and interests of students, particularly to attract more diverse students to our courses. Areas of potential focus are African history, African American history, Latin American history, and the history of colonialism and imperialism.
- Review of teaching methodologies and course enrollment policies, particularly in lower level courses, to identify ways to enhance student success and retention.
- Involvement of alumni to provide testimonials about the department’s preparation of them for career success.
- Distribution of information about the value of a history major or minor on WIU campuses and via social media.
- Distribution of updated information about our M.A. program to colleges and universities in the region

## **How will you measure your success?**

Success will be measured primarily by whether more students succeed in classes (retention) and enroll in classes (recruitment). Success will be measured also by revision and re-introduction of courses previously “frozen” to attract students, and augmentation of selected courses previously existing only face-to-face to include online versions. And success will be measured by an increase of history student extracurricular and scholarly activities.

## **Faculty/Student Achievements**

### **Refereed Articles:**

Lee L. Brice and Theodora Kopestonsky, “Teaching Evidence Use and Interpretation with Coins,” *Journal of the Numismatic Association of Australia* 30 (2021), 24-46

Lee L. Brice and Angela Ziskowski, “Athena, Peirene and Pegasi: Myth and Identity in Corinthian Numismatics,” *Numismatic Chronicle* 181 (2021), 1-18

Peter Cole, “Die Stolpersteine und das Projekt zum Gedenken an die Chicago race riots von 1919” (Stumbling Blocks of US History: Stolpersteine and Chicago remembrance culture), co-authored with Sara F. Hall and Franklin N. Cosey-Gay, translated by Adina Stern, in *Steine des*



*Anstoßes. Die Stolpersteine zwischen Akzeptanz, Transformation und Adaption (Stumbling Stones: A Review)*, ed. Silvija Kavčič, Thomas Schaarschmidt, Anna Warda, and Irmgard Zündorf (Berlin: Metropol Verlag, 2021), 266-286

Peter Cole, "Prisoner No. 9,653: Eugene Debs on capitalism, incarceration, and solidarity," *North Meridian Review: A Journal of Culture and Scholarship*, July 28, 2 (2021), 62-80

Tim Roberts, "'Almost as it is formulated in the so-called Homestead Act': Images of the American West in French Settlement of Algeria," *Journal of World History* 32 (December 2021), 601-629

### **Scholarly Presentations:**

Lee L. Brice, "What Sort of Wave: New Work on Explaining Roman Military Success," panel commentary for Annual Meeting of the Society of Military History, Norfolk, VA, May 22, 2021

Lee L. Brice, "Mandate of Heaven: The Qin and Early Han Dynasties," presentation delivered to DuPage County Social Studies Conference, Aurora, IL, February 26, 2021

Ute Chamberlin, "Women and Urban Violence after the Great War," presentation for Annual Conference of the German Studies Association, Indianapolis, IN, October 1, 2021

Peter Cole, "Ben Fletcher: The Most Important Black American Docker You've Never Heard Of," Maritime History and Culture Seminar, Royal Museums Greenwich, London, UK, virtual, October 25, 2021

Peter Cole, "On doing global labor history: challenges and benefits," roundtable, Labor and Working-Class History Association (LAWCHA) conference, virtual, May 27, 2021

Peter Cole, "Ben Fletcher: The Life and Times of a Black Wobbly," Mayday Roundtable with Kafui Atooh, Jasper Conner, Tobias Higbie, Lara Vapnek, and Ahmed White, co-sponsored by H-Labor and LAWCHA, virtual, April 29, 2021

Peter Cole, "Historical Memory, Racial Violence, and Public Art: Chicago-Style," Organization of American History, virtual, April 15, 2021

Peter Cole, "Prisoner No. 9,653: Eugene Debs on capitalism, incarceration, and solidarity," at "While There is a Soul in Prison, I Am Not Free": The History of Solidarity in Social and Economic Justice conference, co-sponsored by Eugene V. Debs Foundation and Indiana State University, virtual, March 30, 2021

Peter Cole, "Black Workers on the Waterfront: Comparing Migrant Experiences to Durban and the San Francisco Bay Area," African American Intellectual History Society conference, virtual, February 27, 2021

Peter Cole, "Black-Led Antricasist Unionism: The Legacy of Ben Fletcher and IWW," with Kafui Attoh, CUNY School of Labor & Urban Studies and New Labor Forum, co-sponsored by Brandworkers, New York City IWW, and New York Labor History Association, virtual, February 5, 2021

Febe Pamonag, "Legal Challenges to the Segregation Law in the U.S.-Occupied Philippines," Pacific Coast Branch-AHA Conference, virtual, August 18, 2021

Febe Pamonag, "Institutionalization and Patient Rights in the Culion Leper Colony, 1900s-1930s," Western Association of Women Historians Conference, virtual, April 24, 2021

Tim Roberts, "Teacher Workshop: Using Twine Interactive Stories to Teach Historical Agency and Contingency," Annual Conference on Illinois History, Springfield, IL, October 8, 2021

### **Grants Received:**

Lee L. Brice, WIU Summer Stipend, \$3,000

Peter Cole, "Chicago Race Riot of 1919 Commemoration Project," in partnership with Organic Oneness and Firebird Community Arts: from Niantic, Inc., \$52,000; from Chicago Monuments Project, \$1,500; from Illinois Humanities Council, \$5,100

Tim Roberts, WIU Summer Stipend, \$3,000

### **Significant Creative Activities and Community Service:**

#### **Faculty:**

Peter Cole, co-organizer of a Black History Classroom Exchange program involving high school students from South Shore, Chicago and Tulsa, Oklahoma as well as NBA players from Chicago Bulls and Oklahoma City Thunder, April 2021, as part of Cole's Chicago Race Riot of 1919 Commemoration Project

Febe Pamonag, Member, Illinois State Board of Education Teaching Equitable Asian American Community History (TEAACH) Act Advisory Group – provision of supplemental learning resources to support K-12 educators in teaching Asian-American history, 2021-2022

Tim Roberts, completion of internship in digital humanities and public history, Smithsonian Institution, June 2021

#### **Students:**

Luke Hobbs, winner of the department's Burton Prize in History, for a paper, "Wartime Japan and the Homefront," May 2021

Marcus Sweeten, winner of a third-place prize in Western's Phi Kappa Phi Honor Society annual undergrad essay competition, for a paper, "'Springfield had no Shame:' White Prejudice, Black Growth, and the Springfield Race Riot of 1908,' March 2021

**Significant alumni achievements:**

Greg Bennett, B.A. 1986, social studies teacher at Lewistown High School, named Illinois basketball coach of the year, 2021

Dr. Irene Herold, M.A. 2004, named Dean of the Virginia Commonwealth University Libraries and University Librarian, 2021

Luke Vander Pluym, B.A. 2013, teacher at Chicago's Rickover Naval Academy, nominated for the Gilder Lehrman Institute's History Teacher of the Year Award, 2021

John Weygand, B.A. 2021, commissioned as a Second Lieutenant into the Illinois National Guard, 2021

**Faculty productivity table:**

| Books published | Refereed book chapters & journal articles published | Significant Creative Activities | Grants | Conference Presentations Domestic/International | Program Recognitions Faculty/Staff/Student |
|-----------------|-----------------------------------------------------|---------------------------------|--------|-------------------------------------------------|--------------------------------------------|
| 0               | 5                                                   | 3                               | 5      | 12/1                                            | 0/0/2                                      |

**Annual Report: March 2022**  
**Department of Liberal Arts and Sciences**  
**College of Arts and Sciences**

**Department Mission Statement**

By working with students who create their own rigorous degree plans, the Liberal Arts and Sciences Degree prepares them to take initiative in gathering knowledge from different fields of study and to develop the intellectual agility needed to analyze questions using different modes of inquiry. Students will then be able to use this knowledge – and the process they went through in integrating their selected fields of study - to engage with and adapt to a continually changing world.

Through its support for three multidisciplinary programs - African American Studies, Religious Studies, and Women's Studies - the Department of Liberal Arts and Sciences also contributes to WIU's mission to teach leaders who can work with dynamic and diverse communities. These programs' shared mission is to contribute to a body of knowledge that should be an integral part of the education of all students, as it will be central to their work in both their communities and their careers. In all of these fields, we work to create and sustain a learning environment that fosters intellectual development. We value curiosity and depth of knowledge, believing that these are the best routes to academic excellence. We also hope this knowledge will help to create and sustain a just and compassionate human society.

- The mission of the African American Studies Program is to offer courses that focus on historical and contemporary experiences of African Americans – political, legal, social, and cultural - in order to both provide an accurate picture of the Black experience and to help students understand and appreciate that experience.
- The mission of the Religious Studies Program is to help students learn about the history and current state of the world's many and varied religious traditions, introducing them to these religious traditions' approaches to life's existential questions and ordinary realities.
- The mission of the Women's Studies Program is to apply theories of privilege and social justice to women's lives, as well as to examine intersections of race, class, sexuality, and ethnicity. Women's Studies deals with both the personal and the political, as well as the intersections between the two, and as such it is relevant to many occupations, including law, education, and business.

**Vision**

Our programs will be known for cultivating self-directed learners with the intellectual agility and range vital to engage and adapt to a continually changing world. Global citizens need to be conversant in the practices and beliefs of the world's great religions, and to understand issues pertaining to race and gender. Our students will be tomorrow's leaders in all fields of human

endeavor, including politics, business, law and medicine, having learned how to approach and understand individuals and cultures radically different from their own.

**Degrees Offered in Department/School:**

Bachelor of Liberal Arts and Sciences

Masters of Liberal Arts and Sciences

**Specific recruitment and retention activities:**

1) **Curricular restructuring:** The Department has proposed a restructuring of the BLAS that allows for the creation of two Options this year – converting the Paired Minors Emphasis into an Option, and creating a new African American Studies Option. In response to student interest, we plan to pursue additional Options in future years, possibly including Latinx and Environmental Justice. We hope this will increase the potential to recruit LAS Majors in both the Macomb and Quad Cities campuses.

2) **Scholarships:** The Department continues to offer multiple scholarships – including the Mary Olive Woods Scholarships in Religious Studies; the Women’s Studies Minor Scholarship and Book Scholarship; the Dr. Essie Manuel Rutledge Scholarship; and the African American Studies Experiential Learning Scholarship. All of these scholarships are geared towards helping to recruit and retain students with interests in the areas covered by LAS faculty.

**Learning Outcomes**

- Students will demonstrate effective written communication skills, including the organization of their ideas and carefully constructed and punctuated sentences.
- Students will demonstrate critical thinking skills, moving beyond summary to synthesis, analysis, and/or interpretation.
- Students will demonstrate integrative learning skills, including the application and synthesis of concepts and ideas from multiple disciplines.

**Department/School Strengths**

1) **Successful completion of Spring 2021 Program Review;** comments from the external reviewer are provided below.

2) **Innovative curriculum development and restructuring:** In Spring 2021, the reviewer noted “significant curricular changes” that are likely to “support enrollments,” promote “the core learning outcomes of LAS programs” and align with “university mission, vision, and values” (2). Curriculum development has included:

a) **Restructuring of LAS Major to include AAS Option:** In tandem with recommendations from the Exploratory Committee on Ethnic, Racial, and Gender Studies, LAS in Spring 2022 proposed a Change in Major to allow for the addition of a new Option in African American Studies. This change was accompanied by an addition of a Paired Minors Option;

the development of a new LAS core course, LAS 395, Evidence, Truth, and Action; and a reconfiguration of an existing course, LAS 498, to be renamed Interdisciplinary Studies and Experiential Learning. The Feasibility Study for the new AAS Option was approved in February 2022, and curriculum proposals were approved by the College of Arts and Sciences Curriculum Committee in March 2022.

b) **Core course retooling:** The retooling of LAS 195, Introduction to the Liberal Arts and Sciences - which in Spring 2020 was approved for General Education Multicultural credit – has increased the number of students who take this gateway course for the major, with 22 students enrolling in Fall 2021 in the Macomb section (up from 4 in F19 and 18 in F20), as well as 18 in the QC section. This introductory course emphasizes the multicultural aspects of the three disciplines taught by LAS faculty, and will be an important starting point for LAS Majors in the Paired Minors and African American Studies Options, as well as future possible options in Latinx Studies, Environmental Justice, and other areas.

c) **New crosslisted course with Anthropology:** LAS faculty member Dr. Sarah Haynes developed a new course, ANTH/REL 225, which enrolled with 40 students at full capacity when it was taught for the first time in fall 2020. The course is cross-listed with Anthropology and geared towards attracting Anthropology majors into Religious Studies courses and the REL minor; it will be offered again in 2022-23.

d) **Cannabis and Culture minor:** Dr. Haynes was a co-founder of the Cannabis and Culture minor, which was approved in 2020 and available fully online in fall 2021; it currently has 12 minors. Courses taught within the LAS department include a core course, REL 180 Religion & Drugs, which enrolled 24 students in Spring 2022, and the Senior Seminar in Cannabis & Culture, enrolling 5 students in Sp22. A planned study abroad trip to Amsterdam for Spring 2022 was cancelled due to COVID. The dispensary in Macomb, Windy City Cannabis, has contacted faculty in the minors about recruiting students to work there.

**3) “Outstanding” core faculty** in the LAS program who, according to the Program Review, utilize “[i]nnovative pedagogies that demonstrate clear and applicable learning outcomes, academic rigor, real-world application, and strong support for student learning.” The faculty represent a wide spectrum of research interests and teaching competencies, and have fulfilled many important service roles at WIU and in professional organizations both regionally and nationally.

**4) Interdisciplinary minors within the BLAS program:** Students interviewed by the reviewer “highlighted what they see as the particular relevancy of Religious Studies, Women’s Studies, and African American Studies,” and “felt that the BLAS program and LAS faculty had supported their academic success and future academic plans.”

#### **Department/School Challenges:**

**1) Decrease in enrollment and conferred degrees.** The enrollment in the LAS program is lower than it has been historically, dropping to 22 undergraduates and 3 graduates in Fall 2020, and remaining relatively stable through spring 2022 (21 undergraduate majors, 2 grad students).

**2) Uncertainty about the future of the Liberal Arts & Sciences department and its faculty.** The reviewer notes that the uncertain future of the department “is creating additional stressors and difficulties for faculty who are actively planning forward with respect to curriculum and kindred work that would make their unit stronger and to find ways to increase enrollments.”

**3) Lack of familiarity with the BLAS degree program among many faculty and advisors.**

### **Opportunities for your department/school in the short term**

1) **Draw on student interest in African American Studies** by expanding course offerings in AAS and providing a structured Option in this field.

2) **Consider additional Options** that also respond to student needs and interests, in fields such as Latinx Studies, Environmental Justice, and other areas.

### **Plans for moving forward**

1) **Implementation of curriculum proposals** for the new African American Studies and Paired Minor Options, and accompanying curricular changes noted above. The target approval date for the proposals is April 2022, with implementation starting in Fall 2022.

2) **Hiring of Director or Chair in African American Studies:** The Department proposes hiring a Director of Chair in African American Studies to serve as the leader for the AAS program, acting as a mentor to students in AAS; teaching courses and developing curriculum in that field; and building the AAS Option.

3) **Continuation of support for interdisciplinary minors** - Cannabis & Culture, Religious Studies, Women’s Studies, and African American Studies – and addition of possible new Options next year if supported by student demand.

4) **Recruitment/retention:** Work with BGS and other advisors to develop routes to transfer into BLAS; once chair is hired, increase faculty advising of BLAS majors and prospective minors; explore honors option for BLAS.

### **How will you measure the success of the plans outlined above?**

The department will track enrollment in new courses and Options, as well as the major as a whole.

### **Major Faculty and Staff achievements:**

- **Dr. Carr** published two book chapters, a co-authored article, and three academic blog posts, and presented at a regional conference. Dr. Carr also advised two

Undergraduate Research Day Projects in 2021. She is WIU's representative to the Illinois Board of Higher Education's Faculty Advisory Council.

- **Dr. Baker-Sperry** made a presentation at the Assessment Institute's 2021 annual conference. She serves as the First Year Experience Faculty Associate and the university's Assessment Coordinator.
- **Dr. Perabo** presented to the Annual Conference of the Society of Christian Ethics in January 2022, and reviewed a proposal for a textbook for Wiley-Blackwell. She supervised the development of the Streaming Religion blog in summer 2021, including the work of the MOW Summer Research Scholar. She also supervises the work of the AAS Program Intern. She is the Faculty Senate Parliamentarian for 2021-22.
- **Dr. Haynes** became the editor of the *Canadian Journal of Buddhist Studies*, which is now housed at WIU; she supervises the work of an MLAS graduate student who is the journal's manager.

#### **Major student achievements and recognitions:**

- Mary Olive Woods Scholarships in Religious Studies were awarded to five students in fall 2021 and six students in spring 2022, for a total amount of \$19,000.
- African American Studies minor Shakyria Bailey received the African American Studies Experiential Learning Scholarship to support her Spring 2022 internship with the AAS Program, and was also awarded the Dr. Essie Manuel Rutledge Scholarship.
- MLAS student Anna Lucken is the Journal Manager for the *Canadian Journal of Buddhist Studies* housed at WIU, and also manages the JBS blog. Anna received the inaugural Mary Olive Woods Summer Research Scholarship in Summer 2021, as well as second place in the Phi Kappa Phi Essay Contest.
- Two BLAS 2021 graduates, Teonna Wade and John Miller, participated in the Spring 2021 Undergraduate Research Day.

#### **Alumni activities:**

- Two BLAS 2021 graduates have reported full-time employment, one at a nonprofit that works to support parents, and another at a state government position in Texas. A BLAS/MLAS combined degree recipient began a graduate program at a seminary following graduation in 2020 and is now working full-time.



## Part I (for Chairs)

**Department/School:** Mathematics and Philosophy

**College:** Arts and Sciences

### Department Vision and Mission Statements:

#### The Department of Mathematics and Philosophy mission is

1. To deliver quality education to the student of Western Illinois University through
  - B. S. in Mathematics
  - M. S. in Mathematics
  - M. S. in Teaching Mathematics
  - Minor in Mathematics
  - Minor in Applied Mathematics
  - Minor in Middle Level Mathematics Teaching
  - Minor in Philosophy
  - Mathematics courses required and recommended by other WIU degrees
2. To prepare mathematics majors and graduate students for:
  - a career of teaching mathematics at the secondary or undergraduate level;
  - a statistics career in business, industry, such as data science and statistics, actuarial science;
  - a career in government, for example, NSA, FDA, CDC, NASA, DOD;
  - success in analytical professions that require strong logical and quantitative skills, such as financial analysts, economists, operations researchers, quality assurance analysts, statisticians, etc.;
  - a masters and doctoral degree in mathematics and related fields, such as computer science, economics, statistics, mathematics education;
3. To serve the university community by
  - contributing to the extension of the boundaries of knowledge in mathematics, its applications, or its education;
  - contributing to the extension of the boundaries of knowledge in philosophy;
  - contributing to the refinement, preservation, and dissemination of the existing knowledge in mathematics, its applications, or its education;
  - contributing to the promotion, dissemination, and preservation of interest in mathematics, logic and philosophy their applications, and their education;
  - providing professional consulting service, to individuals or organizations soliciting such service, on matters relating to mathematics, its applications, or its education;
  - providing diagnostic/prescriptive service and instruction with regard to precollege mathematics for students who may need such services or instructions;
  - reviewing, amending, or redefining this mission to reflect a change in the Department's capabilities or to meet new demands for its services.

#### The Department of Mathematics and Philosophy Vision

Our degrees will be known for:

- creating a learning community rich in faculty-student interaction on the subject;
- promoting in our students an appreciation of mathematics;
- providing guided experiences through undergraduate research, internships and practical experiences;
- providing a rigorous foundation in pure and applied mathematics and statistics;
- high job placement rate after graduation;
- developing lifelong learners of the subject and contributors to the field of mathematics;

**Degrees Offered in Department/School:**

B. S. in Mathematics

M. S. in Mathematics

M. S. in Teaching Mathematics

**List specific recruitment and retention activities:**

Our recruitment activities include:

- Discover Western participation
- Major Exploration Fair participation
- Experience Western Participation
- Email and letter mailing to prospects and admitted students
- Active scholarship offerings
- Social Networking
- Direct emailing to alumni teachers
- Maintaining Math and Philosophy webpages

Our retention activities include:

- Online and face to face tutoring services for all courses at the 100- level.
- Providing Math tutors to Rocky's Resources tutoring services.
- Piloting LA program in Math 100.
- Providing graduate assistants to the faculty with a high teaching load.

**List Student Learning Outcomes for Majors:**

B. S. Mathematics. Students will:

- Demonstrate core knowledge in fundamental mathematical areas of logic, calculus, and linear algebra;
- Demonstrate the ability to think critically and solve complex problems;
- Demonstrate the ability to communicate mathematical ideas clearly, both in writing and orally;
- Demonstrate the qualifications to begin a graduate degree in mathematics, statistics, and related fields;
- Develop an in-depth understanding in the option specific areas through content courses.

**Describe Department/School Strengths:**

- Diverse and talented faculty, with high teaching performance while maintaining active research.
- New options in the major, such as Data Science and Statistics, Actuarial Science.
- Growth in the Department Foundation account due to ongoing communications with our donors, in coordination with the WIU Foundation and Development Office.
- Commitment to regional teacher development.
- Commitment to outreach activities.
- Teacher Education students' strong performance on State Mathematics Content Test.
- Strong relationships with the department alumni currently teaching mathematics.
- Growth in offering of online courses
- Increased opportunities for interdisciplinary studies within the mathematics major, through focus areas and providing paths for double majoring.
- Collaboration with other WIU departments and schools, such as Computer Science, Economics and Decision Sciences, Accounting and Finance, Engineering, Education.
- Curriculum responsiveness to the needs of our students, changes in state regulations, and job market.

Additionally, for our graduate program:

- New M. S. degree in Teaching Mathematics.
- Strong emphasis on applied mathematics, with a significant statistics component.
- Preparation of students for the workforce environment.
- Flexibility.
- We attract strong students to our program.
- High graduation rate.
- Success of our graduates in gaining employment in a variety of fields.

**Describe Department/School Challenges:**

- Declining enrollment at the undergraduate levels.
- Declining appropriated budget, student employment and graduate assistantship budget.
- Lack of funds to regularly update equipment.
- Insufficient institutional financial support for faculty and student travel to professional meetings.
- Limited variety of courses offered as upper division electives.
- Limited opportunities for co-curricular and out-of-classroom academic experiences.
- Decline in offering independent study courses.

**Identify Opportunities for your department/school in the short term:**

- Offering M. S. in Mathematics completely online in addition to the on-campus option.
- Offering a track for training in data science, operations research analysis, and systems analysis at the M. S. level.
- Delivering mathematics B. S. partially or completely online.

**Describe your plans for moving forward in the next academic year. Include a list of specific goals. Examples might include recruiting and retention initiatives, curricular innovation and development based on student learning assessment, increased research output, increased student engagement activities.**

- Complete the request to offer M. S. in Mathematics completely online in addition to the on-campus option.
- Develop a track for training in data science, operations research analysis, and systems analysis at the M. S. level.
- Investigate the options of delivering mathematics B. S. partially or completely online.
- Keep promoting new options in Data Science and Statistics and Actuarial Science on web pages, Facebook, etc., and through printed materials.
- Keep promoting Options A and C to science majors as possible double majors.
- Better publicize faculty achievements and professional activities.
- Maintain departmental web pages and increase social media presence.
- Plan to organize more on-campus events for high school students. Consider teaming up with other departments and colleges.
- Seek better coordination and cooperation with other programs to improve retention.
- Continue to support and develop the Learning Assistance Program to improve retention.

#### **How will you measure the success of the plans outlined above?**

All the goals above have measurable outcomes.

#### **List Major Faculty and Staff achievements:**

##### Scholarly Publications

- **Andreev F.**, Alexander V. Kitaev. (2020). Connection formulae for asymptotics of the fifth Painlevé transcendent on the imaginary axis: I. *Applied Studies in Mathematics*, <https://doi.org/10.1111/sapm.12323>.
- Kalantari B, **Andreev F.**, Lau C. Characterization of local optima of polynomial modulus over a disc. *Numerical Algorithms*. 2021 Sep 29:1-5.
- **Tasdan F.**, "Point Air Defense Needs of the Turkish Air Force", *Defense Turkey Journal*, p52-60, Vol 15, Issue 110, ISSN:13065998, (2021).
- Baramidze, G., **Baramidze V.** and Xu, Y., 2021. *Mathematical model and computational scheme for multi-phase modeling of cellular population and microenvironmental dynamics in soft tissue*. *PloS one*, 16(11), p.e0260108.
- **Blackford T.**, "A Square Root's Take on the Pandemic", *Mathematical Intelligencer*.

##### Presentations

- S. Brooks, "Math in Engineering: Looking Beyond the Equations", the department of Mathematics and Philosophy Colloquium series.
- D. LaFountain, "Ranked Voting Systems and Arrow's Theorem", a student talk.
- S. Turkelli, "Isometries of the Euclidean Plane", a student talk.
- L. Petracovici, "Differentiation under The Integral Sign", a student talk

##### Awards

- Dr. Susie Brooks is the 2021 Provost's Award recipient for Excellence in Teaching 2021.

#### Scholarly Reviews

- Dr. Pynes published a book review: *What Is Life?: Five Great Ideas In Biology*, Paul Nurse in *The Quarterly Review of Biology* 97.1 (March, 2022): 41-42.
- V. Baramidze reviewed an article for the Journal of Computational and Applied Mathematics

#### Other

- An M. S. in Mathematics student defended his thesis under the supervision of Dr. Tom Blackford.
- K. Felt participated in webinars: "Flexibility Through Facts" , "Response to Interventions" , "Equity and Mindset", "Building Thinking Classrooms" and two Virtual Math Summits.

#### **List Major student achievements and recognitions:**

- Mary Bjelica is the Fall 2021 Departmental Scholar for Mathematics and Philosophy
- Brianna Gorsuch is the Spring 2022 Departmental Scholar for Mathematics and Philosophy
- Hunter LaCroix is the H. Glenn Mathematics Scholarship recipient for Excellence in Graduate Studies.
- Bunmi Iyanda and Rexford Mensah received Fall 21 Award for Potential for Excellence in Mathematics Graduate Studies
- Melissa Petermeyer is our first MSTM degree awardee, she graduated in December 2021.

#### **List alumni activities:**

- Ms. Ming Zhu Wang, a WIU alumna, presented "From Math to Business Academia: Expectations, Opportunities, and Is It Right For You?" at a Math Club meeting

Western Illinois University  
Academic Affairs, Annual Reporting Documents  
Department Chairs, School and Program Directors, and Deans  
Academic Year 2021-22  
Part I due to Deans Offices by **March 15**  
Part II due to Provost Offices by **April 15**

## **Part I (for Chairs)**

**Department/School:** School of Nursing

**College:** College of Arts and Sciences

**Department Vision and Mission Statements:**

### **Mission — School of Nursing**

The Western Illinois University School of Nursing mission is our obligation to educate future professional nurses who are clinically competent using evidence-based practice as the norm, capable of critical thinking using information and information technology to design and redesign care and care systems, and who are ethically and legally accountable for their actions on a local, national, and global basis.

### **Vision — School of Nursing**

Educating Leaders for Professional Nursing

**Degrees Offered in Department/School:** Bachelor of Science in Nursing

**List specific recruitment and retention activities:** Students are recruited through Discover Western and tours scheduled through admissions. And the biggest recruitment tool is word of Mouth. The School of Nursing is listed on the IDFPR website under Nursing programs so prospective students looking for a program often look there. Very few students are admitted as freshmen; the majority of students are admitted for the junior year. Nursing is an upper division major. There are no major retention tools; each student is assigned a faculty mentor and each student works individually with his/her instructors. Our accrediting agency, CCNE, sets the retention rate at 70% after students are admitted to nursing school. Our retention rate for FY 22 has not been determined yet.

**List Student Learning Outcomes for Majors:**

### **Degree/Program/Option Goals**

Educate students who are capable of passing the National Council of State Boards of Nursing Licensing Exam-RN (NCLEX-RN) on the first attempt. (School's annual pass rate for the year 2021 is 100%.)

1. As a provider of care, the graduate will use building knowledge foundations, critical thinking, decision making, communication, developing values and beliefs, scientific

inquiry, promoting transfer and application, and facilitating analysis, synthesis, and evaluation processes to provide ethical, evidence-based, culturally competent, reflective care that incorporates the physical, chemical and biologic, and socioeconomic-cultural dimensions of the total health experience for individuals, families, and aggregates across the life span:

- a. performs assessment appropriately;
  - b. accurately analyzes assessment data;
  - c. plans appropriate interventions and outcomes;
  - d. incorporates evidence-based care principles in plan;
  - e. demonstrates appropriate interventions;
  - f. adapts care/interventions to address ethical and cultural concerns;
  - g. evaluates client care outcome;
  - h. modifies plan of care based on evaluation of outcomes, if needed;
  - i. communicates accurately in oral and written form.
2. As a leader of care, the graduate will facilitate leadership through collaboration, inquiry, and advocacy to design, redesign, and coordinate safe, cost effective quality care for individuals, families and aggregates across the life span:
- a. demonstrates appropriate coordination, delegation, and supervision of nursing care in a variety of settings;
  - b. designs and evaluates safe, effective, quality care for individuals,
  - c. families and aggregates;
  - d. advocates for clients through collaboration with the interdisciplinary health care;
  - e. utilizes research to promote leadership in nursing at a local, national, and global level.
3. As a member of the profession, the graduate will enact professional behaviors that communicate respect for their own and others values, role development, commitment of lifelong learning, promotion of social justice, and preparation for graduate education:
- a. demonstrates the use of professional nursing standards;
  - b. communicates respectfully in a clear, relevant manner in oral, nonverbal, and written modes;
  - c. demonstrates commitment to ongoing professional learning activities;
  - d. promotes social justice through service activities;
  - e. utilizes research to increase knowledge development in professional nursing.

**Describe Department/School Strengths:**

The major strength of the School of Nursing is the faculty. They are dedicated to maintaining high standards and positive student success. Because of this, the pass rate for year 2021 was 100% on the NCLEX exam. The SON and its graduates are very well thought of in the health care community and graduates are sought after by agencies.

The learning outcomes (as wanted by the university) are met at 100% every year.

**Describe Department/School Challenges:**

The School of Nursing Has several Challenges:

- a. AACN (American Association of Colleges of Nursing) has completely changes the standards for students in Nursing Schools necessitating a change in Curriculum as well as

outcomes. The SON must adopt a competency-based model of education. This is expected to take approximately 3-4 years to complete. We have begun working on the initial phases of this. AACN is having webinars on this and all faculty are responsible for watching these.

- b. Nursing has a reaccreditation visit from CCNE that will take place in February of 2025. We are in the process of making sure we have the documentation in place for that visit. As I understand it, we will be evaluated under the current curriculum and program but will need to show plans for the transition to competency-based education.
2. The NCLEX will change to the new format on April 1, 2023. The faculty have worked very hard to get educated in the new question format as well as the different teaching methods needed to achieve student success.
3. We are challenged with unprepared students coming from high school in the state. Their reading levels are not at a college level, their math skills are very poor, and their science background is poor. We do require the university general education as well as nursing support courses to be completed before they begin nursing classes. But we are continuing to have applicants with really good GPAs who can't read, write, or compute simple math problems as well as having little knowledge in Anatomy and Physiology (I have discussed this with the chair and the A&P instructor). Nursing currently has no test of basic skills for admission. The application for beginning to use the ATI TEAS as been sent to Dr. Schmidt.
4. Very low budget
  - a. Our lab equipment is getting old. Our current simulators are low level and inadequate for competency-based evaluation. A Radiant warmer is needed next year as are the infusion pumps; the high level simulators will be needed in 2-3 years as the new curriculum is developed and put into practice
    - i. We need to replace 2 IV pumps for next semester
      1. Plum Infusion pump \$3,300 each
    - ii. We need an infant warmer with APGAR and monitoring capabilities.
      1. Radiant warmer \$4,500
    - iii. High level Simulators
      1. SimMan 3G Plus \$125,000 (2)
      2. Adult Hal \$83,590
      3. Advanced Pediatric Hal \$83,390 (2)
      4. Advanced Bedside cart \$25,000 +\$200 yearly for maintenance and support (2)
  - b. We are forced to purchase programs that are needed to evaluate learning, i.e., Exam Soft And the modules for Learning the new NCLEX formatting.
  - c. There is no money for a consultant to assist with changing the curriculum; none of us has ever taught in a competency-based curriculum or a concept-based curriculum and we need guidance. We are using the ATI resource consultants available to us but they don't cover this particular topic. We are using the AACN resources that are free.
  - d. As part of the changing curriculum and the way we have evaluate students, our clinical will move from all hands on to 50% simulation. This means, I will need faculty educated in simulation (not just the one I have now) and we will need 2-3 faculty educated in simulation design, use for clinicals, and evaluation of competencies.
  - e. Nursing really needs tutors. These individuals have to be licensed, practicing, baccalaureate prepared nurses and they will expect to be paid the going salary for a registered nurse. We do hire one TA but this person is usually a foreign student in health sciences and not registered to practice nursing in this country. That person is a huge help to faculty with assistance in the lab and class but they are limited. The State does put restrictions on who can teach nursing students.



- f. Nursing has 14 full time faculty members with as many as 10+ part time faculty and the full-time faculty members are still accruing large amounts of overtime. I'm wearing my faculty out.
  - g. As I understand it, a new competency based curriculum designed using the parameters AACN wants us to use, classes will need to be team taught. This will increase the number of part time faculty needed, provided that I have the full complement of full time faculty I have now. While most of the competency evaluation will take place in clinical, there are competencies and can't be evaluated in clinical.
2. Rural location:
- a. Because of the location of the SON, clinical opportunities are limited. Our students have to travel up to 100 miles for a clinical rotation, often using back roads. There are extremely limited adequate clinical experiences for a BSN in the Macomb area.
    - i. We do try to hire part time clinical faculty who are apart of the agencies we use so there are no travel expenses but this is not always possible.
  - b. Nursing has no medical center associated with the university or within a reasonable distance for research purposes. It is almost impossible for faculty to be unit A with the research and publication expectations for tenure without adequate facilities. Hence, nursing is comprised of mostly unit B faculty (4 have terminal degrees but without adequate research accessibility, it doesn't make sense for them to transition to unit A; another 3 more are in terminal degree programs). The one community/public health faculty is unit A and has adequate research facilities because she can use the rural communities.
  - c. Recruiting faculty in rural areas is difficult, especially in the specialty areas of nursing.
3. Facilities
- a. I've been told that the building our classes are held in will be taken offline, however I have not had any conversations about new classrooms. We need specific designs for the classrooms so that we can engage in active learning. This will be even more critical when we begin with competency-based education. In addition, there needs to be computer access. The computer labs on campus are not large enough for our classes, those computers do not have nursing programs on them, and computer usage is high in every class, making the on-campus labs impractical for nursing's use. Students do use their personal lab tops for a lot of in class activities but there needs to be adequate electrical outlets for those to be plugged in. Testing is done via computer with the program Exam Soft.
  - b. Nursing only has 2 assigned classrooms. We need at least 3 and probably 4.
  - c. Nursing labs are in 2 different buildings making it very difficult for equipment to be moved in and out of the labs. We need 1 lab space dedicated to nursing that is big enough for 5 skills labs, a birthing center, a physical assessment lab, community/public health lab. Ideally, for assessment of competencies, we will need additional observation labs similar to the one we already have but with high end simulators and the capability to record the sessions for grading purposes.

**Identify Opportunities for your department/school in the short term:**

The goals for next year:

- 1. Have enough faculty to cover the classes and clinicals without accruing high dollar amounts of overtime.
- 2. Get a rough outline of the changing curriculum.

- a. Begin to get faculty both full time and part time educated in competency-based education.
- b. When the curriculum is completed, the State Nursing Board (IDFPR) will have to be notified and give approval as well as CCNE.
3. Students will achieve at least an 80% pass rate on the NCLEX.
4. Review data (2021-2022) and begin formal write up with documentation for the CCNE reaccreditation visit.
5. Incoming pre-licensure applicants to the nursing major will take the ATI TEAS assessment as part of the admission process.

**How will you measure the success of the plans outlined above?**

1. The ACE sheets for each faculty member will describe the dollar amount of overtime-I'd like there to be no overtime for faculty.
2. Faculty should be able to show continuing education credits for any programs attended on competency learning.
3. The official NCLEX pass rates from the Illinois board of Nursing will be used to determine if the pass rate goal has been met.

**List Major Faculty and Staff achievements:**

**Grants:**

2021 "Nursing Experts: Translating the Evidence (Phase 4)" (\$19,999) competitive award from the from Department of Health and Human Services, National Institutes of Health, National Library of Medicine, with the University of Illinois at Chicago.  
Co-Project Manager: **Dr. Patricia Eathington**  
*Assist in consultation and support on outreach activities; Contribute to session development activities; Act as instructor/facilitator for educational sessions in Western Illinois and Northern Illinois region*

2020 "Nursing Experts: Translating the Evidence (Phase 3)" (\$14,967) competitive award from from Department of Health and Human Services, National Institutes of Health, National Library of Medicine, with the University of Illinois at Chicago.  
Co-Project Manager: **Dr. Patricia Eathington**  
*Assist in consultation and support on outreach activities; Contribute to session development activities; Act as instructor/facilitator for educational sessions in Western Illinois and Northern Illinois region*

**Peer Reviewed Presentations:**

2021 Jones, K., Howard, C., **Eathington, P.**, Raszewski, R., Vonderheid, S., Williams, J., VanWingerden, L., Drone-Silvers, F., Johnson, E., Niccum, A., Reynolds, C., & O'Bryant, A. (2021, October). *Nursing experts translating evidence into practice-NExT* 3. Podium Presentation at American Public Health Association Conference, Denver, Co. [Virtual]

2020 Wolf, M., Cone, K. & **Eathington, P.** (2020). Interprofessional Education in Undergraduate Nursing. **Poster Presentation with Audio Narration** at 2020 Midwest Interprofessional Practice, Education, and Research Center Virtual Conference, hosted by Grand Valley State University September 16-18, 2020.

**List Major student achievements and recognitions:**

Danni Nichols; December 2021 Summit League Player of the Week. For a Nursing Student this is a lot of work!

Ayaan Mohomed was chosen for a nursing student internship at the Mayo Clinic in Rochester, MN in the Summer of 2021. Highly competitive.

**List alumni activities:**

No reports

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents**  
**Department of Physics**  
**AY2021-2022**

## **Part I (for Chairs)**

### **Department/School:**

Physics

### **College:**

College of Arts and Sciences

### **Department Vision and Mission Statements:**

#### **Vision**

Our degree program will be known for the well-rounded preparation it offers to the students to demonstrate significant leadership potential during their immediate employment after graduation or in their further study of physics or a related field at the master's or doctoral level.

#### **Mission**

To provide students with a high-quality undergraduate and graduate (at the master's level) education that allows them to acquire the knowledge and skills needed to successfully pursue immediate employment or further study in physics or a related field.

### **Degrees Offered in Department/School:**

BS Physics (Option A: Standard Physics, Option B: Engineering Physics, Option C: Science/Physics-Teacher Education, Option D: Materials Science (Just approved)), Pre-Engineering 2+2 transfer Program, Integrated BS+MS in Physics, and MS Physics.

### **List specific recruitment and retention activities:**

#### **1. Recruitment**

- a. **Virtual Science Saturday:** We instituted a monthly science discussion activity for 6th grade onwards on topics of current interest across all science and technology fields. The activity was initially developed for the COVID-19 pandemic; nevertheless, it is being repositioned to have wide-reaching impact going forward.
- b. **Discover Western:** We modified department visit sessions at the Discover Western events to carry them out in collaboration with the School of Engineering and Technology. We are taking concrete steps to elucidate a comprehensive picture of the program major options that exist for the technically oriented students coming to Western that include Physics, Engineering, Engineering Physics, Engineering Technology and Construction Management and the Physics Minor. We are also working hard to setup mechanisms to allow the group of Physics and Engineering students to form a cohort and collaborate throughout their time at Western. These efforts will offer better preparation to the student for their future work life and will be a good recruitment tool.
- c. **Science Fair Visits:** We have maintained regular presence at the Bushnell Industry High School Career Fair to communicate the excitement of doing physics and to offer introduction to our various programs. As the pandemic restrictions have begun to be lifted, we plan to make more such trips at different high schools in our general area.

## 2. Retention

We have implemented a whole host of retention strategies within the last year to meet the needs of our students and to ensure their success in our programs. They are listed below:

- a. Widespread implementation of the **Learning Assistant model** across the majority of 200-400 level classes for the majors to offer them timely and meaningful help.
- b. Implementation of **two new classes** at the upper-level undergraduate and graduate levels: Machine Shop Essentials and Quantum Measurement Lab. These classes offer new set of marketable skills that are appropriate for a 21<sup>st</sup> century BS and MS graduates in physics.
- c. Complete **overhaul of the course evaluation instrument** to obtain actionable input from the students on our current offerings. The information collected is expected to have long-term impact on the effectiveness of our teaching as per the needs of the students.
- d. In our entry level sequence of Phys 211 and 212 classes we have historically observed students struggling with problem-solving process essential to apply physics to real-life scenarios. We introduced **extra help sessions** in both classes, within the Learning Assistant model, to offer **problem-solving assistance** and training to the students that needed it the most. The students were identified with the help of a placement test administered at the beginning of the semester.

### List Student Learning Outcomes for Majors:

#### BS:

- 1) Students will demonstrate mastery of the basic concepts of physics and the ability to apply those concepts to the solution of real-world physics problems.
- 2) Students will demonstrate competency in the following physics laboratory skills: the use of basic physical and electronic measuring instruments, error analysis, design and construction of moderately complex electronic circuits, and graphical analysis of physical data.
- 3) Students will demonstrate competency in the following classes of computer applications to analyze and communicate physics concepts and data: Microsoft Office products, mathematical typesetting tools, drawing programs, programs for graphing and regression analysis of numerical data, mathematical processors (Mathematica/Maple/MATLAB), and integrated development environments for the development of codes using modern structured programming languages for data acquisition or data analysis.
- 4) Students will demonstrate competency in the use of the following mathematical physics skills in the solution of physics problems: calculus, vector algebra and calculus, ordinary differential equations and boundary-value problems using Partial differential equations.

#### MS:

- 1) Students will demonstrate mastery of the basic core of theoretical physics and the ability to apply their theoretical knowledge to the solution of physics problems. The core includes Classical Mechanics, Electromagnetic Fields, and Quantum Mechanics.
- 2) Students will demonstrate mastery of Mathematical Methods of Physics, which includes student competency in the use of vector calculus, ordinary and partial differential equations, special functions, linear algebra and matrix manipulations, and complex analysis as they relate to the core areas of theoretical physics.
- 3) Students will demonstrate competency in one or more areas of experimental physics, including:
  - (a) Basic Measurement Skills
  - (b) Analog and Digital Electronics and Instrumentation

- (c) Computer Interfacing
- (d) Computerized Data Collection and Analysis
- (e) Optical Instrumentation
- (f) Vacuum/Cryogenic Technology
- (g) Introductory Physics Laboratory Supervision

4) Students will demonstrate competency in one or more of the following areas of computational physics: (i) Spreadsheets, Data Processing, Graphing, and Curve Fitting, (ii) Programming Languages, and (iii) Mathematical Processors.

#### **Describe Department/School Strengths:**

1. **Nationally top-ranked MS program** with the largest number of total and women graduates among MS only institutions (2015-2017, American Physical Society).
2. **Strong BS and MS programs** for students interested in pursuing higher degrees in Physics.
3. **Strong research programs** in a broader area of **Atomic, Molecular, and Optical Physics**.
4. **Strong student engagement in experiential learning activities** such as research projects, demonstrations show, Virtual Science Saturday, sky-viewing events, , and K-12 robotics team mentoring, other recruitment and outreach activities that involve high-school visits are being revived slowly.

#### **Describe Department/School Challenges:**

- 1) **Severe Understaffing:** Department of Physics at WIU is severely understaffed to continue to run nationally competitive BS and MS programs effectively. According to the data released by the American Institute of Physics, among MS only Physics programs nationwide the average number of FTE faculty is more than 14. We have only five FTE faculty. With the help two administrative and one civil service employee that have all taken up excessive teaching responsibilities we are somehow floating the two programs. Our office support staff is also at only 25%. Our recent success with the MS program is impressive; however, it is not sustainable due to the current staffing levels. Several courses in the frontier areas of physics had to be canceled in recent times, which has a lasting negative impact not only on the MS program, but it also limits the competitiveness of the BS program.
- 2) **Aging Equipment Infrastructure:** Experimental research infrastructure and instructional laboratory infrastructure is dated and needs to be updated and modernized. Our recent efforts have helped us add Instructional Quantum Laboratory infrastructure at the beginning level. Much remains to be done to improve the strength of our offerings and the quality of the student experience.
- 3) **Curricular Modernization:** Department of Physics mainly consists of tenured Associate or Full professors and two administrators. Besides, there is an intense administrative workload to manage our MS program efficiently and effectively. This has left every one of the current members of the department with severe overload. Looking into the future, this leaves us with very little wiggle-room in terms of time and resources available for implementation of curricular innovation and modernization despite the desire, knowhow, and awareness of the national-level trends.
- 4) **Preparation for Industrial Careers:** The career landscape of the physics majors is changing nationwide. Most physics graduates, nationally, enter the industrial or government workforce as opposed to further study. Our current programs fall short of adequately preparing our students to

meet their immediate needs upon graduation for employment at these avenues. We do a great job of making them ready for higher studies in Physics. We will need to bring marketable new programs and courses to impart a new set of advanced skills valued by the employers. It requires strategic hiring to enhance our current strengths and to add more opportunities to attract students.

- 5) **Recruitment and Retention:** One of the significant challenges facing our BS program is the retention of students. We get a good number of students entering the program; however, they move onto other disciplines. We have identified several reasons for this trend and are working towards addressing this challenge on a variety of fronts. We hope that our newly instituted Materials Science program would offer us an edge on the recruitment front.

**Identify Opportunities for your department/school in the short term:**

- 1) **Quad-Cities offerings:** Department has identified opportunities for curricular and programmatic collaboration with the QC engineering program. With the help of *one faculty hire* on the QC campus we will be able to bring the “Engineering Physics” program to the QC campus. Such a program at the QC campus will offer significant value to the QC Engineering programs by making available an opportunity for the students to earn dual degree in Engineering and Engineering Physics. Such a dual degree option offers enhanced career prospects and graduate research opportunities in emerging fields at the interface of engineering and physics such as materials science and engineering, quantum information science, and photonics.
- 2) **Secondary-Science Teacher Preparation:** The current scarcity of Physics teachers in our geographical area could be an excellent opportunity for our program. We are working on identifying reasons for non-interest among the incoming students towards teaching as a valuable career and address them effectively through curricular innovation. As the department of physics is responsible for the secondary science teacher preparation program, we have taken great efforts to enhancing the recruitment for this program. We applied for a National Science Foundation’s NOYCE program grant in the amount of USD 1.4 Million. The application was not successful; nevertheless, in the light of many encouraging reviews we will be revising and resubmitting the grant application in the Summer of 2022. Such a program and grant efforts have a greater chance of being successful if we have can hire a dedicated faculty specializing in science teaching. We hope to hire a *C.T. Vivian scholar* to help us grow this program and offer greater visibility to it not only in the western Illinois region but also in the state of Illinois and nation.
- 3) **Growth in the Materials Science Program:** We have created a new option in the Materials Science area, which would be the only program of its kind in the state of Illinois. This option is fully approved by the campus entities, it will appear in the catalog in the AY2022-2023. We are moving towards implementing this option in collaboration with Department of Chemistry within the next year. We hope that this program will prove to be a great recruitment tool for the physics programs.
- 4) **Multidisciplinary Collaborations:** Department of Physics has identified several collaborative curricular opportunities and is working on feasibility studies to establish modernized and marketable new programs. The programs that we are focusing our energy on at this point include “Science and Policy” (in collaboration with Political Science) and “Quantum Information Science” in collaboration with Mathematics and Computer Science.

**Describe your plans for moving forward in the next academic year. Include a list of specific goals. Examples might include recruiting and retention initiatives, curricular innovation and development**

**based on student learning assessment, increased research output, increased student engagement activities.**

- 1) Implement the recently approved Materials Science option, create recruitment materials for the program, and keep track of interest among prospects and incoming students.
- 2) Complete feasibility studies on (i) Science+Policy programs across a majority of the science disciplines at Western, (ii) Quantum Information Science, and (iii) Engineering Physics at the Quad Cities campus.
- 3) Identify future capacity of the department to establish viable new programs that can bring value to the university and the region.
- 4) Enhance the outreach programs of the department such as high-school visitation, sky-viewing, robotics team mentoring and coaching, and Science Saturday as we come out of the pandemic.
- 5) Understand the high-school science teacher (particularly physics) shortage, identify the needs, challenges, and best pathways to meet those needs. This will be carried out in collaboration with the Secondary Science Education Program Coordinator.
- 6) Department of Physics has been a leader in establishing the Learning Assistant (LA) program on both the QC and Macomb campuses. Learning assistants are students about a year ahead of the students they are helping. They participate in the class and problem-solving session to identify areas where students struggle and offer help from their experience of having gone through materials very recently. Within the last year, Department of Physics expanded the implementation of the LA program on the Macomb campus in a majority of 200-400 level physics classes. We will continue to monitor the student need and tailor the LA program to ensure a deeper level of learning, confidence building, and problem-solving skill development among our majors. These efforts could positively impact our retention numbers. Comparison of student performance data over the past few years and after the implementation of the LA program will be a useful metric to gauge the effectiveness and impact of the efforts.

**How will you measure the success of the plans outlined above?**

The already established assessment instruments for the assessment of student learning will be enhanced to incorporate new curricular programs. With regards to the other projects or specific tasks that the department will be, participating in, their impact will be carefully measured by keeping track of data on participation by the students and by the general public to the extent possible. This data will be analyzed and compared with historical data. For detailed studies carried out, reports will be generated and shared with the administration and broader university community. The reports will be used for designing future goals and projects to be taken up by the department.

**List Major Faculty and Staff achievements:**

**1. Research Publications:**

- a. "Group velocity of light in biaxial crystals". P. Q. Wang, *Applied Optics* 60, 4143-4153 (2021).
- b. Rodríguez, Tatiana M.; Hofner, Peter; Araya, Esteban; et al. 2021, "A Highly Collimated Flow from the High-mass Protostar ISOSS J23053+5953 SMM2", *Research Notes of the AAS*, Volume 5, Issue 4, id.70.



- c. Shuvo, Onic I.; Araya, E. D.; Tan, W. S.; et al. 2021, " Thermal formaldehyde emission in NGC 7538 IRS 1", Monthly Notices of the Royal Astronomical Society, Volume 504, Issue 2, pp.1733-1748.
- d. Dr. P. K. Babu and Dr. Saisudha Mallur: Optical Properties of Praseodymium (Pr<sup>3+</sup>) doped bismuth boro-tellurite glasses containing CdSe nanoparticles, Saisudha B Mallur, Panakkattu K Babu, Materials Research Bulletin, 147 (2022) 111651.
- e. Rodríguez, Tatiana M., Hofner, Peter; Araya, Esteban D.; et al. 2021, "Discovery of a Highly Collimated Flow from the High-mass Protostar ISOSS J23053+5953 SMM2", The Astrophysical Journal, Volume 922, Issue 1, id.66, 12 pp.

## 2. Research Facility Use Proposals:

- a. Dr. E. D. Araya, principal investigator of the proposal "In Search for Angular Momentum Signatures near Ionized Jets", Very Large Array (VLA) radio telescope of the National Radio Astronomy Observatory (NRAO), a facility of the National Science Foundation (NSF). Telescope allocation: 2.5 hours at Priority A.
- b. Dr. E. D. Araya, co-author of the proposal "Ionized Jets from High-Mass Protostars: a VLA Quest for Resolution", Very Large Array (VLA) radio telescope of the National Radio Astronomy Observatory (NRAO), a facility of the National Science Foundation (NSF). Telescope allocation: 35.39 hours at Priority B, 2.37 hours at Priority C.
- c. Dr. E. D. Araya, member of large international collaboration "VOLS: The VLA Orion A Large Survey", Very Large Array (VLA) radio telescope of the National Radio Astronomy Observatory (NRAO), a facility of the National Science Foundation (NSF). Telescope allocation: 306.00 hours at Priority B.

## 3. Professional Development:

- a. Dr. E. D. Araya, Dr. P. K. Babu, and Dr. James Rabchuk attended the conference: "2021 International Learning Assistant Conference", October 23-25, 2021, virtual conference. The conference provided networking opportunities in Gather and multiple sessions about best practices in the use and implementation of LA programs.
- b. E. D. Araya attended the XSEDE + Pittsburgh Supercomputing Center HPC Workshop: BIG DATA and Machine Learning October 5-6, 2021. This two-day workshop included overview of Big Data, Spark, Machine Learning, and Deep Learning with Tensorflow.
- c. E. D. Araya attended the workshop/webinar: "Writing and Submitting a Successful XSEDE (Extreme Science and Engineering Discovery Environment) Research Proposal", October 12, 2021. This workshop/webinar included information on allocation types and resources available for research and education activities.

## 4. Conference Presentations:

- a. Dr. E. D. Araya, invited presentation, Academic Trajectory Panel, Alpha-Cen (Astrofísica Centroamericana y del Caribe) Summer School (August 2021).
- b. Dr. E. D. Araya, invited presentation, Introduction to Radio Astronomy, Alpha-Cen (Astrofísica Centroamericana y del Caribe) Summer School (August 2021).

- c. Dr. E. D. Araya, invited presentation, Workshop in Radio Astronomy: From image noise to spectral indices, Alpha-Cen (Astrofísica Centroamericana y del Caribe) Summer School (August 2021).
- d. Dr. K. T. Kapale and collaborators from Google and Caltech, Invited Focus Session Presentation: “Teaching Quantum Concepts to High-school Students through Game play”, American Physical Society March Meeting, March 14-17, 2022, Chicago.
- e. Stimulated Emission Cross Sections and Quantum Efficiencies of Sm<sup>3+</sup> and Sm<sup>3+</sup>-Eu<sup>3+</sup> Co-doped Bismuth Boro-tellurite Glasses, P K Babu, Saisudha B Mallur, Ting C Khoo, Suman Rijal, Owen Huff, Oral presentation at the APS March Meeting, March 15-19, 2021 (Online)

### 5. Innovative Projects:

- a. Dr. Esteban D. Araya, PI of the National Science Foundation (NSF) Extreme Science and Engineering Discovery Environment (XSEDE) Educational Allocation: “Using XSEDE Resources as the Platform to Teach an Introductory Computational Physics Class”, Awarded Resources: IU/TACC (Jetstream): 180,000.0 SUs. Allocation administration comments: “The estimated value of these awarded resources is \$3,600.00. The allocation of these resources represents a considerable investment by the NSF in advanced computing infrastructure for U.S.”
- b. Dr. Kishor T. Kapale participated in the national level team effort (with collaborators from Google and Caltech) to develop educational activity and corresponding teaching materials for high school teachers to introduce quantum information science concepts in their classrooms. The activity will be piloted in various high-school classes in the month of November and will be released nationwide in April on the World Quantum Day. This activity is part of a program called “QuanTime” supported by White House National Quantum Coordination Office and the National Science Foundation.

Faculty and staff activities are summarized in the table below:

| Books | Chapters/Monographs/<br>Refereed Articles | Creative Activities |       | Conference Presentations |       | Program Recognitions |       |          |
|-------|-------------------------------------------|---------------------|-------|--------------------------|-------|----------------------|-------|----------|
|       |                                           | Domestic            | Int'l | Domestic                 | Int'l | Faculty              | Staff | Students |
| 0     | 5                                         | 21                  | 11    | 0                        | 5     | 2                    | #     | #        |

### List alumni activities:

1. **Publication by two of our MS program Alumni:** Shuvo, Onic I.; Araya, E. D.; Tan, W. S.; et al. 2021, " Thermal formaldehyde emission in NGC 7538 IRS 1", Monthly Notices of the Royal Astronomical Society, Volume 504, Issue 2, pp.1733-1748. More information posted at the WIU Press-Release: “Mentoring of Physics Students Continues Beyond Graduation.” [http://wiu.edu/news/newsrelease.php?release\\_id=18046](http://wiu.edu/news/newsrelease.php?release_id=18046), The press-release highlights the research work of former WIU graduate students Onic Shuvo and Wei Siang Tan that was recently published with their collaborator Dr. Araya. The article also features Dr. Kapale highlighting the tradition of the Department of Physics at WIU in engaging the students in research projects even after graduation.

**Part I (for Chairs)****Department/School:** Political Science**College:** Arts and Sciences**Department Vision and Mission Statements:****B.A. in Political Science****Mission Statement**

We prepare students to be effective leaders in their professions as well as nurturing them to be thoughtful and engaged citizens. Students will be given the opportunity to acquire the knowledge and skills that are transferrable across public and private sector career paths in a close-knit and student-centered learning environment. We aim to provide students with a well-rounded, yet specialized, education that will help them thrive in and shape an ever-changing world.

**Vision Statement**

Our degree will be known for the preparation and engagement of our graduates. They will be professionals equipped to be resourceful and intellectually flexible in careers in the public and private sectors, including, law, public administration, public policy, international diplomacy, urban and regional planning, management, consulting, and political campaigns.

**M.A. in Political Science****Mission Statement**

We prepare students for professional careers in government, politics, business, and non-profit organizations, as well as for further study in Doctoral programs or law school. We teach students critical thinking, presentation, and writing skills, as well as mastery of the literature in political science, especially in their areas of specialization.

**Vision Statement**

Our degree will be known for a highly-individualized educational experience with small classes that emphasize building critical thinking and research skills. Students will work closely with faculty on specific projects. They will present findings of their research within the department, and, when possible, be supported in presenting their work at academic and professional conferences.

**Degrees Offered in Department/School:** B.A. in political science, with specialized options in American Government, International Relations/Comparative Politics, Pre-Law, and Public

Administration/Public Policy. M.A. in political science with options in American Government, International Relations/Comparative Politics, and Public Administration/Public Policy.

**List specific recruitment and retention activities:**

Greg Baldi and Keith Boeckelman have developed relationships with area liberal arts colleges, including Monmouth, Augustana, Quincy, and Culver-Stockton to help recruit potential graduate students to the program.

The department helped organize an event with UIC Law School on October 26 to help explain the process for admission to law school, as well as specific programs at UIC.

The department coordinated meetings with students and a representative of the Illinois Legislative Staff Internship Program in conjunction with Career Day, October 5.

The chair conducts an exit survey/focus group with sections of the senior seminar (Pols 492) to discuss students' experiences with the major. The results are used to improve recruitment and retention in the department. For example, we have tried to bring alums onto campus or to connect with classes via zoom to help mentor students in their careers.

**List Student Learning Outcomes for Majors:**

Students will demonstrate advanced knowledge of the sub-fields of political science – American politics, comparative politics, international relations, public administration and policy, and political theory, as well as developing competence in research methods in political science. Furthermore, they will develop analytical and critical reading skills, as well as the ability to speak and write clearly and persuasively.

**Describe Department/School Strengths:**

Faculty have won many Provost's excellence awards in recent years. The department has a strong commitment to experiential learning inside and outside the classroom. Each year, we field delegations to the Model Illinois Government and Midwest Model United Nations simulations. Political Science majors also contribute significantly to Western's Mock Trial team. Morgan 308 has been converted to an experiential learning classroom, and Erin Taylor's efforts to carry out experiential learning activities there were featured in a recent video for donors to the college. Faculty are dedicated to mentoring students during their time at Western and beyond as they enter the workforce. The department is committed to the dual enrollment program. We have offered Political Science 122 at Macomb High School in Fall '19, Fall '20, and Fall '21, an online section to Cambridge High School students in Spring '21 and Spring '22, as well as an in-person section at CHS during Spring'20. Faculty have worked closely with the Honors College to enhance their curricular offerings. Examples include recent classes, such as "The Democracy Game," "Citizen Politics," and "Inside State Government." Similarly, faculty offer cross-listed courses that enhance the offerings in related departments, including Political Psychology (Pols/Psych 308), and Race and Ethnicity in American Politics (Pols/AAS 311). Faculty

maintain a strong community outreach presence, through presentations, LIFE classes, and media appearances.

**Describe Department/School Challenges:**

We have lost faculty in recent years due to layoffs/departures. This threatens our retention efforts, especially when popular faculty leave or are laid off and are not replaced. Relatedly, staff shortages hamper our experiential learning efforts, particularly related to fielding the mock trial team or participating in Model United Nations going forward.

**Identify Opportunities for your department/school in the short term:**

Heightened interest in civic engagement/fate of democracy provides interest in political science related topics both inside and outside the university. This should provide continued opportunities for community and media outreach, as well as increasing the appeal of majoring or minoring in political science. Along this line, we will continue outreach activities such as Constitution Day and the All-In Democracy Challenge. The College of Arts and Science's commitment to funding Western's membership in the Interuniversity Consortium for Political and Social Research (ICPSR) should provide additional research opportunities for members of the department.

**Describe your plans for moving forward in the next academic year. Include a list of specific goals. Examples might include recruiting and retention initiatives, curricular innovation and development based on student learning assessment, increased research output, increased student engagement activities.**

We will persist with initiatives to expand recruitment at both the graduate and undergraduate levels. As part of this effort, we will continue to build on our relationship with area law schools, graduate schools, and employers, especially UIC law school, and the Illinois Legislative Staff Internship program. We will build on our newly-approved online major to help attract students to the political science department. We will continue to explore interdisciplinary opportunities with other fields in the university, including the sciences, where the department is currently exploring options in science and pre-law and science and public policy. To foster this effort, Keith Boeckelman gave a talk on "Scientists and Public Policy" at the Physics Colloquium, September 10. We will emphasize retention by inviting former students to speak to classes about their career paths and trajectories. Department faculty are pursuing a grant application to provide support for underrepresented student groups to help them better navigate the pipeline to success in being admitted to law school.

**How will you measure the success of the plans outlined above?**

We will track the number of students recruited/retained. Other measures of success focus on outreach efforts with postgraduate educational institutions/employers, and relevant curriculum changes.

**List Major Faculty and Staff achievements:** Political science faculty have been active in community outreach, including frequent media appearances. For example, several faculty members participated in the Western Illinois Museum’s “Taking Questions” discussion series, including: Rick Hardy (2/17) on The Supreme Court in historical perspective, Julia Albarracin (2/3) on Latinx immigration, and Keith Boeckelman (3/3) on impeachment and its history. Keith Boeckelman, along with political science graduate student Delilah Sanders and student legal counsel Victoria Smith participated in the Constitution Day event on the right to vote, which was broadcast on Channel 3 beginning in September.

In terms of media appearances, Keith Boeckelman appeared on KHQA news, January 5, to discuss the Georgia runoff elections and the Electoral College. Keith Boeckelman also did a video interview with the Quad City Times to discuss the January 6 riots in the U.S. capitol. Casey LaFrance appeared on the podcast “Real Time,” sponsored by the Illinois Public Employer Labor Relations Association to discuss aligning policing with the community (2/22). Greg Baldi appeared on Channel 3 to discuss the 20<sup>th</sup> Anniversary of 9/11. Vin Auger was interviewed for the Burlington Hawkeye about the situation in Afghanistan in September.

Julia Albarracin is the Distinguished Faculty Lecturer for Spring ’22.

Due in part to the Political Science Department’s efforts, Western received a Bronze Seal from All-In Campus Democracy for student voting in the 2020 election. Relatedly, Western was named to the *Washington Monthly*’s “Best Colleges for Student Voting Honor Roll” for Fall ’21.

**List Major student achievements and recognitions:** Daria Levchenko was the President of Western’s Student Body during the 2020-2021 academic year. Justin Brown served as the student member of WIU’s Board of Trustees for the 2020-2021 academic year. Delilah Sanders was awarded the Phyllis Rippey Best Paper Award for the 2020-2021 academic year for her paper “Changing Policing in the United States.” Delilah Sanders also received the CAS Honorary Student Recognition Award for the 2020-2021 academic year for the social sciences. Ebra Buah, Tais Martinez, Barbara Reppen, and Amber Shupe participated in the (virtual) Model Illinois Government simulation, February 26 and February 27, 2021.

Justin Brown interned with Mayor of Macomb, Spring ’21. Madison Majors interned with the Mayor of Macomb, Fall ’21. Ebra Buah interned with the Office of the Illinois Lieutenant Governor, Fall ’21

**List alumni activities:**

Kirk Dillard is the Chair of the Chicago Area’s Regional Transportation Authority. Darren Duncan is Vermillion County Treasurer, and was a candidate for Congress in the 15<sup>th</sup> District of Illinois. Dr. Artie Travis is Vice President for Student Affairs at Frostburg State University. Dr. Emmanuel Balogun is an assistant professor of political science at Skidmore College. Dovile Svirupskaite is a campaign manager, Bill Foster for Congress. Michael Kohler is Deputy Campaigns Director at Michigan AFL-CIO. Daniel Ramirez is a contact administrator at the General Services Administration. Justin Washington is an associate media planner at AL Media

Strategy. Stephen Taylor is Director of Professional Services at the Will Group. Lexandra Werle is an administrator of the Wisconsin Court System. Bart Ellefritz is the Director of Federal and State Legislative Affairs for the Chicago Transit Authority. Patrick Hostert is the Legislative Liaison for the Illinois Department of Healthcare.

**Faculty Research:**

**Books: 2**

**Articles: 5**

**Conference Presentations: 4**

## Part I (for Chairs)

**Department/School: PSYCHOLOGY DEPARTMENT**

**College: ARTS AND SCIENCES**

### **Department Vision and Mission Statements:**

*Mission:* We prepare students for functioning in a complex world as thoughtful, knowledgeable, and conscientious professionals in their chosen career fields.

*Vision:* Our degree will be known for connecting students to experiential opportunities; such as internships, field experiences, research collaborations and leadership positions; that enable them to put classroom knowledge into practice.

### **Degrees Offered in Department/School:**

Bachelor of Science in Psychology (Psychology, Forensic Psychology options)

Master of Science in Psychology (Clinical/Community Mental Health, General Experimental Psychology options)

Specialist in School Psychology

### **List specific recruitment and retention activities:**

#### *Undergraduate Recruitment:*

The department's Undergraduate Recruitment Committee organized and held Psychology Day in March 2022, a half-day recruitment event for prospective students that had both face-to-face and virtual components. 38 prospective students attended.

Faculty, current students, and an alum participated in a virtual admitted students event in April 2022 organized by Admissions that was specifically for Psychology prospective students.

Faculty representing the Psychology and/or Forensic Psychology programs made presentations at five Illinois high schools.

Admitted students are sent a welcome letter from the Department Chair.

The department collaborated with Marketing to recommend students willing to make testimonials and to update the Psychology promotional flat sheet.

Students, supervised by a faculty member, made regular social media posts on department Facebook and Instagram accounts.

Faculty or the Chair had over 30 one-on-one meetings with prospective students and their families who were interested in either Psychology or Forensic Psychology.

#### *Graduate Recruitment:*

The three graduate programs held two virtual open houses (in Fall 2021 and Winter 2022).

They participated in the graduate school fair organized by Graduate Studies in the Fall 2021.

They attended a graduate school fair organized by Truman State University in Fall 2021.

School Psychology graduate students made presentations to 8 undergraduate psychology classes across Illinois, Wisconsin, and Missouri to share information about the profession and WIU's program.

Students, supervised by a faculty member, made regular social media posts on Facebook.



The graduate coordinators are the primary contact for prospective students and have had many in-person and virtual meetings.

*Undergraduate Retention:*

The department increased the number of online and hybrid courses to allow students to continue their educations during COVID-19 in the modality that best met their needs.

Every Spring the department offers awards to juniors, including the Distinguished Junior Award.

Multiple undergraduate awards were given to students, including the Jim Joyce scholarship and the Eric Ward Tutoring Award (which include cash awards).

Undergraduates awarded the Eric Ward Tutoring Award are paid a stipend to provide tutoring to students taking Psychology statistics.

Tutoring services for Introductory Psychology and statistics were expanded, with graduate assistants available in the Psychology Resource Center (a room in Waggoner Hall).

Faculty and staff organized a Thanksgiving grab-and-go meal in the hallway for students in November 2021.

*Graduate Retention:*

The graduate programs had an orientation for new psychology graduate students on the first day of Fall semester to cover expectations, resources, and how graduate school difference from the undergraduate experience.

Faculty met with current graduate students to discuss issues related to diversity-equity-inclusion, and how the department can be more welcoming to students.

School Psychology faculty met with current graduate students to discuss how to schedule classes in a way that allows them to do other academic activities like practica.

**List Student Learning Outcomes for Majors:**

*Bachelor of Science in Psychology (Psychology, Forensic Psychology Options):*

1. Students will demonstrate an appropriate knowledge base in psychology
2. Students will demonstrate appropriate scientific inquiry and critical thinking skills
3. Students will demonstrate appropriate ethical and social responsibility skills
4. Students will demonstrate appropriate communication skills

*Master of Science in Clinical/Community Mental Health:*

1. Skill in developing and using the therapeutic relationship; ability to therapeutically manage the ongoing interpersonal process including one's own contribution to that process.
2. Skill in developing clear, theoretically consistent formulations of client functioning, and deriving and implementing treatment plans based upon these formulations.
3. Skill in evaluating the quality of research findings and in applying those findings to the clinical situation.

*Master of Science in General Experimental Psychology:*

1. Students will have a broad knowledge of the subfields of experimental psychology
2. Students will have specialized knowledge of statistical techniques and research methods available for analyzing and interpreting research results
3. Students will demonstrate skill in formal public speaking and informal classroom discussions
4. Students will demonstrate skill in written expression of ideas
5. Students will have the ability to engage in original research

*Specialist in School Psychology:*

1. Students will demonstrate knowledge of data-based decision-making and accountability

2. Students will demonstrate appreciation of consultation and collaboration
3. Students will demonstrate competence in intervention and instructional support
4. Students will demonstrate competent intervention with mental health services to develop social and life skills
5. Students will demonstrate motivation to engage in school-wide practices to promote learning
6. Students will demonstrate knowledge about preventive and responsive services
7. Students will demonstrate knowledge of family-school collaboration services
8. Students will demonstrate appreciation for diversity in development and learning
9. Students will demonstrate competence in research and program evaluation
10. Students will demonstrate understanding of legal, ethical, and professional practice

### **Describe Department/School Strengths:**

#### *Overall*

1. Active faculty research labs in numerous subdisciplines (including forensic psychology, lifespan development, neuroscience, clinical psychology, and social psychology) involve both undergraduate and graduate students. In particular, the forensic psychology lab has involved collaborations out in the field, including the Rushville Treatment and Detention Facility and the Washington State Courts Initiative for Judicial Equity.
2. The Professional Research Pool for Criminal Justice Science ([www.prpforcjscience.org](http://www.prpforcjscience.org)) offers numerous applied and research opportunities to students and criminal justice professionals. It also reflects interdisciplinary research started with grant support awarded to faculty member Kim McClure in collaboration with the Illinois Law Enforcement Training and Standards Board – Executive Institute.
3. The student body is diverse at both the undergraduate and graduate level.

#### *Undergraduate:*

1. The undergraduate Psychology major is popular with students: 334 in Psychology, 87 in Forensic Psychology.
2. The undergraduate major expanded to the Quad Cities in 2019 and now has 70 Psychology majors.
3. The Forensic Psychology undergraduate major is the only one of its kind – it uniquely integrates multi-disciplinary content (e.g. LEJA, Sociology, etc.) with psychology at its core encompassing legal and clinical applications for research and practice.
4. Undergraduates have the opportunity for applied experiences, including participation in Hotline which celebrated its 50<sup>th</sup> anniversary as a peer-counseling crisis call line on campus.

#### *Graduate:*

##### *Clinical/Community Mental Health*

1. The Psychology Clinic provides free mental health services to those in the community.
2. Psychological assessment services were added to clinic and provide funds from service.
3. Successful new internship placements.
4. 1:1 supervision for student trainees providing service delivery.
5. Small cohorts for close supervision.
6. Good internship acquisition rates, job placement rates, and licensure rates.

##### *School Psychology*

1. Collaborative and proactive faculty that puts students first. Faculty are dedicated to setting aside time for students to meet (in person or on Zoom) and have frequent, ongoing interactions to support their progress in graduate school.
2. Graduate students are familiar with public schools by engaging in fieldwork experiences beginning their first semester in the program. The students are well-equipped by their third year (internship) for supporting and leading a school in making data-based decisions.

3 Graduate students are mindful of the social-emotional needs that PreK-12 students have post-pandemic and are effective in providing individual and group counseling.

#### *General Experimental Psychology*

1. The program successfully serves two distinct student populations, students who are interested in pursuing doctoral degrees and academic careers, and those interested in careers in applied and research settings that do not require a doctorate.
2. Students develop research competence by getting actively involved in research activities during their first semester and continuing until they graduate.
3. The diversity of our faculty's research backgrounds and interests makes it possible for students to tailor research experience directed at their own specialized interests. Feedback from students has consistently indicated the individualized approach is one of the most well-liked aspects of the program.
4. Students become knowledgeable in major subfields through completion of core courses in statistics, research methods, behavioral neuroscience, and social, cognitive, and developmental psychology.

#### **Describe Department/School Challenges:**

##### *Undergraduate:*

1. The Forensic Psychology program has more student interest than can be supported by the limited faculty with the required expertise. Hiring an additional faculty member is necessary to increase student enrollment.
2. Like many undergraduate programs at WIU, the Psychology major has experienced a long-term decline in enrollment.
3. We do not collect systematic data on Psychology alumni.

##### *Graduate:*

1. The Clinical/Community Mental Health (CCMH) program is short a faculty member given the need to provide supervision to its students. This has multiple effects:
  - Unable to fully provide the advertised 1:1 supervision components of the program because limited time for supervision of graduate student training;
  - Limits growth of clinical services (schools, assisted living facilities);
  - Risk of needing to cut clinical services like the assessments because of staffing insufficiency;
  - CCMH faculty unable to teach undergraduate courses which affects recruitment to program;
  - Burnout among current clinical faculty due to staffing insufficiency.
2. Psychology Clinic equipment/materials becoming dated, so there is a need to secure funding for upcoming assessment materials.
3. The School Psychology program currently has 2.5 FTE faculty and per accreditation standards, are required to have 3 FTE faculty.
4. The School Psychology program should be accepting more students to help address a regional and national shortage in school psychologists; however, we cannot admit larger cohorts without having adequate faculty to supervise and train these new applicants.
5. The General Experimental Psychology program has seen a decline in research opportunities available to graduate students due to limitations imposed by COVID-19 and also to the decrease in the number of experimental faculty in the Psychology Department on the Macomb campus.

#### **Identify Opportunities for your department/school in the short term:**

1. Hiring a faculty member in School Psychology would get instructor levels necessary for accreditation.

2. Hiring a new faculty member who specialized in both Clinical Psychology and Forensic Psychology would alleviate stress upon both programs and allow programs to expand to include more students.
3. It would be beneficial for students if the department offered more applied opportunities for undergraduates and redesigned the curriculum to encourage students to take those opportunities.
4. Reinvigorate undergraduate student organizations in Psychology, which suffered during COVID restrictions, and expand to include forensic psychology-specific organizations.
5. Build on popularity of undergraduate majors by further increasing recruitment efforts; the pandemic restrictions have made us see the potential for virtual recruiting events.
6. The undergraduate major already offers many of its courses online, so there may be an opportunity to develop an online major in Psychology.

**Describe your plans for moving forward in the next academic year. Include a list of specific goals. Examples might include recruiting and retention initiatives, curricular innovation and development based on student learning assessment, increased research output, increased student engagement activities.**

1. Engage in department self-study to determine if online major is viable and beneficial.
2. Discuss curriculum revision to encourage student participation in internships and other applied experiences.
3. Offer department recruitment activities that are both face-to-face and virtual.
4. Begin regular contact with Psychology alumni in order to build better alumni relations.

**How will you measure the success of the plans outlined above?**

1. Online major: success will be measured by department making a formal vote on whether to offer online major.
2. Applied experiences: success will be measured by increased student enrollment in applied experiences such as Hotline and Field Experience course.
3. Recruitment: Success will be measured by increase in number of prospective students who interact with Psychology Department faculty and staff.
4. Alumni: Success will be measured by having at least one digital contact (e.g., newsletter) with all alumni for whom digital contact information exists.

**List Major Faculty and Staff achievements:**

- 11 peer-reviewed journal articles authored by faculty.
- 16 presentations at regional or national conferences by faculty.

**List Major student achievements and recognitions:**

Graduate student CL Tarantola received the Illinois Fund for Careers in School Psychology 2022 Minority Scholarship Award.

Emma Holtz, McKenna Davenport, and Alanna Colucci all received the Jim Joyce Award for their academic and extracurricular achievements within the Psychology Department. This award includes a small scholarship.

**List alumni activities:**

None known.

**Department/School: Sociology & Anthropology**  
**College: Arts & Sciences**

**Department Vision and Mission Statements:**

B.A. in ANTHROPOLOGY

- Vision Statement
  - The bachelor's degree in anthropology prepares students in a range of professional fields such as law, social work, international economic development, business, public administration, health care, forensic science, human rights advocacy, and other human service professions. Local schools, the National Park Service, consultants, and museums also offer employment opportunities for these students. This program presents theoretical and practical foundation for graduate studies in anthropology and archaeology.
- Mission Statement
  - To produce graduates who possess a greater understanding of human, biological and cultural diversity and acquire skills to successfully navigate a rapidly changing global environment.

B.A. in SOCIOLOGY

- Vision Statement
  - The Sociology Program will be known for producing well-educated students who are prepared to enter a range of professional fields such as personnel, business and industry, survey research, public opinion polling, marketing and advertising research, government or nonprofit agencies, human services, hospitals or health care organizations and for graduate studies in sociology and other disciplines. The program will also be known for providing students with an excellent background for careers in enforcement, counseling, and social work.
- Mission Statement
  - In a globalized and ever-changing world, students need to be prepared to identify, analyze, and problem-solve change, conflict, and diverse relationships. The Sociology major at Western Illinois University provides students with these transferable skills, which are equally desired by contemporary employers as well as the admissions committees of graduate and professional schools. Sociology students will develop proficiencies in: the analysis of the impacts of diversity, difference and inequalities on social behavior, relative life chances, and social justice; effectively communicating complex ideas, issues, or concerns in ways that promote problem-solving and community building; the structural analysis of cultural and social systems and social relations; and data collection methodologies and forms of analysis for data driven decision-making. All students will be provided opportunities to demonstrate their mastery of these proficiencies through application in local/regional/national/global contexts as engaged citizens.

M.A. in SOCIOLOGY

- Vision
  - The Master of Arts program in Sociology provides students with: the skills that make them highly desirable employees in their field of choice; the knowledge, training, and pedagogical tools to pursue careers at community colleges (teaching and administration); and a rigorous foundation to pursue further advanced study in Ph.D. and professional programs.
- Mission Statement

- Drawing on our long history of success, the Master of Arts program in Sociology at WIU strives to be recognized as the leading general M.A. program in Sociology.

**Degrees Offered in Department/School:**

- Bachelor of Arts in Anthropology (On-Campus and Online)
- Bachelor of Arts in Sociology (On-Campus and Online)
- Masters of Arts in Sociology (Macomb Campus)

**List specific recruitment and retention activities:**

- CAS Undergraduate Recruitment Grant for Anthropology (\$500)
  - Anthropology faculty have created posters to recruit for the major/minor, individual classes, highlighted female women of color Anthropologists and paid for ads on social media.
- Anthropology faculty led virtual welcome session for anthropology majors, fall 2021
- CAS Undergraduate Recruitment Grant for Sociology (\$493)
  - Grant will be used to cover costs to print and mail posters and brochures to regional community colleges and to print panels promoting BA in Sociology program for display board used at Discover Western and other recruiting events.
- Held watch party for ASA Webinar on Resume Strategies for Sociology majors (March 2, 2022)
- The Student Recruitment and Retention Committee is beginning the process to update our Sociology undergraduate flat sheet.
- The Student Recruitment and Retention Committee revised guidelines for Sociology Student Ambassador responsibilities. Sociology student ambassadors are now serving in the role as sociology mentors for incoming freshman and sophomore students.
- The Student Recruitment and Retention Committee started a project “Our Sociology Undergraduate Students and Their Stories.” Information about our students will be displayed on the third floor in Morgan Hall and published on our social media platforms.
- Approved curriculum revision to add Soc 497H (Honors Thesis) as capstone option for BA in Sociology program (approved spring 2022 for fall 2022 catalog)
- Sociology faculty led a virtual welcome session for anthropology majors, September 24, 2021

**List Student Learning Outcomes for Majors:**

BA in Anthropology Learning Outcomes

- Identify the economic, political, and cultural bases of social inequality and the factors that affect social mobility.
- Compare and contrast environmental issues and cultural adaptations around the globe.
- Compare and contrast basic theoretical orientations and demonstrate an understanding of how basic theoretical orientations can be applied to different cultures.

BA in Sociology Learning Outcomes

- Identify the economic, political, and cultural bases of social inequality and the factors, which affect social mobility (social stratification/mobility)
- Recognize and apply the rules of scientific method to the study of social phenomena (research methods /statistics)

- Compare and contrast basic theoretical orientations in sociology and demonstrate an understanding of how basic theoretical orientations can be applied to different aspects of social reality (theory)

#### MA in Sociology Learning Outcomes

- Apply their sociological perspectives and associated skills in their field of choice
- Effectively transfer their knowledge, training, and perspective to diverse audiences and settings
- Identify the added value of their Master of Arts degree in Sociology and the manner in which it has impacted their educational, personal, or career goals and/or opportunities

#### **Describe Department/School Strengths:**

##### BA in Anthropology

- With fewer than 4 full-time faculty, the Anthropology faculty are experts in their respective sub-disciplines, bring practice-based expertise to their teaching, and serve as leaders in the discipline. They have secured national grant funding for both teaching and scholarly endeavors (e.g. Department of Education and National Science Foundation), participate in professional conferences and workshops, and contribute to community engagement efforts.
- The Anthropology major continues to thrive with over 52 majors in Fall 2021 and 23 minors and 42 major and 21 minors in Spring 2022.
- The Anthropology faculty contribute substantially to the University's goals of furthering social justice and racial equity through experiential, immersive learning experiences. This includes (but is not limited to):
  - Study abroad experiences in Germany, Puerto Rico and India
  - Archaeological field school
  - Field trips to the Field Museum and Dickson Mounds Museum
  - Service-learning courses that connect students with corporate, industrial, and non-profit organizations
  - Independent research and publication opportunities

##### BA in Sociology

- A diverse, committed faculty with international backgrounds.
- A research-engaged faculty that brings their scholarship and expertise in the classroom and in student mentorship
- A revised, well thought-out curriculum that attracts diverse students in both online and face-to-face modalities.
- Dual capstone experience options (Internship/Individual Investigations) to prepare students for a broad range of post-baccalaureate pathways.
- A full complement of online courses, including all required courses and electives, developed by and taught by full-time, permanent faculty members with extensive training in online course development and delivery.
- A more efficient than average program among peer institutions for cost per credit hour.
- Integrated BA/MA in Sociology program to provide current, high-achieving undergraduate majors with accelerated path to the MA.
- Tradition of strong contribution to University's General Education and Board of Trustees degree program as well as cooperation with other departments/programs to deliver a large number of cross-listed courses to students (e.g., Women's Studies, African American Studies, and Religious Studies)

- Strong commitment and contribution to Honors College (honors courses, in-class honors, honors thesis advising, Undergraduate Research Day)

#### MA in Sociology

- An excellent, committed, invested faculty that strive to ensure the continued success of the M.A. program in sociology
- One-on-one intense mentorship between faculty and graduate students for successful completion of exit options, and accommodation of student research interests.
- A long-standing history of successful alumni across public and private spheres, as well as applied and academic careers that continues to the present
- Three Exit Options that suit the different needs and interests of students (Thesis, Non-Thesis, and Internship).
- Participation in the WIU Peace Corps Fellows Program (PCFP), which serves returning Peace Corp Fellows in graduate training in rural/developmental sociology.
- Integrated BA/MA in Sociology program to recruit current, high-achieving undergraduate majors into complete MA program
- Moderately reasonable costs, when compared to outcomes make this program an excellent value
- Strong record of graduate training in areas of diversity, equity, and inclusion.
- A demonstrably successful comprehensive curriculum
- Together these point to our most notable strength: a proven pattern of coursework, instruction, and faculty commitment to students that helps propel them into their chosen careers.

#### **Describe Department/School Challenges:**

##### BA in Anthropology

- Need for additional full-time faculty to allow faculty release time for sabbaticals, research and the opportunity to not teach overload while maintaining and potentially growing our program.
- Lack of adequate/dedicated classroom space for archaeology and biological anthropology courses
- Lack of adequate lab space for faculty and student research (archaeology and biological anthropology)

##### BA in Sociology

- Loss of multiple sociology faculty members during period of review through retirement and resignation, with only one replaced (through rehire of instructor previously laid off during budget crisis). Losses have been felt most acutely in high demand areas of study such as Criminology/Deviance.
- Decline in university funding for the department's operating budget resulting in loss of funds to support research and travel for faculty and students.
- Limited network of internship sites for newly created capstone experience internship option.
- Late "declaration" of Sociology majors and high percentage of majors who transfer in as Juniors or Seniors limits development of shared identity among majors, particularly for our online students.

##### MA in Sociology

- Decline in university funding for both departmental operating budgets resulting in loss of funds to support research and travel for both faculty and graduate students.
- Decline in university funding for graduate assistantship allocation resulting in a loss of assistantship lines and ability to attract students into the program.
- Loss of seven sociology faculty members during period of review through retirement and resignation, with only one replaced (through rehire of instructor previously laid off during budget



crisis). Losses have been felt most acutely in high demand areas of study such as Criminology/Deviance.

- Fluctuations in enrollment during the period of review in connection with university budget crisis and overall enrollment decline.

**Identify Opportunities for your department/school in the short term:**

BA in Anthropology Program Opportunities

- Addition of new tenure track faculty member in Archaeology will restore four field complement of faculty and provide space for additional course offerings in area of archaeology.

BA in Sociology Program Opportunities

- Opportunities to expand partnerships with high schools and community colleges to promote our program and sociology as a field of study.

MA in Sociology Program Opportunities

- Growing the Integrated B.A./M.A. program in the department;
- Increase international student recruitment based on already existing networked relationships;
- Increase domestic student recruitment by focusing on two student populations:
  - Above-Average to excellent students at undergraduate institutions without strong undergraduate degree programs, and
  - Above-average students at undergraduate institutions with strong B.A./B.S. degree programs.
  - Together these two populations of students represent what we believe to be “diamonds in the rough” – a category of student we are well equipped to help excel.

**Describe your plans for moving forward in the next academic year. Include a list of specific goals. Examples might include recruiting and retention initiatives, curricular innovation and development based on student learning assessment, increased research output, increased student engagement activities.**

BA Program in Anthropology

- Reexamine major requirements and course offerings to meet the needs of our majors and minors.
- Secure dedicated laboratory space and resources for biological/physical anthropology and archaeology faculty and research.
- Identify funding for student service-learning projects, study travel for field trips, and study abroad programs.

BA Program in Sociology

- Our BA in Sociology program is undergoing a periodic program review and the materials gathered and compiled during the review process (self-study, enrollment data, external reviewer report, etc.) will be used to construct a plan for potential revisions to curriculum/program structure, recruitment strategies, and student learning goals.
- Develop/strengthen partnerships with local and regional organizations to increase range of undergraduate internship opportunities for majors.

MA Program in Sociology

- Our MA in Sociology program is undergoing a periodic program review and the materials gathered and compiled during the review process (self-study, enrollment data, external reviewer

report, etc.) will be used to construct a plan for potential revisions to curriculum/program structure, recruitment strategies, and student learning goals.

- Continue efforts began in 2020-2021 to develop proposal for offering MA program in online format
- Develop/strengthen partnerships with local and regional organizations to increase number and range of graduate internship opportunities for majors.

### **How will you measure the success of the plans outlined above?**

#### BA Program in Anthropology

- Approval of program and curriculum revisions for 2023-2024 Academic Catalog
- Establishment of dedicated lab space for faculty and student research for Archeology and Biological Anthropology faculty members.

#### BA Program in Sociology

- Establish relationships/agreements with a minimum of five (local and regional) sites to coordinate with our department for internships for our undergraduate majors.

#### MA Program in Sociology

- Steady/growing enrollment in MA program indicating effective recruitment/retention
- Approval of online MA program and online curriculum/course proposals
- Establish relationships/agreements with a minimum of five (local and regional) sites to coordinate with our department for internships for our graduate students.

### **List Major Faculty and Staff achievements:**

#### Awards/Honors

- Lora Ebert Wallace selected for Provost Award for Excellence in Multicultural Education
- Dr. Andrea Alveshere awarded Provost Travel Award
- Dr. Lora Ebert Wallace awarded Provost Travel Award
- Dr. Christina Davis awarded Provost Travel Award
- Dr. Heather McIlvaine-Newsad awarded Provost Travel Award
- Dr. Christina Davis awarded 2022 Summer Stipend by University Research Council
- Dr. Ryan Clasby awarded Sociology and Anthropology Faculty Research and Travel Award

#### Publications

- LaDousa, Chaise and Christina P. Davis, eds. 2022. *Language, Education, and Identity: Medium in South Asia*. New York: Routledge.
- Lindsay Donaldson, Lisa Matthies-Barnes, Heather McIlvaine-Newsad, and Amanda Zunner-Keating. 2022. *Representations: An Open Invitation to Anti-Racist Anthropology*. PB Press Books, Creative Commons.
- Clasby, Ryan and Jason Nesbitt, eds. 2021 *The Archaeology of the Upper Amazon*. University Press of Florida
- Wallace, Lora Ebert and Erin N. Taylor. 2021. "Risk language and infant feeding behaviors: a longitudinal analysis." *Women's Reproductive Health*, 8 (4).

- Davis, Christina. Article Contribution to Special Issue. Davis, Christina. 2021. "Memes, Emojis, and Text: The Semiotics of Differentiation in Sri Lankan Tamil Social Media Groups." Special Issue, *Journal of Linguistic Anthropology* 31(3): 429-450.
- Davis, Christina. Article Contribution to Special Issue. Davis, Christina. Das, Sonia N., Christina P. Davis, and Erika Hoffmann-Dilloway. 2021. "Judith T. Irvine and the Social Life of Scholarship." Special Issue, *Journal of Linguistic Anthropology* 31(3): 429-450.
- Gloria Delany-Barmann and Heather McIlvaine-Newsad. 2022. "Cultivating Change in the Curriculum Through International Faculty Development," in *Applying Anthropology to General Education: Reshaping Colleges and Universities for the 21st Century*, Jennifer Weiss and Hillary Haldane, eds. Routledge, Taylor & Francis Group.

#### Conference Presentations

- Davis, Christina. 'Memes, Emojis, and Text in Sri Lankan Tamil Social Media Groups' Paper delivered, AAA Annual Meeting, Baltimore, MD. November 2021.
- Davis, Christina. 'Mother Tongue, On Stage and in Discussion' Paper delivered (with Chaise LaDousa), Association for Asian Studies Annual Conference. Honolulu, Hawai'i. March 2022.
- Davis, Christina. (Panel Co-organizer), 'Imagining Mother Tongue' in Contemporary South Asia: Ethnographic and Historical Approaches.' Association for Asian Studies Annual Conference. Honolulu, Hawai'i. March 2022.
- Alveshere, Andrea, Dr. Lynne Kelly, and Dr. Vincent Riccardi, "Art, Orality, and Migration: The roles of NF1, mnemonics, and somatic adaptation in the hominin biocultural toolkit" (poster), American Association of Biological Anthropologists (AABA) 91st Annual conference. March 2022.
- Alveshere Andrea, "Art, Orality, and Migration: The roles of NF1, mnemonics, and somatic adaptation in the hominin biocultural toolkit" (virtual podium presentation), American Association of Biological Anthropologists (AABA) 91st Annual conference March 2022.
- Alveshere Andrea, "Genetics & Genomics: Adaptation and Complex Traits," (online session chair) American Association of Biological Anthropologists (AABA) 91st Annual conference in March 2022.
- Chang, Gordon C. "Understanding Ideology: Seeing Programmatic Activities within Programmatic Systems." 2022 Annual Meeting of the Society for the Study of Symbolic Interaction (SSSI), April 13-16, 2022.
- McIlvaine-Newsad, Heather, "Yoga as Fieldwork: Incorporating Yoga into the Introduction to Cultural Anthropology Curriculum." Society for Applied Anthropology Meetings, March 22-26, 2022, Sheraton Salt Lake City Hotel, Salt Lake City, UT
- Wallace, Lora Ebert. "Use of 'Risk' Language in Breastfeeding Promotional Materials: U.S. State, Territorial, and Local Health Departments." Society for the Study of Social Problems Annual meeting, Wednesday August 4, 2021 1:30 p.m.
- Wallace, Lora Ebert and Joy Ifeoma Ofuokwu. "'Risk' Language in Breastfeeding Promotional Materials: U.S. State, Territorial, and Local Health Departments." American Sociology Association Annual Meeting, Sunday, August 8, 2021.
- Lutz, Elizabeth N and Lora Ebert Wallace. "Coach Like a Girl: Collegiate Athletes' Views of Women as Coaches." American Sociology Association Annual Meeting, August 9, 2021, 12:45 p.m.

#### **List Major student achievements and recognitions:**

- Triple Major (Sociology/Anthropology/Communications) Elizabeth Lutz named WIU Lincoln Laureate

- Savannah Duncan, senior Anthropology major, selected to receive the Carl B. and Alice Larson Scholarship in Illinois Archaeology.
- Anna Lucken named Fall 2021 Department Scholar in Anthropology
- Kathryn Upton named Fall 2021 Department Scholar in Sociology
- Brooke Hermanowicz named Spring 2022 Department Scholar in Anthropology
- Elizabeth Lutz named Spring 2022 Department Scholar in Sociology
- Wallace, Lora Ebert and Joy Ifeoma Ofuokwu. “‘Risk’ Language in Breastfeeding Promotional Materials: U.S. State, Territorial, and Local Health Departments.” American Sociology Association Annual Meeting, Sunday, August 8, 2021.
- Lutz, Elizabeth N and Lora Ebert Wallace. “Coach Like a Girl: Collegiate Athletes’ Views of Women as Coaches.” American Sociology Association Annual Meeting, August 9, 2021, 12:45 p.m.

**List alumni activities:**

- McKenzie Price (BA Sociology, current MA student) was named Assistant Director of Giving at WIU
- Cara Erude (MA Sociology 2021) - started new position as Child Welfare Specialist at Chaddock, Quincy, IL
- Justin Corbett (BA Sociology 2017) hired as Assistant Director of Academic Services for Men’s Basketball Assistant Director of Academic Services for Men’s Basketball at Georgia Institute of Technology ·

**Aggregate Research Data:**

- Books: 3
- Articles: 3
- Conference Presentations: 9
- Other
  - Book Chapters: 1
  - Book Reviews: 1
  - Journal Issue Co-editor: 1